



# Specification

## BTEC Firsts

**Edexcel BTEC Level 2 Extended Certificate in Beauty  
Therapy Services and BTEC Level 2 Diploma in Beauty  
Therapy (QCF)**

**For first teaching September 2010**

**October 2010**



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# Contents

<b>BTEC First qualification titles covered by this specification</b>	<b>1</b>
<b>What are BTEC Firsts?</b>	<b>2</b>
Edexcel BTEC Level 2 Extended Certificate – 30 credits	3
Edexcel BTEC Level 2 Diploma – 60 credits	3
Key features of the BTEC Firsts in Beauty Therapy Services/Beauty Therapy	4
Rationale for the BTEC Firsts in Beauty Therapy Services/Beauty Therapy	4
National Occupational Standards	5
<b>Rules of combination for Edexcel BTEC Level 2 First qualifications</b>	<b>6</b>
Edexcel BTEC Level 2 Extended Certificate in Beauty Therapy Services	7
Edexcel BTEC Level 2 Diploma in Beauty Therapy	8
<b>Assessment and grading</b>	<b>9</b>
Grading domains	9
<b>Calculation of the qualification grade</b>	<b>10</b>
<b>Quality assurance of centres</b>	<b>11</b>
Approval	11
<b>Programme design and delivery</b>	<b>12</b>
Mode of delivery	12
Resources	13
Delivery approach	13
Meeting local needs	13
Limitations on variations from standard specifications	14
Additional and specialist learning	14
Functional Skills	14
Personal, learning and thinking skills	14

<b>Access and recruitment</b>	<b>14</b>
Restrictions on learner entry	15
Access arrangements and special considerations	15
Recognition of Prior Learning	15
<b>Unit format</b>	<b>16</b>
Unit title	16
QCF level	16
Credit value	16
Guided learning hours	16
Aim and purpose	16
Unit introduction	17
Learning outcomes	17
Unit content	17
Assessment and grading grid	17
Essential guidance for tutors	18
<b>Units</b>	<b>19</b>
Unit 1: Follow Health and Safety Practice in the Salon	21
Unit 2: Client Care and Communication in Beauty-related Industries	33
Unit 3: Promote Products and Services to Clients in a Salon	45
Unit 4: Provide Facial Skincare	57
Unit 5: Apply Make-up	71
Unit 6: Provide Manicure Treatments	85
Unit 7: Provide Pedicure Treatments	99
Unit 8: Provide Eyelash and Brow Treatments	113
Unit 9: Remove Hair Using Waxing Techniques	127
Unit 10: Salon Reception Duties	141
Unit 11: Display Stock to Promote Sales in a Salon	153
Unit 12: Working in Beauty-related Industries	163
Unit 13: Create an Image Based on a Theme within the Hair and Beauty Sector	173

Unit 14: Maintaining Personal Health and Wellbeing	183
Unit 15: Provide Nail Art	195
Unit 16: Body Art Design	207
Unit 17: Make-up for Performers	219
Unit 18: The Living Body	229
Unit 19: Dermatology and Microbiology	239
Unit 20: Business Enterprise	251
<b>Further information</b>	<b>261</b>
<b>Useful publications</b>	<b>261</b>
How to obtain National Occupational Standards (NOS)	261
<b>Professional development and training</b>	<b>262</b>
<b>Annexe A</b>	<b>263</b>
The Edexcel BTEC qualification framework for the hair and beauty sector	263
<b>Annexe B</b>	<b>265</b>
Grading domains: BTEC Level 2 generic grading domains	265
<b>Annexe C</b>	<b>267</b>
Personal, learning and thinking skills	267
<b>Annexe D</b>	<b>273</b>
Wider curriculum mapping	273
<b>Annexe E</b>	<b>275</b>
National Occupational Standards (NOS)	275
<b>Annexe F: Realistic Learning Environment</b>	<b>277</b>
<b>Annexe G</b>	<b>279</b>
Examples of calculation of qualification grade above pass grade	279
Points available for credits achieved at different QCF levels and unit grades	279
<b>Annexe H: Pre-16 restrictions for beauty therapy</b>	<b>283</b>





# What are BTEC Firsts?

BTEC First qualifications are undertaken in further education and sixth-form colleges, schools and other training providers, and have been since they were introduced in 1983. Their purpose, approaches to teaching, learning and assessment are established and understood by teaching professionals, employers and learners alike.

The BTEC First qualifications within this specification have been revised to fit the new Qualifications and Credit Framework (QCF). As such the revised titles are:

- Edexcel BTEC Level 2 Extended Certificate in Beauty Therapy Services (QCF)
- Edexcel BTEC Level 2 Diploma in Beauty Therapy (QCF)

But for clarity and continuity they are referred to generically as BTEC First qualifications, where appropriate and maintain the same equivalences, benchmarks and other articulations (for example SCAAT points) as their predecessor qualifications. The following identifies the titling conventions and variations between the 'old' (NQF) and 'new' (QCF) specifications.

<b>Predecessor BTEC Firsts (accredited 2006)</b>	<b>QCF BTEC Firsts (for delivery from September 2010)</b>
Edexcel Level 2 BTEC First Diploma	Edexcel BTEC Level 2 Diploma
Edexcel Level 2 BTEC First Certificate	Edexcel BTEC Level 2 Extended Certificate

BTEC Firsts are QCF Level 2 qualifications designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Firsts provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Firsts are recognised as Technical Certificates and form part of the Apprenticeship Framework. They attract achievement and attainment points that equate to similar-sized general qualifications.

On successful completion of a BTEC First qualification, learners can progress to or within employment and/or continue their study in the same, or related vocational area.

It should be noted that the titling conventions for the revised QCF versions of the BTEC Nationals have also changed; see within the relevant BTEC National specifications on the website ([www.edexcel.com](http://www.edexcel.com)).

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualifications in the QCF:

- Awards (1 to 12 credits)
- Certificates (13 to 36 credits)
- Diplomas (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

## **Edexcel BTEC Level 2 Extended Certificate – 30 credits**

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The 30-credit BTEC Level 2 Extended Certificate extends the specialist work-related focus and covers the key knowledge and practical skills required in the appropriate vocational sector. The BTEC Level 2 Extended Certificate offers flexibility and a choice of emphasis through the optional units. It is broadly equivalent to two GCSEs. Please note that this may not apply to the BTEC Firsts in Beauty Therapy Services / Beauty Therapy.

The BTEC Level 2 Extended Certificate offers an engaging programme for those who are clear about the area of employment they wish to enter. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or another qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners the BTEC Level 2 Extended Certificate can extend their experience 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 predecessor qualification to the BTEC Level 2 Extended Certificate is the Edexcel Level 2 BTEC First Certificate accredited onto the National Qualifications Framework, which has the same equivalences, overall size and focus to the revised QCF-accredited qualification.

## **Edexcel BTEC Level 2 Diploma – 60 credits**

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The 60-credit BTEC Level 2 Diploma extends the specialist work-related focus of the BTEC Level 2 Extended Certificate. The qualification can prepare learners for employment in the appropriate vocational sector and it is suitable for those who have decided that they wish to enter a particular area of work. It is broadly equivalent to four GCSEs. Please note that this may not apply to the BTEC Firsts in Beauty Therapy Services / Beauty Therapy.

Some learners may wish to gain the qualification in order to enter a specialist area of employment or to progress to a Level 3 programme. Other learners may want to extend the specialism they studied on the BTEC Level 2 Certificate or BTEC Level 2 Extended Certificate programme.

The predecessor qualification to the BTEC Level 2 Diploma is the Edexcel Level 2 BTEC First Diploma accredited onto the National Qualifications Framework, which has the same equivalences, overall size and focus to the revised QCF-accredited qualification.

## Key features of the BTEC Firsts in Beauty Therapy Services/Beauty Therapy

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The BTEC Firsts in Beauty Therapy Services/Beauty Therapy have been developed to:

- provide education and training for beauty therapy employees
- give beauty therapy employees opportunities to achieve a nationally recognised Level 2 vocationally-specific qualification
- give full-time learners the opportunity to enter employment in the beauty therapy sector or to progress to vocational qualifications such as the Edexcel BTEC Level 3 Nationals in Beauty Therapy Techniques/Beauty Therapy
- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

## Rationale for the BTEC Firsts in Beauty Therapy Services/Beauty Therapy

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The new BTEC Firsts in Beauty Therapy Services/Beauty Therapy have been introduced in response to centre demand. These qualifications are intended to:

- give learners the opportunity to gain a preparation for work qualification, based on the National Occupational Standards in beauty therapy
- give learners the opportunity to achieve a nationally-recognised Level 2 qualification that is supported by Habia, the Standards Setting Body for the hair and beauty sector
- give learners the opportunity to develop practical capability in essential Level 2 beauty therapy skills, including providing facial skincare, applying make-up, and providing manicure and pedicure treatments
- provide learners with the knowledge, understanding and skills relating to important areas of study in beauty therapy, including health and safety, client care and communication and promoting products and services
- encourage co-delivery of units, for example units relating to providing manicure and pedicure treatments, and encourage creative curriculum planning and delivery to motivate learners.
- aid progression to the BTEC Level 3 Nationals in Beauty Therapy Techniques/Beauty Therapy.

These exciting, new qualifications are largely made up of units developed in collaboration with Habia, the Standards Setting Body for the hair and beauty sector.

The BTEC Extended Certificate in Beauty Therapy Services is intended for learners aged 14 and above. It is also eligible as part of the beauty therapy Young Apprenticeship framework.

The BTEC Diploma in Beauty Therapy is intended for learners aged 16 and above. This qualification offers a great deal of flexibility, with a wide range of optional units, enabling learners to develop their knowledge and understanding of anatomy and physiology, specialise in nail art, or develop their business skills.

## **National Occupational Standards**

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BTEC Firsts are designed to provide much of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). BTEC Firsts do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS.

The Edexcel BTEC Level 2 Firsts in Beauty Therapy Services/Beauty Therapy relates primarily to the NOS in Beauty Therapy.

# Rules of combination for Edexcel BTEC Level 2 First qualifications

The rules of combination specify the:

- total credit value of the qualification
- minimum credit to be achieved at the level or above the level of the qualification
- mandatory unit credit
- optional unit credit
- maximum credit that can come from other QCF BTEC units.

When combining units for a BTEC First qualification, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

## Edexcel BTEC Level 2 Extended Certificate

- 1 Qualification credit value: 30 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 30.
- 3 Mandatory unit credit: 30.

## Edexcel BTEC Level 2 Diploma

- 1 Qualification credit value: a minimum of 60 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 60.
- 3 Mandatory unit credit: 40.
- 4 Optional unit credit: a minimum of 20.
- 5 A maximum of 5 optional credits can come from other QCF BTEC units to meet local needs.

## Edexcel BTEC Level 2 Extended Certificate in Beauty Therapy Services

The Edexcel BTEC Level 2 Extended Certificate in Beauty Therapy Services is a 30-credit and 263-guided-learning-hour qualification (GLH) that consists of seven mandatory units.

Edexcel BTEC Level 2 Extended Certificate in Beauty Therapy Services			
Unit	Mandatory units	Credit	Level
1	Follow Health and Safety Practice in the Salon	3	2
2	Client Care and Communication in Beauty-related Industries	2	2
3	Promote Products and Services to Clients in a Salon	3	2
4	Provide Facial Skincare	7	2
5	Apply Make-up	5	2
6	Provide Manicure Treatments	5	2
7	Provide Pedicure Treatments	5	2

This qualification is suitable for learners aged 14 years and above.

Centres must adhere to the restrictions set by Habia regarding activities which are not suitable for pre-16 learners to undertake, please see *Annexe H* for further information.

## Edexcel BTEC Level 2 Diploma in Beauty Therapy

The Edexcel BTEC Level 2 Diploma in Beauty Therapy is a minimum 60-credit and 476 to 524-guided-learning-hour (GLH) qualification that consists of nine mandatory units **plus** optional units that provide for a combined minimum total of 60 credits.

Edexcel BTEC Level 2 Diploma in Beauty Therapy			
Unit	Mandatory units	Credit	Level
1	Follow Health and Safety Practice in the Salon	3	2
2	Client Care and Communication in Beauty-related Industries	2	2
3	Promote Products and Services to Clients in a Salon	3	2
4	Provide Facial Skincare	7	2
5	Apply Make-up	5	2
6	Provide Manicure Treatments	5	2
7	Provide Pedicure Treatments	5	2
8	Provide Eyelash and Brow Treatments	4	2
9	Remove Hair Using Waxing Techniques	6	2
Unit	Optional units		
10	Salon Reception Duties	3	2
11	Display Stock to Promote Sales in a Salon	3	2
12	Working in Beauty-related Industries	4	2
13	Create an Image Based on a Theme within the Hair and Beauty Sector	7	2
14	Maintaining Personal Health and Wellbeing	7	3
15	Provide Nail Art	3	2
16	Body Art Design	4	2
17	Make-up for Performers	10	2
18	The Living Body	10	2
19	Dermatology and Microbiology	5	3
20	Business Enterprise	10	2

Please note this qualification is for learners aged 16 years old and above.

# Assessment and grading

In BTEC Firsts all units are internally assessed.

All assessment for BTEC First qualifications is criterion referenced, based on the achievement of all the specified learning outcomes.

Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass' a learner must have satisfied **all** the pass assessment criteria
- to achieve a 'merit' a learner must additionally have satisfied **all** the merit grading criteria
- to achieve a 'distinction' a learner must additionally have satisfied **all** the grading distinction criteria.

## Grading domains

The assessment and grading criteria are developed in relation to grading domains which are exemplified by a number of indicative characteristics at the level of the qualification.

There are four BTEC First grading domains:

- application of knowledge and understanding
- development of practical and technical skills
- personal development for occupational roles
- application of generic skills.

Please refer to *Annexe B* which shows the merit and distinction indicative characteristics.

## Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the assessment and grading criteria and
- achieve the learning outcomes within the units.

All assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment and grading criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms including written reports, graphs, posters, along with projects, performance observation and time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment and grading criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities and work experience. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment and grading criteria must be indicated clearly on fit for purpose assignments. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment and grading criteria.

When looking at the unit assessment and grading criteria grids and designing assignments, centres are encouraged to identify common topics and themes.

The units include guidance on appropriate assessment methodology. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

## Calculation of the qualification grade

### Pass qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade (see *Rules of combination for Edexcel BTEC Level 2 First qualifications*).

### Qualification grades above pass grade

Learners will be awarded a merit or distinction or distinction\* qualification grade by the aggregation of points gained through the successful achievement of individual units. The number of points available is dependent on the unit level and grade achieved, and the credit size of the unit (as shown in the 'points available for credits achieved at different QCF Levels and unit grades' below).

### Points available for credits achieved at different QCF Levels and unit grades

The table below shows the **number of points scored per credit** at the unit level and grade.

Unit QCF level	Points per credit		
	Pass	Merit	Distinction
Level 1	3	4	5
<b>Level 2</b>	<b>5</b>	<b>6</b>	<b>7</b>
Level 3	7	8	9

Learners who achieve the correct number of points within the ranges shown in the 'qualification grade' table will achieve the qualification merit or distinction or distinction\* grade.

### Qualification grade

Qualification	Points range above pass grade		
	Merit	Distinction	Distinction*
BTEC Level 2 Certificate	85-94	95-99	100 and above
BTEC Level 2 Extended Certificate	170-189	190-199	200 and above
BTEC Level 2 Diploma	340-379	380-399	400 and above

Please refer to *Annexe G* for examples of calculation of qualification grade above pass grade.

# Quality assurance of centres

Edexcel's qualification specifications set out the standard to be achieved by each learner in order to be awarded the qualification. This is covered in the statement of learning outcomes, and assessment and grading criteria in each unit. Further guidance on delivery and assessment is given in the *Essential guidance for tutors* section in each unit. This section is designed to provide additional guidance and amplification related to the unit to support tutors, deliverers and assessors and to provide for a coherence of understanding and a consistency of delivery and assessment.

## Approval

Centres that have not previously offered BTEC qualifications will first need to apply for, and be granted, centre approval before they can apply for approval to offer the programme.

When a centre applies for approval to offer a BTEC qualification they are required to enter into an approvals agreement.

The approvals agreement is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Sanctions and tariffs may be applied if centres do not comply with the agreement. Ultimately, this could result in the suspension of certification or withdrawal of approval.

Centres will be allowed 'accelerated approval' for a new programme where the centre already has approval for a programme that is being replaced by the new programme.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre and must have approval for programmes or groups of programmes that it is operating
- the centre agrees as part of gaining approval to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Edexcel makes available to approved centres a range of materials and opportunities intended to exemplify the processes required for effective assessment and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers; planning, monitoring and recording of assessment processes; and for dealing with special circumstances, appeals and malpractice.

The approach of quality assured assessment is made through a partnership between an approved centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. Therefore, the specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

Edexcel monitors and supports centres in the effective operation of assessment and quality assurance. The methods which it uses to do this for BTEC First and National programmes accredited under the Qualifications and Credit Framework (QCF) include:

- ensuring that all centres have completed appropriate declarations at the time of approval, undertaking approval visits to centres where necessary

- requiring all centres to appoint a Lead Internal Verifier for designated groups of programmes and to ensure that this person is trained and supported in carrying out that role
- requiring that the Lead Internal Verifier completes compulsory online standardisation related to assessment and verification decisions for the designated programme
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- overarching review and assessment of a centre's strategy for assessing and quality assuring its BTEC programmes.

Centres should refer to the *Handbook for Quality Assurance for BTEC QCF Qualifications*, issued annually, for detailed guidance.

An approved centre must make certification claims only when authorised by Edexcel and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance will be prevented from seeking certification for individual programmes or for all BTEC First and National programmes. Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

## Programme design and delivery

BTEC First qualifications consist of mandatory and optional units. Optional units are designed to provide a focus to the qualification and give more specialist opportunities in the sector.

In BTEC Firsts each unit has a number of guided learning hours.

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments where the learner is not present.

Centres are advised to consider this definition when planning the programme of study associated with this specification.

### Mode of delivery

Edexcel does not define the mode of study for BTEC Firsts. Centres are free to offer the qualifications using any mode of delivery (such as full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces

- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

## Resources

BTEC Firsts are designed to prepare learners for employment in specific occupational sectors. Physical resources need to support the delivery of the programme and the proper assessment of the learning outcomes and should, therefore, normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

## Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of BTEC First qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learner's experience.

An outline learning plan is included in every unit as guidance which demonstrates one way to plan the delivery and assessment of the unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.

Where the qualification has been designated and approved as a Technical Certificate and forms part of an Apprenticeship scheme, particular care needs to be taken to build strong links between the learning and assessment for the BTEC First qualification and the related NVQs and Functional Skills that also contribute to the scheme.

## Meeting local needs

Centres should note that the qualifications set out in this specification have been developed in consultation with centres and employers and the Sector Skills Councils or the Standards Setting Bodies for the relevant sector. Centres should make maximum use of the choice available to them within the optional units to meet the needs of their learners, and local skills and training needs.

In certain circumstances, units in this specification might not allow centres to meet a local need. In this situation, Edexcel will ensure that the rule of combination allows centres to make use of units from other standard QCF BTEC specifications. Centres are required to ensure that the coherence and purpose of the qualification is retained and to ensure that the vocational focus is not diluted.

## Limitations on variations from standard specifications

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The flexibility to import standard units from other BTEC Firsts is limited to a total of 25 per cent of the qualification credit value (see *Rules of combination for Edexcel BTEC Level 2 First qualifications*).

These units cannot be used at the expense of the mandatory units in any qualification.

## Additional and specialist learning

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Additional and specialist learning (ASL) consists of accredited qualifications at the same level as, or one level above, the Diploma course of study. The ASL may include BTEC qualifications which are also available to learners not following a Diploma course of study.

Qualifications for ASL must be selected from the ASL catalogue through the National Database of Accredited Qualifications (NDAQ). The catalogue includes qualifications which have the approval of the Diploma Development Partnership (DDP) and will expand over time as more qualifications are approved. To access the catalogue go to [www.ndaq.org.uk](http://www.ndaq.org.uk) and select 'Browse Diploma Qualifications'.

Further units may be added to qualifications within the catalogue and centres undertaking, or preparing to undertake, ASL should refer regularly to the Edexcel website for information regarding additions.

## Functional Skills

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BTEC Firsts give learners opportunities to develop and apply Functional Skills.

Functional Skills are offered as stand-alone qualifications at Level 2. See individual units for opportunities to cover ICT, Mathematics and English Functional Skills.

## Personal, learning and thinking skills

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Opportunities are available to develop personal, learning and thinking skills (PLTS) within a sector-related context. PLTS are identified in brackets after the unit pass criteria to which they are associated and they are also mapped in *Annexe C*. Further opportunities for learners to demonstrate these skills may also be apparent as learners progress throughout their learning.

# Access and recruitment

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Edexcel's policy regarding access to its 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 wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualification and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to complete the programme of study successfully and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access

the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a Level 2 qualification. For learners who have recently been in education, the profile is likely to include one of the following:

- a BTEC Level 1 qualification in hair and beauty or a related vocational area
- a standard of literacy and numeracy supported by a general education equivalent to four GCSEs at grade D-G
- other related Level 1 qualifications
- related work experience.

More mature learners may present a more varied profile of achievement that is likely to include experience of paid and/or unpaid employment.

## ● **Restrictions on learner entry**

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The Edexcel BTEC Level 2 Extended Certificate in Beauty Therapy Services is accredited on the QCF for learners aged 14 years and over.

The Edexcel BTEC Level 2 Diploma in Beauty Therapy is accredited on the QCF for learners aged 16 years and over.

Centres must take particular care to adhere to the restrictions set by Habia regarding activities which are deemed unsuitable for learners aged under 16 years to undertake. Please see *Annexe H* for further information.

Edexcel BTEC Level 2 Firsts are listed on the DfE funding lists Section 96 and Section 97.

## ● **Access arrangements and special considerations**

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Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website ([www.edexcel.com](http://www.edexcel.com)). This policy replaces the previous Edexcel policy (*Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002*) concerning learners with particular requirements.

## ● **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.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, 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. Provided that 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.

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## Unit format

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All units in Edexcel BTEC Level 2 First qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

### Unit title

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The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

### QCF level

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All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the National Occupational Standards (NOS) and/or other sector/professional benchmarks.

### Credit value

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In BTEC First qualifications each unit consists of a credit value; learners will be awarded credits for the successful completion of whole units.

A credit value specifies the number of credits that will be awarded to a learner who has achieved all the learning outcomes of the unit.

### Guided learning hours

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Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

### Aim and purpose

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The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

## Unit introduction

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The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

## Learning outcomes

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Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit.

## Unit content

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The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related NOS. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the pass, merit and distinction grading criteria.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in *italics* followed by the subsequent range of related topics.

### Relationship between content and assessment criteria

The learner must have the opportunity within the delivery of the unit to cover all the unit content.

It is not a requirement of the unit specification that all the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment and grading criteria. The merit and distinction grading criteria enable the learner to achieve higher levels of performance in their acquisition of knowledge, understanding and skills.

### Content structure and terminology

The information below shows how the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- *Italicised sub-heading*: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of elements of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

## Assessment and grading grid

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Each grading grid gives the assessment and grading criteria used to determine the evidence that each learner must produce in order to receive a pass, merit or distinction grade. It is important to note that the merit and distinction grading criteria require a qualitative improvement in a learner's evidence and not simply the production of more evidence at the same level.

## Essential guidance for tutors

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This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship with the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Outline learning plan* – the outline learning plan has been included in every unit as guidance and demonstrates one way in planning the delivery and assessment of a unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.
- *Assessment* – amplifies the nature and type of evidence that learners need to produce in order to pass the unit or achieve the higher grades. This section should be read in conjunction with the grading criteria.
- *Suggested programme of assignments* – the table shows how the suggested assignments match and cover the assessment grading criteria.
- *Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications* – sets out links with other units within the qualification. These links can be used to ensure that learners make connections between units, resulting in a coherent programme of learning. The links show opportunities for integration of learning, delivery and assessment.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Employer engagement and vocational contexts* – gives a short list of agencies, networks and other useful contacts for employer engagement and for sources of vocational contexts.
- *Indicative reading for learners* – gives a list of learner resource material that benchmarks the level of study.

# Units

Unit 1:	Follow Health and Safety Practice in the Salon	21
Unit 2:	Client Care and Communication in Beauty-related Industries	33
Unit 3:	Promote Products and Services to Clients in a Salon	45
Unit 4:	Provide Facial Skincare	57
Unit 5:	Apply Make-up	71
Unit 6:	Provide Manicure Treatments	85
Unit 7:	Provide Pedicure Treatments	99
Unit 8:	Provide Eyelash and Brow Treatments	113
Unit 9:	Remove Hair Using Waxing Techniques	127
Unit 10:	Salon Reception Duties	141
Unit 11:	Display Stock to Promote Sales in a Salon	153
Unit 12:	Working in Beauty-related Industries	163
Unit 13:	Create an Image Based on a Theme within the Hair and Beauty Sector	173
Unit 14:	Maintaining Personal Health and Wellbeing	183
Unit 15:	Provide Nail Art	195
Unit 16:	Body Art Design	207
Unit 17:	Make-up for Performers	219
Unit 18:	The Living Body	229
Unit 19:	Dermatology and Microbiology	239
Unit 20:	Business Enterprise	251



# Unit 1: Follow Health and Safety Practice in the Salon

**Unit code:** R/600/8763

**QCF Level 2:** BTEC First

**Credit value:** 3

**Guided learning hours:** 22

## ● Aim and purpose

This is a preparation for work unit which is based on capability and knowledge. This unit is about being aware of the risks in the salon, knowing how to identify them and the responsibilities to deal with them.

This unit applies to hairdressing, beauty and barbering salons.

## ● Unit introduction

The salon is a busy environment with many potential hazards and risks for employees and clients and it is important that the environment is kept as safe and hygienic as possible. This unit will enable learners to understand potential hazards in the salon and explain how to minimise the associated risks. Learners will develop knowledge of how to ensure salon security and how the main provisions of the Health and Safety at Work Act affect the hair and beauty sector. The unit also covers the action to be taken in the event of an emergency, such as slipping on a wet floor, a burn, sudden illness or a fire in the salon.

The knowledge gained in this unit links to all the other unit in the qualification as it underpins everything that takes place in hair and beauty salons. It is recommended that this unit is delivered first. Developing a responsible attitude to working in the salon will minimise any potential health and safety issues and help learners to maintain an enjoyable and secure environment for clients and those working in the salon.

This unit also appears in the Edexcel BTEC Level 2 Diploma in Hairdressing/Hairdressing Services.

## ● Learning outcomes

**On completion of this unit a learner should:**

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

# Unit content

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## 1 Be able to maintain health, safety and security practices

*Health and safety working practices:* health and safety practices and salon policy; salon procedures (sterilisation, cleaning routines, use, maintenance and storage of products tools and equipment to meet hygiene requirements and manufacturers' instructions, maintenance of safe work areas, waste disposal for different types of salon waste to meet legal and salon requirements, storage and disposal of products and equipment); client protection eg gown, cape, towels, eye protection, maintaining client dignity; principles of hygiene and infection control methods used to ensure hygiene; effectiveness and limitations of different infection control techniques; infections and cross-infection

*Hazards and risks:* hazards within area of responsibility; hazard awareness and reporting; simple risk assessment; risks to workers; risks to clients; difference between 'hazard' and 'risk'; hazards that may occur in the salon; hazards which need to be referred

*Personal presentation and hygiene:* personal conduct; personal hygiene (shower/bathe, deodorants, clean uniform, hand washing routines, oral hygiene, clean and neat hair); use of personal protective equipment (PPE); purpose of PPE during different services; importance of personal presentation, hygiene, conduct

*Security:* importance of maintaining security of belongings

*Legislation and responsibilities:* difference between legislation, codes of practice and workplace policies; Health and Safety at Work Act 1974; current regulations relating to the hair and beauty industry eg Control of Substances Hazardous to Health (COSHH) Regulations 2002, Electricity at Work Regulations 1989, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995, Workplace (Health, Safety and Welfare) Regulations 1992, Manual Handling Operations 1992, Provision and Use of Work Equipment Regulations 1998, Personal Protective Equipment at Work Regulations 1992, Health and Safety (First Aid) Regulations 1981, Cosmetic Products (Safety) Regulations 1989

## 2 Be able to follow emergency procedures

*Accidents and emergencies:* accident and emergency procedures; accident reporting (essential information requirements); emergency personnel; importance of reporting and recording accidents; location and types of first-aid equipment

*Firefighting procedures:* location and uses of different firefighting equipment; dangers of incorrect use; fire and emergency evacuation procedures

## Assessment and grading 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 for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p><b>P1</b> conduct themselves in the workplace to meet with health and safety practices and salon policy [TW3, TW5]</p> <p><b>P2</b> deal with hazards within their own area of responsibility following salon policy [TW5, SM4]</p> <p><b>P3</b> maintain a level of personal presentation, hygiene and conduct to meet with legal and salon requirements [SM5, SM7]</p> <p><b>P4</b> follow salon policy for security [TW4]</p> <p><b>P5</b> make sure tools, equipment, materials and work areas meet hygiene requirements [TW5]</p> <p><b>P6</b> use required personal protective equipment [SM4]</p> <p><b>P7</b> position themselves and the client safely [TW4]</p> <p><b>P8</b> handle, use and store products, materials, tools and equipment safely to meet with manufacturers' instructions [TW5]</p>	<p><b>M1</b> explain ways of complying with health, safety and security practices and salon policy</p>	<p><b>D1</b> evaluate how they conducted themselves to meet with health, safety and security practices and salon policy</p>

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p><b>P9</b> dispose of all types of salon waste safely and to meet with legal and salon requirements [TW5]</p>		
<p><b>P10</b> explain the difference between legislation, codes of practice and workplace policies [IE6]</p>		
<p><b>P11</b> outline the main provisions of health and safety legislation [IE2]</p>		
<p><b>P12</b> state the employers' and employees' health and safety responsibilities</p>		
<p><b>P13</b> state the difference between a hazard and a risk</p>	<p><b>M2</b> produce a risk assessment, outlining hazards and risks in the salon</p>	
<p><b>P14</b> describe hazards that may occur in a salon [SM4, CT1]</p>		
<p><b>P15</b> state the hazards which need to be referred</p>		
<p><b>P16</b> state the purpose of personal protective equipment used in a salon during different services</p>		
<p><b>P17</b> state the importance of personal presentation, hygiene and conduct in maintaining health and safety in the salon</p>		
<p><b>P18</b> state the importance of maintaining the security of belongings</p>		
<p><b>P19</b> outline the principles of hygiene and infection control [IE2]</p>		
<p><b>P20</b> describe the methods used in the salon to ensure hygiene</p>		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P21</b> describe the effectiveness and limitations of different infection control techniques [IE2, IE3] <b>P22</b> describe how to dispose of different types of salon waste <b>P23</b> follow emergency procedures [SM4, TW5] <b>P24</b> follow accident reporting procedures which meet with salon policy [SM4] <b>P25</b> identify named emergency personnel		
<b>P26</b> describe procedures for dealing with emergencies <b>P27</b> locate fire fighting equipment <b>P28</b> outline the correct use of fire fighting equipment for different types of fire <b>P29</b> state the dangers of the incorrect use of fire fighting equipment on different types of fires [IE2] <b>P30</b> state the importance for reporting and recording accidents <b>P31</b> describe the procedure for reporting and recording accidents.	<b>M3</b> explain procedures for dealing with emergencies and accidents.	<b>D2</b> evaluate procedures for dealing with emergencies and accidents.

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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## Essential guidance for tutors

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### Delivery

This unit should be delivered in a Realistic Learning Environment (RLE), as detailed in *Annexe F*. The word 'client' can be related to friends and peers and does not mean that treatments need to be carried out on paying clients or within commercial timescales. Centres must adhere to the restrictions outlined by Habia, in *Annexe H* regarding activities which are unsuitable for learners aged under 16 years to undertake.

This unit is about the day-to-day responsibilities salon employees have in ensuring a safe working environment. It is intended to give learners knowledge and understanding of the importance of following good health and safety practices in the salon. Delivery should focus on the development of safe practice in all aspects of working in the salon. Learners should understand the purpose of associated legislation and be able to identify the hazards and potential risks to everyone in the salon.

This should be developed through a learner-centred approach with tutor support. Research activities and group discussions on the potential hazards and risks associated with working in the salon could take place in a classroom environment. Demonstrations and simulations of potential salon hazards could be explored and the degree of associated risks identified. Learners should be shown how to complete a simple salon risk assessment and understand the need to update the document regularly.

Tutors could invite fire brigade officers to talk about the different types of extinguisher and the category of fire each type should be used on. Procedures for dealing with accidents and emergencies should be explained and learners should practise following emergency evacuation procedures. Learners could use the internet, or other resource-based materials, to research the different health and safety regulations currently affecting the hair and beauty sector.

Learners would benefit from having the opportunity to develop their understanding of safe salon practice through specific practical activities in a salon environment, either during a period of work experience or through a case study approach in a realistic learning environment. Simulated accident and emergency procedures and evacuations should be included in role-play activities.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit. This also includes learners' independent study time.

Topic and suggested assignments/activities and/assessment
Tutor introduction to unit and programme of assignments.
<b>Assignment 1: Maintaining Health, Safety and Security in the Salon</b> (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, M1, M2, D1)
Tutor introduces assignment brief.
Hazard awareness and risk analysis; risks to workers; risks to clients; difference between 'hazard' and 'risk' – tutor-led discussions, task sheets, role play.
Salon procedures for maintaining hygiene, safety and security – sterilisation methods, cleaning routines, disposal of different types of waste; use, maintenance and safe storage of tools and equipment; maintenance of safe work areas – importance of and procedures for following salon policy – tutor-led discussions, videos of good/bad practice, practical activities in RLE/workplace.
Client care – protection – gown, cape, towels, eye protection, security of belongings, maintaining client dignity; prevention of infections and cross-infection – tutor-led discussions, skills practice with client protection materials and equipment, practical activities in RLE/workplace.
Personal conduct – personal hygiene, use of personal protective equipment, implications of contracting dermatitis and eye infections, spoiled clothing.
Research activity into relevant legislation affecting safe practice in the salon – Health and Safety at Work Act 1974 and current regulations relating to the hair and beauty sector as listed in the unit content, small group presentations of issues explored.
<b>Assignment 2: Health and Safety Guide</b> (P25, P26, P27, P28, P29, P30, P31, M3, D2)
Tutor introduces assignment brief.
Research into types of firefighting equipment, location of salon firefighting equipment, emergency evacuation procedures – examination of relevant illustrated safety posters, lectures from the fire brigade, learner research, practical activities in RLE/workplace.
Procedures for dealing with accidents and emergencies – learner research into location and type of first aid equipment in the salon, procedures for accident reporting, emergency procedures, lectures from para-medical personnel, role play, practical activities in RLE/workplace.
<b>Assignment 3: Dealing with Fire, Accidents and Emergencies</b> (P23, P24)
Tutor introduces assignment brief. Simulation of fire and accident emergency procedures.
Review of unit – recap on topics using quizzes, work experience observation reports on learners following salon health and safety procedures.

## Assessment

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

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment and grading criteria in mind.

Observation records should be used to provide evidence of how learners maintained safe and healthy practices in the salon. Simple reports or question and answer tasks could provide written evidence for the knowledge-based assessment and grading criteria.

For P1, P2, P3, P4, P5, P6, P7, P8 and P9, learners must demonstrate their ability to work safely at all times in the salon. This includes safe working methods, safe handling and sterilisation of tools, ensuring client safety, dealing effectively with potential hazards in the salon and managing client and salon security. This should be a practical activity, recorded through a witness statement or observation record.

The underpinning knowledge assessed in P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21 and P22, M1, M2 and D1 could be evidenced through any combination of written reports, task sheets or short-answer question papers. This could be achieved through a comprehensive risk assessment or report, exploring health and safety practices in the salon/RLE. M1 requires learners to explain ways of adhering to health, safety and security practices and salon policy, including legislation, codes of practices and workplace policies.

For P23 and P24, learners must complete real or simulated emergency evacuation and accident reporting procedures, according to salon policy. This should, ideally, take place in a working salon or RLE. The practical activity should be evidenced through witness testimony or observation record.

For P25, P26, P27, P28, P29, P30, P31, M3, and D2 learners must demonstrate their understanding of the related theoretical principles of dealing with accidents and emergencies. This could be evidenced through a report on the importance of following correct procedures and an evaluation of salon practice, or through a guide book on dealing with accidents and emergencies.

Signed witness testimonies and observation records must be retained for verification purposes.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, M1, M2, D1	Maintaining Health, Safety and Security in the Salon	Carry out health and safety practices in the salon and write a report on how this contributes to maintaining a safe, healthy and secure working environment.	Practical observation, with a signed witness testimony. Written report, with pictorial evidence.
P23 and P24	Dealing with Fire, Accidents and Emergencies	Carry out simulated fire and emergency evacuation procedures, in line with salon policy, and complete accident reports related to incidents in the salon.	Practical observation, with a signed witness testimony. Written report.
P25, P26, P27, P28, P29, P30, P31, M3, D2	Health and Safety Guide	Create a leaflet on health and safety practices in the salon.	Leaflet with text and pictures.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links to the following NOS: G20 Make sure your own actions reduce risks to health and safety. This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

Level 1	Level 3
Follow Health and Safety in the Salon	Monitor and Maintain Health and Safety Practice in the Salon

## Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in *Annexe F*. Tasks must be undertaken in a safe workplace with adequate heating, lighting, ventilation and access to both washing and first aid facilities.

## Employer engagement and vocational contexts

Learners would benefit from listening to guest speakers discussing their experiences of health and safety issues in the hair and beauty sector. They would also benefit from a period of work experience in a salon, so they could appreciate the importance of health and safety.

## Indicative reading for learners

### Textbooks

Goldsbro J – *The Official Guide to the Diploma in Hair and Beauty at Higher Level* (Cengage Learning, 2009) ISBN 9781408017616

Hatton P – *Hygiene for Hairdressers and Beauty Therapists 3rd Edition* (Addison Wesley Longman, 1998) ISBN 9780582322608

Hiscock J and Lovett F – *Level 2 (NVQ/SVQ) Beauty Therapy 3rd Edition* (Heinemann, 2010) ISBN 9780435026578

Palmer L, Perkins N – *Level 2 (NVQ/SVQ) Diploma in Hairdressing and Barbering: Candidate Handbook* (Heinemann, 2009) ISBN 9780435468507

### Journals

*Habia News* (Seed Publishing Limited)

*Hairdressers Journal International* (Reed Business Information)

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

### Websites

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

Habia, the Standards Setting Body for the hair and beauty sector

[www.hsegov.uk](http://www.hsegov.uk)

Health and Safety Executive

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

Professional Beauty

[www.the-nhf.org](http://www.the-nhf.org)

National Hairdressers Federation

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	supporting conclusions about the difference between legislation, codes of practice and workplace policies [IE6] planning and carrying out research into the main provisions of health and safety legislation and the main principles of hygiene and infection control [IE2] appreciating the consequences, as in the effectiveness and limitations of different infection control techniques [IE2], exploring it from different perspectives [IE3] appreciating the consequences and dangers of incorrect use of firefighting equipment [IE2]
<b>Creative thinkers</b>	generating and exploring ideas about hazards that may occur in a salon [CT1]
<b>Team workers</b>	adapting behaviour to conduct themselves [TW3] in the workplace to meet health and safety practices and salon policy, thereby taking responsibility [TW5] dealing with hazards within their own area of responsibility [TW5] taking responsibility to make sure tools, equipment, materials and work areas meet hygiene requirements and manufacturers' instructions [TW5] showing consideration to others by positioning the client safely [TW4] taking responsibility by disposing of all types of salon waste safely and following emergency and accident reporting procedures [TW5]
<b>Self-managers</b>	anticipating and managing risks to deal with hazards and follow salon security policy [SM4] managing risks by using required personal protective equipment and following emergency and accident reporting procedures [SM4] dealing with competing pressures [SM5] and managing their emotions [SM7] in order to maintain a level of personal presentation, hygiene and conduct anticipating risks by describing hazards that may occur in a salon [SM4].

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	identifying questions to answer and problems to resolve when conducting a risk assessment [IE1]
<b>Creative thinkers</b>	connecting their own and others' ideas and experiences of health and safety [CT2]
<b>Reflective learners</b>	<p>assessing and evaluating their performance in conducting themselves to meet health, safety and security practices and salon policy [RL1]</p> <p>producing a risk assessment, assessing themselves and others, and identifying opportunities and achievements [RL1]</p> <p>evaluating the methods used in the salon to ensure hygiene to inform future progress [RL5]</p>
<b>Team workers</b>	collaborating with others in the salon environment to maintain health and safety [TW1]
<b>Self-managers</b>	seeking advice and support when needed in dealing with health and safety issues [SM6]
<b>Effective participators</b>	<p>discussing and reporting issues of concern regarding health and safety to the appropriate person [EP1]</p> <p>identifying health and safety improvements that would benefit others as well as themselves [EP4]</p> <p>proposing practical ways forward to improve health and safety practices in the salon, breaking these down into manageable steps [EP3].</p>

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Using ICT</b>	
Manage information storage to enable efficient retrieval	managing information on workplace policies, and accident and emergency procedures
<b>ICT – Finding and selecting information</b>	
Use appropriate search techniques to locate and select relevant information	researching health and safety practices, legislation, codes of practice and workplace practices
<b>ICT – Developing, presenting and communicating information</b>	
Bring together information to suit content and purpose	producing a risk assessment
Combine and present information in ways that are fit for purpose and audience	reporting accidents and creating health and safety notices
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	communicating with colleagues about health and safety via email
<b>English – Speaking, Listening and Communication</b>	
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	discussing health and safety practices and issues of concern
<b>English – Reading</b>	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	researching health and safety practices in the salon
<b>English – Writing</b>	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	producing a risk assessment.

# Unit 2: Client Care and Communication in Beauty-related Industries

**Unit code:** A/601/4458

**QCF Level 2:** BTEC First

**Credit value:** 2

**Guided learning hours:** 20

## ● Aim and purpose

This is a preparation for work unit, which is based on capability and knowledge. This unit is about client care and communication in beauty-related industries. Learners will develop their communication skills to deal with enquiries, retail, consultation, complaints and all forms of client care.

## ● Unit introduction

Client care and communication are important in beauty-related industries. Good client care is essential to ensure clients return to the salon and that the salon/business has a good reputation.

This unit will enable learners to develop the client care and communication skills needed within the beauty-related industries. They will explore forms and methods of communication and the various techniques that can be used in different situations, such as carrying out consultations for treatments/services, giving retail advice or referring complaints.

Learners need to appreciate the legislation that applies to gathering clients' personal information and the importance of confidentiality. They will investigate the importance of effective communication in identifying client needs and expectations, and how this impacts on the ability to give clients clear advice and recommendations on retail products and treatments.

Learners will develop an understanding of the importance of gaining feedback from customers on client care and this unit will encourage learners to respond constructively to positive and negative feedback and encourage personal development. Learners will investigate the types of complaints clients make and the relevant legislation, as well as ways of resolving client complaints.

In this unit learners will develop essential skills and knowledge that will enable them to progress to other units which involve dealing with clients. It is recommended that this unit is delivered early on in the course.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Be able to communicate with clients
- 2 Be able to provide client care.

# Unit content

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## 1 Be able to communicate with clients

*Communication:* use of effective communication techniques; verbal communication forms (speaking, listening, open/closed questions); non-verbal communication forms (body language); written communication forms eg email, letters; importance of using effective communication (identify client needs and expectations)

*Consultation:* use of client consultation techniques to identify treatment objectives (questioning, use of open/closed questions, visual, manual examination, reference to client records, recognise and respect a client's 'personal space'); provide client with clear advice and recommendations and importance of doing so eg benefits to the business

## 2 Be able to provide client care

*Maintain client confidentiality:* comply with Data Protection Act (storage of records, paper based, electronic, not sharing information)

*Client care:* consultations; treatments; advice; enquiries and complaints; retail; importance of communication techniques to support retail opportunities

*Client feedback:* methods of gaining feedback eg questionnaires, feedback sheets, comments book; respond constructively to feedback; importance of client feedback and responding constructively eg identifying personal development/training needs, retain clients, maintain reputation, business growth, identify weakness/strengths

*Client complaints:* types of complaints eg poor quality service, financial disputes, unprofessional attitude; referring complaints (complaints procedure, relevant persons); assisting in resolving complaints (current and relevant legislation, Sale of Goods Act, Consumer Protection Legislation)

## Assessment and grading 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 for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> use effective communication techniques [RL6]	<b>M1</b> compare the different communication and consultation techniques used with clients	<b>D1</b> assess the suitability of different communication and consultation techniques used with clients
<b>P2</b> use client consultation techniques to identify treatment objectives [IE1, IE5, CT2, TW2]		
<b>P3</b> provide the client with clear advice and recommendations [EP2, EP3, EP4, EP5]		
<b>P4</b> outline different forms of communication used to deal with clients		
<b>P5</b> describe how to use consultation techniques to identify treatment objectives		
<b>P6</b> state the importance of using effective communication to identify client needs and expectations		
<b>P7</b> describe the term 'personal space'		
<b>P8</b> state the importance of providing the client with clear advice and recommendations		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p><b>P9</b> maintain client confidentiality in accordance with legislation [TW4]</p> <p><b>P10</b> gain feedback from clients on client care [RL3]</p> <p><b>P11</b> respond to feedback in a constructive way [TW2, TW3, TW4, SM7]</p> <p><b>P12</b> refer client complaints to the relevant person [EP1]</p> <p><b>P13</b> assist in client complaints being resolved [TW6, SM7, EP1, EP5]</p> <p><b>P14</b> describe client confidentiality in line with the Data Protection Act</p> <p><b>P15</b> explain the importance of communication techniques to support retail opportunities</p> <p><b>P16</b> state the importance of client feedback and responding constructively</p> <p><b>P17</b> outline how to refer and assist in client complaints.</p>	<p><b>M2</b> assess client care provided to clients.</p>	<p><b>D2</b> evaluate client care provided to clients.</p>

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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# Essential guidance for tutors

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## Delivery

This unit should be delivered in a Realistic Learning Environment (RLE), as detailed in *Annexe F*. The word 'client' can be related to friends and peers and does not mean that treatments need to be carried out on paying clients or within commercial timescales.

Centres must adhere to the restrictions outlined by Habia, in *Annexe H*, regarding activities which are unsuitable for learners aged under 16 years to undertake.

Delivery of this unit should be as practical as possible to engage and motivate learners. Tutors are advised to use a variety of delivery methods to enable learners to develop the skills and techniques required when dealing with all aspects of client care. This unit is suitable for co-delivery with any of the units which involve interacting with clients, such as *Unit 4: Provide Facial Skincare*.

Tutors can use a variety of delivery methods when exploring the different forms of communication and client care, including observation of reception areas via webcams or inviting guest speakers from the beauty therapy industry. Demonstrations or observations, and comparisons of effective and ineffective communication, can provide a basis for role play and group discussions will enable learners to draw on their personal experiences. The wide range of possible client scenarios provides a varied scope for discussions.

Learners must be taught how to identify client needs and expectations through the consultation process, the importance of body language and its role in effective communication and client care and the importance of respecting clients' personal space. Learners must also be taught the relevant legislation related to handling personal information.

Tutors should explore with learners the reasons for providing advice and recommendations for clients. Learners should be taught the techniques used to identify retail opportunities and should be able to practise these techniques. They should understand that poor communication and consultation would adversely affect the success of a business.

Learners must be introduced to the different methods used to gather client feedback. Learners could then implement these methods, for example questionnaires and feedback sheets, and explore the effectiveness of each. Learners could gather feedback on client care they provided, or that provided by another learner. It would be of most benefit if learners obtained feedback on their own ability to provide client care, as this will enable them to identify personal strengths and weaknesses which they could then address.

Learners should be introduced to the different types of feedback and complaints commonly made by clients and explore the possible reasons for them. Learners may have their own personal experiences of being clients in the hair and beauty sector, which they could draw on. It is important that learners are taught the relevant legislation concerning client complaints, suggested ways of referring complaints and that they develop the skills needed to assist in handling them.

Learners must understand the importance of responding to feedback in a positive and constructive way. Learners could practise giving and receiving feedback in a role play to help to develop their communication skills, and give them experience of different scenarios.

Learners should have the opportunity to practise their communication skills in a variety of settings to gain the required confidence to enter employment. It is worth stressing to learners that the communication skills gained in this unit are transferable to and valued in other sectors.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit. This also includes learners' independent study time.

Topic and suggested assignments/activities and/assessment
Tutor introduction to the unit.
Tutor introduces assignment briefs 1 and 2.
Communication and consultation techniques. Reasons for providing advice and recommendations using the internet, libraries, videos, role play and group discussions, practical development of skills. Forms of communication. Consultation techniques. Personal space. Client confidentiality. Importance of effective communication in identifying treatment objectives. Identifying client aims and expectations. Providing advice and recommendations.
<b>Assignment 1: Client Consultation</b> (P1, P2, P3, P9)
<b>Assignment 2: Communication and Consultation</b> (P4, P5, P6, P7, P8, P14, P15, M1, D1) Summative exercise on communication and consultation techniques used with clients.
<b>Assignment 3: Client Care and Complaints</b> (P16, P17, M2, D2) Tutor introduces assignment brief. Key areas of client care using video, observation, role play, internet and group discussions. Methods of gaining client feedback using the internet, libraries, questionnaires, video and group discussions. Importance of feedback. Responding constructively. Types of client complaints. Referring complaints. Relevant legislation.
Assignment workshop(s).
<b>Assignment 4: Client Feedback</b> (P10, P11, P12, P13) Gathering and responding to feedback, assisting in complaints being resolving.
Tutor recap of unit, using games and quizzes as memory aids.

## Assessment

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

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment and grading criteria in mind.

Assessment of this unit can be through a portfolio of evidence, consisting of assignments that cover the assessment and grading criteria. Centres should either devise their own assignments or adapt Edexcel assignments where available.

Learners can achieve P4, P5, P6, P7, P8, P14, P15, M1 and D1 by producing a report exploring communication forms/techniques and consultation techniques, the importance of effective communication, what is meant by 'personal space', the provision of clear advice and recommendations to clients, client confidentiality and the importance of communication techniques to support retail opportunities. This could be a useful summative exercise completed towards the end of the delivery of or halfway through delivery of the unit.

For P1, P2, P3 and P9, learners must carry out a client consultation, providing advice and recommendations whilst also maintaining client confidentiality. This could be achieved in conjunction with one of the units which involve the provision of beauty therapy treatments and necessitate a client consultation being carried out. Learners must be observed by the assessor, and a witness testimony provided as evidence.

Learners could achieve P16 and P17 in various ways, such as through short-answer questions or by creating a poster for new starters about how to deal with client complaints. M2 and D2 require learners to actually assess and evaluate client care provided.

To achieve P10, P11, P12 and P13, learners must gather and respond to feedback from clients, and assist in resolving complaints in the salon/RLE. Learners could be observed over a period of time in the salon/RLE or, alternatively, simulation could be used in situations where no complaints have been made. The practical observation of learners must be evidenced with a witness testimony. Completed questionnaires and surveys would provide supplementary evidence.

Signed witness testimonies and observation records must be retained for verification purposes.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P9	Client Consultation	Perform a client consultation for a beauty therapy treatment.	Practical observation, with a signed witness testimony.
P4, P5, P6, P7, P8, P14, P15, M1, D1	Communication and Consultation	Report on communication and consultation techniques used with clients.	Written report with diagrams/pictures.
P10, P11, P12, P13	Client Feedback	Gather feedback from clients on client care provided in the salon/RLE, respond to feedback and assist in resolving complaints.	Practical observation (or simulation where necessary), with a signed witness testimony.  Completed surveys as supplementary evidence.
P16, P17, M2, D2	Client Care and Complaints	Create a poster guide for new starters on client complaints procedures.	A4 poster.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

Level 1	Level 2	Level 3
Presenting a Professional Image in a Salon	Working in Beauty-related Industries	Client Care and Communication in Beauty-related Industries
	Promote Products and Services to Clients in a Salon	Promote and Sell Products and Services to Clients
	Client Consultation for Hair Services	

## Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in *Annexe F*. Learners would also benefit from having exposure to a range of clients, with different treatment objectives, to prepare them for the world of work.

## Employer engagement and vocational contexts

Centres are encouraged to develop links with employers in the hair and beauty sector and related industries, such as retailers, department stores and health clubs, so learners can gain an awareness of the importance of meeting client needs and expectations. Guest talks by industry professionals on the importance of customer care and communication would also benefit learners.

## Indicative reading for learners

### Textbooks

Cressy S – *Beauty Therapy Fact File 5th Edition* (Heinemann, 2010) ISBN 9780435451424

Hiscock J – *Level 2 (NVQ/SVQ) Diploma in Beauty Therapy Candidate Handbook* (Heinemann, 2010) ISBN 9780435026578

### Journals

*Guild Gazette* (Guild of Professional Beauty Therapists)

*Habia News* (Seed Publishing Limited)

### Websites

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

Beauty Guild

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

Businessballs

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

Diploma in Hair and Beauty Studies

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

Habia, the Standards Setting Body for the hair and beauty sector

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

Professional Beauty

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	identifying questions to answer and problems to resolve, using client consultation techniques to identify treatment objectives [IE1] considering the influence of circumstances, beliefs and feelings on the treatment objectives [IE5]
<b>Creative thinkers</b>	asking questions to identify treatment objectives [CT2]
<b>Reflective learners</b>	using effective communication techniques in relevant ways for different audiences [RL6] inviting feedback from clients and dealing positively with praise, setbacks and criticism [RL3]
<b>Team workers</b>	reaching agreements with the client, managing discussions to identify treatment objectives [TW2] responding to feedback in a constructive way, by managing discussions [TW2], adapting behaviour [TW3], showing fairness and consideration to others [TW4] providing constructive support and feedback to others to assist in resolving client complaints [TW6]
<b>Self-managers</b>	managing their emotions to respond to feedback in a constructive way and assist in client complaints being resolved [SM7]
<b>Effective participators</b>	presenting a persuasive case for action when giving the client with clear advice and recommendations [EP2], proposing practical ways forward [EP3] and identifying improvements that would benefit the client [EP4] trying to influence the client with their advice and recommendations [EP5] discussing issues of concern and client complaints with the relevant person [EP1] seeking to assist in client complaints being resolved [EP1], and negotiating and balancing diverse views to reach workable solutions [EP5].

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	exploring issues relating to client care from different perspectives [IE3]
<b>Creative thinkers</b>	connecting their own and others' ideas and experiences of client care [CT3] trying out alternatives or new solutions when dealing with clients and following ideas through [CT5]
<b>Reflective learners</b>	assessing their client care skills, identifying opportunities and achievements [RL1]
<b>Team workers</b>	collaborating with others to improve the client care experience [TW1]
<b>Self-managers</b>	seeking advice and support when necessary whilst dealing with clients [SM6] dealing with competing pressures, including personal and work-related demands when providing client care [SM5] working towards client service goals [SM2]
<b>Effective participators</b>	acting as an advocate to clients for views and beliefs that may differ from their own. [EP6].

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Using ICT</b>	
Manage information storage to enable efficient retrieval	maintaining and updating client records
<b>ICT – Finding and selecting information</b>	
Use appropriate search techniques to locate and select relevant information	accessing client records
<b>ICT – Developing, presenting and communicating information</b>	
Combine and present information in ways that are fit for purpose and audience	providing advice and recommendations to clients
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	maintaining client confidentiality
<b>English– Speaking, Listening and Communication</b>	
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	communicating and consulting with clients and gathering client feedback
<b>English – Reading</b>	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	reading information from sources about forms of communication and relevant legislation
<b>English – Writing</b>	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	writing a report on communication, consultation and client care gathering client feedback.



# Unit 3: Promote Products and Services to Clients in a Salon

**Unit code:** T/600/8769

**QCF Level 2:** BTEC First

**Credit value:** 3

**Guided learning hours:** 28

## ● Aim and purpose

This is a preparation for work unit which is based on capability and knowledge. This unit is about developing the skills and knowledge required to promote services and products in the salon.

This unit applies to hairdressing, beauty and barbering salons.

## ● Unit introduction

The hair and beauty sector is very competitive and effective promotion is an important part of maintaining a strong and viable business. Retail skills are essential in the hair and beauty sector. In this unit learners will develop an understanding of the different approaches to promoting salon products and services, and have opportunities to be involved in this aspect of work. Learners will develop skills in effective questioning, recognising buying signals, interpreting body language and will appreciate the importance of using good communication skills. Above all, good product and service knowledge is essential to be able to promote products and services in the salon confidently.

This unit also appears in the Edexcel BTEC Level 2 Diploma in Hairdressing/Hairdressing Services.

## ● Learning outcomes

**On completion of this unit a learner should:**

- I Be able to promote products and services to the client.

# Unit content

## 1 Be able to promote products and services to the client

*Stages of sale process:* establish client requirements and interpret their intentions; questioning techniques; identifying buying signals; identifying services/products to meet client requirements; introducing and describing products and services to clients at a suitable time; giving accurate and relevant advice and information; securing agreement with client; closing the sale (payment methods)

*Personal skills:* effective communication skills (listening and questioning techniques, principles of effective face-to-face communication); effective personal presentation (importance); product and services knowledge (importance, 'features', 'benefits'); interpreting buying signals

*Benefits to salon of promoting services and products:* boosts salon income through sales; creates a customer-focused experience; increases reputation of salon; builds client base; develops staff's product/service knowledge

*Legal considerations:* consumer protection; sale of goods and services; returns; trade descriptions; price regulations; retail price regulations

## Assessment and grading 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 for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> establish the client's requirements [IE1, IE3, IE5, CT1, CT2]	<b>M1</b> use selling skills and processes to sell different products and services	<b>D1</b> use selling skills and processes to sell different products and services to different clients
<b>P2</b> introduce services and/or products to the client at the suitable time [EP2, EP4, EP5, IE5]		
<b>P3</b> give accurate and relevant information to the client [RL6, IE6]		
<b>P4</b> identify buying signals and interpret the client's intentions correctly [IE5]		
<b>P5</b> secure agreement with the client [TW2]		
<b>P6</b> close the sale [TW2, TW5]		
<b>P7</b> identify services and/or products to meet the requirements of the client [EP4]		
<b>P8</b> describe the benefits to the salon of promoting services and products to the client [EP4, IE6]		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p><b>P9</b> describe the listening and questioning techniques used for promotion and selling</p> <p><b>P10</b> explain the terms 'features' and 'benefits' as applied to services or products</p> <p><b>P11</b> describe the principles of effective face-to-face communication</p> <p><b>P12</b> state the importance of effective personal presentation</p> <p><b>P13</b> state the importance of good product and service knowledge</p> <p><b>P14</b> describe how to interpret buying signals</p> <p><b>P15</b> outline the stages of the sale process</p> <p><b>P16</b> explain the legislation that affects the selling of services and products [IE5]</p> <p><b>P17</b> describe methods of payment for services and products.</p>	<p><b>M2</b> explain the knowledge and skills used for making sales.</p>	<p><b>D2</b> compare the different selling skills and processes used in different situations.</p>

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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# Essential guidance for tutors

## Delivery

This unit should be delivered in a Realistic Learning Environment (RLE), as detailed in *Annexe F*. The word 'client' can be related to friends and peers and does not mean that treatments need to be carried out on paying clients or within commercial timescales. Centres must adhere to the restrictions outlined by Habia, in *Annexe H*, regarding activities which are unsuitable for learners aged under 16 years to undertake.

In this unit learners will gain an understanding of the principles and processes involved in promoting products and services to clients in a salon. This should be developed through a learner-centred approach with tutor support. Research activities and group discussions can be used to help learners understand selling techniques and the legal considerations that must be observed.

Role play is an important feature when delivering this unit as learners will need to practise developing their face-to-face communication skills, questioning techniques and their ability to recognise body language, until they are sufficiently confident to engage with clients.

Learners should then have access to a salon environment to develop these skills further. Knowledge of the legal regulations affecting the sale of goods, pricing regulations and consumer law should be demonstrated when practising advising clients about suitable products and services.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit. This also includes learners' independent study time.

Topic and suggested assignments/activities and/assessment
Tutor introduction to unit and programme of assignments.
<b>Assignment 1: The Principles and Practice of Successful Promotions</b> (P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, M2, D2)
Tutor introduces assignment brief.
Principles of effective communication, effective questioning techniques, how to interpret body language, effective selling techniques, recognising buying signals – lectures, role play, group discussions.
Promoting and selling – importance of effective personal presentation; stages of the sale process; payment methods.
Product and services knowledge, features and benefits of products and services, payment methods – PowerPoint presentations, written tasks, question and answer sheets, role play activities, practice in a working salon/RLE, group work.
Benefits of promoting products/services to salon/business, client and beauty therapist.
Legal considerations – consumer protection; sale of goods and services; returns; trade descriptions, price regulations, retail price regulations – PowerPoint presentations, written tasks, question and answer sheets, role play activities.
Assignment workshop(s).
<b>Assignment 2: Promotional Skills in the Salon</b> (P1, P2, P3, P4, P5, P6, M1, D1)
Tutor introduces assignment brief.

### Topic and suggested assignments/activities and/assessment

Meeting client needs – establishing client requirements; describing products and services; giving accurate advice/information; gaining agreement; closing the sale.

Personal skills – timing; selling skills; effective communication skills; effective listening and questioning techniques; effective personal presentation.

Effective communication – meeting and greeting, face-to-face questioning skills, establishing needs, processing information, giving clear and accurate information, verbal and non-verbal signals, dealing with different client needs, recognising buying signals – video/DVDs, demonstrations, role play, group discussions.

Assignment workshop(s).

Review of unit – recap on topics using quizzes, work experience reports on observed salon practice.

## Assessment

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

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally related experiences, with tasks specifically designed with the assessment criteria in mind. Observation records should be used to provide evidence of how learners promoted products and services to clients in a salon and maintained a professional attitude. Reports or question and answer tasks could provide written evidence for the knowledge-based assessment and grading criteria.

P1, P2, P3, P4, P5, P6, M1, D1 require learners to promote products and services, which must be assessed through practical observation, and evidenced with a signed witness testimony. This can be achieved through promotional activities agreed with the tutor and the salon or Realistic Learning Environment (RLE). Evidence must show that learners listened to the client successfully, interpreted their requirements correctly, gave suitable advice and recommendations, gained client agreement and secured the sale. For M1 it is expected that the learner will promote a range of services and products offered by the salon and for D1 these skills must be demonstrated on various clients with different needs.

P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, M2, D2 require learners to demonstrate their knowledge of the key factors involved in the skills and techniques used to promote products and services to clients and the implications of consumer legislation. Tasks, including short-answer questions or reports, could be used to generate evidence for these criteria.

Signed witness testimonies and observation records must be retained for verification purposes.

## Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, M1, D1	Promotional Skills in the Salon	Over a designated period of time, collect evidence of promoting a range of products and services successfully to clients.	Practical observation, with a signed witness testimony.
P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, M2, D2	The Principles and Practice of Successful Promotions	Produce a report describing and comparing the principles, practice and key factors involved in the skills and techniques used to promote products and services to clients, referring to the implications of consumer legislation.	Written report or questions and answers, recorded in written format.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links to the following NOS: G18 Promote additional services or products to clients. This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

Level 1	Level 2	Level 3
Presenting a Professional Image in a Salon	Client Care and Communication in Beauty-related Industries	Promote and Sell Products and Services to Clients
	Display Stock to Promote Sales in a Salon	Marketing in the Hair and Beauty Sector

## Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in *Annexe F*.

## Employer engagement and vocational contexts

Learners would benefit from links to retailers in the hair and beauty sector. Visits to retailers, such as Boots and The Body Shop, and salons/town spas would give learners the opportunity to witness how employers in the sector promote their products and services.

## Indicative reading for learners

### Textbooks

Goldsbro J and White E – *The Official Guide to the Diploma in Hair and Beauty at Higher Level* (Cengage Learning, 2009) ISBN 9781408017616

Hiscock J and Lovett F – *Beauty Therapy* (Heinemann, 2010) ISBN 9780435026578

Palmer L and Perkins N – *Hairdressing with Barbering units* (Heinemann, 2009)  
ISBN 9780435468507

### Journals

*Habia News* (Seed Publishing Limited)

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

*Hairdressers Journal International* (Reed Business Information)

### Websites

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

Habia, the Standards Setting Body for the hair and beauty sector

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

Professional Beauty

[www.the-nhf.org](http://www.the-nhf.org)

National Hairdressers Federation

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	<p>identifying questions to answer and problems to resolve to establish client requirements [IE1], exploring their requirements from different perspectives [IE3], considering the influence of circumstances, beliefs and feelings [IE5]</p> <p>considering the influence of circumstances, beliefs and feelings of clients when introducing services and products and identifying the client's buying signals and intentions [IE5]</p> <p>supporting conclusions, using evidence, when giving information to the client [IE6]</p> <p>using reasoned arguments and evidence when describing benefits to the salon of promoting services and products [IE6]</p> <p>considering the influence of legislation on the selling of products and services [IE5]</p>
<b>Creative thinkers</b>	<p>generating ideas and exploring possibilities regarding the client's requirements [CT1], asking questions [CT2]</p>
<b>Reflective learners</b>	<p>communicating their learning to give accurate and relevant information to the client [RL6]</p>
<b>Team workers</b>	<p>securing agreement with the client through taking responsibility [TW5] to manage discussions to close the sale [TW2]</p>
<b>Effective participators</b>	<p>presenting a persuasive case for services and products [EP2] to clients, identifying improvements that would benefit them [EP4], and trying to influence them [EP5]</p> <p>identifying services or products that would benefit the client [EP4]</p> <p>describing benefits to the salon of promoting services and products [EP4].</p>

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	analysing and evaluating information from the client, judging its relevance and value when recommending products and services [IE4]
<b>Creative thinkers</b>	questioning others' assumptions about products and services [CT4]
<b>Reflective learners</b>	evaluating their ability to promote products and services to inform future progress [RL5]
<b>Team workers</b>	adapting their behaviour to suit clients when promoting products and services [TW3]
<b>Self-managers</b>	<p>working towards sales targets [SM2], showing initiative, commitment and perseverance</p> <p>responding positively to change, such as different client expectations, new developments in products and services [SM6]</p> <p>building and maintaining relationships with clients when promoting and selling products and services [SM7]</p>
<b>Effective participators</b>	proposing practical ways forward to clients, breaking this down into manageable steps, such as having regular treatments or a new homecare routine with products [EP3].

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Using ICT systems</b>	
Plan solutions to complex tasks by analysing the necessary stages	exploring the stages of the sale process
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	processing payments when closing sales
Manage information storage to enable efficient retrieval	accessing and maintaining client records
<b>ICT – Finding and selecting information</b>	
Use appropriate search techniques to locate and select relevant information	researching accurate and relevant information to give to the client
Select information from a variety of sources to meet requirements of a complex task	identifying services and products to meet client requirements
<b>ICT – Developing, presenting and communicating information</b>	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	communicating with clients about the latest promotions
<b>English – Speaking, Listening and Communication</b>	
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	communicating with clients and visitors to determine client requirements and make suggestions
<b>English – Reading</b>	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	reading information from sources about promotional methods and reading manufacturers' promotional information
<b>English – Writing</b>	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	writing a report to evaluate the use and benefits of different selling techniques.



# Unit 4: Provide Facial Skincare

**Unit code:** A/601/3987

**QCF Level 2:** BTEC First

**Credit value:** 7

**Guided learning hours:** 56

## ● Aim and purpose

This is a preparation for work unit, which is based on capability and knowledge. The unit is about improving and maintaining facial skin conditions, including skin exfoliation, skin warming, comedone extraction, facial massage, mask treatments and the use of facial products. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

## ● Unit introduction

Skincare is an essential part of a good grooming routine. A variety of different skills are involved when providing facial skincare treatments, which learners can apply to different treatment areas in the beauty therapy sector.

This unit introduces learners to the preparation techniques and practical skills required to provide facial skincare treatments. Learners will explore preparation procedures, including the correct selection of a range of products and materials for a facial skincare treatment. Emphasis is on learners devising a treatment plan to suit the individual client's needs.

Learners will develop organisational skills, appreciating the need to plan before starting the treatment, so that everything is within easy reach and the work area is set up correctly. Learners will have the opportunity to identify the main skin types, together with associated conditions, and develop the practical skills to perform facial skincare treatments to a professional standard. However, learners are not required to perform treatments within commercial service times. Treatments covered in this unit include skin exfoliation, methods for skin warming (hot towels), comedone extraction, manual massage procedures and mask therapy.

This unit gives learners an opportunity to develop professional skills, with an emphasis on following safe and hygienic working practices within the salon environment.

This unit also appears in the Edexcel BTEC Level 3 Diploma in Beauty Therapy.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Be able to prepare for facial skincare treatments
- 2 Be able to provide facial skincare treatments.

# Unit content

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## 1 Be able to prepare for facial skincare treatments

*Preparation:* of therapist (personal hygiene/presentation, protective attire); of client (positioning, protective attire, gown/towel/headband, head/neck support, skin preparation); salon requirements

*Preparation of work area:* environmental conditions eg heating, lighting, ventilation, atmosphere; salon requirements

*Client consultation:* consultation techniques (questioning, visual, manual examination, reference to client records); treatment objectives; skin analysis; contraindications eg skin diseases/disorders, eye infections, bruising, inflammation, erythema, recent scar tissue; clear recommendations; agree treatment plan; client confidentiality

*Products:* make-up remover; cleansers; exfoliants; toners; masks (setting, non-setting); moisturisers; specialist products; massage creams/oils

*Tools and equipment:* cotton wool; tissue; hot towels; facial sponges; spatulas; mask brushes; magnification lamp; tools for post-16 learners only (comedone extractor)

*Skin types, conditions and characteristics:* types (normal, oily, dry, combination); conditions (sensitive, dehydrated, mature, congested, damaged); characteristics (texture, pigment, melanin, ethnicity)

## 2 Be able to provide facial skincare treatments

*Communication and behaviour:* professional manner; communication (speaking, listening, body language, written); behaviour eg polite, tactful, client rapport; awareness of limits of own authority/responsibility eg follow instructions

*Health and safety working practices:* sterilisation and sanitation methods; safe use of tools and equipment; Health and Safety at Work Act (HASAWA); Personal Protective Equipment (PPE); Control of Substances Hazardous to Health (COSHH); waste disposal

*Facial skincare treatment:* positioning of therapist and client; use of products, tools, equipment and techniques to suit client; cleansing; exfoliation; skin warming methods; comedone extraction; massage; mask therapy; toning; moisturising; ways of adapting treatments; complete treatment to client's satisfaction; record results; contra-actions and response eg redness, allergic reaction

*Aftercare advice:* homecare (ways to avoid contra-actions, skincare routine); retail opportunities (products/future services)

*Anatomy and physiology:* structure and functions of the skin; skin diseases and disorders eg eczema, contact dermatitis; muscles and bones of the head, neck and shoulders, structure and function of blood; structure and function of lymphatic system; effect of natural ageing, lifestyle and environmental factors on skin condition, muscle tone eg smoking, diet, neglect; benefits of facial skincare on anatomy and physiology eg clearer skin, soft skin, improved muscle tone

## Assessment and grading 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 for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p><b>P1</b> prepare themselves, client and work area for facial skincare treatment [TW5, SM3]</p> <p><b>P2</b> use suitable consultation techniques to identify treatment objectives [IE1, IE2, IE5]</p> <p><b>P3</b> carry out a skin analysis [IE4, RL1]</p> <p><b>P4</b> provide clear recommendations to the client [EP2, EP4, EP5]</p> <p><b>P5</b> select products, tools and equipment to suit client treatment needs, skin types and conditions [SM3]</p> <p><b>P6</b> describe salon requirements for preparing themselves, the client and work area</p> <p><b>P7</b> state the environmental conditions suitable for facial skincare treatments [IE5]</p> <p><b>P8</b> describe different consultation techniques used to identify treatment objectives</p> <p><b>P9</b> state the importance of carrying out a detailed skin analysis</p>	<p><b>M1</b> explain the importance of preparation and pre-treatment activities for facial skincare treatments</p>	<p><b>D1</b> assess pre-treatment preparations for facial skincare treatments</p>

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P10</b> describe how to select products, tools and equipment to suit client treatment needs, skin types and conditions		
<b>P11</b> identify skin types, conditions and characteristics		
<b>P12</b> describe the contra-indications which prevent or restrict facial treatments [IE5]		
<b>P13</b> communicate and behave in a professional manner [TW3, TW4, TW5, SM5, SM6, SM7]		
<b>P14</b> follow health and safety working practices [SM4]		
<b>P15</b> position themselves and client correctly throughout the treatment		
<b>P16</b> use products, tools, equipment and techniques to suit client's treatment needs, skin type and conditions [SM3]		
<b>P17</b> complete the treatment to the satisfaction of the client [RL3]		
<b>P18</b> record the results of the treatment		
<b>P19</b> provide suitable aftercare advice [EP2, EP3, EP4, EP5]		
<b>P20</b> state how to communicate and behave in a professional manner		
<b>P21</b> describe health and safety working practices		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P22</b> state the importance of positioning themselves and the client correctly throughout the treatment		
<b>P23</b> state the importance of using products, tools, equipment and techniques to suit client's treatment needs, skin type and conditions	<b>M2</b> explain the suitability of selected products, tools, equipment, facial skincare techniques and aftercare advice for three different clients	<b>D2</b> compare the suitability of products, tools, equipment, facial skincare techniques and aftercare advice for three different clients
<b>P24</b> describe how treatments can be adapted to suit client treatment needs, skin types and conditions		
<b>P25</b> state the contra-actions that may occur during and following treatments and how to respond [IE5]		
<b>P26</b> state the importance of completing the treatment to the satisfaction of the client		
<b>P27</b> state the importance of completing treatment records		
<b>P28</b> state the aftercare advice that should be provided [EP4]		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P29</b> describe the structure and functions of the skin	<b>M3</b> explain how facial skincare treatments create the desired effects on the client's skin, muscles, bones, circulation and lymphatic system.	<b>D3</b> evaluate facial skincare treatments create the desired effects on the client's skin, muscles, bones, circulation and lymphatic system.
<b>P30</b> describe diseases and disorders of the skin		
<b>P31</b> explain how natural ageing, lifestyle and environmental factors affect the condition of the skin and muscle tone [CT1, CT2, IE1, IE5, IE6]		
<b>P32</b> state the position and action of the muscles of the head, neck and shoulders		
<b>P33</b> state the names and position of the bones of the head, neck and shoulders		
<b>P34</b> describe the structure and function of the blood and lymphatic system for the head, neck and shoulders.		

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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# Essential guidance for tutors

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## Delivery

This unit should be delivered in a Realistic Learning Environment (RLE), as detailed in *Annexe F*. The word 'client' can be related to friends and peers and does not mean that treatments need to be carried out on paying clients or within commercial timescales. Centres must adhere to the restrictions outlined by Habia, in *Annexe H*, regarding activities which are unsuitable for learners aged under 16 years to undertake. Please note that for learners aged under 16 years of age client contact is restricted to the following areas: head, neck and shoulders to the clavicle and scapula.

Delivery of this unit should be a combination of practical and theory activities. Tutors are advised to use a variety of different delivery methods to engage and motivate learners. Tutors must start by demonstrating the fundamental skills in facial skincare, before progressing onto the more advanced technical skills. This should include practical demonstrations of cleansing procedures, visual skin analyses, manual massage techniques, mask applications, toning and moisturising methods.

Tutors must ensure that learners develop proficiency and accuracy in the skills involved in each stage of facial skincare treatments, as these skills are essential for many other beauty therapy treatments including massage, body therapy and holistic therapy. Delivering this unit through a practical 'hands-on' approach is vital to enable learners to gain experience of dealing with clients, selecting products and using tools and equipment which will benefit them in the workplace.

Learners should be given the opportunity to work with the relevant tools, materials and equipment. While working on clients, learners should follow all relevant safety precautions and demonstrate sound product knowledge by discussing and selecting the correct products to suit the client's requirements.

Learners should be taught to adopt a professional manner when liaising with clients and colleagues. Communication skills and professional behaviour are essential when offering skincare treatments. Listening to the client and discussing and agreeing a plan is vital to ensure the client has a relaxing and beneficial skincare treatment.

Tutors must also deliver the theoretical content to reinforce learners' underpinning knowledge of the practical procedures. Lectures, seminars, group discussions and presentations could focus on key elements of pre- and post-treatment procedures, health and safety and product knowledge.

Learners must understand the relevant advice given to clients, including contra-indications, contra-actions, aftercare and homecare advice. Learners must also gain knowledge of the relevant anatomy and physiology. This could be achieved using a case study approach, exploring the benefits for and effects of facial skincare treatments on clients, so learners could witness some of the effects firsthand.

The internet, videos, DVDs, trade publications, trade exhibitions and guest speakers could introduce learners to the latest developments in facial skincare and give them a taste of the beauty therapy industry. Learners should be actively encouraged to research and investigate facial skincare and discuss their findings with the rest of the group. Visiting a salon/spa will give learners the opportunity to experience having a facial treatment and learn about the important aspects of client care.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit. This also includes learners' independent study time.

## Topic and suggested assignments/activities and/assessment

Tutor introduction to the unit.

**Assignment 1: Facial Skincare Treatments** (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, M1, M2, D1, D2)

Tutor introduces assignment brief.

Professional ways of behaving and communicating, health and safety working practices and salon requirements.

Pre-treatment procedures. Preparation (of therapist, client, work area). Consultation techniques, including skin analysis, contra-indications, recommendations (demonstrations, role play).

Products, tools and equipment. Client treatment needs/objectives. Skin types, conditions and characteristics.

Facial skincare treatment workshops led by tutor demonstrations. Positioning. Techniques (cleansing, manual massage, mask application, toning and moisturising). Adapting treatments to suit different client needs and skin types eg oily, dry, normal, combination. Client satisfaction.

Post-treatment procedures. Recording results. Aftercare advice (homecare, retail opportunities), contra-actions.

**Assignment 2: Anatomy and Physiology** (P29, P30, P31, P32, P33, P34, M3, D3)

Tutor introduces the assignment brief.

Structure and function of skin. Skin diseases and disorders. Effect of natural ageing, lifestyle and environmental factors.

Use of task sheets and diagrams/textbooks relating to muscles and bones of the head, neck and shoulders.

Structure and function of blood, lymphatic system.

Case study investigating benefits of facial skincare on anatomy and physiology.

Tutor recap of unit, using games and quizzes as memory aids.

## Assessment

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

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment and grading criteria in mind. This unit can be assessed through learners collating a portfolio of evidence. Centres can either devise their own assignments or adapt Edexcel assignments where available.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment and grading criteria, even across units where appropriate.

P1, P2, P3, P4, P5, P13, P14, P15, P16, P17, P18 and P19 require learners to prepare for and carry out facial skincare treatments safely for at least three different clients with varying needs, for example skin type and treatment objectives. This includes preparation of themselves, the client, work area, client consultation and post-treatment procedures, such as aftercare advice and recording results.

Learners should be assessed when they have developed sufficient skills in carrying out facial skincare, following practice and feedback during unit delivery. It is essential that learners communicate and behave professionally when performing their treatments. These treatments should be observed by the assessor and evidenced with a witness testimony. Photographs of learners performing the treatment could be supplementary evidence.

To achieve P6, P7, P8, P9, P10, P11, P12, P20, P21, P22, P23, P24, P25, P26, P27, P28, which assess knowledge and understanding of the underpinning theory associated with providing facial skincare treatments, learners could answer short written or oral questions (accompanied by a written transcript). Alternatively, learners could produce a summary account of the treatments they provided to clients.

P29, P30, P31, P32, P33, P34, M3, D3 assess learners' knowledge and understanding of basic dermatology,

anatomy and physiology. This could be achieved via short-answer questions, either written or oral, accompanied by a written transcript. For P32 and P33, learners could label or annotate diagrams of relevant anatomy and physiology. However, learners' ability to draw is not being assessed but their knowledge of the skeletal and muscular systems is. Alternatively, learners could achieve use a case study to investigate the effects of facial skincare treatments, which could be linked to the treatments they provided as part of their practical assessment.

Signed witness testimonies or observation records must be retained for external verification purposes.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, M1, M2, D1, D2	Facial Skincare Treatments	Prepare for and perform facial skincare treatments on three different clients in a salon/RLE.  Produce a report on the treatments carried out.	Practical observation, with signed witness testimony.  Written report, including consultation and treatment outcome records.
P29, P30, P31, P32, P33, P34, M3, D3	Anatomy and Physiology	Having performed the practical facial skincare treatments, investigate the benefits of facial skincare on anatomy and physiology.	Written case study, with pictures and diagrams.

### Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links to the following NOS: B4 Provide facial skincare treatment. This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

Level 1	Level 2	Level 3
Skincare	Apply Make-up	Provide Facial Electrotherapy Treatments
		Provide Body Electrotherapy Treatments
		Provide Body Massage
		Dermatology and Microbiology

## Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in *Annexe F*. Learners will also require access to products, tools and equipment suitable for providing facial skincare treatments.

## Employer engagement and vocational contexts

Centres are encouraged to develop links with product houses. Inviting guest speakers from the sector, such as facialists, would benefit learners.

## Indicative reading for learners

### Textbooks

Connor J, Harwood-Pearce V and Morgan K – *Anatomy and Physiology for Therapists* (Heinemann, 2006) ISBN 9780435449407

Hiscock J and Lovett F – *Beauty Therapy 3rd Edition* (Heinemann, 2010) ISBN 9780435026578

### Journals

*Guild Gazette* (Guild of Professional Beauty Therapists)

*Habia News* (Seed Publishing Limited)

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

### Websites

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

Habia, the Standards Setting Body for the hair and beauty sector

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

Professional Beauty

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	<p>analysing the skin [IE4]</p> <p>identifying questions to answer and problems to resolve [IE1] and carrying out research [IE2] to identify the treatment objectives, considering the influence of circumstances, beliefs and feelings [IE5]</p> <p>considering the influence of environmental conditions, contra-indications and contra-actions on facial skincare treatments [IE5]</p> <p>identifying questions to answer [IE1] and considering the influence [IE5] of natural ageing, lifestyle and environmental factors on the condition of the skin and muscle tone, supporting conclusions using reasoned arguments and evidence [IE6]</p>
<b>Creative thinkers</b>	<p>generating ideas and exploring possibilities as to how natural ageing, lifestyle and environmental factors affect the condition of the skin and muscle tone [CT1], asking questions to extend their thinking [CT2]</p>
<b>Reflective learners</b>	<p>assessing the skin of clients [RL1]</p> <p>reviewing their progress to complete the treatment to the satisfaction of the client [RL3]</p>
<b>Team workers</b>	<p>taking responsibility for preparing themselves, the client and work area for facial skincare treatment [TW5]</p> <p>communicating and behaving in a professional manner, adapting behaviour to suit clients and colleagues [TW3], showing fairness and consideration to others [TW4] and taking responsibility [TW5]</p>
<b>Self-managers</b>	<p>organising time and resources to prepare themselves, the client and work area for facial skincare treatment, and to select and use the necessary materials and techniques to suit the client's treatment needs, skin types and conditions [SM3]</p> <p>dealing with competing pressures, including personal and work-related demands, in order to behave in a professional manner [SM5], seeking advice and support when needed [SM6] and managing their emotions [SM7]</p> <p>anticipating and managing risks by following health and safety practices [SM4]</p>
<b>Effective participators</b>	<p>presenting a persuasive case for action when providing clear recommendations to the client [EP2], identifying improvements that would benefit them [EP4] and trying to influence them [EP5]</p> <p>providing suitable aftercare advice, presenting a persuasive case for action [EP2], proposing practical ways forward [EP3], identifying improvements that would benefit others [EP4], trying to influence clients [EP5].</p>

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	exploring issues relating to facial skincare from the perspective of the needs of different clients [IE3]
<b>Creative thinkers</b>	adapting facial skincare techniques to suit clients [CT6]
<b>Reflective learners</b>	evaluating facial skincare treatments carried out to inform future progress [RL5]
<b>Team workers</b>	reaching agreements with the client regarding the treatment plan [TW2]
<b>Self-managers</b>	working towards being able to prepare for and perform facial skincare treatments on different clients, showing initiative, commitment and perseverance [SM2]
<b>Effective participators</b>	discussing issues of concern regarding contra-indications with an appropriate person [EP1].

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Using ICT</b>	
Manage information storage to enable efficient retrieval	maintaining client records
<b>ICT – Finding and selecting information</b>	
Use appropriate search techniques to locate and select relevant information	accessing client records
<b>ICT – Developing, presenting and communicating information</b>	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	entering client details and outcomes of treatment
Combine and present information in ways that are fit for purpose and audience	producing a report of facial skincare treatments carried out
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	communicating with clients and maintaining client confidentiality
<b>Mathematics – learners can:</b>	
Identify the situation or problems and identify the mathematical methods needed to solve them	working out quantities of products to use on different clients
<b>English – Speaking, Listening and Communication</b>	
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	communicating in a professional manner consulting with clients providing advice and recommendations, and aftercare advice
<b>English – Reading</b>	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	reading product labels, manufacturers' instructions and client records
<b>English – Writing</b>	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	completing consultation cards and treatment records.



# Unit 5: Apply Make-up

**Unit code:** J/601/4222

**QCF Level 2:** BTEC First

**Credit value:** 5

**Guided learning hours:** 41

## ● Aim and purpose

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

## ● Unit introduction

In this unit learners will develop the knowledge, understanding and skills required for a popular area of work within beauty therapy – make-up application. Make-up treatments can be carried out on their own or as part of a special service, for example as part of a wedding package. Learners will appreciate the differences between day, evening and special occasion make-up.

Learners will explore key aspects of pre-treatment preparation procedures, including selecting products, cosmetics, tools and materials for make-up treatments. Learners will develop their organisational skills to plan the treatment and ensure all necessary tools, materials and products are within easy reach.

Learners will have the opportunity to identify the main skin types, structures and functions of the skin, in order to make suitable decisions when selecting products and cosmetics. They will also develop knowledge of the factors affecting the ageing process, and how to adapt make-up application techniques to enhance the facial characteristics of a range of clients.

This unit gives learners an opportunity to showcase their creative side, drawing on their artistic skills and techniques to apply make-up treatments. The unit also develops professional skills with an emphasis on following safe and hygienic working practices within the salon environment.

This unit also appears in the Edexcel BTEC Level 3 Diploma in Beauty Therapy.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Be able to prepare for make-up
- 2 Be able to apply make-up.

# Unit content

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## 1 Be able to prepare for make-up

*Preparation:* of themselves (personal presentation/hygiene, protective attire); of client (positioning, protective attire, gown/headband/sectioning clips, skin preparation); salon requirements

*Preparation of work area:* environmental conditions eg heating, lighting, ventilation, atmosphere; salon requirements

*Client consultation:* consultation techniques (questioning, visual, manual examination, reference to client records); treatment objectives; skin analysis; contra-indications eg eczema, allergies; clear recommendations; agree treatment plan; client confidentiality

*Products, tools and equipment:* foundation eg liquid, cream/oil based, mousse, all-in-one; powder; blusher eg cream, powder; eyeshadow eg cream or powder; eyeliner eg pencil or liquid; mascara; lipstick; lip gloss; brushes; palettes; sponges; mirror; sharpener; cotton buds

*Skin types, conditions and characteristics:* types (normal, oily, dry, combination); conditions (sensitive, dehydrated, mature, congested, damaged); characteristics (texture, pigment, melanin, ethnicity)

## 2 Be able to apply make-up

*Communication and behaviour:* professional manner; communication (speaking, listening, body language, written); behaviour eg polite, tactful, client rapport; awareness of limits of own authority/responsibility eg follow instructions

*Health and safety working practices:* sterilisation and sanitation methods; safe use of tools and equipment; Health and Safety at Work Act (HASAWA); Personal Protective Equipment (PPE); Control of Substances Hazardous to Health (COSHH); waste disposal

*Make-up application:* positioning of therapist and client; use of products, tools, equipment and techniques to suit client; corrective methods (highlight, shade, define); adapting techniques to suit client; complete treatment to client's satisfaction; record results; contra-actions and response (watery eyes, erythema, itching, inflammation)

*Occasions:* day; evening; special occasion look

*Aftercare advice:* homecare (ways to avoid contra-actions, removal techniques, recreating the look); retail opportunities (products/future services)

*Anatomy and physiology:* structure and functions of the skin; skin diseases and disorders eg eczema, contact dermatitis; effect of natural ageing, lifestyle and environmental factors on skin, muscle tone eg smoking, diet, neglect; position and action of muscles of head, neck and shoulders; bones of the head, neck and shoulders; structure and function of blood; structure and function of lymphatic system; benefits of make-up for client's skin and appearance

## Assessment and grading 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 for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p><b>P1</b> prepare themselves, client and work area for make-up [TW5, SM3]</p> <p><b>P2</b> use suitable consultation techniques to identify treatment objectives [IE1, IE2, IE5]</p> <p><b>P3</b> carry out a skin analysis [IE4, RL1]</p> <p><b>P4</b> provide clear recommendations to the client [EP2, EP4, EP5]</p> <p><b>P5</b> select products, tools and equipment to suit client treatment needs, skin types and conditions [SM3]</p> <p><b>P6</b> describe workplace requirements for preparing themselves, the client and work area</p> <p><b>P7</b> state the environmental conditions suitable for make-up [IE5]</p> <p><b>P8</b> describe different consultation techniques used to identify treatment objectives</p> <p><b>P9</b> explain the importance of carrying out a detailed skin analysis</p> <p><b>P10</b> describe how to select products, tools and equipment to suit client treatment needs, skin types and conditions</p>	<p><b>M1</b> explain the importance of pre-treatment preparation and pre-treatment activities for make-up applications</p>	<p><b>D1</b> assess pre-treatment preparations for make-up applications</p>

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P11</b> describe how to identify skin types, conditions and characteristics		
<b>P12</b> describe the contra-indications which prevent or restrict make-up application [IE5]		
<b>P13</b> communicate and behave in a professional manner [TW3, TW4, TW5, SM5, SM6, SM7]		
<b>P14</b> follow health and safety working practices [SM4]		
<b>P15</b> position themselves and client correctly throughout the treatment		
<b>P16</b> use products, tools, equipment and techniques to suit clients' treatment needs, skin type and conditions [SM3]		
<b>P17</b> complete the treatment to the satisfaction of the client to suit a range of occasions [RL3]		
<b>P18</b> record the results of the treatment		
<b>P19</b> provide suitable aftercare advice [EP2, EP3, EP4, EP5]		
<b>P20</b> state how to communicate and behave in a professional manner		
<b>P21</b> describe health and safety working practices		
<b>P22</b> state the importance of positioning themselves and the client correctly throughout the treatment		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p><b>P23</b> state the importance of using products, tools, equipment and techniques to suit client's treatment needs, skin type and conditions</p> <p><b>P24</b> explain how to use corrective methods to suit client treatment needs, skin types and conditions</p> <p><b>P25</b> state the contra-actions that may occur during and following treatments and how to respond [IE5]</p> <p><b>P26</b> state the importance of completing the treatment to the satisfaction of the client</p> <p><b>P27</b> state the importance of completing treatment records</p> <p><b>P28</b> state the aftercare advice that should be provided [EP4]</p>	<p><b>M2</b> explain the suitability of selected products, tools, equipment, techniques and aftercare advice for three different clients</p>	<p><b>D2</b> compare the suitability of products, tools, equipment, techniques and aftercare advice for three different clients</p>
<p><b>P29</b> describe the structure and functions of the skin</p> <p><b>P30</b> describe diseases and disorders of the skin</p> <p><b>P31</b> explain how natural ageing, lifestyle and environmental factors affect the condition of the skin and muscle tone [CT1, CT2, IE1, IE5, IE6]</p> <p><b>P32</b> state the position and action of the muscles of the head, neck and shoulders</p> <p><b>P33</b> state the names and position of the bones of the head, neck and shoulders</p> <p><b>P34</b> describe the structure and function of the blood and lymphatic system for the head, neck and shoulders.</p>	<p><b>M3</b> explain ways in which make-up can benefit the client's skin and appearance.</p>	<p><b>D3</b> assess the benefits of make-up to the client's skin and appearance.</p>

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

# Essential guidance for tutors

## Delivery

This unit should be delivered in a Realistic Learning Environment (RLE), as detailed in *Annexe F*. The word 'client' can be related to friends and peers and does not mean treatments need to be carried out on paying clients or within commercial timescales. Centres must adhere to the restrictions outlined by Habia, in *Annexe H*, regarding activities which are unsuitable for learners aged under 16 years to undertake.

Delivery of this unit should be mostly practical using a variety of delivery methods to stimulate, engage and motivate learners. Tutors are encouraged to demonstrate creative techniques and artistic skills.

Tutors could use role-play exercises to enable learners to practise consultation techniques (visual, manual, questioning, referring to client records) and other pre-treatment procedures. Learners should be given the opportunity to work with the relevant tools, materials and equipment. While working on clients, learners should follow all relevant safety precautions and demonstrate sound product knowledge by discussing and selecting the correct products to suit the client's requirements.

Learners must also be taught the underpinning theoretical elements regarding make-up application. This could be through a series of workshops, tasks and activities focusing on, for example, day, evening and special occasion make-up, corrective techniques, health and safety, anatomy and physiology, basic dermatology, contra-indications and contra-actions.

It is important that learners appreciate that make-up application is a highly personalised service, and that the client's individual requirements are paramount. Learners need to put the client's requirements and treatment objectives before their own personal preferences, so that clients do not feel self-conscious with the end result. Sometimes a 'less is more' approach should be taken towards make-up application, depending on the client and their needs.

It is essential that learners practise their make-up application skills at every opportunity, either on themselves, peers, friends or family, so they have experience of meeting different client requirements. This unit gives learners the opportunity to demonstrate their creative side, experimenting with different make-up looks and techniques.

Learners should adopt a professional manner when liaising with clients and colleagues. Communication skills and professional behaviour are essential in service industries such as beauty therapy. Listening to the client, discussing and agreeing a treatment plan and providing aftercare advice are essential to a successful treatment.

Learners should be actively encouraged to research and investigate concepts of make-up and the latest developments in product ranges, and be given opportunities to present and discuss their findings to the rest of the group.

This unit could co-delivered with *Unit 4: Provide Facial Skincare*, and learners could apply make-up to clients following facial skincare treatments.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit. This also includes learners' independent study time.

## Topic and suggested assignments/activities and/assessment

Tutor introduction to the unit.

**Assignment 1: Make-up Applications** (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, M1, M2, D1, D2)

Tutor introduces the assignment brief.

Professional ways of behaving and communicating, health and safety working practices and salon requirements.

Pre-treatment procedures. Preparation (of therapist, client, work area). Consultation techniques, including skin analysis, contra-indications, recommendations (demonstrations, role play).

Products, tools and equipment. Client treatment needs/objectives. Skin types, conditions and characteristics.

Make-up workshops led by tutor demonstrations. Positioning. Techniques to enhance facial characteristics eg corrective techniques. Adapting treatments to suit different client needs (for example skin type/condition/ characteristics/facial features) and occasions eg day, evening, special. Client satisfaction.

Post-treatment procedures. Recording results. Aftercare advice (homecare, retail opportunities), contra-actions.

Assignment workshop(s)

**Assignment 2: Anatomy and Physiology** (P29, P30, P31, P32, P33, P34, M3, D3)

Tutor introduces the assignment brief.

Structure and function of the skin. Skin diseases and disorders. Effect of natural ageing, lifestyle and environmental factors.

Use of task sheets and diagrams/textbooks relating to muscles and bones of the head, neck and shoulders.

Structure and function of blood, lymphatic system for head, neck and shoulders.

Ways in which make-up is beneficial to client's skin and appearance.

Assignment workshop(s).

Tutor recap of unit, using games and quizzes as memory aids.

## Assessment

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

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment criteria in mind. This unit can be assessed through learners collating a portfolio of evidence. Centres can either devise their own assignments or adapt Edexcel assignments where available.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment and grading criteria, even across units where appropriate.

P1, P2, P3, P4, P5, P9, P10, P11, P13, P14, P15, P16, P17, P18 and P19 require learners to prepare for and carry out make-up applications for three different clients safely. These applications must include day, evening and special occasion make-up. This includes the preparation of themselves, the client, work area, client consultation and post-treatment procedures, such as aftercare advice and recording results.

Learners should be assessed when they have developed sufficient skills in carrying out make-up application, following practice and feedback during unit delivery. It is essential that learners communicate and behave professionally when performing their treatments. The make-up applications should be observed by the assessor and evidenced with a witness testimony. Photographs of learners performing the treatment, before and after photographs could be supplementary evidence.

P6, P7, P8, P9, P10, P11, P12, P20, P21, P22, P23, P24, P25, P26, P27, P28, M1, M2, D1, D2 assess knowledge and understanding of the underpinning theory associated with preparing for and performing make-

up applications, learners could answer short written or oral questions (accompanied by a written transcript). Alternatively, learners could produce a summary account of the treatments they provided to clients.

P29, P31, P32, P34, M3, D3 assess learners' knowledge and understanding of basic dermatology, anatomy and physiology. This could be achieved via short-answer questions, either written or oral accompanied by a written transcript. For P32 and P33, learners could label or annotate diagrams of relevant anatomy and physiology. Learners could label diagrams provided by the tutor or draw their own. However, learners' ability to draw is not being assessed, but their knowledge of the skeletal and muscular systems. Alternatively, learners could use a case study to investigate the benefits of make-up, which could be linked to the treatments they provided as part of their practical assessment.

Signed witness testimonies and observation records must be retained for verification purposes.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, M1, M2, D1, D2	Make-up Applications	Prepare for and perform make-up applications on three different clients in a salon/RLE. This should include day, evening and special occasion make-up.  Produce a report on the treatments carried out.	Practical observation, with signed witness testimony.  Written report.
P29, P30, P31, P32, P33, P34, M3, D3	Anatomy and Physiology	Having performed the practical make-up applications, investigate how make-up can improve the clients' skin and appearance.	Written case study, with pictures and diagrams.

### Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links to the following NOS: B8 Provide make-up services. This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

Level 1	Level 2	Level 3
Presenting a Professional Image in a Salon	Provide Facial Skincare	Make-up for Performers
Basic Make-up Application	Make-up for Performers	
	The Art of Photographic Make-up	

## Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in *Annexe F*. Learners also require access to products, tools and equipment suitable for carrying out make-up applications.

## Employer engagement and vocational contexts

Centres are encouraged to develop links with make-up professionals and concessions in department stores. Inviting guest speakers from the sector would also benefit the learner.

## Indicative reading for learners

### Textbooks

Connor J, Harwood-Pearce, V and Morgan K – *Anatomy and Physiology for Therapists* (Heinemann, 2006) ISBN 9780435449407

Hiscock J and Lovett F – *Beauty Therapy 3rd Edition* (Heinemann, 2010) ISBN 9780435026578

### Journals

*Guild Gazette* (Guild of Professional Beauty Therapists)

*Habia News* (Seed Publishing Limited)

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

### Websites

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

Habia, the Standards Setting Body for the hair and beauty sector

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

Professional Beauty

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	<p>identifying questions to answer and problems to resolve [IE1] and carrying out research [IE2] to identify the treatment objectives, considering the influence of circumstances, beliefs and feelings [IE5]</p> <p>analysing the skin [IE4]</p> <p>considering the influence of environmental conditions, contra-indications and contra-actions on make-up treatments [IE5]</p> <p>identifying questions to answer [IE1] and considering the influence [IE5] of natural ageing, lifestyle and environmental factors on the condition of the skin and muscle tone, supporting conclusions using reasoned arguments and evidence [IE6]</p>
<b>Creative thinkers</b>	<p>generating ideas and exploring possibilities as to how natural ageing, lifestyle and environmental factors affect the condition of the skin and muscle tone [CT1], asking questions to extend their thinking [CT2]</p>
<b>Reflective learners</b>	<p>assessing the skin of clients [RL1]</p> <p>reviewing their progress to complete the treatment to the satisfaction of the client [RL3]</p>
<b>Team workers</b>	<p>taking responsibility for preparing themselves, the client and work area for make-up treatment [TW5]</p> <p>communicating and behaving in a professional manner, adapting behaviour to suit clients and colleagues [TW3], showing fairness and consideration to others [TW4] and taking responsibility [TW5]</p>
<b>Self-managers</b>	<p>organising time and resources to prepare themselves, the client and work area for make-up treatment, and select and use the necessary materials and techniques to suit client treatment needs, skin types and conditions [SM3]</p> <p>dealing with competing pressures, including personal and work-related demands, in order to behave in a professional manner [SM5], seeking advice and support when needed [SM6] and managing their emotions [SM7]</p> <p>anticipating and managing risks by following health and safety practices [SM4]</p>
<b>Effective participators</b>	<p>presenting a persuasive case for action when providing clear recommendations to the client [EP2], identifying improvements that would benefit them [EP4] and trying to influence them [EP5]</p> <p>providing suitable aftercare advice, presenting a persuasive case for action [EP2], proposing practical ways forward [EP3], identifying improvements that would benefit others [EP4], trying to influence clients [EP5].</p>

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	exploring issues relating to make-up from the perspective of the needs of different clients [IE3]
<b>Creative thinkers</b>	adapting make-up techniques to suit clients [CT6]
<b>Reflective learners</b>	evaluating make-up applications to inform future progress [RL5]
<b>Team workers</b>	reaching agreements with the client regarding the treatment plan [TW2]
<b>Self-managers</b>	working towards being able to prepare for and perform make-up applications on different clients, showing initiative, commitment and perseverance [SM2]
<b>Effective participators</b>	discussing issues of concern regarding contra-indications with an appropriate person [EP1].

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Using ICT</b>	
Manage information storage to enable efficient retrieval	maintaining client records
<b>ICT – Finding and selecting information</b>	
Use appropriate search techniques to locate and select relevant information	accessing client records
<b>ICT – Developing, presenting and communicating information</b>	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	entering client details and outcomes of treatment
Combine and present information in ways that are fit for purpose and audience	producing a report of make-up applications carried out
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	communicating with clients and maintaining client confidentiality
<b>Mathematics – learners can:</b>	
Identify the situation or problems and identify the mathematical methods needed to solve them	working out quantities of products to use on different clients
<b>English – Speaking, Listening and Communication</b>	
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	communicating in a professional manner consulting with clients providing advice and recommendations, and aftercare advice
<b>English – Reading</b>	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	reading product labels, manufacturers' instructions and client records
<b>English – Writing</b>	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	completing consultation cards and treatment records.



# Unit 6: Provide Manicure Treatments

Unit code: T/601/4569

QCF Level 2: BTEC First

Credit value: 5

Guided learning hours: 48

## ● Aim and purpose

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

## ● Unit introduction

The nail services industry has developed significantly over the last 10 years, with specialist nail bars opening in the high street and in department stores, enabling busy clients to have quick manicures, often without the need to make an appointment. This sudden growth in the nail services industry has led to an increased demand for nail technicians.

This unit will enable learners to develop the knowledge, understanding and skills needed to provide manicure treatments. Learners will also develop knowledge and understanding relating to skin conditions, disorders and diseases of the nail and skin, to help them perform treatments more effectively.

Learners will develop communication skills and understand the importance of using effective consultation techniques when carrying out a nail and skin analysis on clients, which will enable them to identify treatment needs.

On completion of this unit, learners should be able to perform manicure treatments to clients' satisfaction, communicate and behave in a professional manner, and follow health and safety working practices.

**It is essential that centres adhere to the pre-16 restrictions set by Habia. Learners under 16 years of age will not be able to use the full range of manicure tools, please see *Annexe H* for further information.**

This unit also appears in the Edexcel BTEC Level 3 Diploma in Beauty Therapy.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Be able to prepare for manicure treatments
- 2 Be able to provide manicure treatments.

# Unit content

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## 1 Be able to prepare for manicure treatments

*Preparation for treatment:* of therapist (personal presentation/hygiene, protective attire); of client (positioning, removal of jewellery); salon requirements

*Preparation of work area:* environmental conditions eg heating, lighting, ventilation, atmosphere; salon requirements

*Client consultation:* consultation techniques (questioning, visual, manual, reference to client records); treatment objectives; nail and skin analysis; nail and skin conditions eg bitten nails, eczema, brittle nails; contra-indications (fungal infections, bacterial infections, viral infections, parasitic conditions, nail separation); clear recommendations; agree treatment plan; client confidentiality

*Products, tools and equipment:* products (cuticle cream/oil, buffing paste, cuticle remover, massage medium, hand mask, paraffin wax, exfoliators, warm oil, nail enamel remover, nail varnish/enamel, base coat, top coat, nail hardener/strengthener, nail white pencil, quick dry spray); tools and equipment (emery board, thermal mitts, orange stick, nail buffer, 3-way buffer, nail brush, hoof stick, manicure bowl, towels, tissues, cotton wool); tools for use by post-16 learners only (cuticle knife, cuticle nipper, nail scissors)

*Manicure finishes:* dark polish; French manicure; buffed; other finishes

## 2 Be able to provide manicure treatments

*Communication and behaviour:* professional manner; communication (speaking, listening, body language, written); behaviour eg polite, tactful, client rapport; awareness of limits of own authority/responsibility eg follow instructions

*Health and safety practices:* sterilisation and sanitation methods; safe use of tools and equipment; Health and Safety at Work Act (HASAWA); Personal Protective Equipment (PPE); Control of Substances Hazardous to Health (COSHH); waste disposal; Nail Services Code of Practice

*Manicure treatment:* positioning of manicurist and client; use of products, tools, equipment and techniques to suit client; ways of adapting treatments (male/female clients, nail shaping techniques, client requirements such as choice of finish); massage techniques and benefits (effleurage, petrissage, tapotement); contra-actions and response eg hypersensitivity; complete treatment to client satisfaction; record results

*Aftercare advice:* homecare (ways to avoid contra-actions, maintaining health/appearance of nails); retail opportunities (products, future services)

*Anatomy and physiology:* structure and function of nails; structure and function of skin; diseases and disorders of nail and skin eg ringworm, brittle nails, eczema, dermatitis; structure and function of muscles of lower arm and hand; structure and function of lower arm and hand bones; structure and function of arteries and veins of arm and hand; structure and function of the lymphatic vessels of the arm and hand; benefits of treatment on anatomy and physiology eg improved blood circulation and associated effects, soft skin

## Assessment and grading 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 for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p><b>P1</b> prepare themselves, client and work area for manicure treatment [TW5, SM3]</p> <p><b>P2</b> use suitable consultation techniques to identify treatment objectives [IE1, IE2, IE5]</p> <p><b>P3</b> carry out a nail and skin analysis [IE4, RL1]</p> <p><b>P4</b> provide clear recommendations to the client [EP2, EP4, EP5]</p> <p><b>P5</b> select products, tools and equipment to suit client treatment needs, skin types and nail conditions [SM3]</p> <p><b>P6</b> describe salon requirements for preparing themselves, the client and the work area</p> <p><b>P7</b> describe the environmental conditions suitable for manicure treatments [IE5]</p> <p><b>P8</b> describe different consultation techniques used to identify treatment objectives</p> <p><b>P9</b> explain the importance of carrying out a nail and skin analysis</p>	<p><b>M1</b> explain the importance of preparation and pre-treatment activities for manicure treatments</p>	<p><b>D1</b> assess pre-treatment preparations for manicure treatments</p>

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P10</b> describe how to select products, tools and equipment to suit client treatment needs, skin and nail conditions		
<b>P11</b> identify nail and skin conditions		
<b>P12</b> describe the contra-indications which prevent or restrict manicure treatments [IE5]		
<b>P13</b> communicate and behave in a professional manner [TW3, TW4, TW5, SM5, SM6, SM7]		
<b>P14</b> follow health and safety working practices [SM4]		
<b>P15</b> position themselves and client correctly throughout the treatment		
<b>P16</b> use products, tools, equipment and techniques to suit clients treatment needs, nail and skin conditions [SM3]		
<b>P17</b> complete the treatment to the satisfaction of the client [RL3]		
<b>P18</b> record the results of the treatment		
<b>P19</b> provide suitable aftercare advice [EP2, EP3, EP4, EP5]		
<b>P20</b> state how to communicate and behave in a professional manner		
<b>P21</b> describe health and safety working practices		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P22</b> explain the importance of positioning themselves and the client correctly throughout the treatment		
<b>P23</b> explain the importance of using products, tools, equipment and techniques to suit clients' treatment needs, nail and skin conditions	<b>M2</b> assess the suitability of selected products, tools, equipment, techniques and aftercare advice for three different clients	<b>D2</b> compare the suitability of products, tools, equipment, techniques and aftercare advice for three different clients
<b>P24</b> describe how treatments can be adapted to suit client treatment needs, nail and skin conditions		
<b>P25</b> describe the different massage techniques and their benefits [IE6]		
<b>P26</b> state the contra-actions that may occur during and following treatments and how to respond [IE5]		
<b>P27</b> state the importance of completing the treatment to the satisfaction of the client		
<b>P28</b> state the importance of completing treatment records		
<b>P29</b> state the aftercare advice that should be provided [EP4]		
<b>P30</b> describe diseases and disorders of the nail and skin		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P31</b> describe the structure and functions of the nail and skin	<b>M3</b> explain how manicure treatments create the desired effects on the client's skin, nails, muscles, bones, and circulation system.	<b>D3</b> evaluate how manicure treatments create the desired effects on the client's skin, nails, muscles, bones, and circulation system.
<b>P32</b> describe the structure and function of the muscles of the lower arm and hand		
<b>P33</b> describe the structure and function of the bones of the lower arm and hand		
<b>P34</b> describe the structure and function of the arteries and veins of the arm and hand		
<b>P35</b> describe the structure and function of the lymphatic vessels of the arm and hand.		

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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## Essential guidance for tutors

### Delivery

This unit should be delivered in a Realistic Learning Environment (RLE), as detailed in *Annexe F*. The word 'client' can be related to friends and peers and does not mean treatments need to be carried out on paying clients or within commercial timescales. Centres must adhere to the restrictions outlined by Habia, in *Annexe H*, regarding activities which are unsuitable for learners aged under 16 years to undertake.

This unit is intended to develop learners' knowledge, understanding and skills required for the preparation and application of manicure treatments. Delivery should be mainly practical to engage and motivate learners. This could be supported by a work placement in a nail bar or beauty salon. Tutors can use a variety of delivery methods when delivering the underpinning knowledge for this unit.

Learners should be introduced to the different hand and nail treatments available, including paraffin wax, hand masks, thermal mitts, exfoliators and warm oils. Learners could be given the opportunity of experiencing a hand and nail treatment firsthand, or draw on the experience of treatments they may have had. Tutors need to demonstrate the different massage techniques used on the hand and arm. Learners should have the opportunity to practise carrying out consultations and using manicure skills with various clients, so that they can appreciate differing client requirements and how to adapt treatments to suit them. This unit can be a popular choice for learners, who should be encouraged to practise and develop their skills at every opportunity on friends, family and themselves.

It is essential that learners are taught about the associated health and safety practices used in the salon, for example the safe use of tools and equipment. Learners aged under 16 years of age are not allowed to use the full range of tools and equipment, for example a cuticle knife, cuticle nipper, nail scissors.

In order to perform manicure treatments safely, learners will also need to know about the various conditions, diseases and disorders that may affect the nail and skin, including contra-indications which could prevent or restrict a treatment and contra-actions which may result from a treatment. Learners need to conduct a skin and nail analysis and perform client consultations to identify treatment objectives.

Learners should be encouraged to adopt a professional manner when communicating with clients and colleagues. This is an essential skill that will benefit learners in employment within the beauty therapy or nail services industry, where the client-therapist relationship is of paramount importance. It will also be useful if they decide to enter another area of employment.

The importance of providing suitable aftercare advice to clients should be stressed. Learners should use aftercare advice as an opportunity not to just advise the client regarding homecare and maintenance, but also to sell.

It is essential that learners know the relevant anatomy and physiology to perform manicure treatments. This could be delivered through the use of diagrams, textbooks and quizzes.

This unit could be co-delivered with *Unit 7: Provide Pedicure Treatments*.

### Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit. This also includes learners' independent study time.

## Topic and suggested assignments/activities and/assessment

Tutor introduction to the unit.

**Assignment 1: Manicure Treatments** (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, M1, M2, D1, D2)

Tutor introduces assignment brief.

Professional ways of behaving and communicating, health and safety working practices and salon requirements.

Pre-treatment procedures. Preparation (of therapist, client, work area). Consultation techniques, including skin analysis, contra-indications, recommendations (demonstrations, role play).

Products, tools and equipment. Client treatment needs/objectives. Skin and nail conditions.

Manicure workshops led by tutor demonstrations. Positioning. Massage techniques. Adapting treatments to suit different client needs (for example nail and skin conditions) and treatment objectives. Client satisfaction.

Post-treatment procedures. Recording results. Aftercare advice (homecare, retail opportunities), contra-actions.

Assignment workshop(s).

**Assignment 2: Anatomy and Physiology** (P30, P31, P32, P33, P34, P35, M3, D3)

Tutor introduces assignment brief.

Structure and functions of the nail and skin. Diseases and disorders of nail and skin.

Use of task sheets and diagrams/textbooks, models, CD ROMs relating to structure and function of the muscles and bones of the lower arm and hand. Structure and function of the arteries and veins of the arm and hand. Structure and function of the lymphatic system of arm and hand.

Benefits of manicure treatments on anatomy and physiology.

Assignment workshop(s).

Tutor recap of unit, using games and quizzes as memory aids.

## Assessment

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

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment and grading criteria in mind. This unit can be assessed through learners collating a portfolio of evidence. Centres can either devise their own assignments or adapt Edexcel assignments where available.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment and grading criteria, even across units where appropriate.

P1, P2, P3, P4, P5, P13, P14, P15, P16, P17, P18 and P19 require learners to prepare for and perform manicure treatments for at least three different clients with varying needs safely, for example skin type and treatment objectives. Manicure finishes must include buffed, French manicure and dark polish. This includes the preparation of themselves, the client, work area, client consultation and post-treatment procedures, such as aftercare advice and recording results.

Learners should be assessed when they have developed sufficient manicure skills, following practice and feedback during unit delivery. It is essential that learners communicate and behave professionally when performing their treatments. These treatments should be observed by the assessor and evidenced with a witness testimony. Photographs of learner performing the treatment, or the client's manicured nails could be supplementary evidence.

P6, P7, P8, P9, P10, P11, P12, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, M1, M2, D1 and D2 assess knowledge and understanding of the underpinning theory associated with providing manicure

services, learners could either answer short written or oral questions (accompanied by a written transcript). Alternatively, learners could produce a summary account of the treatments they provided to clients.

P30, P31, P32, P33, P34, M3, D3 assess learners' knowledge and understanding of anatomy and physiology. This could be achieved via short-answer questions, either written or oral, accompanied by a written transcript. Learners can achieve P31, P32, P33, P34, and P35 by labelling diagrams and describing the various functions for all listed structures. Alternatively, learners could use a case study investigating the benefits of manicures, which could be linked to the services they provided as part of their practical assessment.

Signed witness testimonies and observation records must be retained for verification purposes.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, M1, M2, D1, D2	Manicure Treatments	Prepare for and provide manicure treatments on three different clients, following health and safety practices. This must include buffed, French manicure and dark polish.  Produce a report on the treatments provided.	Practical observation, with signed witness testimony.  Written report, with pictures and diagrams.
P30, P31, P32, P33, P34, P35, M3, D3	Anatomy and Physiology	Having performed manicure treatments, investigate how manicure treatments create the desired effects on the client's skin, muscles, bones and circulation system.	Written report, with pictures, labelled diagrams.

### Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links to the following NOS: N2 Provide manicure services. This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

Level 1	Level 2	Level 3
Presenting a Professional Image	Client Care and Communication in Beauty-related Industries	Apply and Maintain Nail Enhancement
Hand Care	Provide Pedicure Treatment	
	Provide Nail Art	

## Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in *Annexe F*. Learners will also require access to products, tools and equipment suitable for providing manicure treatments.

## Employer engagement and vocational contexts

Visit to nail exhibitions and competitions, with demonstrations by professionals, and a wide range of products, tools and equipment would be beneficial to learners.

Centres are encouraged to develop links with nail bars and also invite guest-speakers and professionals from the nail services industry.

## Indicative reading for learners

### Textbooks

Cressy S – *Beauty Therapy Fact File 5th Edition* (Heinemann, 2010) ISBN 9780435451424

Jefford J and Swain A – *The Encyclopaedia of Nails* (Thomson, 2002) ISBN 9781861528360

Toselli L – *A Complete Guide to Manicure and Pedicure* (New Holland Publishers Ltd, 2005) ISBN 9781843308614

### Journals

*Guild Gazette* (Guild of Professional Beauty Therapists)

*Habia News* (Seed Publishing Limited)

*Professional Nails* (International Nail Association)

*Scratch Magazine* (Seed Publishing Limited)

### Websites

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

Beauty Guild

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

Habia, the Standards Setting Body for the hair and beauty sector

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

Professional Beauty

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

Scratch

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	identifying questions to answer and problems to resolve [IE1] and carrying out research [IE2] to identify the treatment objectives, considering the influence of circumstances, beliefs and feelings [IE5] analysing the nail and skin [IE4] considering the influence of environmental conditions, contra-indications and contra-actions on manicure treatments [IE5] supporting conclusions about the benefits of different massage techniques, using reasoned arguments and evidence [IE6]
<b>Reflective learners</b>	assessing the skin and nails of clients [RL1] reviewing their progress to complete the treatment to the satisfaction of the client [RL3]
<b>Team workers</b>	taking responsibility for preparing themselves, the client and work area for a manicure treatment [TW5] communicating and behaving in a professional manner, adapting behaviour to suit clients and colleagues [TW3], showing fairness and consideration to others [TW4] and taking responsibility [TW5]
<b>Self-managers</b>	organising time and resources to prepare themselves, the client and work area for manicure treatment, and select and use the necessary materials and techniques to suit client's treatment needs, skin types and nail conditions [SM3] dealing with competing pressures, including personal and work-related demands, in order to behave in a professional manner [SM5], seeking advice and support when needed [SM6] and managing their emotions [SM7] anticipating and managing risks by following health and safety practices [SM4]
<b>Effective participators</b>	presenting a persuasive case for action when providing clear recommendations to the client [EP2], identifying improvements that would benefit them [EP4] and trying to influence them [EP5] providing suitable aftercare advice, presenting a persuasive case for action [EP2], proposing practical ways forward [EP3], identifying improvements that would benefit others [EP4], trying to influence clients [EP5].

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	exploring issues relating to manicures from the perspective of the needs of different clients [IE3]
<b>Creative thinkers</b>	generating ideas and exploring possibilities about the benefits of manicure treatments in creating the desired effects on the client's skin, muscles and circulation system [CT1] asking the client questions as part of the consultation [CT2] adapting manicure techniques to suit clients [CT6]
<b>Reflective learners</b>	evaluating manicure treatments performed to inform future progress [RL5]
<b>Team workers</b>	reaching agreements with the client regarding the treatment plan [TW2]
<b>Self-managers</b>	working towards being able to prepare for and perform manicure treatments on different clients, showing initiative, commitment and perseverance [SM2]
<b>Effective participators</b>	discussing issues of concern regarding contra-indications with an appropriate person [EP1].

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Using ICT</b>	
Manage information storage to enable efficient retrieval	maintaining client records
<b>ICT – Finding and selecting information</b>	
Use appropriate search techniques to locate and select relevant information	accessing client records
<b>ICT – Developing, presenting and communicating information</b>	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	entering client details and outcomes of treatment
Combine and present information in ways that are fit for purpose and audience	producing a report of manicure treatments carried out
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	communicating with clients and maintaining client confidentiality
<b>Mathematics – learners can:</b>	
Identify the situation or problems and identify the mathematical methods needed to solve them	working out quantities of products to use on different clients
<b>English – Speaking, Listening and Communication</b>	
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	communicating in a professional manner consulting with clients providing advice and recommendations, and aftercare advice
<b>English – Reading</b>	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	reading product labels, manufacturers' instructions and client records
<b>English – Writing</b>	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	completing consultation cards and treatment records.



# Unit 7: Provide Pedicure Treatments

Unit code: R/601/4448

QCF Level 2: BTEC First

Credit value: 5

Guided learning hours: 48

## ● Aim and purpose

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

## ● Unit introduction

The need for well-groomed feet, which are often on show in open-toed shoes, has increased the popularity of pedicures and they have now become a part of many people's beauty regime.

This unit will enable learners to explore pedicure techniques and develop their practical skills, as well as giving them the knowledge and understanding relating to pedicure treatments, including skin conditions, disorders and diseases of the nail and skin.

Learners will develop their communication skills and understand the importance of using effective consultation techniques when carrying out a nail and skin analysis on clients, which will enable them to identify treatment needs.

On completion of this unit, learners should be able to perform pedicure treatments to clients' satisfaction, by communicating and behaving in a professional manner and following health and safety working practices.

**It is essential that centres adhere to the pre-16 restrictions set by Habia. Learners under 16 years of age will not be able to use the full range of pedicure tools, please see *Annexe H* for further information.**

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Be able to prepare for pedicure treatments
- 2 Be able to provide pedicure treatments.

# Unit content

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## 1 Be able to prepare for pedicure treatments

*Preparation of pedicurist and client:* of pedicurist (personal presentation/hygiene, protective attire); of client (positioning, removal of shoes/socks/jewellery); salon requirements

*Preparation of work area:* environmental conditions eg heating, lighting, ventilation, atmosphere; salon requirements

*Client consultation:* consultation techniques (questioning, visual, manual, reference to client records); treatment objectives; nail and skin analysis; nail and skin conditions eg eczema, dermatitis, corn/callus, bunion; contra-indications (fungal infections, bacterial infections, viral infections, parasitic conditions, nail separation, ingrowing nails, dermatitis, corn/callus, bunion); clear recommendations; agree treatment plan; client confidentiality

*Products, tools and equipment:* products (cuticle cream/oil, buffing paste, cuticle remover, massage medium, nail enamel remover, exfoliators, paraffin wax, foot masks, nail varnish/enamel, base coat, top coat, nail hardener/strengthener, quick dry spray); tools and equipment (emery board, orange stick, nail buffer, 3-way buffer, nail brush, hoof stick, pedicure bowl, towels, tissues, cotton wool, hard skin file, pumice stone, thermal boots); tools for use by post-16 learners only (cuticle knife, cuticle nipper, nail clippers)

*Pedicure finishes:* dark polish; French manicure

## 2 Be able to provide pedicure treatments

*Communication and behaviour:* communication (speaking, listening, body language, written); behaviour eg polite, tactful, client rapport; awareness of limits of own authority/responsibility eg follow instructions

*Health and safety practices:* sterilisation and sanitation methods; safe use of tools and equipment; Health and Safety at Work Act (HASAWA); Personal Protective Equipment (PPE); Control of Substances Hazardous to Health (COSHH); waste disposal; Nail Services Code of Practice

*Pedicure treatment:* positioning of pedicurist and client; use of products, tools, equipment, techniques to suit client; ways of adapting treatments eg choice of finish; massage techniques and benefits (effleurage, petrissage, tapotement); contra-actions and response (redness, rash, irritation, swelling); complete treatment to client's satisfaction; record results

*Aftercare advice:* homecare (ways to avoid contra-actions, maintaining health and appearance of feet); retail opportunities (products, future services)

*Anatomy and physiology:* diseases and disorders of nail and skin eg ringworm, brittle nails, eczema, dermatitis; structure and function of nail; structure and function of skin; structure and function of lower leg and foot muscles; structure and function of lower leg and foot bones; structure and function of arteries and veins of lower leg and foot; structure and function of lymphatic vessels of lower leg and foot; benefits of treatment on anatomy and physiology eg improved blood circulation and associated effects, soft skin

## Assessment and grading 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 for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p><b>P1</b> prepare themselves, client and work area for pedicure treatment [TW5, SM3]</p> <p><b>P2</b> use suitable consultation techniques to identify treatment objectives [IE1, IE2, IE5]</p> <p><b>P3</b> carry out a nail and skin analysis [IE4, RL1]</p> <p><b>P4</b> provide clear recommendations to the client [EP2, EP4, EP5]</p> <p><b>P5</b> select products, tools and equipment to suit client treatment needs, skin types and nail conditions [SM3]</p> <p><b>P6</b> describe salon requirements for preparing themselves, the client and the work area</p> <p><b>P7</b> describe the environmental conditions suitable for pedicure treatments [IE3]</p> <p><b>P8</b> describe different consultation techniques used to identify treatment objectives</p> <p><b>P9</b> explain the importance of carrying out a nail and skin analysis</p>	<p><b>M1</b> explain the importance of preparation and pre-treatment activities for pedicure treatments</p>	<p><b>D1</b> assess pre-treatment preparations for pedicure treatments</p>

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P10</b> describe how to select products, tools and equipment to suit client treatment needs, skin and nail conditions		
<b>P11</b> identify nail and skin conditions [IE5]		
<b>P12</b> describe the contra-indications which prevent or restrict pedicure treatments [IE5]		
<b>P13</b> communicate and behave in a professional manner [TW3, TW4, TW5, SM5, SM6, SM7]		
<b>P14</b> follow health and safety working practices [SM4]		
<b>P15</b> position themselves and client correctly throughout the treatment		
<b>P16</b> use products, tools, equipment and techniques to suit client's treatment needs, nail and skin conditions [SM3]		
<b>P17</b> complete the treatment to the satisfaction of the client [RL3]		
<b>P18</b> record the results of the treatment		
<b>P19</b> provide suitable aftercare advice [EP2, EP3, EP4, EP5]		
<b>P20</b> state how to communicate and behave in a professional manner		
<b>P21</b> describe health and safety working practices		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P22</b> explain the importance of positioning themselves and the client correctly throughout the treatment		
<b>P23</b> explain the importance of using products, tools, equipment and techniques to suit client's treatment needs, nail and skin conditions	<b>M2</b> assess the suitability of selected products, tools, equipment, techniques and aftercare advice for three different clients	<b>D2</b> compare the suitability of products, tools, equipment, techniques and aftercare advice for three different clients
<b>P24</b> describe how treatments can be adapted to suit client treatment needs, nail and skin conditions		
<b>P25</b> describe the different massage techniques and their benefits [IE6]		
<b>P26</b> state the contra-actions that may occur during and following treatments and how to respond [IE5]		
<b>P27</b> state the importance of completing the treatment to the satisfaction of the client		
<b>P28</b> state the importance of completing treatment records		
<b>P29</b> state the aftercare advice that should be provided [EP4]		
<b>P30</b> describe diseases and disorders of the nail and skin		
<b>P31</b> describe the structure and functions of the nail and skin	<b>M3</b> explain how pedicure treatments create the desired effects on the client's skin, nails, muscles, bones, and circulation system.	<b>D3</b> evaluate how pedicure treatments create the desired effects on the client's skin, nails, muscles, bones, and circulation system.
<b>P32</b> describe the structure and function of the muscles of the lower leg and foot		
<b>P33</b> describe the structure and function of the bones of the lower leg and foot.		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p><b>P34</b> describe the structure and function of the arteries and veins of the lower leg and foot</p> <p><b>P35</b> describe the structure and function of the lymphatic vessels of the lower leg and foot.</p>		

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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## Essential guidance for tutors

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### Delivery

This unit should be delivered in a Realistic Learning Environment (RLE), as detailed in *Annexe F*. The word 'client' can be related to friends and peers and does not mean that treatment needs to be carried out on paying clients or within commercial timescales. Centres must adhere to the restrictions outlined by Habia, in *Annexe H*, regarding activities which are unsuitable for learners aged under 16 years to undertake.

This unit is intended to develop learners' knowledge, understanding and skills required for the preparation and application of pedicure treatments. Delivery of this unit should be mainly practical to engage and motivate learners. This could be supported by a work placement in a nail bar or beauty salon. Tutors can use a variety of delivery methods and aids when delivering the underpinning knowledge of this unit.

Learners should be introduced to the different foot and nail treatments available, including paraffin wax, foot masks, thermal boots and exfoliators. Learners could be given the opportunity of experiencing a foot and nail treatment firsthand, or draw on the experience of treatments they may have had. Tutors need to demonstrate the different massage techniques used on the lower leg and foot. Learners should have the opportunity to practise carrying out consultations and using skills with various clients, so that they can appreciate differing client requirements and how to adapt treatments to suit them. This unit can be a popular choice for learners, who should be encouraged to practise and develop their skills at every opportunity on friends, family and themselves.

It is essential that learners are taught about the associated health and safety practices used in the salon, for example the safe use of tools and equipment. Learners aged under 16 years of age are not allowed to use the full range of tools and equipment, for example a cuticle knife, cuticle nipper, nail scissors.

In order to perform pedicure treatments safely, learners will need to know about the various conditions, diseases and disorders that may affect the nail and skin, including contra-indications which could prevent or restrict a treatment and contra-actions which may result from a treatment. Learners need to conduct a skin and nail analysis and carry out client consultations to identify treatment objectives.

Learners should be encouraged to adopt a professional manner when communicating with clients and colleagues. This is an essential skill that will benefit learners in employment within the beauty therapy or nail services industry, where the client-therapist relationship is of paramount importance. It will also benefit them if they decide to enter another area of employment.

The importance of providing suitable aftercare advice to clients should be stressed. Learners should use aftercare advice as an opportunity not to just advise the client regarding homecare and maintenance, but to sell products or future services.

It is essential that learners know the relevant anatomy and physiology to perform pedicure treatments. This could be delivered using diagrams, textbooks and quizzes.

This unit could be co-delivered with *Unit 6: Provide Manicure Treatments*.

### Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit. This also includes learners' independent study time.

## Topic and suggested assignments/activities and/assessment

Tutor introduction to the unit.

**Assignment 1: Pedicure Treatments** (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, M1, M2, D1, D2)

Tutor introduces assignment brief.

Professional ways of behaving and communicating, health and safety working practices and salon requirements.

Pre-treatment procedures. Preparation (of therapist, client, work area). Consultation techniques, including skin analysis, contra-indications, recommendations (demonstrations, role play).

Products, tools and equipment. Client treatment needs/objectives. Skin and nail conditions.

Manicure workshops led by tutor demonstrations. Positioning. Massage techniques. Adapting treatments to suit different client needs (for example nail and skin conditions) and treatment objectives. Client satisfaction.

Post-treatment procedures. Recording results. Aftercare advice (homecare, retail opportunities), contra-actions.

Assignment workshop(s).

**Assignment 2: Anatomy and Physiology** (P30, P31, P32, P33, P34, P35, M3, D3)

Tutor introduces assignment brief.

Structure and function of the nail and skin. Diseases and disorders of nail and skin.

Use of task sheets and diagrams/textbooks, models, CD ROMs relating to structure and function of the muscles and bones of the lower leg and foot. Structure and function of the arteries and veins of the lower leg and foot. Lymphatic vessels.

Benefits of pedicure treatments on anatomy and physiology.

Assignment workshop(s).

Tutor recap of unit, using games and quizzes as memory aids.

## Assessment

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

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment and grading criteria in mind. This unit can be assessed through learners collating a portfolio of evidence. Centres can either devise their own assignments or adapt Edexcel assignments where available.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units where appropriate.

P1, P2, P3, P4, P5, P13, P14, P15, P16, P17, P18 and P19 require learners to prepare for and perform pedicure treatments for at least three different clients with varying needs, safely for example skin type and treatment objectives. Pedicure finishes must include French pedicure and dark polish. This includes the preparation of themselves, the client, work area, client consultation and post-treatment procedures, such as aftercare advice and recording results.

Learners should be assessed when they have developed sufficient pedicure skills, following practice and feedback during the unit delivery. It is essential that learners communicate and behave professionally when performing their treatments. The treatments should be observed by the assessor and evidenced with a witness testimony. Photographs of learners performing the treatment, or the client's pedicured nails could be supplementary evidence.

P6, P7, P8, P9, P10, P11, P12, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, M1, M2, D1 and D2 assess knowledge and understanding of the underpinning theory associated with providing pedicure

services, learners could either answer short written or oral questions (accompanied by a written transcript). Alternatively, learners could produce a summary account of the treatments they provided to clients.

P30, P31, P32, P33, P34, P35, M3, D3 assess learners' knowledge and understanding of anatomy and physiology. This could be achieved via short-answer questions, either written or oral accompanied by a written transcript. Learners can achieve P31, P32, P33, P34, and P35 by labelling diagrams and describing the various functions for all listed structures. Alternatively, learners could use a case study to investigate the benefits of pedicures, which could be linked to the services they provided as part of their practical assessment.

Signed witness testimonies and observation records must be retained for verification purposes.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, M1, M2, D1, D2	Pedicure Treatments	Prepare for and provide pedicure treatments for three different clients, following health and safety practices. This must include French pedicure and dark polish finish.  Produce a report on the treatments provided.	Practical observation, with signed witness testimony.  Written report, with pictures and diagrams.
P30, P31, P32, P33, P34, P35, M3, D3	Anatomy and Physiology	Having performed pedicure treatments, investigate how pedicure treatments create the desired effects on the client's skin, muscles, bones, circulation and lymph systems.	Written report, with pictures, labelled diagrams.

### Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links to the following NOS: N3 Provide pedicure services. This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

Level 1	Level 2	Level 3
Presenting a Professional Image in a Salon	Client Care and Communication in Beauty-related Industries	Apply and Maintain Nail Enhancement
Hand care	Provide Manicure Treatment	
Skincare	Provide Nail Art	

## Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in *Annexe F*. Learners will also require access to products, tools and equipment suitable for providing pedicure treatments.

## Employer engagement and vocational contexts

Visit to nail exhibitions with demonstrations by professionals and a wide range of products, tools and equipment would be beneficial to learners.

Centres are encouraged to develop links with nail bars and beauty salons and also invite guest speakers and professionals from the nail services industry.

## Indicative reading for learners

### Textbooks

Cressy S – *Beauty Therapy Fact File 5th Edition* (Heinemann, 2010) ISBN 9780435451424

Jefford J and Swain A – *The Encyclopaedia of Nails* (Thomson, 2002) ISBN 9781861528360

Toselli L – *A Complete Guide to Manicure and Pedicure* (New Holland Publishers Ltd, 2005)  
ISBN 9781843308614

### Journals

*Guild Gazette* (Guild of Professional Beauty Therapists)

*Habia News* (Seed Publishing Limited)

*Professional Nails*

*Scratch Magazine* (Seed Publishing Limited)

### Websites

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

Beauty Guild

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

Habia, the Standards Setting Body for the hair and beauty sector

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

Professional Beauty

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

Scratch

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	<p>identifying questions to answer and problems to resolve [IE1] and carrying out research [IE2] to identify the treatment objectives, considering the influence of circumstances, beliefs and feelings [IE5]</p> <p>analysing the nails and skin [IE4]</p> <p>considering the influence of environmental conditions, nail and skin conditions, contra-indications and contra-actions on pedicure treatments [IE5]</p> <p>supporting conclusions about the benefits of different massage techniques, using reasoned arguments and evidence [IE6]</p>
<b>Reflective learners</b>	<p>assessing the nails and skin of clients [RL1]</p> <p>reviewing their progress to complete the treatment to the satisfaction of the client [RL3]</p>
<b>Team workers</b>	<p>taking responsibility for preparing themselves, the client and work area for pedicure treatment [TW5]</p> <p>communicating and behaving in a professional manner, adapting behaviour to suit clients and colleagues [TW3], showing fairness and consideration to others [TW4] and taking responsibility [TW5]</p>
<b>Self-managers</b>	<p>organising time and resources to prepare themselves, the client and work area for pedicure treatment, and to select and use the necessary materials and techniques to suit client's treatment needs, skin types and nail conditions [SM3]</p> <p>dealing with competing pressures, including personal and work-related demands, in order to behave in a professional manner [SM5], seeking advice and support when needed [SM6] and managing their emotions [SM7]</p> <p>anticipating and managing risks by following health and safety practices [SM4]</p>
<b>Effective participators</b>	<p>presenting a persuasive case for action when providing clear recommendations to the client [EP2], identifying improvements that would benefit them [EP4] and trying to influence them [EP5]</p> <p>providing suitable aftercare advice, presenting a persuasive case for action [EP2], proposing practical ways forward [EP3], identifying improvements that would benefit others [EP4], trying to influence clients [EP5].</p>

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	exploring issues relating to pedicure treatments from the perspective of the needs of different clients [IE3]
<b>Creative thinkers</b>	generating ideas and exploring possibilities about the benefits of pedicure treatments in creating the desired effects on the client's skin, muscles, and circulation system [CT1] asking the client questions as part of the consultation [CT2] adapting pedicure techniques to suit clients [CT6]
<b>Reflective learners</b>	evaluating pedicure treatments performed to inform future progress [RL5]
<b>Team workers</b>	reaching agreements with the client regarding the treatment plan [TW2]
<b>Self-managers</b>	working towards being able to prepare for and perform pedicure treatments on different clients, showing initiative, commitment and perseverance [SM2]
<b>Effective participators</b>	discussing issues of concern regarding contra-indications with an appropriate person [EP1].

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Using ICT</b>	
Manage information storage to enable efficient retrieval	maintaining client records
<b>ICT – Finding and selecting information</b>	
Use appropriate search techniques to locate and select relevant information	accessing client records
<b>ICT – Developing, presenting and communicating information</b>	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	entering client details and outcomes of treatment
Combine and present information in ways that are fit for purpose and audience	producing a report of pedicure treatments carried out
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	communicating with clients and maintaining client confidentiality
<b>Mathematics – learners can:</b>	
identify the situation or problems and identify the mathematical methods needed to solve them	working out quantities of products to use on different clients
<b>English – Speaking, Listening and Communication</b>	
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	communicating in a professional manner consulting with clients providing advice and recommendations, and aftercare advice
<b>English – Reading</b>	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	reading product labels, manufacturers' instructions and client records
<b>English – Writing</b>	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	completing consultation cards and treatment records.



# Unit 8: Provide Eyelash and Brow Treatments

**Unit code:** F/601/3554

**QCF Level 2:** BTEC First

**Credit value:** 4

**Guided learning hours:** 36

## ● Aim and purpose

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

## ● Unit introduction

This unit is about providing eyelash/eyebrow tinting and eyebrow shaping treatments, which are essential, basic beauty therapy skills. In this unit learners will develop the knowledge, understanding and skills required to provide eyelash and brow treatments.

Learners will develop the practical ability to prepare for providing eyelash and eyebrow treatments, including preparing themselves, the client and work area, using suitable consultation techniques to identify treatment objectives, and carrying out necessary tests.

Learners will also develop their practical ability to provide eyelash/eyebrow tinting and eyebrow treatments, whilst following safe and hygienic working practices. In addition, they, will develop skills to provide aftercare advice to clients. Learners will be taught about the skills involved in providing eyelash and eyebrow treatments, plus the associated knowledge including the structure, function, diseases and disorders of the skin, and the chemical reaction which creates the tinting effect.

**This unit must not be taken by learners under 16 years of age, please see *Annexe H* for further details of restrictions set by Habia.**

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Be able to prepare for eyelash and brow treatments
- 2 Be able to provide eyelash and brow treatment.

# Unit content

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## 1 Be able to prepare for eyelash and brow treatments

*Preparation:* of therapist (personal hygiene/presentation, protective attire); of client (protective attire, secure hair, remove contact lenses, skin and hair preparation, cleansing, skin warming); salon requirements

*Preparation of work area:* environmental conditions eg heating, lighting, ventilation, atmosphere; salon requirements

*Client consultation:* consultation techniques (questioning, visual, manual, reference to client records); treatment objectives; assessing facial characteristics; tests (sensitivity test, tint patch test, interpret and record results); contra-indications eg reaction to patch test, conjunctivitis, stye, blepharitis, viral infections, bruising, eczema/psoriasis, contact dermatitis, hypersensitivity; clear recommendations; agree treatment plan; client confidentiality

*Products, tools and equipment for treatments:* eyebrow shaping (tweezers, eyebrow brush, antiseptic solution, aftercare solution); tinting (eyelash/eyebrow tint, peroxide, petroleum jelly/barrier cream, dappen dish, couch roll/linen, non-oily eye make-up remover); orangewood stick; cotton wool; headband; disposable gloves; tissues; sterilising dish; mirror

*Eyelash and eyebrow treatments available:* eyebrow shaping; eyelash/eyebrow tint; lash application (individual, strip); eyelash perm

## 2 Be able to provide eyelash and brow treatment

*Communication and behaviour:* professional manner; communication (speaking, listening, body language, written); behaviour eg polite, tactful, client rapport; awareness of limits of own authority/responsibility eg follow instructions

*Health and safety practices:* sterilisation and sanitation methods; safe use of tools and equipment; Health and Safety at Work Act (HASAWA); Personal Protective Equipment (PPE); Control of Substances Hazardous to Health (COSHH); waste disposal

*Treatment:* positioning of therapist and client; use of products, tools/equipment and techniques to suit client; ways of adapting treatment to suit client needs and facial characteristics eg choice of eyebrow shape/tint colour; complete treatment to client's satisfaction; record results; contra-actions and response eg redness and irritation, damp cotton wool compress

*Eyebrow shaping:* eyebrow shapes (arched, rounded, angular, straight); measuring; skin's normal reaction to eyebrow shaping treatments

*Eyelash and eyebrow tinting:* tint colour eg black, brown, blue, grey; tint mixing; application; development time; chemical reaction which causes tinting effect

*Aftercare advice:* homecare (ways of avoiding contra-actions, maintenance); retail opportunities (products, future services)

*Anatomy and physiology:* structure and function of skin; structure and function of hair; diseases and disorders of skin and hair eg eczema, sparse brows

## Assessment and grading 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 for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p><b>P1</b> prepare themselves, the client and work area for eyelash and eyebrow treatments [TW5, SM3]</p> <p><b>P2</b> use suitable consultation techniques to identify treatment objectives [IE1, IE2, IE5]</p> <p><b>P3</b> interpret and accurately record the results of tests carried out prior to treatments [IE4, RL1]</p> <p><b>P4</b> provide clear recommendations to the client [EP2, EP4, EP5]</p> <p><b>P5</b> select products, tools and equipment to suit client treatment needs [SM3]</p> <p><b>P6</b> describe salon requirements for preparing themselves, the client and the work area</p> <p><b>P7</b> describe the environmental conditions suitable for eyelash and eyebrow treatments [IE5]</p> <p><b>P8</b> describe different consultation techniques used to identify treatment objectives</p> <p><b>P9</b> describe the types of tests that are carried out before providing eyelash and eyebrow treatments</p>	<p><b>M1</b> explain the importance of preparation and pre-treatment activities for eyebrow and eyelash treatments</p>	<p><b>D1</b> assess pre-treatment preparations for eyebrow and eyelash treatments</p>

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P10</b> state the importance of carrying out tests prior to the treatment and accurately recording the results		
<b>P11</b> describe the contra-indications that prevent or restrict eyelash and eyebrow treatments [IE5]		
<b>P12</b> describe how to select products, tools and equipment to suit client treatment needs		
<b>P13</b> describe the types of eyelash and eyebrow treatments available and their benefits [IE2]		
<b>P14</b> outline the types of tests that are carried out before providing an eyelash and eyebrow tinting treatment		
<b>P15</b> state the importance of assessing facial characteristics prior to carrying out eyelash and eyebrow treatments		
<b>P16</b> communicate and behave in a professional manner [TW3, TW4, TW5, SM5, SM6, SM7]		
<b>P17</b> follow health and safety working practices [SM4]		
<b>P18</b> position themselves and the client correctly throughout the treatment		
<b>P19</b> use products, tools, equipment and techniques to suit client's treatment needs [SM3]		
<b>P20</b> complete the treatment to the satisfaction of the client [RL3]		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P21</b> record the results of the treatment		
<b>P22</b> provide suitable aftercare advice [EP2, EP3, EP4, EP5]		
<b>P23</b> state how to communicate and behave in a professional manner		
<b>P24</b> describe health and safety working practices		
<b>P25</b> explain the importance of positioning themselves and the client correctly throughout the treatment		
<b>P26</b> explain the importance of using products, tools, equipment and techniques to suit client's treatment needs	<b>M2</b> assess the suitability of selected products, tools, equipment, techniques and aftercare advice for three different clients.	<b>D2</b> compare the suitability of selected products, tools, equipment, techniques and aftercare advice for three different clients.
<b>P27</b> describe how treatments can be adapted to suit client treatment needs and facial characteristics		
<b>P28</b> describe the normal reaction of the skin to eyebrow shaping treatments		
<b>P29</b> state the contra-actions that may occur during and following treatments and how to respond [IE5]		
<b>P30</b> describe the chemical reaction which creates the tinting effect		
<b>P31</b> state the importance of completing the treatment to the satisfaction of the client		
<b>P32</b> state the importance of completing treatment records		
<b>P33</b> state the aftercare advice that should be provided [EP4]		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P34</b> describe the structure and function of the skin and hair		
<b>P35</b> describe diseases and disorders of the skin and hair.		

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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# Essential guidance for tutors

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## Delivery

This unit should be delivered in a Realistic Learning Environment (RLE), as detailed in *Annexe F*. The word 'client' can be related to friends and peers and does not mean treatment needs to be carried out on paying clients or within commercial timescales.

Delivery of this unit should be practical to engage and motivate learners. Tutors are advised to use a variety of delivery methods to facilitate this, such as videos and role play. It is essential that learners have a sound grasp of the underpinning theory, as well as the skills required to perform the treatments.

Learners should be taught about health and safety practices before tutors demonstrate treatments, especially the care that needs to be taken around the eye area, as well as contra-indications and contra-actions that may occur. Tutors must stress the importance of performing a patch test on clients, before performing eyebrow/eyelash tinting.

Tutors should demonstrate eyebrow shaping techniques, for example how to measure the eyebrows and adapt treatments to suit a client's facial characteristics. Tutors should emphasise the importance of client consultations in identifying treatment objectives, and could use role play to achieve this. Learners need to appreciate the importance of advising and agreeing the treatment plan with the client, for instance there may be occasions when the requested brow shape is not suitable for the client.

Learners should also be taught ways to minimise discomfort for the client, such as warming the skin prior to brow shaping. Learners should know the skin's normal reaction to eyebrow shaping, as well as the suitable order of performing eye treatments.

After being taught how to perform treatments, learners should be given sufficient time to practise the required skills. Although learners are not required to perform the treatments within commercial timescales, they should be encouraged to perform the treatment within a realistic timeframe.

Learners will need to know the underpinning theory of eyebrow shaping and eyebrow/lash tinting, for example the chemical reaction which causes the tinting effect, related anatomy and physiology. This could be delivered using textbooks, labelled diagrams and CD ROMs.

It may be beneficial to learners to experience eyebrow shaping or tinting treatment themselves, so they gain an understanding of good practice and appreciate the sensitivity of the eye area. Learners should be given the opportunity to discuss and draw on their own personal experiences. Tutors should also discuss the range of eyelash and eyebrow treatments that are available, their associated benefits and increasing popularity and current fashions.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit. This also includes learners' independent study time.

## Topic and suggested assignments/activities and/assessment

Tutor introduction to the unit.

**Assignment 1: Eyebrow and Eyelash Treatments** (P1, P2, P3, P4, P5, P6, P7, P8, P10, P11, P12, P14, P15, P16, P17, P18, P19, P20, P21, P22, M1, M2, P24, P25, P26, P29, P31, P32, P33, D1, D2)

Tutor introduces to assignment brief.

Professional ways of behaving and communicating, health and safety working practices and salon requirements.

Pre-treatment procedures. Preparation (of therapist, client, work area). Consultation techniques, including tests, assessment of facial characteristics, contra-indications, recommendations (demonstrations, role play).

Products, tools and equipment. Client treatment needs/objectives.

Eyebrow shaping and eyelash/eyebrow tinting workshops led by tutor demonstrations. Positioning. Techniques. Adapting treatments to suit different client needs (for example skin and hair) and treatment objectives. Client satisfaction.

Post-treatment procedures. Recording results. Aftercare advice (homecare, retail opportunities), contra-actions.

Assignment workshop(s).

**Assignment 2: Science of Eyebrow and Eyelash Treatments** (P9, P13, P28, P30, P34, P35)

Tutor introduces to assignment brief.

Use of task sheets and diagrams/textbooks, models, CD ROMs relating to structure and function of skin and hair. Diseases and disorders of skin and hair.

Chemical reaction which creates the tinting effect. Normal reaction of skin to eyebrow shaping.

Eyelash and eyebrow treatments available and their benefits. Types of test carried out.

Assignment workshop(s).

Tutor recap of unit, using quizzes and games.

## Assessment

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

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment and grading criteria in mind. This unit can be assessed through learners collating a portfolio of evidence. Centres can either devise their own assignments or adapt Edexcel assignments where available.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units where appropriate.

P1, P2, P3, P4, P5, P16, P17, P18, P19, P20, P21 and P22 require learners to prepare for and perform eyebrow and eyelash treatments at least three different clients with varying needs, safely, for example, treatment objectives, hair colouring. This must include an eyebrow shape, eyebrow tint and eyelash tint, each on a different client. This includes the preparation of themselves, the client, work area, client consultation and post-treatment procedures, such as aftercare advice and recording results.

Learners should be assessed when they have developed sufficient skills in eyebrow and eyelash treatments, following practice and feedback during unit delivery. It is essential that learners communicate and behave professionally when performing their treatments, adhering to health and safety practices. The treatments should be observed by the assessor and evidenced with a witness testimony. Photographs of learners performing the treatment, or the client post-treatment, could be supplementary evidence.

P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P23, P24, P25, P26, P27, P28, P29, P30, P31, P32, P33, M1, M2, D1, D2 assess knowledge and understanding of the underpinning theory associated with providing

eyebrow and eyelash treatments, learners could either answer short written or oral questions (accompanied by a written transcript). Alternatively, learners could produce a summary account of the treatments they provided to clients.

For P34 and P35, learners are required to demonstrate their knowledge of relevant anatomy and physiology. This could be achieved via short-answer questions, either written or oral, accompanied by a written transcript.

Alternatively, for P9, P13, P28, P30, P34 and P35, which assess knowledge of the science behind eyebrow and eyelash treatments, learners could produce a leaflet which advertises the benefits of treatments to clients. P13 requires learners to demonstrate their knowledge of the various eyebrow and eyelash treatments available beyond the scope of this unit, for example eyelash perming.

Signed witness testimonies and observation records must be retained for verification purposes.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, P7, P8, P10, P11, P12, P14, P15, P16, P17, P18, P19, P20, P21, P22, M1, M2, P23, P24, P25, P26, P29, P31, P32, P33, D1, D2	Eyebrow and Eyelash Treatments	Perform an eyebrow shaping, eyebrow tint and eyelash tint, each on a different client.  Produce a report on the treatments performed.	Practical observation, with signed witness testimony.  Written report.
P9, P13, P28, P30, P34, P35	Science of Eyebrow and Eyelash Treatments	Create a leaflet advertising the benefits of available eyebrow and eyelash treatments.	Leaflet, with text and pictures.

### Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links to the following NOS: B5 Enhance the appearance of eyebrows and lashes. This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

Level 1	Level 2	Level 3
Presenting a Professional Image	Client Care and Communication in Beauty-related Industries	Make-up for Performers
	Apply Make-up	
	The Art of Photographic Make-up	

## Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in *Annexe F*. Learners will also require access to products, tools and equipment suitable for performing eyebrow shaping and eyebrow/eyelash tinting treatments.

## Employer engagement and vocational contexts

Guest speakers from the beauty therapy industry and visits to beauty exhibitions, specialised seminars and conferences, and liaising with relevant professional bodies, would increase the vocational context of the unit content for learners.

## Indicative reading for learners

### Textbooks

Bennett R – *The Science of Beauty Therapy 3rd Edition* (Hodder Education, 2004) ISBN 9780340814666

Bush V – *How to Create the Perfect Eyebrow* (Cengage Learning, 2003) ISBN 9781401833350

Cressy S – *Beauty Therapy Fact File 5th Edition* (Heinemann, 2010) ISBN 9780435451424

### Journals

*Guild Gazette* (Guild of Professional Beauty Therapists)

*Habia News* (Seed Publishing Limited)

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

*International Therapist* (Federation of Holistic Therapists)

### Websites

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

Professional beauty

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

Beauty Guild

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

Habia, the Standards Setting Body for the hair and beauty sector

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	identifying questions to answer and problems to resolve [IE1] and carrying out research [IE2] to identify the treatment objectives, considering the influence of circumstances, beliefs and feelings [IE5] interpreting and analysing test results [IE4] considering the influence of environmental conditions, contra-indications and contra-actions on eyelash and eyebrow treatments [IE5] planning and carrying out research into the eyelash and eyebrow treatments available [IE2]
<b>Reflective learners</b>	assessing the test results [RL1] reviewing their progress to complete the treatment to the satisfaction of the client [RL3]
<b>Team workers</b>	taking responsibility for preparing themselves, the client and work area for eyebrow and eyelash treatments [TW5] communicating and behaving in a professional manner, adapting behaviour to suit clients and colleagues [TW3], showing fairness and consideration to others [TW4] and taking responsibility [TW5]
<b>Self-managers</b>	organising time and resources to prepare themselves, the client and work area for eyebrow and eyelash treatments, and select and use the necessary materials and techniques to suit client's treatment needs [SM3] dealing with competing pressures, including personal and work-related demands, in order to behave in a professional manner [SM5], seeking advice and support when needed [SM6] and managing their emotions [SM7] anticipating and managing risks by following health and safety practices [SM4]
<b>Effective participators</b>	presenting a persuasive case for action when providing clear recommendations to the client [EP2], identifying improvements that would benefit them [EP4] and trying to influence them [EP5] providing suitable aftercare advice, presenting a persuasive case for action [EP2], proposing practical ways forward [EP3], identifying improvements that would benefit others [EP4], trying to influence clients [EP5].

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	exploring issues relating to eyelash and eyebrow treatments from the perspective of the needs of different clients [IE3]
<b>Creative thinkers</b>	asking the client questions as part of the consultation [CT2] connecting their own and others' ideas and experiences of eyelash and eyebrow treatments [CT3] adapting shaping and tinting techniques to suit clients [CT6]
<b>Reflective learners</b>	evaluating eyelash and eyebrow treatments performed to inform future progress [RL5]
<b>Team workers</b>	reaching agreements with the client regarding the treatment plan [TW2]
<b>Self-managers</b>	working towards being able to prepare for and perform eyelash and eyebrow treatments on different clients, showing initiative, commitment and perseverance [SM2]
<b>Effective participators</b>	discussing issues of concern regarding contra-indications with an appropriate person [EP1].

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Using ICT</b>	
Manage information storage to enable efficient retrieval	maintaining client records
<b>ICT – Finding and selecting information</b>	
Use appropriate search techniques to locate and select relevant information	accessing client records
<b>ICT – Developing, presenting and communicating information</b>	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	entering client details and outcomes of treatment
Combine and present information in ways that are fit for purpose and audience	producing a report of eyelash and eyebrow treatments carried out
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	communicating with clients and maintaining client confidentiality
<b>Mathematics – learners can:</b>	
Identify the situation or problems and identify the mathematical methods needed to solve them	working out quantities of products to use on different clients
<b>English – Speaking, Listening and Communication</b>	
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	communicating in a professional manner consulting with clients providing advice and recommendations, and aftercare advice
<b>English – Reading</b>	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	reading product labels, manufacturers' instructions and client records
<b>English – Writing</b>	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	completing consultation cards and treatment records.



# Unit 9: Remove Hair Using Waxing Techniques

**Unit code:** J/601/3555

**QCF Level 2:** BTEC Firsts

**Credit value:** 6

**Guided learning hours:** 57

## ● Aim and purpose

This is a preparation for work unit, which is based on capability and knowledge. The unit is about removing hair using waxing techniques. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

## ● Unit introduction

In this unit learners will develop the practical skills, knowledge and understanding required to provide waxing treatments, which are essential for any beauty therapist.

Learners will learn how to prepare for providing waxing treatments, including preparing themselves, the client and work area, using suitable consultation techniques to identify treatment objectives for the individual client and carrying out necessary tests.

Learners will also develop their practical ability in providing waxing treatments, including providing aftercare advice to clients. They will also develop underpinning knowledge associated with waxing treatments, including method/product knowledge, the advantages and disadvantages associated with alternative methods of hair removal, relevant anatomy and physiology and the Code of Practice for Waxing Services.

Learners will develop their ability in using warm wax and hot wax, following safe and hygienic working practices.

**This unit must not be taken by learners under 16 years of age, please see *Annexe H* for further details of restrictions set by Habia.**

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Be able to prepare for waxing treatments
- 2 Be able to provide waxing treatments.

# Unit content

## 1 Be able to prepare for waxing treatments

*Preparation:* of therapist (personal hygiene/presentation, protective attire); of client (removal of clothing, protective attire, skin preparation); salon requirements

*Preparation of work area:* environmental conditions eg heating, lighting, ventilation, atmosphere; preheating wax; laying out equipment and materials; salon requirements

*Client consultation:* techniques (questioning, visual, manual, reference to client records); treatment objectives; assess hair growth pattern; tests (sensitivity test, skin test, record results); contra-indications (adverse reaction to tests, skin diseases and disorders, open skin, bruising, very thin skin, sunburn, recent scar tissue, moles, skin tags, varicose veins, unidentified lumps or bumps, previous reactions to waxing, excessive ingrowing hairs from previous waxing treatment, medication); clear recommendations; client confidentiality

*Products, tools and equipment:* antiseptic/manufacture's cleaner; pre-wax lotion; after wax lotion/oil; talcum-free powder; spatulas; fabric/paper strips; wax equipment cleaner; cotton wool; tissues; wax pot; couch; protective couch cover; trolley; disposable gloves; scissors; tweezers

*Waxing methods:* hot wax; warm wax; cold wax; roller wax; areas to be waxed (legs, underarm, bikini, upper lip/chin, eyebrows)

*Alternative methods:* depilatory creams; cutting/clipping; shaving; sugaring; bleaching; tweezing; threading; epilation; laser; advantages and disadvantages of alternative methods eg pain/discomfort, regrowth, length of time treatment lasts, cost; effects on skin and waxing treatments eg risk of skin damage, hair needs to grow back to suitable length for effective waxing

## 2 Be able to provide waxing treatments

*Communication and behaviour:* professional manner; communication (speaking, listening, body language, written); behaviour eg polite, tactful, client rapport; awareness of limits of own authority/responsibility eg follow instructions

*Health and safety working practices:* sterilisation and sanitation methods; safe use of tools and equipment; Health and Safety at Work Act (HASAWA); Personal Protective Equipment (PPE); Control of Substances Hazardous to Health (COSHH); waste disposal; Code of Practice for Waxing Services

*Waxing treatment:* positioning of therapist and client; use of products, tools/equipment and techniques to suit client; ways of adapting treatment to suit client eg considering hair growth pattern, choice of wax method; complete treatment to client's satisfaction; record results; contra-actions and response (erythema, blood spotting, bruising, burning/blistering, removal of skin, slight swelling)

*Aftercare advice:* homecare (ways of avoiding contra-actions, maintenance); retail opportunities (products, future services)

*Anatomy and physiology:* structure and function of skin; diseases and disorders of skin (viruses, bacterial infections, fungal infections, eczema, psoriasis, dermatitis, pigmentation disorders)

## Assessment and grading 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 for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p><b>P1</b> prepare themselves, client and work area for a waxing treatment [TW5, SM3]</p> <p><b>P2</b> use suitable consultation techniques to identify treatment objectives [IE1, IE2, IE5]</p> <p><b>P3</b> carry out necessary tests prior to the treatment [IE4]</p> <p><b>P4</b> provide clear recommendations to the client [EP2, EP4, EP5]</p> <p><b>P5</b> select products, tools and equipment to suit client treatment needs [SM3]</p> <p><b>P6</b> describe salon requirements for preparing themselves, the client and work area</p> <p><b>P7</b> state the environmental conditions suitable for waxing treatments [IE5]</p> <p><b>P8</b> describe different consultation techniques used to identify treatment objectives</p> <p><b>P9</b> describe the types of tests that are carried out prior to waxing treatment</p> <p><b>P10</b> describe how to select products, tools and equipment to suit client treatment needs</p>	<p><b>M1</b> explain the importance of preparation and pre-treatment activities for waxing treatments</p>	<p><b>D1</b> assess pre-treatment preparations for facial waxing treatments</p>

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P11</b> identify the different types of waxing methods and products available [IE2]	<b>M2</b> describe the different types of waxing methods and products available	<b>D2</b> compare the different types of waxing methods and products available
<b>P12</b> state the advantages and disadvantages of alternative methods of hair removal [IE2]	<b>M3</b> explain the advantages and disadvantages of alternative methods of hair removal	<b>D3</b> evaluate the advantages and disadvantages of alternative methods of hair removal
<b>P13</b> describe the effects alternative methods of hair removal may have on the skin and waxing treatments [IE2]		
<b>P14</b> describe the contra-indications which prevent or restrict waxing treatments [IE5]		
<b>P15</b> communicate and behave in a professional manner [TW3, TW4, TW5, SM5, SM6, SM7]		
<b>P16</b> follow health and safety working practices and industry Code of Practice for Waxing Services [SM4]		
<b>P17</b> position themselves and client correctly throughout the treatment		
<b>P18</b> use products, tools, equipment and techniques to suit client's treatment needs, skin type and conditions [SM3]		
<b>P19</b> complete the treatment to the satisfaction of the client [RL3]		
<b>P20</b> record the results of the treatment		
<b>P21</b> provide suitable aftercare advice [EP2, EP3, EP4, EP5]		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p><b>P22</b> state how to communicate and behave in a professional manner</p>		
<p><b>P23</b> describe health and safety working practices and industry Code of Practice for Waxing Services [IE2]</p>		
<p><b>P24</b> state the importance of positioning themselves and the client correctly throughout the treatment</p>		
<p><b>P25</b> state the importance of using products, tools, equipment and techniques to suit client's treatment needs</p>	<p><b>M4</b> explain the suitability of selected products, tools, equipment, techniques and aftercare advice for three different clients.</p>	<p><b>D4</b> compare the suitability of products, tools, equipment, techniques and aftercare advice for three different clients.</p>
<p><b>P26</b> describe how treatments can be adapted to suit client treatment needs, skin types and conditions</p>		
<p><b>P27</b> state the contra-actions that may occur during and following treatments and how to respond [IE5]</p>		
<p><b>P28</b> state the importance of completing the treatment to the satisfaction of the client</p>		
<p><b>P29</b> state the importance of completing treatment records</p>		
<p><b>P30</b> state the aftercare advice that should be provided [EP4]</p>		
<p><b>P31</b> describe the structure and functions of the skin</p>		
<p><b>P32</b> describe diseases and disorders of the skin.</p>		

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

## Essential guidance for tutors

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### Delivery

This unit should be delivered in a Realistic Learning Environment (RLE), as detailed in *Annexe F*. The word 'client' can be related to friends and peers and does not mean that treatments need to be carried out on paying clients or within commercial timescales.

Delivery of this unit should be practical focusing on learners developing the preparatory and practical skills necessary to perform waxing services. Tutors should use a range of delivery methods to stimulate and motivate learners.

Learners need to be taught the theoretical knowledge linked to practical skills so they can carry out treatments safely and accurately. Learners could be given an opportunity to present their research and findings to peers, which will also help develop their communication and presentation skills.

Learners should communicate and behave in a professional manner. These skills will also have been developed in other units, and learners should understand the importance of professionalism at all times in the salon, regardless of the treatment being performed.

Learners should be taught how to prepare for waxing treatments, including themselves, the client and work area, for example pre-heating the wax. It is essential learners appreciate the benefits of preparing before to treatments.

Tutors should demonstrate waxing methods before learners are given the opportunity to practise these. Learners must be aware of health and safety practices prior to carrying out treatments. This includes knowledge of the Code of Practice for Waxing Services.

Learners should know how to minimise discomfort for the client and appreciate that everyone's pain threshold is different. It is vital that learners demonstrate tact and diplomacy when discussing hair removal with clients, to avoid potential embarrassment of clients.

It is also important that learners know about the range of hair removal methods available, such as shaving and epilation, as well as the advantages and disadvantages, so that they can best advise clients about the most appropriate method. Learners need to know about the possible effects that other hair removal methods may have on waxing.

To perform effective waxing treatments, learners must know the underpinning theory of waxing including related anatomy and physiology, as well as skin diseases and disorders. This can be delivered using textbooks, labelled diagrams and CD ROMs. By relating anatomy and physiology to the effects of waxing, learners will be able to appreciate the relevance of the theory behind waxing.

### Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit. This also includes learners' independent study time.

## Topic and suggested assignments/activities and/assessment

Tutor introduction to the unit.

**Assignment 1: Waxing Treatments** (P1, P2, P3, P4, P5, P6, P7, P9, P10, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, M1, M4, D1, D4)

Tutor introduces assignment brief.

Professional ways of behaving and communicating, health and safety working practices and salon requirements.

Pre-treatment procedures. Preparation (of therapist, client, work area). Consultation techniques, including tests, contra-indications, recommendations (demonstrations, role play).

Products, tools and equipment. Client treatment needs/objectives. Code of Practice.

Waxing workshops led by tutor demonstrations. Positioning. Techniques. Adapting treatments to suit different client needs (for example skin) and treatment objectives. Client satisfaction.

Post-treatment procedures. Recording results. Aftercare advice (homecare, retail opportunities), contra-actions.

Assignment workshop(s).

**Assignment 2: Hair Removal** (P9, P11, P12, P13, P30, P31, M2, M3, D2, D3)

Tutor introduction to assignment brief.

Use of task sheets and diagrams/textbooks, models, CD ROMs relating to structure and function of skin. Diseases and disorders of skin.

Types of tests. Types of waxing methods and products available. Advantages and disadvantages of hair removal. Effects of alternative methods of hair removal on skin and waxing.

Assignment workshop(s).

Tutor recap of unit, using quizzes and games.

## Assessment

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

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment and grading criteria in mind. This unit can be assessed through learners collating a portfolio of evidence. Centres can either devise their own assignments or adapt Edexcel assignments where available.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment and grading criteria, even across units where appropriate.

P1, P2, P3, P4, P5, P15, P16, P17, P18, P19 and P20 require learners to prepare for and perform waxing services safely. Learners need to demonstrate waxing techniques on legs, underarm, bikini line, lip, chin and eyebrows using both hot and warm wax methods. Learners must perform waxing services on three different clients. This includes the preparation of themselves, the client, work area, client consultation and post-treatment procedures, such as aftercare advice and recording results.

Learners should be assessed when they have developed sufficient skills in providing waxing services, following practice and feedback during unit delivery. It is essential that learners communicate and behave professionally when performing their treatments. The treatments should be observed by the assessor, and evidenced with a witness testimony. Photographs of learners performing the treatment could be supplementary evidence.

P6, P7, P8, P9, P10, P14, P21, P22, P23, P24, P25, P26, P27, P28, P29, M1, M4, D1, D4 assess knowledge and understanding of the underpinning theory associated with performing waxing treatments, learners could either answer short written or oral questions (accompanied by a written transcript). Alternatively, learners could produce a summary account of the treatments they provided to clients.

P11, P12, P13, M2, M3, D2, D3 assess learners' knowledge and understanding of hair removal methods, including advantages, disadvantages, effects of alternative methods on waxing and the waxing products and methods available. Learners could be assessed in various ways. They could create a poster/leaflet to inform clients of the hair removal methods available, or answer short written questions. Alternatively, learners could prepare a PowerPoint presentation which could be presented to their peers.

P30 and P31 assess learners' knowledge of relevant anatomy and physiology. Learners could annotate diagrams and describe the structures and function, diseases and disorders of the skin.

Signed witness testimonies and observation records must be retained for external verification purposes.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, P7, P9, P10, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, M1, M4, D1	Waxing Treatments	Perform three waxing treatments on different clients. The following areas must be treated legs, underarm, bikini, upper lip/chin, eyebrows.  Produce a report of the treatments performed.	Practical observation, with signed witness testimony.  Written report, with pictures, diagrams.
P9, P11, P12, P13, P30, P31, M2, M3, D2, D3	Hair Removal	Create a leaflet for clients on hair removal methods.	Leaflet, with text, pictures/diagrams.

### Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links to the following NOS: B6 Carry out waxing services. This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

Level 3
Anatomical and Physiological Knowledge of Body Systems
Dermatology and Microbiology

## Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in *Annexe F*. Learners will also require access to products, tools and equipment suitable for providing waxing treatments.

## Employer engagement and vocational contexts

Centres are encouraged to build relationships and links with beauty salons. Guest talks from those within the beauty therapy industry and salon visits will benefit learners, as this will give them a real insight into the industry and help prepare them for employment.

## Indicative reading for learners

### Textbooks

Cressy S – *Beauty Therapy Fact File, 5th Edition* (Heinemann, 2010) ISBN 9780435451424

McGuinness H – *Anatomy and Physiology Therapy Basics 4th Edition* (Hodder Education, 2010) ISBN 9781444109238

### Journals

*Guild Gazette* (Guild of Professional Beauty Therapists)

*Habia News* (Seed Publishing Limited)

*Health and Beauty Salon* (Reed Business Information)

### Websites

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

Beauty Guild

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

Habia, the Standards Setting Body for the hair and beauty sector

[www.hse.gov.uk](http://www.hse.gov.uk)

Health and Safety Executive

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

Professional Beauty

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	identifying questions to answer and problems to resolve [IE1] and carrying out research [IE2] to identify the treatment objectives, considering the influence of circumstances, beliefs and feelings [IE5] analysing the results of tests [IE4] considering the influence of environmental conditions, contra-indications and contra-actions on waxing treatments [IE5] planning and carrying out research into the different types of waxing methods available, advantages and disadvantages of alternative methods of hair removal, effects of alternative methods of hair removal on the skin and waxing treatments [IE2]
<b>Reflective learners</b>	reviewing their progress to complete the treatment to the satisfaction of the client [RL3]
<b>Team Workers</b>	taking responsibility for preparing themselves, the client and work area for waxing treatment [TW5] communicating and behaving in a professional manner, adapting behaviour to suit clients and colleagues [TW3], showing fairness and consideration to others [TW4] and taking responsibility [TW5]
<b>Self managers</b>	organising time and resources to prepare themselves, client and work area for waxing, and select and use the necessary materials and techniques to suit's client treatment needs, skin type and conditions [SM3] dealing with competing pressures, including personal and work-related demands, in order to behave in a professional manner [SM5], seeking advice and support when needed [SM6] and managing their emotions [SM7] anticipate and manage risks by following health and safety practices [SM4]
<b>Effective participators</b>	presenting a persuasive case for action when providing clear recommendations to the client [EP2], identifying improvements that would benefit them [EP4] and trying to influence them [EP5] providing suitable aftercare advice, presenting a persuasive case for action [EP2], proposing practical ways forward [EP3], identifying improvements that would benefit others [EP4], trying to influence clients [EP5].

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	exploring issues relating to waxing treatments from the perspective of the needs of different clients [IE3]
<b>Creative thinkers</b>	generating ideas and exploring possibilities about the suitability of products, tools, equipment and techniques for different clients [CT1] asking the client questions as part of the consultation [CT2] adapting waxing techniques to suit clients [CT6]
<b>Reflective learners</b>	evaluating waxing treatments performed to inform future progress [RL5]
<b>Team workers</b>	reaching agreements with the client regarding the treatment plan [TW2]
<b>Self managers</b>	working towards being able to prepare for and perform waxing treatments on different clients, showing initiative, commitment and perseverance [SM2]
<b>Effective participators</b>	discussing issues of concern regarding contra-indications with an appropriate person [EP1].

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Using ICT</b>	
Manage information storage to enable efficient retrieval	maintaining client records
<b>ICT – Finding and selecting information</b>	
Use appropriate search techniques to locate and select relevant information	accessing client records
<b>ICT – Developing, presenting and communicating information</b>	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	entering client details and outcomes of treatment
Combine and present information in ways that are fit for purpose and audience	producing a report of waxing treatments carried out
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	communicating with clients and maintaining client confidentiality
<b>Mathematics – learners can:</b>	
Identify the situation or problems and identify the mathematical methods needed to solve them	working out quantities of products to use on different clients
<b>English – Speaking, Listening and Communication</b>	
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	communicating in a professional manner consulting with clients providing advice and recommendations, and aftercare advice
<b>English – Reading</b>	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	reading product labels, manufacturers' instructions and client records
<b>English – Writing</b>	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	completing consultation cards and treatment records.



# Unit 10: Salon Reception Duties

**Unit code:** A/600/8773

**QCF Level 2:** BTEC First

**Credit value:** 3

**Guided learning hours:** 24

## ● Aim and purpose

This is a preparation for work unit, which is based on capability and knowledge. This unit is about the important skills of welcoming and receiving people entering the salon, handling enquires, making appointments, dealing with clients' payments and generally maintaining the reception area.

This unit applies to hairdressing, beauty and barbering salons.

## ● Unit introduction

The reception is the first point of contact a client has with the salon and it is a critical factor in the promotion of the salon's image. Good communication skills and a positive, professional manner are essential, as a poor attitude from the receptionist will affect the client's whole experience.

In this unit, learners will have the opportunity to develop a range of reception skills common to hair and beauty salons including communicating and behaving in a professional manner, carrying out salon reception duties, booking appointments and dealing with payments.

The knowledge, understanding and skills learners gain in this unit will give them a solid foundation in performing salon reception duties.

This unit also appears in the *Edexcel BTEC Level 2 Diploma in Hairdressing/Hairdressing Services*.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Be able to carry out salon reception duties
- 2 Be able to book appointments
- 3 Be able to deal with payments.

# Unit content

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## 1 Be able to carry out reception duties

*Dealing with enquiries:* identify nature of enquiry; procedures for taking messages for a variety of enquiries (face to face, over the phone, from different people eg contractors, suppliers, staff); providing information to prospective clients (list of salon services available, duration and cost of services); importance of dealing with enquiries promptly and politely; how to deal with enquiries that cannot be dealt with promptly

*Communication and behaviour:* professional manner; importance of presenting positive image; spoken communication eg conversation, friendly, polite, clear, questioning techniques (open, closed); facial expression; body language; written communication

*Salon reception duties:* maintain appropriate levels of reception stationery; maintain hygienic and tidy reception; taking messages

## 2 Be able to book appointments

*Appointment procedures:* schedule appointments to meet with salon policy and client requirements (basic information required, service times, stylist/therapist availability, effective use of time); confirm and record client appointment details (potential consequences of not recording appointments or messages accurately, importance of passing on messages and appointment details to appropriate colleagues); deal with confidential information (current and relevant legislation including Data Protection Act, possible consequences of confidentiality breach)

## 3 Be able to deal with payments

*Dealing with payments:* calculate service costs accurately; deal with payments for services/products to meet salon policy (methods of payment); follow security procedures when handling payments (ways to keep payments safe); deal with problems that may occur with payments (discrepancies, fraudulent payments)

## Assessment and grading 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 for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> deal with a variety of enquiries [IE1, IE4, TW2, TW3, SM5, EP1]	<b>M1</b> explain how to perform salon reception duties	<b>D1</b> evaluate salon reception duties performed
<b>P2</b> communicate and behave in a professional manner [TW3, TW4, TW5, SM5, SM6, SM7]		
<b>P3</b> identify the nature of the enquiry [IE1]		
<b>P4</b> maintain appropriate levels of reception stationery [SM3]		
<b>P5</b> maintain a hygienic and tidy reception area [SM4]		
<b>P6</b> describe procedures for taking messages for a variety of enquiries		
<b>P7</b> state how to communicate and behave within a salon environment		
<b>P8</b> list salon services available, their duration and cost [RL6]		
<b>P9</b> outline the importance of dealing with enquiries promptly and politely [IE2]		
<b>P10</b> explain how to deal with enquiries that cannot be dealt with promptly		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p><b>P11</b> schedule appointments to meet with salon policy and client requirements [TW1, TW2, TW4, TW5, IE5, SM3, SM5]</p>		
<p><b>P12</b> confirm and record client appointment details</p>		
<p><b>P13</b> deal with confidential information to meet with salon and legal requirements</p>		
<p><b>P14</b> describe how to make and record appointments</p>	<p><b>M2</b> explain, using examples, how appointments were scheduled and how client confidentiality was maintained</p>	<p><b>D2</b> evaluate the importance of effective and professional communication at the reception area when dealing with enquiries, appointments and messages</p>
<p><b>P15</b> state the potential consequences of failing to record appointments or messages accurately [IE2]</p>		
<p><b>P16</b> state the importance of passing on messages and appointment details to the appropriate colleagues</p>		
<p><b>P17</b> outline the legislation designed to protect the privacy of client details [IE2]</p>		
<p><b>P18</b> state the possible consequences of a breach of confidentiality [IE2]</p>		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P19</b> calculate service costs accurately <b>P20</b> deal with payments for services and/or products to meet with salon policy [TW5] <b>P21</b> follow security procedures when handling payments [SM4] <b>P22</b> state how to process different methods of payment <b>P23</b> describe how to deal with problems that may occur with payments <b>P24</b> explain how to keep payments safe and secure.	<b>M3</b> compare how to handle different payment methods.	<b>D3</b> assess the different payment methods and their associated risks.

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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# Essential guidance for tutors

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## Delivery

This unit should be delivered in a Realistic Learning Environment (RLE), see *Annexe F*. The word 'client' can be related to friends and peers and does not mean treatments need to be carried out on paying clients or within commercial timescales.

This unit develops learner skills in and knowledge of the day-to-day responsibilities of the salon receptionist in ensuring an efficient and welcoming environment. It is intended to give learners knowledge and understanding of the importance of demonstrating good communication skills and accurate recording practices in the salon.

This should be developed through a learner-centred approach with tutor support. Research activities and group discussions, including role play, can be used to enable learners to understand the importance of good client care and how to deal sensitively with a range of issues commonly encountered at the reception area.

Learners should explore the different attitudes and needs of clients when greeting them face to face and when speaking to them on the telephone. Role-play activities are particularly useful in helping the receptionist interpret non-verbal signals, for example a relaxed client, angry client, or confused client.

Activities that develop skills in calculating the total costs of a service, making appointments and using industry service times to schedule work can take place in the classroom. However, the related practical activities should take place in the working salon, under supervision, or in RLE.

Learners will learn the procedures for scheduling appointments, the information required to make appointments and how to handle messages including paper-based and electronic systems where possible. The practice of emailing clients is now a common reception duty and many salons have computerised management systems that maintain client data and link appointments to salon income, stock usage and staff workloads.

The different salon payment systems and methods of payment should be discussed. Hands-on practice using electronic and computerised systems would be beneficial and agents who sell this equipment could provide demonstrations. Learners should practise calculating the costs of a range of sales and services, giving accurate change. The problems associated with fraudulent payment and discrepancies should be explored. Video presentations are useful when discussing this topic. Security of payments when, for instance, the reception area is unattended should be discussed and learners should be encouraged to suggest how to for maintain the security of the area.

Learners would benefit from having the opportunity to develop their reception skills through specific practical activities in a salon environment, either during a period of work experience or through a case study approach in RLE.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit. This also includes learners' independent study time.

Topic and suggested assignments/activities and/assessment
Tutor introduction to unit and programme of assignments.
<b>Assignment 1: Maintaining an Effective Salon Reception</b> (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, M1, D1).
Tutor introduces assignment brief.
First impressions – the importance of presenting a polite and professional image of self and the salon, salon cleanliness and tidiness, attractive displays – videos/DVDs, observation of working salon environments, simulated activities, group discussions about good and bad experiences.
Effective communication – meeting and greeting, face to face, telephone skills; establishing needs, processing information, giving clear and accurate information, verbal and non-verbal signals, dealing with different client needs; importance of client confidentiality – DVDs, demonstrations, role play, group discussions.
Typical reception duties – booking/cancelling appointments; contacting the emergency services; taking and passing on messages; dealing with enquiries; maintaining reception resources – stationery, magazines, style books, retail products; taking payments; greeting clients and visitors; offering refreshments; maintaining security of the area – DVDs, PowerPoint presentations, written tasks, question and answer sheets, role-play activities, practice in a working salon/RLE, group work.
<b>Assignment 2: Scheduling Salon Appointments</b> (P11, P12, P13, P14, P15, P16, P17, P18, M2, D2).
Tutor introduces assignment brief.
Appointment recording systems – paper based and electronic; information required; industry service times – lectures, demonstrations, DVDs.
Making and cancelling appointments – exercises in scheduling appointments correctly using recognised service times, importance of accurate timings and implications of over/under booking; communicating the information back to the client – paper-based practice with examples, role play, simulated exercises in a RLE and supervised activities on the salon reception during periods of work experience.
<b>Assignment 3: Handling Payments</b> (P19, P20, P21, P22, P23, P24, M3, D3).
Tutor introduces assignment brief.
Methods of payments – cash, cheque, credit/debit cards.
Calculating payments – exercises in calculating total costs for a service – service cost plus additional treatments or purchases. Giving correct change.
Security of payments – locked cash drawers, electronic tills, procedures when reception area unattended, security cameras.
Dealing with problems – discrepancies, incorrect change, fraudulent payments – simulated exercises and supervised activities on reception during periods of work experience.
Review of unit – recap on topics using quizzes, games.

## Assessment

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

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally related experiences, with tasks specifically designed with the assessment and grading criteria in mind.

Observation records should be used to provide evidence of how learners carried out basic reception skills and maintained a professional attitude in the salon reception. Simple reports or question and answer tasks could provide written evidence for the knowledge-based assessment and grading criteria.

P1, P2, P3, P4 and P5 could be assessed together through practical observation of learners carrying out salon reception duties, and evidenced with a witness testimony. Learners must demonstrate a confident, positive image while attending to clients and visitors. They must be aware that their behaviour impacts on the salon's image and reputation. All communication must be conducted professionally and pleasantly. Reception duties

carried out should include maintaining a clean and tidy reception, and holding adequate levels of reception stationery.

For P6, P7, P8, P9, P10, M1, D1, learners could produce a report demonstrating their understanding of salon reception practice and duties, including the importance of good communication, procedures, taking messages and a knowledge of the services, duration and cost offered by the salon.

For P11, P12, P13, learners must demonstrate practically how, over a period of time, they have scheduled and recorded client appointments successfully for a range of services and taken and recorded a variety of messages, whilst maintaining client confidentiality to meet salon policy.

For P14, P15, P16, P17, P18, M2, D2 learners could produce a report on the procedures for and importance of recording of appointments/messages correctly, the legal requirements for client confidentiality, the consequences of breaching confidentiality and how problems should be resolved.

For P19, P20 and P21, learners must demonstrate the ability to calculate payments accurately, handle the range of payment methods used by the salon and keep all money safe and secure. This must be assessed through practical observation, evidenced by a witness testimony.

For P22, P23, P24, M3 and D3, learners could produce a report explaining, comparing and assessing the different payment methods available, how security may be maintained, the problems that could arise and how to deal with them. Alternatively, they could answer short questions.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, M1, D1	Maintaining an Effective Salon Reception	Carry out salon reception duties in the local salon or RLE, then produce a summary of the range of salon reception duties carried out and how good communication supported these activities.	Practical observation, with a signed witness testimony. Written report.
P11, P12, P13, P14, P15, P16, P17, P18, M2, D2	Scheduling Salon Appointments	Record salon appointments and messages over a period of time. Provide evidence of scheduling a range of services. Maintain a record of messages taken, the information collected and the person the message was passed to.	Practical observation, with a signed witness testimony. Oral questions about recording salon appointments, recorded in a written format.
P19, P20, P21, P22, P23, P24, M3, D3	Handling Payments	Handle payments in the salon/RLE, collect evidence and write a brief report explaining different payment methods, how security can be maintained how to deal with the problems that could arise.	Practical observation, with a signed witness testimony. Written report.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links with the following NOS: G4 Fulfil salon reception duties. This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

Level 1	Level 2	Level 3
Salon Reception Duties	Display Stock to Promote Sales in a Salon	Workplace Practices and Procedures in Beauty-related Industries
	Working in Beauty-related Industries	Salon Design for the Hair and Beauty Sector
	Business Enterprise	

## Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in *Annexe F*.

## Employer engagement and vocational contexts

Periods of work experience in a salon reception would be benefit learners, so they can fully appreciate the range of tasks undertaken and the pressures of working on a busy salon reception.

### Textbooks

Goldsbro J – *The Official Guide to the Diploma in Hair and Beauty at Higher Level* (Cengage Learning, 2009) ISBN 9781408017616

Hiscock J and Lovett F – *Beauty Therapy 3rd Edition* (Heinemann, 2010) ISBN 9780435026578

Palmer L and Perkins N – *Hairdressing 3rd Edition* (Heinemann, 2009) ISBN 9780435468507

### Journals

*Habia News* (Seed Publishing Limited)

*Hairdressers Journal International* (Reed Business Information)

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

### Websites

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

Habia, the Standards Setting Body for the hair and beauty sector

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

Professional Beauty

[www.the-nhf.org](http://www.the-nhf.org)

National Hairdressers Federation

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	<p>identifying questions to answer and queries to resolve [IE1] to deal with enquiries, considering the influence of circumstances, beliefs and feelings [IE4]</p> <p>appreciating the consequences of dealing with enquiries promptly and politely, and of failing to record appointments or messages accurately, and of a breach in confidentiality [IE2]</p> <p>considering the influence of circumstances, beliefs and feelings on scheduling appointments [IE5]</p> <p>carrying out research into the legislation designed to protect the privacy of client details [IE2]</p>
<b>Reflective learners</b>	<p>communicating details of salon services in relevant ways for different clients [RL6]</p>
<b>Team workers</b>	<p>reaching agreements [TW2] and adapting behaviour to deal with enquiries [TW3]</p> <p>communicating and behaving in a professional manner, adapting behaviour to suit clients and colleagues [TW3], showing fairness and consideration to others [TW4] and taking responsibility [TW5]</p> <p>collaborating with others [TW1], reaching agreements [TW2], showing fairness and consideration to others [TW4] and taking responsibility to schedule appointments [TW5]</p> <p>taking responsibility for dealing with payments [TW5]</p>
<b>Self-managers</b>	<p>dealing with competing pressures when dealing with enquiries [SM5]</p> <p>dealing with competing pressures, including personal and work-related demands, in order to behave in a professional manner [SM5], seeking advice and support when needed [SM6] and managing their emotions [SM7]</p> <p>organising resources to maintain appropriate levels of reception stationery [SM3]</p> <p>anticipating and managing risks [SM4] by maintaining a hygienic and tidy reception area and following security procedures when handling payments</p> <p>organising time and resources [SM3] and dealing with competing pressures to schedule appointments [SM5]</p>
<b>Effective participators</b>	<p>discussing issues of concern, seeking resolution when needed to deal with enquiries [EP1].</p>

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	exploring issues relating to salon receptions from the perspective of the needs of different clients [IE3]
<b>Creative thinkers</b>	connecting their own and others' ideas and experiences of working in a salon reception [CT3] trying out alternatives or new solutions and following ideas through to improve salon reception practices [CT5] adapting ideas regarding salon reception practices as circumstances change [CT6]
<b>Reflective learners</b>	evaluating their ability to perform salon reception duties to inform future progress [RL5]
<b>Team workers</b>	providing constructive support and feedback to colleagues [TW6]
<b>Self-managers</b>	working towards being able to prepare for carrying out salon reception duties, showing initiative, commitment and perseverance [SM2]
<b>Effective participators</b>	identifying improvements that would benefit others as well as themselves [EP4].

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Using ICT</b>	
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	using ICT systems to carry out salon reception duties
Manage information storage to enable efficient retrieval	recording and scheduling appointments for clients
<b>ICT – Finding and selecting information</b>	
Use appropriate search techniques to locate and select relevant information	accessing clients' records
<b>ICT – Developing, presenting and communicating information</b>	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	using a management system to schedule appointments
Use appropriate software to meet the requirements of a complex data-handling task	using a management system to display the appointment diary when scheduling appointments
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	maintaining client confidentiality
<b>Mathematics</b>	
identify the situation or problems and identify the mathematical methods needed to solve them	calculating costs for a range of salon services
draw conclusions and provide mathematical justifications	resolving payment discrepancies
<b>English</b>	
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	listening and speaking with clients and visitors when scheduling appointments and taking messages at reception.

# Unit 11: Display Stock to Promote Sales in a Salon

**Unit code:** J/600/8761

**QCF Level 2:** BTEC First

**Credit value:** 3

**Guided learning hours:** 24

## ● Aim and purpose

This is a preparation for work unit, which is based on capability and knowledge. This unit is about preparing, maintaining and dismantling an area for displaying promotional materials in the salon.

This unit applies to hairdressing, beauty and barbering salons.

## ● Unit introduction

Retailing is an important aspect of running a successful salon. Clients will have trust in the salon, and be confident when purchasing products, knowing that a qualified practitioner or reputable salon has recommended them. This is part of a salon's commitment to client care and it is also important for the financial effectiveness of the salon. Displays of products available to purchase can be an effective promotion tool.

In this unit, learners will develop the knowledge, understanding and skills necessary to prepare for, set up, maintain and dismantle displays in the salon.

When creating a display, the location and design area should be attractive and eye-catching. Learners will gain an understanding of the principles and processes involved in creating and maintaining promotional displays.

This unit also appears in the Edexcel BTEC Level 2 Diplomas in Hairdressing/Hairdressing Services.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Be able to prepare the display area
- 2 Be able to maintain and dismantle the display area.

# Unit content

## 1 Be able to prepare the display area

*Preparing the display area:* selection of materials, equipment and stock eg products, samples, leaflets, display boards; location to maximise impact eg reception area, window, merchandising unit; assembling display eg design, backdrop; labelling products clearly and accurately; safety considerations

*Influences/factors:* purpose of display; type of information required to plan a display; effects of effective location and design of display (attract attention, increase sales); legal considerations

## 2 Be able to maintain and dismantle the display area

*Maintaining the display:* maintenance needs (regular stock replenishment, maintaining effective presentation of material); dismantling the display; returning stock to storage and restoring area; safety considerations (dismantling a display, disposing of materials, returning stock to storage)

*Legal requirements:* current and relevant legislation eg Sale of Goods Act, Trade Descriptions Act, Consumer Protection Act, The Prices Act, Resale Prices Act, Equal Opportunities Act, Disability Discrimination Act, Manual Handling Operations Regulations

## Assessment and grading 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 for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p><b>P1</b> select the materials, equipment and stock to use [SM3]</p> <p><b>P2</b> determine the location of the display to maximise its impact [IE5]</p> <p><b>P3</b> assemble the display carefully and safely [SM4]</p> <p><b>P4</b> label the displayed products clearly, accurately and in a manner consistent with legal requirements</p> <p><b>P5</b> state the purpose of a display [IE4]</p> <p><b>P6</b> list the type of information required in order to plan a display effectively [IE2]</p> <p><b>P7</b> state how the location and design of the display can attract attention and increase sales</p> <p><b>P8</b> describe how the location and design of related promotional materials can influence the effectiveness of the display [IE5, IE6]</p> <p><b>P9</b> describe safety considerations when assembling a display</p>	<p><b>M1</b> explain the factors to be considered when creating a promotional display and how they impact on its success</p>	<p><b>D1</b> evaluate the effectiveness of the promotional display.</p>

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P10</b> maintain the display area for the duration of the display period [SM3]	<b>M2</b> explain the factors to be considered when maintaining and dismantling the promotional display.	
<b>P11</b> dismantle the display, restore the area and return stock to storage [SM3]		
<b>P12</b> describe the maintenance needs of a promotional display		
<b>P13</b> outline the safety considerations when dismantling a display, disposing of materials and returning stock to storage		
<b>P14</b> explain the key legal requirements affecting the display and sale of goods. [IE5]		

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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## Essential guidance for tutors

### Delivery

This unit should be delivered in a Realistic Learning Environment (RLE), see *Annexe F*. The word 'client' can be related to friends, peers, and does not mean treatment needs to be carried out on paying clients or within commercial timescales.

In this unit learners will gain an understanding of the principles and processes involved in creating and maintaining promotional displays. This should be developed through a learner-centred approach with tutor support. Research activities and group discussions can be used to help learners generate creative displays, which could initially be designed in the classroom.

Learners should have access to a salon environment to appreciate the principles of scale and proportion when deciding on the design of the display. Tutors should raise awareness of the safety considerations in relation to the assembly, location and dismantling of the display. Learners should understand the importance of safe handling of goods and materials and how an unsafe display could fall and injure people in the salon.

Location is another consideration, involving the safe maintenance of clear walkways through the salon, while at the same time having the good visual prominence required to attract client's interest. The legal regulations affecting the sale of goods, pricing regulations and consumer law should be discussed and learners should use this knowledge when labelling goods and designing promotional literature for the display. This unit provides the opportunity to motivate and challenge learners through a tutor-set mini competition to determine the best display.

### Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit. This also includes learners' independent study time.

Topic and suggested assignments/activities and/assessment
Tutor introduction to unit and programme of assignments.
<b>Assignment 1: Creating a Display for a Salon Promotion</b> (P1, P2, P3, P4, P10, P11, M1, D1).
Tutor introduces the assignment brief.
Types and purpose of displays – tutor-led group discussions; internet and local salon, retail outlets eg Boots, Body Shop – research activity.
Choosing the location – in salon, window display, forecourt display; constraints – space available, lighting, stability of display, restrictions on movement around the salon; high impact location – internet and local salon research, group discussions.
Selecting materials, creating the display design – use of manufacturers' display material, own produced material, leaflet design, selection of stock, use of dummy containers in vulnerable positions – tutor-led discussions and learner practice with displays.
Legal implications of selling goods, labelling, pricing, safe handling of goods and materials, health and safety at work regulations, accident prevention – DVDs, PowerPoint presentations, written tasks, question and answer sheets.
Assignment workshop(s).

## Topic and suggested assignments/activities and/assessment

### Assignment 2: Salon Display (P5, P6, P7, P8, P9, P12, P13, M2)

Tutor introduces assignment brief.

Importance of maintaining high visual impact; daily cleaning and restocking/rearrangement of display, check safe and secure positioning of display – discussions, role-play activities, practice in a working salon/RLE, group work.

Dismantling the display – safety considerations for self and others, removal of waste, return of products to stock, restoring salon area to normal appearance once display has been removed – discussions, practice in a working salon/RLE.

Assignment workshop(s).

Review of unit – recap on topics using quizzes, games, work experience reports on observed performance.

## Assessment

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

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally related experiences, with tasks specifically designed with the assessment and grading criteria in mind.

Observation records should be used to provide evidence of how learners created, maintained and dismantled the display and met legal requirements. Reports or question and answer tasks could provide written evidence for the knowledge-based assessment and grading criteria.

For P1, P2, P3, learners must prepare the display area. Whilst P10 and P11 require learners to maintain and dismantle a display. This must be evidenced through practical observation, with a signed witness testimony.

For P4, P5, P6, P7, P8, P9, P12, P13, M1, M2 and D1, learners must demonstrate their knowledge and understanding of creating, maintaining and dismantling displays in the salon. Tasks, including short-answer questions or reports, could be used to generate evidence.

## Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, P7, P8, P9, M1, D1	Creating a Display for a Salon Promotion	Create a display to promote a new product range in the salon/RLE. Maintain the display over time, dismantling it when the promotional period is over.	Practical observation, with a signed witness testimony.
P10, P11, P12, P13, P14, M2	Salon Display	Produce a report of the display, including the purpose and benefits, the importance of the location and how different types of display impact on the client, maintenance needs and safety and legal considerations.	Written report.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

Level 1	Level 2	Level 3
Create and Maintain Retail Displays in a Salon	Promote Services and Products to Clients in a Salon	Promote and Sell Products and Services to Clients
	Salon Reception Duties	Marketing in the Hair and Beauty Sector
		Salon Design for the Hair and Beauty Sector

## Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in *Annexe F*. Learners will also need access to products, tools, equipment, materials suitable to create a display.

## Employer engagement and vocational contexts

Employer engagement would be beneficial for learners and manufacturers' promotional material could be used in the display. Learners could also visit hair and beauty-related retailers and exhibitions to see different kinds of display.

## Indicative reading for learners

### Textbooks

Goldsbro J – *The Official Guide to the Diploma in Hair and Beauty at Higher Level* (Cengage Learning, 2009) ISBN 9781408017616

Hiscock J and Lovett F – *Beauty Therapy 3rd Edition* (Heinemann, 2010) ISBN 9780435026578

Palmer L and Perkins N – *Hairdressing 3rd Edition* (Heinemann, 2009) ISBN 9780435468507

### Journals

*Habia News* (Seed Publishing Limited)

*Hairdressers Journal International* (Reed Business Information)

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

### Websites

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

Habia, the Standards Setting Body for the hair and beauty sector

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

Professional Beauty

[www.the-nhf.org](http://www.the-nhf.org)

National Hairdressers Federation

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	considering the influence of location on the display's impact and effectiveness [IE5], supporting conclusions [IE6] stating the purpose of a display, judging its relevance and value [IE4] carrying out research into the type of information required to plan a display effectively [IE2] considering the influence of legal requirements on the display and sale of goods [IE5]
<b>Self-managers</b>	organising resources, materials, equipment and stock to create, maintain and dismantle a display [SM3] assembling the display safely and carefully, to anticipate and manage risks [SM4].

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	exploring the effectiveness of displays from the perspective of clients [IE3]
<b>Creative thinkers</b>	generating ideas and exploring possibilities when creating a promotional display [CT1] asking others questions about which affect the effectiveness of the display [CT2] adapting ideas regarding the design of the promotional display as circumstances change [CT6]
<b>Reflective learners</b>	assessing the effectiveness of the promotional display, identifying opportunities and achievements [RL1] inviting feedback from others on the effectiveness of the promotional display [RL4] evaluating their experience of creating the display to inform future learning [RL5]
<b>Team workers</b>	collaborating and reaching agreements with others about the promotional display [TW2] taking responsibility for the creation, maintenance and dismantling of the display [TW5]
<b>Self-managers</b>	working towards goals, when creating the display, showing initiative, commitment and perseverance [SM2]
<b>Effective participators</b>	discussing issues of concern regarding the promotional display, seeking resolution where needed [EP1] proposing practical ways forward in creating a promotional display, breaking these down into manageable steps [EP3] identifying improvements that would benefit the promotional display [EP4].

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Finding and selecting information</b>	
Use appropriate search techniques to locate and select relevant information	researching legislation which affects the display
Select information from a variety of sources to meet requirements of a complex task	researching factors which influence the display
<b>ICT – Developing, presenting and communicating information</b>	
Combine and present information in ways that are fit for purpose and audience	creating a display
<b>English – Reading</b>	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	gathering ideas and opinions for the display
<b>English – Writing</b>	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	producing a report on and labelling the related display.



# Unit 12: Working in Beauty-related Industries

**Unit code:** T/601/5642

**QCF Level 2:** BTEC First

**Credit value:** 4

**Guided learning hours:** 31

## ● Aim and purpose

This is a preparation for work unit, which is based on capability and knowledge. The aim of this unit is to provide the learner with an understanding of the requirements for working in the beauty-related industries.

## ● Unit introduction

In this learners will develop a knowledge and understanding about working in beauty-related industries exploring key characteristics and working practices.

Learners will access information on the different types of organisations, services and occupational roles to give them a valuable insight into the sector, and help develop their industry knowledge and research skills.

Learners will study employment characteristics, as well as education and training opportunities, which will help them to make informed career decisions. Learners will also explore the main associated legislation, basic employment rights and employer responsibilities, principles of finance, and the main forms of marketing and publicity used within beauty-related industries.

In this unit, learners will examine good working practices, the importance of personal presentation, opportunities for developing and promoting their professional image, and the importance of continual professional development. The knowledge gained in this unit can support learner understanding in other units in these qualifications.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Know the key characteristics of the beauty-related industries
- 2 Know the working practices associated with the beauty-related industries.

# Unit content

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## 1 Know the key characteristics of the beauty-related industries

*Sources of information:* professional and trade bodies eg Habia; primary eg professionals in the industry; secondary eg internet, books, professional journals/magazines

*Beauty-related organisations:* salon environments (franchised or independent chains, spas, beauty-related operations in hotels/cruise liners); manufacturers (product, equipment); wholesalers; employer organisations eg Guild of Professional Beauty Therapists

*Range of services:* nail services eg manicure, pedicure, nail art; hair removal eg waxing, electrolysis, laser; facials (manual, electrical); eye treatments; make-up; massage eg Indian head, body; specialised treatments eg micro-dermabrasion

*Occupational roles:* nail technician; make-up artist; masseur; electrologist; beautician; beauty therapist; salon/spa assistant; salon/spa manager; beauty consultant; sales representative; receptionist; links to other occupations and opportunities to transfer to other sectors/industries eg fashion, retail, health, customer service, sales, media, advertising

*Employment characteristics:* full time; part time; freelance; seasonal; patterns of work; status eg employee, self-employed, freelance beauty therapist/nail technician, mobile therapist; career patterns

*Education and training opportunities:* full- and part-time beauty-related courses from further education colleges and consortia; apprenticeships from private training providers and employers; national beauty-related qualifications eg N/SVQ, VRQ, 14-19 Diploma, Foundation degrees; certificates offered by private sector providers

*Legislation:* current and relevant legislation eg Health and Safety at Work Act 1974, Control of Substances Hazardous to Health (COSHH), Personal Protective Equipment (PPE), Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995, Consumer Protection Act 1987, Cosmetic Products (Safety) Regulations 2004, Trade Descriptions Act 1968, Data Protection Act 1998

*Principles of finance and selling:* finance principles eg profit and loss, cost effective measures; retail sales (prices, targets, product/service knowledge)

*Marketing and publicity:* forms of marketing and advertising eg advertisements, special/promotional offers, loyalty schemes, retail displays, promotional leaflets

## 2 Know the working practices associated with the beauty-related industries

*Working practices:* Habia Industry Codes of Practice; professional image (personal presentation/hygiene, opportunities for developing and promotion, professional manner, skills such as communication and teamwork); workplace policies eg health and safety, customer service, limits of responsibility

*Employment rights and employer responsibilities:* current and relevant legislation eg Management of Health and Safety at Work Regulations 1999, Employee Rights Act 1996, The Workplace (Health, Safety and Welfare) Regulations 1992, The Provision of Use of Work Equipment Regulations 1998, The Electricity at Work Regulations 1989

*Continual professional development (CPD):* importance of CPD eg improve performance, meet work targets

## Assessment and grading 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 for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p><b>P1</b> access sources of information on organisations, services, occupational roles, education and training opportunities within the beauty-related industries [IE2]</p>	<p><b>M1</b> explain key characteristics of the beauty-related industries</p>	<p><b>D1</b> assess opportunities for working in beauty-related industries.</p>
<p><b>P2</b> state the types of organisations within the beauty-related industries [IE2]</p>		
<p><b>P3</b> state the main services offered by the beauty-related industries [IE2]</p>		
<p><b>P4</b> describe occupational roles within the beauty-related industries [IE2]</p>		
<p><b>P5</b> state the employment characteristics of working in the beauty-related industries</p>		
<p><b>P6</b> describe the education and training opportunities within the beauty-related industries [IE2]</p>		
<p><b>P7</b> describe the opportunities to transfer to other sectors or industries [IE2]</p>		
<p><b>P8</b> state the main legislation affecting the beauty-related industries [IE2]</p>		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P9</b> describe the basic principles of finance and selling within the beauty-related industries	<b>M2</b> explain working practices in beauty-related industries.	
<b>P10</b> describe the main forms of marketing and publicity used by beauty-related industries		
<b>P11</b> describe good working practices in the beauty-related industries		
<b>P12</b> state the importance of personal presentation reflecting a professional image when working in the beauty-related industries [IE2, CT3]		
<b>P13</b> describe opportunities for developing and promoting own professional image within the beauty-related industries [CT1]		
<b>P14</b> state the basic employment rights and employer responsibilities for working in the beauty-related industries [IE2]		
<b>P15</b> describe the importance of continual professional development for those working in the beauty-related industries. [IE6]		

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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## Essential guidance for tutors

### Delivery

This unit can be delivered using various methods, such as DVDs, visits to beauty-related businesses, class discussions, to stimulate and motivate learners.

Tutors must provide learners with resources and materials on the different types of organisation, services, occupational roles and educational and training opportunities in beauty-related industries. A useful exercise would be to ask learners about their aspirations and perceptions of beauty-related industries, before and after their research. This would also be a useful review exercise at the start and end of the unit.

Tutors should relate the knowledge and understanding gained in this unit to salons and the practical units within these qualifications. For example tutors could relate legislation and health and safety practices to beauty treatments, exploring how legislation affects the delivery of treatments and the implications of not adhering to legislation or health and safety practices.

Guest speakers from beauty-related industries could be invited to answer questions on education and training opportunities, and links to other sectors. Learners may find accounts of beauty professionals' careers inspiring.

Learners should be introduced to various concepts, including the basic principles of finance and selling, main forms of marketing and publicity, the importance of personal presentation and working practices, which will help them in securing employment.

Learners should be encouraged to follow their research interests in this unit, and have the opportunity to discuss and present their findings.

The knowledge and understanding gained in this unit will help learners make informed career decisions.

### Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit. This also includes learners' independent study time.

Topic and suggested assignments/activities and/assessment
Tutor introduction to the unit.
<b>Assignment 1: Working in Beauty-related Industries</b> (P1, P2, P3, P4, P5, P6, P7, P12, P13, P14, P15, M1, D1)
Tutor introduces assignment brief.
Organisations, services, occupational roles, education, training opportunities, opportunities to transfer to other sectors/industries, importance of CPD.
Importance of personal presentation. Opportunities for developing and promoting own professional image.
Basic employment rights and employer responsibilities.
<b>Assignment 2: Practices in Beauty-related Industries</b> (P8, P9, P10, P11, M2) Tutor introduces assignment brief.
Legislation affecting beauty-related industries. Basic principles of finance and selling. Main forms of marketing and publicity. Good working practices.
Tutor recap of unit, using games and quizzes, group discussions.

## Assessment

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

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment and grading criteria in mind. This unit can be assessed through learners collating a portfolio of evidence. Centres can either devise their own assignments or adapt Edexcel assignments where available.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment and grading criteria, even across units where appropriate.

All the assessment and grading criteria could be covered in a single assignment, for example a research project about working in beauty-related industries, such as beauty therapy, spa therapy and nail services. This must include types of organisation, main services provided, careers, education/training and transfer opportunities, employment characteristics, employer rights and responsibilities, continual professional development (CPD), legislation, finance and selling, main forms of marketing and publicity, working practices and personal presentation.

P1 requires learners to demonstrate they have accessed sources of information, which could be evidenced through practical observation (accompanied by a witness testimony), or a bibliography or list of resources/references.

For P2 and P3, learners are required to demonstrate their knowledge and understanding of organisations and services within beauty-related industries. M1 requires learners to explain key characteristics, including organisations, range of services, occupational roles, employment characteristics, education and training opportunities, legislation, principles of finance and selling, marketing and publicity in beauty-related industries.

P4, P5, P6, P7, P14, P15, M1 and D1 assess knowledge and understanding of employment within beauty-related industries. This includes careers, education/training opportunities, employment characteristics, opportunities to transfer to other sectors, employer rights and responsibilities and CPD.

To achieve P8, P9, P10, P11, M2, learners must demonstrate their knowledge and understanding of legislation, basic principles of finance and selling, main forms of marketing and publicity, and working practices in beauty-related industries.

P12 and P13 assess learner knowledge and understanding of personal presentation and its importance within beauty-related industries.

Signed witness testimonies and observation records must be retained for verification purposes.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, P7, P12, P13, P14, P15, M1 and M2, D1	Working in Beauty-related Industries	Research careers and opportunities in beauty-related industries.	Research project, with pictures and statistics.
P8, P9, P10, P11, M2	Practices in Beauty-related Industries	Research practices in beauty-related industries.	Research, with text and pictures.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

Level 1	Level 2	Level 3
Introduction to the Hair and Beauty Sector	Client Care and Communication in Beauty-related Industries	Workplace Practices and Procedures in Beauty-related Industries
	Salon Reception Duties	Research in the Hair and Beauty Sector

## Essential resources

Learners will need access to information on the hair and beauty sector. This can be obtained from the resources listed on page 164 including the Habia website.

## Employer engagement and vocational contexts

Learners would benefit greatly from a period of work experience in the hair and beauty sector, so that they can appreciate fully what it means to work in beauty-related industries. Visits to different types of organisation would also enhance delivery of this unit.

## Indicative reading for learners

### Textbooks

Cressy S – *Beauty Therapy Fact File, 5th Edition* (Heinemann, 2010) ISBN 9780435451424

Cressy S – *Illustrated Beauty Therapy Dictionary* (Heinemann, 2008) ISBN 9780435449124

### Journals

*Habia News* (Seed Publishing Limited)

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

*Guild Gazette* (Guild of Professional Beauty Therapists)

### Websites

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

Beauty Guild

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

Habia, the Standards Setting Body for the hair and beauty sector

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

Hair and beauty jobs

[www.hsegov.uk](http://www.hsegov.uk)

Health and Safety Executive

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

Professional Beauty

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	planning and carrying out research on organisations, services, occupational roles, education and training opportunities within beauty-related industries [IE2] carrying out research on the main legislation, including employment rights and employer responsibilities, affecting beauty-related industries [IE2] appreciating the consequences of professional personal presentation [IE2] describing the importance of continual professional development for those working in the beauty-related industries [IE6]
<b>Creative thinkers</b>	connecting their own and others' ideas and experiences of the importance of personal presentation [CT3] generating ideas and exploring opportunities for developing and promoting their own professional image [CT1].

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	analysing and evaluating information about working in beauty-related industries, judging its relevance and value [IE4]
<b>Creative thinkers</b>	questioning their own and others' assumptions about working in beauty-related industries [CT4]
<b>Reflective learners</b>	assessing their potential to work in beauty-related industries, identifying opportunities and achievements [RL1] evaluating their experiences of beauty-related industries to inform future progress [RL5] communicating their learning about working in beauty-related industries in relevant ways to different audiences [RL6]
<b>Self-managers</b>	organising time and resources when conducting research on working in beauty-related industries [SM3].

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Using ICT</b>	
Plan solutions to complex tasks by analysing the necessary stages	planning their research project on working in beauty-related industries
Manage information storage to enable efficient retrieval	saving research on beauty-related industries
<b>ICT – Finding and selecting information</b>	
Use appropriate search techniques to locate and select relevant information	researching working in beauty-related industries
<b>ICT – Developing, presenting and communicating information</b>	
Combine and present information in ways that are fit for purpose and audience	presenting their research project on working in beauty-related industries
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	corresponding with professionals in the beauty-related industries as part of their research
<b>Mathematics – learners can:</b>	
Draw conclusions and provide mathematical justifications	interpreting statistical data on beauty-related industries
<b>English – Speaking, Listening and Communication</b>	
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	discussing research findings on beauty-related industries presenting research on working in beauty-related industries
<b>English – Reading</b>	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	researching beauty-related industries
<b>English – Writing</b>	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	producing a report on working in beauty-related industries.



# Unit 13: Create an Image Based on a Theme within the Hair and Beauty Sector

**Unit code:** J/600/8632

**QCF Level 2:** BTEC First

**Credit value:** 7

**Guided learning hours:** 60

## ● Aim and purpose

This is a preparation for work unit, which is based on capability and knowledge. The aim of this unit is to introduce the learner to the development of a theme-based image. Learners will develop skills to prepare and implement a mood board, so demonstrating their imaginative and creative skills.

## ● Unit introduction

Creativity is a key element in the work of hairdressers and beauticians/beauty therapists, and most learners will aspire to careers that require the ability to use hair and make-up as an art form. This unit will give learners the opportunity to explore and develop their creativity and design, determine ways to advertise a promotional event and present a theme-based image that incorporates a range of hair and beauty techniques.

The image may use both hair and beauty techniques or either a hair or beauty image. Additional media can be used to enhance or contextualise the image. Learners can create the image on peers, friends, relatives or on a training mannequin. There are no limitations regarding the theme of the image design. In this unit learners will have the freedom to explore their own ideas and develop the final image which could be presented in a Realistic Learning Environment (RLE), in a competition, or as part of a group showcase of work to an invited audience.

This unit also appears in the Edexcel BTEC Level 2 Diploma in Hairdressing/Hairdressing Services.

## ● Learning outcomes

**On completion of this unit a learner should:**

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

# Unit content

## 1 Be able to plan an image

*Research techniques to create a moodboard:* explore different themes, events and images; identify media images to create a theme; sources of information (colleagues, magazines, video/DVDs, films, internet); design considerations eg shape, balance, model's features; use of media to enhance the image eg hair additions/ornaments, clothes; resource limitations eg budget, accessories, hair and/or beauty tools, equipment, products

*Purpose of a moodboard:* demonstrates thought process; progression; resulting in own concept to generate theme-based image for the target audience; creativity; linked themes; choice of specialised hair and make-up techniques eg plaiting, twisting, weaving, rolls and knots, theme-based make-up, artificial nails, use of accessories and ornaments

*Presentation:* presentation to others; advertising methods (local news media, promotional leaflets, personal invitation); concepts of advertising to target audience

*Preparation procedures:* preparation of client eg protective clothing and materials; preparation of work area (hygienic tools and equipment); preparation of themselves; safety considerations; salon requirements

## 2 Be able to create an image

*Communication and behavioural expectations:* speaking; listening; body language; reading; recording; following instructions; using a range of related terminology; working cooperatively with others; following salon requirements

*Develop the image:* continued practice of technical skills eg hair styling, make-up, nail art; effects of selected skills; dress rehearsal; improvements/modifications as required; use or reduce additional media; analyse suitability; perfect the finished effect

*Safe and hygienic work practices:* safety considerations to take into account eg use of Personal Protective Equipment (PPE), methods of sterilisation, clean and tidy workstation, safe use of equipment; safe use of additional media and accessories; disposal of contaminated waste; current and relevant legislation; provision of aftercare advice (methods of removal, product recommendations, further treatment needs, maintenance advice)

*Evaluating effectiveness:* methods (verbal feedback, written feedback, photographic evidence, self-evaluation)

## Assessment and grading 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 for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p><b>P1</b> create a mood board based on a theme [IE2, IE3, CT1, CT3, CT5]</p> <p><b>P2</b> outline how to identify media images to create a theme</p> <p><b>P3</b> outline the purpose of a mood board [IE4]</p> <p><b>P4</b> outline how to present a mood board to others [RL6]</p> <p><b>P5</b> describe the concepts of advertising to a target audience [IE6]</p> <p><b>P6</b> describe the salon's requirements for client preparation, preparing themselves and the work area</p> <p><b>P7</b> communicate and behave in a professional manner [TW3, TW4, TW5, SM5, SM6, SM7]</p> <p><b>P8</b> use technical skills to create a theme-based image [CT5, SM3, TW5]</p> <p><b>P9</b> follow safe and hygienic working practices [SM4]</p> <p><b>P10</b> describe the technical skills required for creating a theme-based image</p>	<p><b>M1</b> explain the importance of a mood board to plan a theme-based image</p>	<p><b>D1</b> justify the theme-based image and improvements to it.</p>

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P11</b> evaluate the effectiveness of the theme-based image [IE4, IE6, RL3, RL5]	<b>M2</b> implement improvements to the theme-based image.	
<b>P12</b> describe methods of evaluating the effectiveness of the creation of a theme-based image		
<b>P13</b> outline safe and hygienic working practices		
<b>P14</b> state how to communicate in a salon environment.		

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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# Essential guidance for tutors

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## Delivery

This unit should be delivered in a Realistic Learning Environment (RLE), as detailed in *Annexe F*. The word 'client' can be related to friends, peers and mannequins and treatment does not need to be carried out on paying clients or within commercial timescales. Centres must adhere to the restrictions outlined by Habia, in *Annexe H*, regarding activities which are unsuitable for learners aged under 16 years to undertake.

The tutor should aim to develop learners' creative expression. The use of DVDs and videos which demonstrate creative styling and make-up techniques, long hair work, theatrical make-up, face painting, nail art, fashion shows and theatrical shows can help to give learners ideas and inspiration. The internet is a valuable source of creative images and should be available to learners.

Learners should feel free to explore a range of ideas and media to support their planned image. Delivery should aim to help learners come to a realistic decision regarding the success of their proposed image. Guidance should be given to ensure each learner plans for and produces an image that is achievable within the limitations of their skills, resources and time. However, learners should be encouraged to explore new concepts.

The use of mood boards should be explained and time allocated to researching and preparing a plan for achieving the image. Sketches and notes could also be produced and used on the mood board. Consideration should be given to how the mood board is presented to others and learners should be actively involved in this decision-making process. Once the outline plan has been agreed, learners should practise and perfect the technical skills required to achieve the desired effects. Client comfort must be considered at all times and aftercare advice should be given to the client to ensure there are no adverse effects. The tutors should support learners through demonstration and coaching. Learners should be encouraged to evaluate their design and discuss the methods of evaluation, the learner's purpose and benefits they derived.

The tutor could facilitate group discussions regarding presentation methods. The presentation could take place in a classroom, if using mannequins only, or preferably in the RLE using either mannequins or models. Alternatively, the presentation could take the form of a final, short catwalk show or competition as a summative exercise at the end of the course. The importance of good communication and professional behaviour should be discussed.

Methods of advertising the event should be discussed and agreed with learners and their peers. It is likely that group members will share the tasks relating to the preparation of materials and the carrying out of advertising tasks.

Throughout the preparation and presentation of the image, all working practices should conform to safe and hygienic industry practice. Learners should be aware of the dangers associated with untidy, unhygienic behaviour and care must be taken to maintain the wellbeing of models and colleagues.

This unit could be co-delivered with any number of units in these qualifications, including *Unit 16: Body Art Design*, *Unit 15: Provide Nail Art*, and *Unit 5: Apply Make-up*.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit. This also includes learners' independent study time.

## Topic and suggested assignments/activities and/assessment

Tutor introduction to unit and programme of assignments.

### **Assignment 1: Researching and Planning the Creation of Theme-based Hair and Beauty Image** (P1, P2, P3, P4, P5, P6, M1, D1)

Tutor introduces assignment brief

Research of images related to the selected theme using the internet, libraries, fashion magazines, professional texts, DVDs, video and group discussions.

Purpose and use of mood board, outline plan. Sketches and notes, selection of images. Group discussions of methods of presenting the mood board to others.

Image design – skills and techniques, accessories, ornamentation, safe working practices, client comfort, aftercare advice. Tutor supports learners when practising the required technical skills, achieving the desired effects.

Advertising – methods and suitability. Group discussion and agreement.

Presentation methods – group discussions to determine appropriate venue.

Evaluation techniques – purpose and benefit to learners.

Assignment workshop(s).

### **Assignment 2: Creating a Hair and Beauty Theme-based Image** (P7, P8, P9, P10, P11, P12, P13, P14, M2)

Tutor introduces assignment brief.

Preparation and presentation of the image – model preparation, venue, production of the theme-based image. Practical classes and tutor coaching activities.

Safe and hygienic industry practice – personal and client preparation, working methods, securing and removing accessories, ornamentation.

Evaluation of the event – purpose and benefits. Individual and group-based evaluation.

Assignment workshop(s).

Review of unit – recap on topics using quizzes, work experience reports on observed salon practice.

## Assessment

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

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related images, with tasks specifically designed with the assessment and grading criteria in mind. Observation records should be used to provide evidence of how learners researched, planned, developed and presented their chosen image. Practical observations must be evidenced by witness testimonies signed by the assessor, which need to be retained for external verification purposes. Simple reports or question and answer tasks could provide written evidence for the knowledge-based assessment and grading criteria.

For P1, P2, P3, P4 and P6, learners must present a mood board that contains evidence of how they gathered and used information for creating the theme-based image. The mood board should contain initial ideas, supported by sketches or pictures, and other information gathered from the research, including suggestions for the hair and beauty skills and techniques to be used in creating the image. Learners must provide evidence that understanding the purpose of a mood board and state how it could be presented. Reference to the different safety considerations and salon requirements for preparing themselves, the client and the work area must be evidenced, this could be through the completion of a short-answer test.

For P5, learners must provide evidence of their knowledge of the concepts of advertising.

For P7, P8 and P9 learners must produce and formally present the image. The presentation could take place in a classroom situation if mannequins have been used but if the image is created using models, the RLE

should be used. This could take the form of a mini competition or catwalk show. Suitable photographic or video evidence together with tutor observation records will be required. Observation records must include comments on learners' communication skills and behaviour whilst working on and presenting the design image.

M1 and D1 require learners to explain the importance of the mood board and justify the image and improvements made to it.

For P11, learners must evaluate the effectiveness of the design and execution of the theme-based image. A report of a group discussion held at the end of the event would be suitable evidence. Alternatively, tutor observation records could be used.

For P10, P12, P13, P14 and M2, learners should write a summary of the practical activities carried out, including a description of the technical skills used to achieve the desired result and how safe and hygienic practice was maintained. Evidence should include information about the different evaluation methods that could have been used and how to communicate in a salon environment. For M2 evidence should include how learners have made improvements/modifications to the design.

Signed witness testimonies and observation records must be retained for verification purposes.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6	Researching and Planning the Creation of a Theme-based Hair and Beauty Image	Research and plan an image that reflects the selected theme.  Present information, researched images and final image choice on a mood board or similar, with a plan for completion of the image, which details the technical skills and the salon preparation procedures that must be taken into account.	Practical observation, with a signed witness testimony.  Mood board and written plan, with pictures and diagrams/sketches.
P7, P8, P9	Creating a Hair and Beauty Theme-based Image	Use relevant hairstyling and make-up techniques, together with accessories to create the image, which will be presented at a specific event.	Practical observation, with a signed witness testimony.  Videos/photographic evidence.
P10, P11, P12, P13, P14, M1, M2, D1	Summary Report of the Creation and Presentation of a Theme-based Hair and Beauty Image	Produce a report, including an evaluation of the effectiveness of the image. Describe the techniques used in creating the image, the health and safety considerations and how to communicate in a salon environment.	Written report.

### Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

Level 1	Level 2	Level 3
Create a Hair and Beauty Image	Creative Hairdressing Design Skills	Make-up for Performers
	Apply Make-up	
	Make-up for Performers	
	Body Art Design	

## Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in *Annexe F*. Learners will also require access to products, tools and equipment suitable for creating a theme-based image.

Additional media, for example clothes, added hair, ornaments, ribbons and other accessories, including materials to create a backdrop to the presentation, should be available to learners.

## Employer engagement and vocational contexts

Learners would benefit from centres making links with employers in the hair and beauty sector. Employers could be asked to judge a competition showcasing learners' work.

## Indicative reading for learners

### Textbooks

Conway J – *Professional Make-up Artistry* (Heinemann, 2004) ISBN 9780435453305

Goldsbro J – *The Official Guide to the Diploma in Hair and Beauty at Higher Level* (Cengage Learning, 2009) ISBN 9781408017616

Hiscock J and Lovett F – *Beauty Therapy* (Heinemann, 2010) ISBN 9780435026578

Mistlin I – *The Total Look: The Style Guide for Hair and Make-up Professionals* (Thomson Learning, 2000) ISBN 9780333699485

Sorbie T, Wadeson J et al – *Trevor Sorbie: Visions in Hair* (Thomson Learning, 1998) ISBN 9780333747148

### Journals

*Habia News* (Seed Publishing Limited)

*Hairdressers Journal International* (Reed Business Information)

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

### Websites

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

Habia, the Standards Setting Body for the hair and beauty sector

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

Professional Beauty

[www.the-nhf.org](http://www.the-nhf.org)

National Hairdressers Federation

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	planning and carrying out research into the theme for their mood board [IE2], exploring it from different perspectives [IE3] judging the relevance and value of a mood board's purpose [IE4] describing the concepts of advertising to a target audience, using reasoned arguments and evidence [IE6] evaluating the effectiveness of the theme-based image [IE4], supporting conclusions [IE6]
<b>Creative thinkers</b>	generating ideas and exploring possibilities when creating their mood board [CT1], connecting their own and others' ideas and experiences [CT3], trying out alternatives [CT5] following ideas through to create a theme-based image, using technical skills [CT5]
<b>Reflective learners</b>	reviewing progress [RL3] when evaluating the effectiveness of the theme-based image to inform future progress [RL5]
<b>Team workers</b>	communicating and behaving in a professional manner, adapting behaviour to suit clients and colleagues [TW3], showing fairness and consideration to others [TW4] and taking responsibility [TW5] taking responsibility in creating a theme-based image [TW5]
<b>Self-managers</b>	dealing with competing pressures, including personal and work-related demands, in order to behave in a professional manner [SM5], seeking advice and support when needed [SM6] and managing their emotions [SM7] organising resources to create a theme-based image [SM3] following safe and hygienic working practices, anticipating and managing risks [SM4].

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	identifying problems with the image to resolve [IE1]
<b>Creative thinkers</b>	adapting ideas for the image when circumstances change [CT6]
<b>Reflective learners</b>	assessing their work, identifying opportunities and achievements [RL1]
<b>Self-managers</b>	working towards goals when creating the image [SM2]
<b>Effective participators</b>	discussing issues of concern when creating the image, seeking resolution when needed [EP1] identifying improvements to the image [EP4] justifying improvements to the image, presenting a persuasive case for action [EP2].

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Using ICT</b>	
Manage information storage to enable efficient retrieval	using a computer to research information related to the theme-based image
<b>ICT – Finding and selecting information</b>	
Use appropriate search techniques to locate and select relevant information	researching the theme and ideas for the image
Select information from a variety of sources to meet requirements of a complex task	researching the theme and ideas for the image
<b>ICT – Developing, presenting and communicating information</b>	
Combine and present information in ways that are fit for purpose and audience	creating the mood board
<b>Mathematics – learners can:</b>	
Identify the situation or problems and identify the mathematical methods needed to solve them	working out quantities of products to use on models
<b>English – Speaking, Listening and Communication</b>	
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	presenting the final image.

## Unit 14:

# Maintaining Personal Health and Wellbeing

**Unit code:** D/600/8779

**QCF Level 3:** BTEC First

**Credit value:** 7

**Guided learning hours:** 60

### ● Aim and purpose

This is a preparation for work unit, which is based on capability and knowledge. This unit is about maintaining personal health and wellbeing to include health eating and lifestyle choices and monitoring weight management. This unit applies to hairdressing, beauty and barbering salons.

### ● Unit introduction

This unit provides learners with knowledge and understanding relating to personal health, wellbeing and weight management. Learners will undertake research on health and wellbeing, as well as food and nutrition. They will explore body image issues, the importance and composition of a nutritionally balanced diet and lifestyle choices and the impact of these on personal health and wellbeing.

They will explore weight management programmes, figure analysis and aspects of exercise and fitness, including the benefits of exercise on fitness levels. This unit will encourage learners to identify how lifestyle choices can impact on their own personal health and wellbeing, and evaluate their own trends against current recommendations. This will enable learners to advise clients about their health, wellbeing and weight management.

This unit also appears in the *BTEC Level 3 Subsidiary Diploma in Beauty Therapy Techniques/Diploma in Beauty Therapy*.

### ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Be able to maintain personal health and wellbeing
- 2 Be able to monitor weight management.

# Unit content

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## 1 Be able to maintain personal health and wellbeing

*Sources of information on health and wellbeing:* internet; government; NHS guidelines eg Improving the Nation's Health, The National Healthy Schools Programme, Five-a-Day Programme

*Food and nutrition:* comparison of personal dietary intake against recommended daily dietary intake; components of a nutritionally balanced diet (fibre, water, how nutrients are absorbed, effects of nutrients on the body); factors that influence food intake (age, food allergies, pregnancy, eating disorders, cholesterol levels, salt intake, fat and sugar content); factors that influence choice of food consumed (budgetary constraints, cooking abilities and facilities, time restrictions, food preferences, cultural and religious beliefs); principles of healthy eating choices; interpret retail food labels

*Considerations for body image:* basal metabolic rate; body shape and type (endomorph, ectomorph, mesomorph); posture; weight; method of calculating body mass index (BMI); measuring weight accurately; interpreting reference tables and guides

*Lifestyle choices that affect health and wellbeing:* sleep quality and patterns; working environments; shift patterns; work-life balance; smoking; drug/alcohol/substance misuse; stress levels; ways of coping with stress; posture; diet

## 2 Be able to monitor weight management

*Communicate and behave in a professional manner:* speaking; listening; body language; reading; recording; following instructions; presentation; treating others with sensitivity and respect when discussing matters of a personal nature; safe and hygienic working practices

*Weight management programmes:* weight management programmes, consulting others on the effectiveness and nutritional balance of weight management programmes eg via a questionnaire

*Principles of figure analysis:* identify and analyse good posture; effects of poor posture on body; hereditary and degenerative postural and figure faults (body fat, spinal curvatures, lordosis, scoliosis, kyphosis)

*Exercise and fitness:* safe exercise methods (aerobic exercise, isotonic and isometric exercises, yoga); principles of safe exercise on the body (ways of measuring and improving personal fitness); benefits of regular activity on fitness levels

## Assessment and grading 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 for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> access sources of information on health and wellbeing	<b>M1</b> analyse the effects of an individual's lifestyle choices	<b>D1</b> diagnose ways of improving an individual's health and wellbeing
<b>P2</b> state sources of information available on personal health and wellbeing		
<b>P3</b> describe the components that contribute to a balanced diet		
<b>P4</b> describe how nutrients are absorbed within the human body		
<b>P5</b> describe the effects of nutrients on the human body		
<b>P6</b> compare own dietary intake with recommended daily intake [IE4, RL1]		
<b>P7</b> describe the influencing factors that affect food intake and choice [IE3, IE4]		
<b>P8</b> state the principles of healthy eating choices		
<b>P9</b> describe how to interpret retail food labelling		
<b>P10</b> describe the considerations that need to be identified when looking at body image		
<b>P11</b> describe how lifestyle choices affect personal health and wellbeing [IE3, IE5]		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P12</b> evaluate weight management programmes [EP4, IE4, IE6] <b>P13</b> explain the principles of figure analysis <b>P14</b> describe how to identify and analyse good posture <b>P15</b> describe the effects of poor posture on the body <b>P16</b> evaluate safe exercise methods [IE4] <b>P17</b> explain the principles of safe exercise on the human body <b>P18</b> describe the benefits that regular activities have on fitness <b>P19</b> describe how to measure and improve personal fitness [EP4] <b>P20</b> communicate and behave in a professional manner [TW3, TW4, TW5, SM5, SM6, SM7] <b>P21</b> follow safe and hygienic working practices [EP1] <b>P22</b> outline safe and hygienic working practices.	<b>M2</b> assess the suitability of posture exercises and safe exercise methods as part of weight management programmes for a given lifestyle.	<b>D2</b> compare the suitability of posture exercises and safe exercise methods as part of weight management programmes for two given lifestyles.

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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# Essential guidance for tutors

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## Delivery

Delivery of this unit should be as practical as possible to engage and motivate learners, and tutors are advised to use a variety of delivery methods to stimulate learner thinking. This unit contains a lot of theory regarding health and wellbeing, which could be made relevant to learners by asking them to contextualise it to themselves, for example creating their own personal lifestyle and fitness plan.

Tutors can use a variety of delivery methods when exploring factors that influence lifestyle choices, health and wellbeing, including individual and group research, creating wallcharts and posters, or inviting guest speakers from the NHS or hair and beauty sector.

Looking at the effects of lifestyle choices and nutrition present opportunities to use case studies, have group discussions, possibly even to use role play. Tutors need to show learners how to interpret retail food labels and assess their nutritional value. It is important that learners are taught how to research issues relating to health and wellbeing. This will help facilitate their progression to higher education and assist them during employment.

Learners should also be taught how to carry out a figure analysis, calculate Body Mass Index, measure weight accurately, interpret reference tables and guides, as well as any relevant safe and hygienic working practices.

Tutors should explore various weight management programmes. However, they should take care not to focus solely on weight management programmes that are intended to help lose weight, but also focus on those which help to maintain weight. It is important that learners appreciate the different purposes of weight management programmes.

Learners should be introduced to various safe exercise methods, including aerobic exercise, isotonic and isometric exercises and yoga.

It is important to note that this unit touches on topics that may be of a sensitive nature to learners, such as body image issues and personal factors that influence lifestyle choices. Care must be taken to ensure that learners do not feel at unease, or make others feel uncomfortable. What is important, is for learners to understand the concepts of personal health, nutrition and wellbeing so that they can apply these concepts to themselves and help inform others. There is an opportunity for learners to present their research and findings to the rest of the class, to help them develop their communication and presentation skills.

Learners should be encouraged to adopt a professional manner when communicating about potentially sensitive matters. This is an essential skill that will benefit them when they go into employment in the hair and beauty industry, where the client-hairdresser/therapist relationship is of paramount importance.

The word 'client' can be related to friends and peers and does not mean treatments need to be carried out on paying clients.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit. This also includes learners' independent study time.

## Topic and suggested assignments/activities and/assessment

Tutor introduction to the unit.

**Assignment 1: Lifestyle Choices, Health and Wellbeing** (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, M1 and D1). Tutor introduces assignment brief.

Research into factors that influence lifestyle choices, health and wellbeing, using the internet, libraries, government and NHS data, questionnaires, videos and group discussions.

Food and nutrition. Recommended daily dietary intake. Components of a balanced diet. Factors that influence food intake and choice. Principles of healthy eating choices. Recommended daily dietary intake. Absorption of nutrients. Effects of nutrients on the body. Interpreting food labels.

Considerations relating to body image.

How lifestyle choices affect personal health and wellbeing.

Assignment workshops.

Principles of safe exercise on the body. Ways of measuring and improving fitness.

**Assignment 2: Weight Management Programmes Review** (P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, M2 and D2). Tutor introduces assignment brief.

Professional ways of behaving and communicating. Safe and hygienic working practices.

Research into weight management programmes, using the internet, libraries, questionnaires, videos and group discussions.

Figure analysis. Ways of identifying and analysing good posture. Effects of poor posture on the body.

Exercise and fitness. Safe exercise methods. Principles of safe exercise on the body. Benefits of regular activity on fitness levels.

Assignment workshops.

Tutor recap of unit, using games and quizzes as memory aids.

## Assessment

This unit is assessed by the centre and subject to external verification by Edexcel. This unit can be assessed through a portfolio of evidence, consisting of assignments that cover the assessment and grading criteria. Centres should either devise their own assignments or adapt Edexcel assignments where available.

For P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, M1, D1 learners could create a report exploring factors that influence lifestyle choices, health and wellbeing, analysing the effects of an individual's lifestyle choices, and suggesting improvements to this person's health and wellbeing. This research may include pictures and visual evidence, such as the daily recommended dietary intake or effects of lifestyle choices and nutrients on the body.

P2, M1 and D1 give learners opportunities to draw on their own lifestyle choices. However, learners are not obligated to base it on their own experience, they may use the example of someone they know, to avoid potential feelings of embarrassment.

P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, M2, D2 can be achieved through a review of weight management programme, consisting of questionnaires and data about the success and suitability of programmes, including the suitability of posture exercises and safe exercise methods as part of these programmes. It is essential that learners behave professionally when consulting others about their personal view of weight management programmes. A witness statement from the assessor will need to accompany the review, as evidence of communication, behaviour and adherence to safe and hygienic working practices.

## Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, M1, D1	Lifestyle Choices, Health and Wellbeing	Research factors that affect lifestyle choices, and the subsequent effects of lifestyle choices on health and wellbeing, using case studies of yourself and others eg clients. Suggest ways of improving an individual's health/wellbeing.	Written report.
P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, M2, D2	Weight Management Programmes Review	Having gained a work placement with the local council, consult with others to research and evaluate weight management programmes in the area.	Written report with research data eg questionnaire results. Practical observation, with signed witness testimony.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

Level 1	Level 3
Presenting a Professional Image in a Salon	Nutrition for Beauty Therapy

## Essential resources

Learners require access to information on health and wellbeing, and would benefit from having access to equipment to measure personal fitness.

## Employer engagement and vocational contexts

Centres are encouraged to develop links with healthcare professionals, such as sports therapists and coaches. Guest talks by industry professionals from the hair and beauty sector about the importance of maintaining personal health and wellbeing would also benefit learners.

## Indicative reading for learners

### Textbooks

Bennett R – *The Science of Beauty Therapy 3rd Edition* (Hodder Education, 2004) ISBN 9780340814666

Cressy S – *Beauty Therapy Fact File 5th Edition* (Heinemann, 2010) ISBN 9780435451424

Hiscock J and Lovett F – *Beauty Therapy 3rd Edition* (Heinemann, 2010) ISBN 9780435026578

## Journals

*Guild Gazette* (Guild of Professional Beauty Therapists)

*Habia News* (Seed Publishing Limited)

## Websites

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

Beauty Guild

[www.dh.gov.uk/en/Publichealth/Healthimprovement/index.htm](http://www.dh.gov.uk/en/Publichealth/Healthimprovement/index.htm)

Department of Health

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

Diploma in Hair and Beauty Studies

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

Habia, the Standards Setting Body for the hair and beauty sector

[www.library.nhs.uk/GUIDELINESFINDER/](http://www.library.nhs.uk/GUIDELINESFINDER/)

NHS Evidence – National Library of Guidelines

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	analysing and evaluating information to compare own dietary intake with recommended daily intake [IE4] analysing [IE4] and exploring influencing factors that affect food intake and choice [IE3] exploring how lifestyle choices affect personal health and wellbeing [IE3] considering the influence of circumstances, beliefs and feelings on personal health and wellbeing [IE5] evaluating weight management programmes [IE4], using reasoned arguments and evidence to support conclusions [IE6] evaluating safe exercise methods [IE4]
<b>Reflective learners</b>	assessing their daily dietary intake [RL1]
<b>Team workers</b>	adapting behaviour to suit a professional manner [TW3] communicating and behaving in a professional manner, showing consideration and fairness to others [TW4] behaving in a professional manner, by taking responsibility, showing confidence in themselves and their contribution [TW5]
<b>Self-managers</b>	communicating and behaving in a professional manner, dealing with competing pressures, including personal and work-related demands [SM5] communicating and behaving in a professional manner, seeking advice and guidance where needed [SM6] communicating and behaving in a professional manner, managing their emotions, building and maintaining relationships [SM7]
<b>Effective participators</b>	following safe and hygienic working practices, discussing issues of concern and seeking resolution where needed [EP1] evaluating weight management programmes, identifying improvements that would benefit others [EP4] describing how to improve personal fitness [EP4].

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	identifying questions for others to answer about weight management programmes [IE1] exploring factors that influence lifestyle choices, health and wellbeing from different perspectives [IE3]
<b>Creative thinkers</b>	questioning their own and others' assumptions about factors that influence lifestyle choices, health and wellbeing [CT4] trying out alternatives or new solutions when diagnosing ways to improve an individual's health and wellbeing, and following ideas through [CT5]
<b>Reflective learners</b>	evaluating experiences and learning to inform future progress relating to health and wellbeing [RL5]
<b>Team workers</b>	showing fairness and consideration to others whilst conducting research on factors that influence lifestyle choices, health and wellbeing, and weight management programmes [TW4] collaborating with others when researching factors that influence lifestyle choices, health and wellbeing [TW1]
<b>Self-managers</b>	managing their emotions, and building and maintaining relationships when consulting others about weight management programmes [SM7]
<b>Effective participators</b>	presenting a persuasive case to improve an individual's health and wellbeing [EP2] trying to influence others to make positive lifestyle choices to improve their health and wellbeing [EP5].

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Finding and selecting information</b>	
Use appropriate search techniques to locate and select relevant information	using ICT systems to research the effects of lifestyle choices
<b>ICT – Developing, presenting and communicating information</b>	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	creating a report to evaluate weight management programmes
Combine and present information in ways that are fit for purpose and audience	creating a PowerPoint presentation on weight management programmes
<b>Mathematics – learners can:</b>	
Identify the situation or problems and identify the mathematical methods needed to solve them	analysing data about the success of weight management programmes
Apply a range of mathematics to find solutions	gathering data about the success of weight management programmes
Use appropriate checking procedures and evaluate their effectiveness at each stage	checking their compiled data on weight management programmes
Draw conclusions and provide mathematical justifications	evaluating weight management programmes
<b>English– Speaking, Listening and Communication</b>	
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	presenting their findings about lifestyle choices, personal health and wellbeing
<b>English – Reading</b>	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	reading information from sources about factors that influence lifestyle choices, personal health and wellbeing
<b>English – Writing</b>	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	writing a report to evaluate weight management programmes.



# Unit 15: Provide Nail Art

Unit code: L/601/4450

QCF Level 2: BTEC First

Credit value: 3

Guided learning hours: 24

## ● Aim and purpose

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

## ● Unit introduction

The nail services industry has developed significantly over the last 10 years and now offers an increasing number of services in addition to traditional manicure and pedicures. One of these new trends is nail art. Nail art has developed rapidly and has become very popular, whilst remaining a specialised skill, with clients requesting highly creative and personalised decorations.

This unit will enable learners to explore nail art techniques and develop their practical skills, as well as giving them the knowledge and understanding relating to nail art services.

Learners will develop communication skills and understand the importance of using effective consultation techniques when carrying out client consultations, which will enable them to identify client needs accurately.

On completion of this unit, learners should be able to prepare for and provide nail art services to clients' satisfaction, communicating and behaving in a professional manner and following health and safety practices.

**It is essential that centres adhere to the pre-16 restrictions set by Habia. Learners under 16 years of age will not be able to use the full range of nail art products, please see *Annexe H* for further information.**

## ● Learning outcomes

**On completion of this unit a learner should:**

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

# Unit content

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## 1 Be able to prepare for nail art treatment

*Preparation:* of technician (personal hygiene/presentation, protective attire); of client (protective attire, remove jewellery, skin preparation); salon requirements

*Preparation of work area:* environmental conditions eg heating, lighting, ventilation, atmosphere; laying out equipment and materials; salon requirements

*Client consultation:* consultation techniques (questioning, visual, manual, reference to client records); treatment objectives; nail and skin analysis; contra-indications eg fungal, viral, parasitic infections, damaged nails, eczema, psoriasis, dermatitis; clear recommendations; client confidentiality

*Products, tools and equipment:* products (base coat, top coat, nail enamel remover, nail paints, polishes, glitters); tools and equipment (orange wood stick, nail brushes including fine detail, liner long, medium, fan, shading, striping, glitter dust brush, glitter dust mixer, marbling tool, transfers, foils, flatstones, rhinestones, artist palette, cotton wool, cotton buds); tools for post-16 learners only (nail scissors)

*Nail and skin conditions:* conditions eg ringworm, brittle nails, eczema, contact dermatitis

## 2 Be able to provide nail art service

*Communication and behaviour:* professional manner; communication (speaking, listening, body language, written); behaviour eg polite, tactful, client rapport; awareness of limits of own authority/responsibility eg follow instructions

*Health and safety practices:* sterilisation and sanitation methods; safe use of tools and equipment; Health and Safety at Work Act (HASAWA); Personal Protective Equipment (PPE); Control of Substances Hazardous to Health (COSHH); waste disposal; Code of Practice for Nail Services

*Nail art service:* positioning of technician and client; use of products, tools/equipment and techniques to suit client (coloured polishes, transfer, glitters, foiling, flatstones, rhinestones, marbling, striping, dotting and freehand); ways of adapting treatment to suit client needs and nail condition eg choice of design, technique; complete treatment to client's satisfaction; record results; contra-actions and response eg allergic reaction, premature loss of nail art design

*Aftercare advice:* homecare (ways of avoiding contra-actions, maintenance, removal); retail opportunities (products, future services)

*Anatomy and physiology:* nail diseases and disorders eg brittle nails, dermatitis, bitten nails; structure and functions of the nail

## Assessment and grading 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 for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p><b>P1</b> prepare themselves, client and work area for nail art treatment [TW5, SM3]</p> <p><b>P2</b> use suitable consultation techniques to identify treatment objectives [IE1, IE2, IE5]</p> <p><b>P3</b> carry out a nail and skin analysis [IE4, RL1]</p> <p><b>P4</b> provide clear recommendations to the client [EP2, EP4, EP5]</p> <p><b>P5</b> select products, tools and equipment to suit client treatment needs and nail conditions [SM3]</p> <p><b>P6</b> describe salon requirements for preparing themselves, the client and the work area</p> <p><b>P7</b> state the environmental conditions suitable for nail art [IE5]</p> <p><b>P8</b> describe different consultation techniques used to identify treatment objectives</p> <p><b>P9</b> explain the importance of carrying out a nail and skin analysis</p>	<p><b>M1</b> explain the importance of preparation and pre-treatment activities for nail art services</p>	<p><b>D1</b> assess pre-treatment preparations for nail art services</p>

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P10</b> describe how to select products, tools and equipment to suit client treatment needs and nail conditions		
<b>P11</b> identify the different nail conditions [IE5]		
<b>P12</b> describe the contra-indications which prevent or restrict nail art [IE5]		
<b>P13</b> communicate and behave in a professional manner [TW3, TW4, TW5, SM5, SM6, SM7]		
<b>P14</b> follow health and safety working practices [SM4]		
<b>P15</b> position themselves and client correctly throughout the treatment		
<b>P16</b> use products, tools, equipment and techniques to suit client's treatment needs and nail conditions [SM3]		
<b>P17</b> complete the treatment to the satisfaction of the client [RL3]		
<b>P18</b> record the results of the treatment		
<b>P19</b> provide suitable aftercare advice [EP2, EP3, EP4, EP5]		
<b>P20</b> state how to communicate and behave in a professional manner		
<b>P21</b> describe health and safety working practices		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P22</b> state the importance of positioning themselves and the client correctly throughout the treatment		
<b>P23</b> state the importance of using products, tools, equipment and techniques to suit client's treatment needs and nail conditions	<b>M2</b> explain the suitability of selected products, tools, equipment, techniques and aftercare advice for three different clients.	<b>D2</b> compare the suitability of products, tools, equipment, techniques and aftercare advice for three different clients.
<b>P24</b> describe how treatments can be adapted to suit client treatment needs and nail conditions		
<b>P25</b> state the contra-actions that may occur during and following treatments and how to respond [IE5]		
<b>P26</b> state the importance of completing the treatment to the satisfaction of the client		
<b>P27</b> state the importance of completing treatment records		
<b>P28</b> state the aftercare advice that should be provided [EP4]		
<b>P29</b> describe diseases and disorders of the nail		
<b>P30</b> describe the structure and functions of the nail.		

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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## Essential guidance for tutors

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### Delivery

This unit should be delivered in a Realistic Learning Environment (RLE), see *Annexe F*. The word 'client' relates to friends, peers and mannequins and treatment does not need to be carried out on paying clients or within commercial timescales. Centres must adhere to the restrictions outlined by Habia, in *Annexe H*, regarding activities which are unsuitable for learners aged under 16 years to undertake.

This unit is intended to develop learners' knowledge, understanding and skills required for preparing and performing nail art techniques. Delivery of this unit should be practical and could be supported by a work placement in a nail bar or beauty salon. Tutors can use a variety of delivery methods and aids when delivering the underpinning knowledge of this unit.

Learners should be introduced to the different nail art designs and techniques available. Tutors need to demonstrate the different nail art techniques. Learners should have the opportunity to practise consultations and nail art techniques with various clients, so that they can appreciate different client requirements and how to adapt treatments to suit them.

It is essential that learners are taught about the associated health and safety practices used in the salon, for example the safe use of tools and equipment. Learners aged under 16 years of age are not allowed to use the full range of tools and equipment, for example nail scissors.

To perform nail art services safely, learners will also need to know about the various conditions, diseases and disorders that may affect the nail and skin, including contra-indications which could prevent or restrict a treatment and contra-actions which may result from a treatment. Learners need to conduct a skin and nail analysis and carry out client consultations to identify treatment objectives.

Learners should be encouraged to adopt a professional manner when communicating with clients and colleagues. This is an essential skill that will benefit learners when they go into employment in the beauty therapy or nail services industry, where the client-therapist relationship is of paramount importance. It will also benefit them if they decide to enter another area of employment. The importance of providing suitable aftercare advice to clients should be stressed. Learners should use aftercare advice as an opportunity not to just advise the client regarding homecare and maintenance, but to sell products or future services.

It is essential that learners know the relevant anatomy and physiology to perform nail art services. This could be delivered using diagrams, textbooks and quizzes.

This unit could be co-delivered with *Unit 6: Provide Manicure Treatments*.

This unit gives learners opportunities to demonstrate their creative side, using different nail art designs and techniques to suit clients. This requires a degree of dexterity and an eye for detail. Learners may already have experienced having nail art applied to their own nails. Learners should be encouraged to draw on their own experiences, or of those of people they know. Learners should also be encouraged to develop an interest in the latest developments and fashions in nail art. However, it is essential that learners own nails are suitable for carrying out beauty therapy treatments and convey a professional image to clients.

### Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit. This also includes learners' independent study time.

Topic and suggested assignments/activities and/assessment
Tutor introduction to the unit.
<b>Assignment 1: Nail Art Services</b> (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, P30, M1, M2, D1, D2)
Tutor introduces assignment brief.
Professional ways of behaving and communicating, health and safety working practices and salon requirements. Pre-treatment procedures. Preparation (of therapist, client, work area). Consultation techniques, including skin analysis, contra-indications, recommendations (demonstrations, role play). Products, tools and equipment. Client treatment needs/objectives. Skin and nail conditions. Use of task sheets and diagrams/textbooks, models, CD ROMs relating to structure and functions of the nail. Diseases and disorders of the nail. Nail art workshops led by tutor demonstrations. Positioning. Nail art techniques. Adapting treatments to suit different client needs (for example nail and skin conditions) and treatment objectives. Client satisfaction. Post-treatment procedures. Recording results. Aftercare advice (homecare, retail opportunities), contra-actions.
Assignment workshop(s).
Tutor recap of unit, using games and quizzes as memory aids.

## Assessment

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

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment and grading criteria in mind. This unit can be assessed through the learner collating a portfolio of evidence. Centres can either devise their own assignments or adapt Edexcel assignments where available.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units where appropriate.

P1, P2, P3, P4, P5, P13, P14, P15, P16, P17, P18 and P19 require learners to prepare for and perform nail art services safely. Learners will need to demonstrate a range of nail art techniques, including coloured polishes, transfer, glitters, foiling, flatstones, rhinestones, marbling, striping, dotting and freehand. Learners should prepare for and perform nail art services for at least three different clients with varying needs, for example treatment objectives. This includes the preparation of themselves, the client, work area, client consultation and post-treatment procedures, such as aftercare advice and recording results.

Learners should be assessed when they have developed sufficient skills in providing nail art services, following practice and feedback during the unit delivery. It is essential that learners communicate and behave professionally when performing their treatments. The treatments should be observed by the assessor and evidenced with a witness testimony. Photographs of learners performing the treatment, or of clients' nails with nail art could be supplementary evidence.

P6, P7, P8, P9, P10, P11, P12, P20, P21, P22, P23, P24, P25, P26, P27, P28, M1, M2, D1, D2, assess knowledge and understanding of the underpinning theory associated with providing nail art services, learners could either answer short written or oral questions (accompanied by a written transcript). Alternatively, learners could produce a summary account of the treatments they provided to clients.

P29 and P30 assess learners' knowledge and understanding of basic anatomy and physiology. This could be achieved via short-answer questions, either written or oral, accompanied by a written transcript. Learners can achieve P30 by labelling diagrams and describing the structure and functions of the nail and skin.

Signed witness testimonies and observation records must be retained for verification purposes.

## Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P13, P14, P15, P16, P17, P18, P19	Nail Art Service	Prepare for and perform three nail art services on different clients. Techniques must include coloured polishes, transfer, glitters, foiling, flatstones, rhinestones, marbling, striping, dotting and freehand.	Practical observation, with signed witness testimony.  Supplementary evidence of photographs.
P6, P7, P8, P9, P10, P11, P12, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, P30, M1, M2, D1, D2	Summary Report on Nail Art Services	Produce a report on the nail art services provided.	Written report with pictures, diagrams.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links to the following NOS: N4 Carry out nail services. This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

Level 1	Level 2	Level 3
Presenting a Professional Image in a Salon	Client Care and Communication in Beauty-related Industries	Apply and Maintain Nail Enhancement
Hand care	Provide Manicure Treatment	
Nail Art Application	Provide Pedicure Treatment	

## Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in *Annexe F*. Learners also require access to products, tools and equipment suitable for providing nail art services.

## Employer engagement and vocational contexts

Visit to nail exhibitions and competitions with demonstrations by professionals and also a wide range of products, tools and equipment would be beneficial for learners.

Centres are encouraged to develop links with nail bars and also invite guest speakers and professionals from the nail services industry.

## Indicative reading for learners

### Textbooks

Cressy S – *Beauty Therapy Fact File 5th Edition* (Heinemann, 2010) ISBN 9780435451424

Jefford J – *The Encyclopedia of Nails* (Thomson Learning, 2002) ISBN 9781861528360

Jefford J – *The Art of Nails* (Thomson Learning, 2005) ISBN 9781844801466

Jefford J, Swain A et al – *Nail Artistry* (Thomson Learning, 2003) ISBN 9781861529442

Toselli L – *A complete Guide to Manicure and Pedicure* (New Holland Publishers Ltd, 2005)  
ISBN 9781843308614

### Journals

*Guild Gazette* (Guild of Professional Beauty Therapists)

*Habia News* (Seed Publishing Limited)

*Professional Nails* (International Nail Association)

*Scratch Magazine* (Seed Publishing Limited)

### Websites

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

Beauty Guild

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

Habia, the Standards Setting Body for the hair and beauty sector

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

Professional Beauty

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

Scratch

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	<p>identifying questions to answer and problems to resolve [IE1] and carrying out research [IE2] to identify the treatment objectives, considering the influence of circumstances, beliefs and feelings [IE5]</p> <p>analysing the nail and skin [IE4]</p> <p>considering the influence of environmental conditions, contra-indications and contra-actions on nail art services [IE5]</p>
<b>Reflective learners</b>	<p>assessing the nail and skin of clients [RL1]</p> <p>reviewing their progress to complete the treatment to the satisfaction of the client [RL3]</p>
<b>Team workers</b>	<p>taking responsibility for preparing themselves, the client and work area for nail art services [TW5]</p> <p>communicating and behaving in a professional manner, adapting behaviour to suit clients and colleagues [TW3], showing fairness and consideration to others [TW4] and taking responsibility [TW5]</p>
<b>Self-managers</b>	<p>organising time and resources to prepare themselves, the client and work area for nail art services, and select and use the necessary materials and techniques to suit client treatment needs, skin types and nail conditions [SM3]</p> <p>dealing with competing pressures, including personal and work-related demands, in order to behave in a professional manner [SM5], seeking advice and support when needed [SM6] and managing their emotions [SM7]</p> <p>anticipating and managing risks by following health and safety practices [SM4]</p>
<b>Effective participators</b>	<p>presenting a persuasive case for action when providing clear recommendations to the client [EP2], identifying improvements that would benefit them [EP4] and trying to influence them [EP5]</p> <p>providing suitable aftercare advice, presenting a persuasive case for action [EP2], proposing practical ways forward [EP3], identifying improvements that would benefit others [EP4], trying to influence clients [EP5].</p>

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	exploring issues relating to nail art from the perspective of the needs to different clients [IE3]
<b>Creative thinkers</b>	generating ideas and exploring possibilities about nail art designs [CT1] asking the client questions as part of the consultation [CT2] adapting nail art techniques to suit clients [CT6]
<b>Reflective learners</b>	evaluating nail art services performed to inform future progress [RL5]
<b>Team workers</b>	reaching agreements with the client regarding the treatment plan [TW2]
<b>Self-managers</b>	working towards being able to prepare for and perform nail art services on different clients, showing initiative, commitment and perseverance [SM2].
<b>Effective participators</b>	discuss issues of concern regarding contra-indications with an appropriate person [EP1].

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Using ICT</b>	
Manage information storage to enable efficient retrieval	maintaining client records
<b>ICT – Finding and selecting information</b>	
Use appropriate search techniques to locate and select relevant information	accessing client records
<b>ICT – Developing, presenting and communicating information</b>	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	entering client details and outcomes of treatment
Combine and present information in ways that are fit for purpose and audience	producing a report of nail art services carried out
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	communicating with clients and maintaining client confidentiality
<b>Mathematics – learners can:</b>	
Identify the situation or problems and identify the mathematical methods needed to solve them	working out quantities of products to use on different clients
<b>English – Speaking, Listening and Communication</b>	
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	communicating in a professional manner consulting with clients providing advice and recommendations, and aftercare advice
<b>English – Reading</b>	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	reading product labels, manufacturers' instructions and client records
<b>English – Writing</b>	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	completing consultation cards and treatment records.

# Unit 16: Body Art Design

Unit code: A/601/3570

QCF Level 2: BTEC First

Credit value: 4

Guided learning hours: 30

## ● Aim and purpose

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

## ● Unit introduction

In this unit learners will develop the knowledge, understanding and skills required to apply body art designs.

This unit introduces learners to the application of body art design, through a variety of products and techniques, including free-hand design and transfers. Learners will create a mood board, demonstrating their imagination and creative skills, and considering how a 2D image can be transferred to a 3D subject. Learners will also be taught how to carry out additional preparatory activities for body art applications, including how to conduct client consultations to identify individual treatment objectives.

Throughout this unit, learners are required to communicate and behave in a professional manner. Learners will also develop skills in applying body art designs, and providing suitable aftercare advice.

**It is essential that centres adhere to the pre-16 restrictions set by Habia. Learners under 16 years of age have restricted client contact, to the following areas: head, neck, shoulders to the clavicle and scapula; lower arms and legs; hands and feet. Please see *Annexe H* for further details of restrictions.**

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Be able to prepare for body art design
- 2 Be able to provide body art design.

# Unit content

## 1 Be able to prepare for body art design

*Preparation:* of therapist (personal hygiene/presentation, protective attire); of client (protective attire, preparatory skin cleansing); salon requirements

*Preparation of work area:* environmental conditions eg heating, lighting, ventilation, atmosphere; salon requirements

*Client consultation:* consultation techniques (questioning, visual, manual, reference to client records); treatment objectives; influencing factors (area to be painted such as arm, lower leg, shoulder, adverse skin conditions, fashion trends, skin type and sensitivity, occasion, gender, cultural factors); contra-indications eg eczema, dermatitis, broken skin; clear recommendations; client confidentiality

*Mood board:* purpose (creativity, linked themes, choice of specialised techniques); method of development (identify, collate, select images); improvements; presentation methods; key principles behind creating a 2D image for adaptation to a 3D surface (development of mood board, consideration of area to be painted)

*Safety considerations:* keeping areas of body covered unless being worked on; safe and hygienic practices

*Products, tools and equipment:* products (preparatory skin cleansers, coloured inks, aqua paints, body gems, glitter, sequins, transfer tattoos, other adornment); product ingredients; tools and equipment (brushes, sponges)

## 2 Be able to provide body art design

*Communication and behaviour:* communication (speaking, listening, body language, reading, recording, following instructions, using a range of related terminology linked to body art designs); behaviour (working cooperatively with others, following salon requirements)

*Body art design treatment:* positioning of therapist and client; selection and use of products, tools/equipment and techniques taking into account influencing factors; application of body art designs; contra-actions and response eg allergic reaction, redness, irritation; complete treatment to client's satisfaction; results (record, evaluate, improvements); methods of evaluating effectiveness (verbal feedback, written feedback, photographic evidence, self-evaluation)

*Aftercare advice:* homecare (ways to avoid contra-actions, removal methods, maintenance advice); retail opportunities (product recommendations, further treatment needs)

*Safe and hygienic practices:* methods of sterilisation and sanitation; safe use of tools and equipment; Health and Safety at Work Act (HASAWA); Personal Protective Equipment (PPE); Control of Substances Hazardous to Health (COSHH); disposal of contaminated waste

## Assessment and grading 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 for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p><b>P1</b> prepare themselves, the client and work area for a body art design [TW5, SM3]</p> <p><b>P2</b> use suitable consultation techniques to identify treatment objectives [IE1, IE2, IE5]</p> <p><b>P3</b> identify influencing factors [IE5]</p> <p><b>P4</b> provide clear recommendations to the client based on factors [EP2, EP4, EP5]</p> <p><b>P5</b> produce a mood board [CT1]</p> <p><b>P6</b> describe salon's requirement for client preparation, preparing themselves and the work area</p> <p><b>P7</b> identify different consultation techniques used to identify treatment objectives</p> <p><b>P8</b> describe the factors that need to be considered when selecting techniques and equipment</p> <p><b>P9</b> describe the environmental conditions suitable for a body art design [IE5]</p> <p><b>P10</b> describe the safety considerations that must be taken into account when providing a body art design [IE5]</p>	<p><b>M1</b> explain the importance of preparation and pre-treatment activities for body art designs</p>	<p><b>D1</b> assess pre-treatment preparations for body art designs</p>

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P11</b> identify the range of equipment used for body art design		
<b>P12</b> identify products used and their key ingredients		
<b>P13</b> outline the purpose of a mood board [IE4]		
<b>P14</b> state how to develop a mood board		
<b>P15</b> describe ways of effectively presenting a mood board		
<b>P16</b> state the key principles behind creating a 2D image which is suitable for adaptation to a 3D surface		
<b>P17</b> state the importance of keeping areas of the body covered unless they are being worked on		
<b>P18</b> describe contra-indications that prevent or restrict body art design [IE5]		
<b>P19</b> communicate and behave in a professional manner [TW3, TW4, TW5, SM5, SM6, SM7]		
<b>P20</b> position themselves and the client correctly throughout the treatment		
<b>P21</b> select and use products, techniques and equipment taking into account identified factors [SM5, IE5]		
<b>P22</b> apply body art designs	<b>M2</b> apply intricate body art designs	
<b>P23</b> follow safe and hygienic working practices [SM4]		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P24</b> identify contra-actions and take appropriate action during treatment [IE5] <b>P25</b> provide suitable aftercare advice [EP2, EP3, EP4, EP5] <b>P26</b> complete the treatment to the satisfaction of the client [RL3]		
<b>P27</b> evaluate the results of the treatment with the client [RL3]		
<b>P28</b> describe how to communicate and behave in a professional manner		
<b>P29</b> state the importance of positioning themselves and the client correctly throughout the treatment		
<b>P30</b> describe safe and hygienic working practices		
<b>P31</b> describe the contra-actions which might occur during and following the treatment and how to respond [IE5]		
<b>P32</b> describe the aftercare advice that should be provided		
<b>P33</b> state the importance of completing the treatment to the satisfaction of the client		
<b>P34</b> state the methods of evaluating the effectiveness of the treatment.		
<b>M3</b> recommend improvements to the body art design.		<b>D2</b> justify improvements to the body art design.

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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## Essential guidance for tutors

### Delivery

This should be delivered in a Realistic Learning Environment (RLE), see *Annexe F*. The word client relates to friends, peers and does not mean treatments need to be carried out on paying clients or within commercial timescales. Centres must adhere to the restrictions outlined by Habia, in *Annexe H*, regarding activities which are unsuitable for learners aged under 16 years to undertake.

Client contact is restricted for learners aged under 16 years of age to the following areas: head, neck, shoulders to the clavicle and scapula; lower arms and hands; lower legs and feet.

Delivery of this unit should be practical, and tutors should use various delivery methods to teach the underpinning theory associated with practical body art skills to stimulate and motivate learners.

This unit gives learners an opportunity to demonstrate their creative side in creating and applying body art designs. Tutors must first introduce learners to the relevant health and safety practices associated with the application of body art designs. Tutors should demonstrate different body art techniques before learners practise their skills.

Learners need to consider factors that influence body art designs, and the selection of tools and equipment. They should develop their ideas for body art designs using a mood board. Learners should reflect on their own work, assessing the effectiveness of the mood board, and recommend improvements. They should be given an opportunity to present their mood board and body art design, which could be in front of the class. It is important that learners consider the principles behind creating a 2D image which is suitable for adaptation to a 3D surface.

This unit could be co-delivered with Unit 13: Create an Image Based on a Theme within the Hair and Beauty Sector. Learners could create and apply a body art design as part of the model's look. In some instances, the client may not be the model being worked on, but the person who has commissioned the body art design, such as a fashion designer for a show. It is essential that learners complete the body art design to the satisfaction of the client.

### Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit. This also includes learners' independent study time.

Topic and suggested assignments/activities and/assessment
Tutor introduction to the unit.
<b>Assignment 1: Create Body Art Design</b> (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, M1, D1)
Tutor introduces assignment brief.
Preparation of themselves, client and work area (environmental conditions), salon requirements.
Client consultation. Consultation techniques. Contra-indications. Recommendations.
Mood board. Development of design. 2D to 3D design principles.
Safety considerations.
Products, tools and equipment. Product ingredients.

Topic and suggested assignments/activities and/assessment
Assignment workshop(s).
<b>Assignment 2: Apply Body Art Design</b> (P19, P20, P21, P22, P24, P25, P26, P27, P28, P29, P30, P31, P32, P33, P34, M2, M3, D2)
Tutor introduces assignment brief.
Professional manner, communication and behaviour.
Body art design treatment. Application techniques. Consideration of influencing factors. Safe and hygienic practices. Completion of application.
Post-application procedures. Recording results. Evaluating design. Aftercare advice, contra-actions, removal of design, maintenance, retail opportunities.
Assignment workshop(s).
Tutor recap of unit, using quizzes and games.

## Assessment

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

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment and grading criteria in mind. This unit can be assessed through learners collating a portfolio of evidence. Centres can either devise their own assignments or adapt Edexcel assignments where available.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units where appropriate.

P1, P2, P4, P5, P19, P20, P21, P22, P23, P24, P25, P26, P27 and M2 require learners to prepare for and perform body art designs safely. Learners should prepare for and perform an intricate design. This includes the preparation of themselves, the model/client, work area, client consultation and post-treatment procedures, such as aftercare advice and recording results.

Learners should be assessed when they have developed sufficient skills in applying body art designs, following practice and feedback during the unit delivery. It is essential that learners communicate and behave professionally when applying their designs. The applications should be observed by the assessor, and evidenced with a witness testimony. Photographs of learners performing the treatment or the finished body art design could be supplementary evidence.

P3, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P28, P29, P30, P31, P32, P33, P34, M1, M3, D1, D2 assess knowledge and understanding of the underpinning theory associated with applying body art designs, learners could either answer short written or oral questions (accompanied by a written transcript). Alternatively, learners could produce a summary account of the treatments they provided to clients.

Signed witness testimonies and observation records must be retained for verification purposes.

## Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, M1, D1	Create Body Art Design	Prepare for, plan and create body art design(s) using a mood board.  Produce a report of the preparation and planning involved.	Practical observation, with signed witness testimony.  Mood board.  Written report with pictures/diagrams.
P19, P20, P21, P22, P24, P25, P26, P27, P28, P29, P30, P31, P32, P33, P34, M2 M3, D2	Apply Body Art Design	Apply body art design(s) to a model.  Produce a report of the body art design(s) applied.	Practical observation, with signed witness testimony.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

Level 1	Level 2	Level 3
Themed Face Painting	Make-up for Performers	Make-up for Performers
	Create an Image Based on a Theme within the Hair and Beauty Sector	

## Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in *Annexe F*. Learners also require access to products, tools and equipment suitable for providing body art designs.

## Employer engagement and vocational contexts

Learners would benefit from visits to exhibitions and shows which showcase body art designs, such as fashion shows.

## Indicative reading for learners

### Textbooks

Cressy S – *Beauty Therapy Fact File 5th Edition* (Heinemann, 2010) ISBN 9780435451424

Hiscock J and Lovett F – *Beauty Therapy 3rd Edition* (Heinemann, 2010) ISBN 9780435026578

### Journals

*Habia News* (Seed Publishing Limited)

*Hairdressers Journal International* (Reed Business Information)

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

### Websites

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

Habia, the Standards Setting Body for the hair and beauty sector

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

Professional Beauty

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	<p>identifying questions to answer and problems to resolve [IE1] and carrying out research [IE2] to identify the treatment objectives, considering the influence of circumstances, beliefs and feelings [IE5]</p> <p>considering factors that influence body art designs [IE5]</p> <p>considering the influence of environmental conditions, safety considerations, contra-indications and contra-actions on body art designs [IE5]</p> <p>judging the relevance and value of a mood board's purpose [IE4]</p>
<b>Creative thinkers</b>	producing a mood board, generating ideas and exploring possibilities [CT1]
<b>Reflective learners</b>	reviewing their progress to complete the treatment to the satisfaction of the client [RL3]
<b>Team workers</b>	<p>taking responsibility for preparing themselves, the client and work area for body art design [TW5]</p> <p>communicating and behaving in a professional manner, adapting behaviour to suit clients and colleagues [TW3], showing fairness and consideration to others [TW4] and taking responsibility [TW5]</p>
<b>Self-managers</b>	<p>organising time and resources to prepare themselves, the client and work area for body art design, and select and use the necessary materials and techniques to suit client treatment needs, skin types and conditions [SM3]</p> <p>dealing with competing pressures, including personal and work-related demands, in order to behave in a professional manner [SM5], seeking advice and support when needed [SM6] and managing their emotions [SM7]</p> <p>anticipating and managing risks by following health and safety practices [SM4]</p>
<b>Effective participators</b>	<p>presenting a persuasive case for action when providing clear recommendations to the client [EP2], identifying improvements that would benefit them [EP4] and trying to influence them [EP5]</p> <p>providing suitable aftercare advice, presenting a persuasive case for action [EP2], proposing practical ways forward [EP3], identifying improvements that would benefit others [EP4], trying to influence clients [EP5].</p>

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	exploring issues relating to body art designs from the perspective of the needs of different clients [IE3]
<b>Creative thinkers</b>	adapting body art application techniques to suit clients [CT6]
<b>Reflective learners</b>	evaluating body art designs applied to inform future progress [RL5]
<b>Team workers</b>	reaching agreements with the client regarding the design [TW2]
<b>Self-managers</b>	working towards being able to prepare for and apply body art designs on different clients, showing initiative, commitment and perseverance [SM2]
<b>Effective participators</b>	discussing issues of concern regarding contra-indications with an appropriate person [EP1].

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Using ICT</b>	
Manage information storage to enable efficient retrieval	maintaining client records
<b>ICT – Finding and selecting information</b>	
Use appropriate search techniques to locate and select relevant information	accessing client records
<b>ICT – Developing, presenting and communicating information</b>	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	entering client details and outcomes of treatment
Combine and present information in ways that are fit for purpose and audience	producing a report of body art designs applied
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	communicating with clients and maintaining client confidentiality
<b>Mathematics – learners can:</b>	
Identify the situation or problems and identify the mathematical methods needed to solve them	working out quantities of products to use on different clients adapting a 2D design for a 3D surface
<b>English – Speaking, Listening and Communication</b>	
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	communicating in a professional manner providing aftercare advice
<b>English – Reading</b>	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	reading product labels and manufacturers' instructions.



# Unit 17: Make-up for Performers

**Unit code:** T/502/4850

**QCF Level 2:** BTEC First

**Credit value:** 10

**Guided learning hours:** 60

## ● Aim and purpose

The aim of this unit is to develop learners' make-up techniques that are used in the performing arts industry. Learners will study make-up design and application skills, and design and create make-ups.

## ● Unit introduction

This unit is an introduction to make-up for performance. The unit gives learners opportunities to explore, develop and apply a range of technical make-up skills and can provide links with practical performance projects. Ideally, learners will have the opportunity to try out their designs and make-up application techniques in a practical setting such as a live performance or by preparing actors for film and TV roles. This will allow the process of design, application and removal of make-up to have relevance to real working conditions, where factors such as time, cost and health and safety implications can be considered.

On completion of this unit learners should be able to display basic make-up application skills in a range of contexts, making up both themselves and others and taking consideration of the importance of careful preparation, use of application and removal techniques and the safe handling of specialist equipment. Learners should be familiar with some of the specialist types of make-up and how application techniques for stage make-up may differ from those for fashion make-up.

This unit is imported from the *BTEC Firsts in Performing Arts*.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Know the basic range of stage make-up and techniques
- 2 Be able to prepare designs for stage make-up
- 3 Be able to interpret make-up designs and apply to themselves and others
- 4 Be able to apply and remove make-up with attention to the safe use of equipment.

# Unit content

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## 1 Know the basic range of stage make-up and techniques

*Types of make-up:* types eg aquacolour, liquid, pancake, grease-based, cream-based, liners, powders

*Techniques:* techniques eg using glues, applying crepe hair, using prosthetics and tooth enamels, using theatrical blood, scar-making, ethnic make-up, techniques for theatre, techniques for film and television

## 2 Be able to prepare designs for stage make-up

*Design drawings:* facial plan for each character; indication of techniques to be used; indication of materials and equipment to be used; use of colour, texture, shape, additions to features; different types of make-up

## 3 Be able to interpret make-up designs and apply to themselves and others

*Preparation and research:* analysis of model and bone structure; preparation and application, materials for use, use and interpretation of make-up eg colour, style, relationship to the art form (dance, theatre, film etc), interpretation of the director's brief

*Application of make-up:* application to self; application to model; use of designs in practice; care of skin; removal of make-up; cleansing

## 4 Be able to apply and remove make-up with attention to the safe use of equipment

*Use of equipment:* preparation of equipment and work area; awareness of skin reaction and response; safe use of all make-up materials, care in application and removal, care in maintenance of equipment and materials

## Assessment and grading 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 for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> identify different types of make-up and their application [IE2]	<b>M1</b> make comparisons between different types of make-up and their application	<b>D1</b> make a detailed comparison between different types of make-up and their application
<b>P2</b> create designs for self make-up for performance [IE2, CT1]	<b>M2</b> demonstrate creative ability in developing make-up designs for self make-up	<b>D2</b> demonstrate a high level of creative ability in developing make-up designs for self make-up, with reflection on research carried out
<b>P3</b> design character make-up for a performer (other than self) with guidance [CT1]	<b>M3</b> design character make-up for a performer (other than self) with creativity and minimum guidance	<b>D3</b> demonstrate a high level of ability in identifying developing and designing character make-up for a performer (other than self) with independence and flair
<b>P4</b> create make-up for self safely using basic make-up techniques	<b>M4</b> show creative skill in creating make-up for self safely, using make-up techniques appropriately	<b>D4</b> show a high level of creative skill in creating make-up for self safely, using make-up techniques confidently
<b>P5</b> apply character make-up safely to a performer (other than self)	<b>M5</b> apply appropriate character make-up safely to a performer (other than self) with little guidance	<b>D5</b> apply appropriate character make-up safely and confidently to a performer (other than self) with ease and independence
<b>P6</b> prepare, use and remove make-up with care and safety at all times. [SM3]	<b>M6</b> demonstrate the ability to organise the make-up working area safely and prepare, use and remove make-up with some guidance.	<b>D6</b> demonstrate the organisation of the make-up working area independently and safely in preparation, application and maintenance phases.

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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## Essential guidance for tutors

### Delivery

This unit should be a mixture of tutor-led input, directed and independent research, discussion, observation and practical workshops. Learners should be introduced to a range of materials and techniques and encouraged to explore a creative approach to the application and removal of make-up on self and others.

It is important that learners gain experience of a wide range of make-up design, ensuring that they understand the requirements for basic make-up as well as more demanding character make-up. When designing make-up for someone other than themselves it is important that learners discuss the design with the performer to ensure aspects of characterisation and personality are satisfactory.

Make-up design should be applied according to the requirements of the character but also to the aesthetic demands of performance. The style of play, dance and production concept must be considered in collaboration with performers and directors/choreographers.

Whilst working in the make-up room learners must adhere to health and safety regulations at all times (a copy of the health and safety regulations should be posted on the wall in the make-up area) and apply and remove make-up with care. Learners must also understand the importance of organising their work area methodically.

It is recommended that *Unit 5: Apply Make-up* is delivered before this unit.

### Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit. This also includes learners' independent study time.

Topic and suggested assignments/activities and/assessment
Introduction to unit and structure of the programme.
Introduction to make-up techniques and types of make-up.
Lectures/discussions: straight make-up for theatre; ageing make-up; injuries; face painting; fashion make-up.
Practical demonstrations and videos.
Practical workshops.
<b>Assignment 1: Different Types of Make-up and their Application</b> (PI, MI, DI).
Learners: carry out research; draw on research and collate and present a research portfolio of different types of make-up and their application.
Lectures/discussions: text/character analysis; character make-up; preparation of make-up designs; health and safety.
Practical demonstrations.
Practical workshops.
<b>Assignment 2: Make-up for Self</b> (P2, M2, D2, P4, M4, D4, P6, M6, D6).
Learners: carry out text/character analysis; design make-up for two characters; produce make-up designs for two characters; research make-up techniques for two characters; produce written instructions for carrying out the make-up for two characters; prepare work area; apply make-up to self; remove make-up.
Practical workshops.

## Topic and suggested assignments/activities and/assessment

### Assignment 3: Character Make-up for a Performance (P3, M3, D3, P5, M5, D5, P6, M6, D6).

Learners: discuss the style of the production with the director; considers other design elements in production; carry out text/character analysis; carry out research; designs make-up for two or more characters; produce two make-up designs for two or more characters; produce written instructions for carrying out make-ups for two or more characters; prepare work area and materials; prepare performer; apply make-up to at least one performer; attend technical and dress rehearsals and first performances.

Theatre visits.

Feedback and reviews.

## Assessment

The initial stages of this unit will be tutor-led as learners are introduced to materials and techniques involved in the application of make-up. Design and materials research will feature throughout the unit. Learners will be expected to make up themselves and others for appropriate characters and roles. Evidence for the assessment, collated in a portfolio, might be appropriately accumulated through the use of designs, reports, photographs, observation records, witness statements and possible video recording. Consideration of the conditions of make-up presentation is a feature of the portfolio work of this unit.

Learning outcome 1, which links to criterion 1, requires learners to demonstrate knowledge of the basic range of stage make-up and techniques. Differentiation between pass, merit and distinction will be made according to the level of knowledge shown by learners. The knowledge can be presented in written or verbal form.

For P1, learners will show a basic knowledge of make-up types and techniques. It will be simplistic and little attempt to make comparisons between make-up types and techniques will be shown. The information provided will be generally accurate.

For M1, learners will show a competent knowledge of make-up types and techniques. Their work will be thoughtful and some attempt to make analytical comparisons between the make-up types will be shown.

For D1, learners will give detailed comparisons between the make-up types and have a sound knowledge of how and when they should be used. This knowledge will be displayed in a sophisticated and thoughtful way, and will be articulated fluently either in writing or by means of a verbal presentation.

Learning outcome 2, which links to grading criteria 2 and 3, requires learners to prepare basic make-up designs for themselves and character make-up for a performer. Differentiation between pass, merit and distinction will be made according to the level of skill in producing the designs.

At pass level (P2/P3), learners will produce simple design ideas, which would require basic make-up techniques to realise them. The work will be accurate but unelaborated. The character make-up will be appropriate for the chosen character but will show little creative ability and sophistication. Although basic, the designs must show the artistic intentions of the learners. Learners would expect support from their tutor to achieve these criteria.

At merit level (M2/M3), learners will produce competent design ideas. The designs will be thoughtful and produced with care and will require some sophisticated make-up skills to realise them. The character make-up will be wholly appropriate for the character and be in keeping with the style of the production. Learners would expect to receive some support from their tutor to achieve these criteria.

At distinction level (D2/D3), learners will produce imaginative and skilfully executed design ideas. The design ideas will require detailed and sophisticated make-up techniques to realise them. The character make-up will show a high level of insight into the character and will be totally in keeping with the performance material.

The work will be sophisticated and will be characterised by creative thinking. The learner should work independently to achieve these criteria.

Learning outcomes 3 and 4, which relate to grading criteria 4, 5 and 6, require learners to apply make-up to themselves and to others. Learners are expected to work in an organised manner and to adhere to health and safety regulations at all times. Differentiation between pass, merit and distinction will be made according to the level of skill which the learners display whilst preparing the make-up and applying and removing it.

At pass level (P4/P5), learners will apply make-up using basic techniques. The techniques will be correct but learners will sometimes lack dexterity whilst applying make-up. The finished make-up will reflect the designs but may not be wholly accurate. Learners would expect to receive help from their tutor to achieve this criterion. Whilst carrying out the practical make-up work (P6) learners must show that they adhere to basic health and safety regulations and show some autonomy in setting up their make-up area.

At merit level (M4/M5), learners will apply make-up competently using some skilful make-up techniques. The finished make-up will totally resemble the design. Whilst carrying out the practical make-up work (M6) learners will be expected to set up and organise their make-up area adeptly, and adhere to all health and safety regulations whilst applying and removing the make-up. If necessary, learners would be able to ask for some help from their tutor.

At distinction level (D4/D5), learners will apply make-up skilfully, creatively and thoughtfully using some sophisticated make-up techniques. Learners will use materials and tools with dexterity. Learners will create make-up that totally resembles the design. For D6, learners will be highly organised and set up their make-up areas competently and confidently. Learners will carry out the practical make-up activities without any assistance from their tutor.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Different Types of Make-up and Their Application (individual study into different types of make-up and their application)	Working for a magazine company, learners carry out research into different types of make-up used in the performing arts industry and their application.	Portfolio of evidence consisting of: <ul style="list-style-type: none"> <li>• collated research material</li> <li>• presentation (recorded).</li> </ul>
P2, M2, D2, P4, M4, D4, P6, M6, D6	Make-up for Self (learners work individually, designing a make-up for self and applying it)	Working as a performer, create designs for self make-up and apply them.	Project portfolio consisting of: <ul style="list-style-type: none"> <li>• text/character analysis</li> <li>• all ideas, notes and sketches</li> <li>• finished make-up designs</li> <li>• instructions for applying make-up designs</li> <li>• photographs of finished make-ups</li> <li>• written or verbal (recorded) evidence of adhering to health and safety regulations.</li> </ul>

Criteria covered	Assignment title	Scenario	Assessment method
P3, M3, D3, P5, M5, D5, P6, M6, D6	Character Make-up for a Performance (learners work as part of a makeup production team, designing and applying make-up)	Working as a make-up designer, design character make-up for a performance and apply them.	Project portfolio consisting of: <ul style="list-style-type: none"> <li>• text/character analysis</li> <li>• all ideas, notes and sketches</li> <li>• finished make-up designs</li> <li>• instructions for applying make-up designs</li> <li>• photographs of finished make-ups</li> <li>• written or verbal (recorded) evidence of adhering to health and safety regulations.</li> </ul>
P2, M2, D2, P4, M4, D4, P6, M6, D6	Make-up for Self (learners work individually, designing a make-up for self and applying it)	Working as a performer, create designs for self make-up and apply them.	Project portfolio consisting of: <ul style="list-style-type: none"> <li>• text/character analysis</li> <li>• all ideas, notes and sketches</li> <li>• finished make-up designs</li> <li>• instructions for applying make-up designs</li> <li>• photographs of finished make-ups</li> <li>• written or verbal (recorded) evidence of adhering to health and safety regulations.</li> </ul>
P3, M3, D3, P5, M5, D5, P6, M6, D6	Character Make-up for a Performance (learners work as part of a makeup production team, designing and applying make-up)	Working as a make-up designer, design character make-up for a performance and apply them.	Project portfolio consisting of: <ul style="list-style-type: none"> <li>• text/character analysis</li> <li>• all ideas, notes and sketches</li> <li>• finished make-up designs</li> <li>• instructions for applying make-up designs</li> <li>• photographs of finished make-ups</li> <li>• written or verbal (recorded) evidence of adhering to health and safety regulations.</li> </ul>

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC performing arts sector suite. This unit has particular links with the following unit titles in the performing arts suite and the BTEC hair and beauty suite:

Level 1	Level 2	Level 3
Exploring Design Skills for the Performing Arts	Apply Make-up	Make-up for Performers
Themed Face Painting	Performing Arts Production Process	Make up Application Skills and Creative Uses

Level 1	Level 2	Level 3
	Body Art Design	Full Body Make-up for Performers
		Special Effects Make-up
		Make-up using Prosthetics
		Period Make-up for the Stage

This unit also has links with the following National Occupational Standards:

- Technical Theatre HSI Working safely
- Technical Theatre TP2.2b Ensure accurate interpretation of designs for hair and makeup
- Technical Theatre TP12 Applying makeup and special effects.

## Essential resources

A suitable, well-illuminated and ventilated area for the application of make-up is needed. Each make-up area or booth should have a good mirror of adequate size and a comfortable chair that can be adjusted to height. A degree of privacy away from other activities would also be beneficial.

## Employer engagement and vocational contexts

Learners should develop links with theatre, film and television studios that have make-up departments. Most of the large producing theatre companies such as The Royal Shakespeare Theatre and The National Theatre offer work placements to learners.

Both Skillset, the Sector Skills Council for the audio-visual industries, and the BBC have substantial sections of their websites dedicated to careers, including job descriptions.

## Indicative reading for learners

### Textbooks

Baygan L – *Make-up for Theatre, Film and Television: A Step by Step Photographic Guide* (A&C Black, 1984) ISBN 9780713624304

Conway J – *Make-up Artistry* (Heinemann, 2004) ISBN 9780435453305

Corson R – *Stage Make-up: The Actor's Complete Step by Step Guide to Today's Techniques and Materials* (Backstage Books, 1999) ISBN 9780823088393

Swinfield R – *Period Make-up for the Stage: Step by Step* (A&C Black, 1997) ISBN 9781558704688

### Websites

[www.bbc.co.uk/design/careers](http://www.bbc.co.uk/design/careers)

BBC Design – careers

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

National Theatre

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

Royal Shakespeare Company

[www.skillset.org/careers](http://www.skillset.org/careers)

Skillset

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	planning and carrying out research into different types of make-up and their application [IE2]
<b>Creative thinkers</b>	generating ideas and exploring possibilities for make-up designs [CT1]
<b>Self-managers</b>	organising time and resources and prioritising actions when applying and removing make-up [SM3].

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	analysing and evaluating character research, judging its relevance and value [IE4]
<b>Creative thinkers</b>	trying out alternatives and finding new ways of applying make-up and following ideas through [CT5] adapting make-up designs and techniques as circumstances change [CT6]
<b>Reflective learners</b>	reviewing progress whilst applying make-up and acting on the outcomes [RI3] inviting feedback and dealing positively with praise, setbacks and criticism [RL4]
<b>Team workers</b>	showing firmness and consideration to performers and members of the production team [TW3] taking responsibility in the make-up room, showing confidence in themselves and their contribution [TW5]
<b>Self-managers</b>	working towards goals, showing initiative, commitment and perseverance [SM2] responding positively to change, seeking advice and support when needed [SM6]
<b>Effective participators</b>	proposing practical ways forward, breaking them down into manageable steps [EP3] identifying improvements that would benefit others as well as themselves [EP4].

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching types of make-up and their application carrying out character analysis
Manage information storage to enable efficient retrieval	researching types of make-up and their application
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	collating research material
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing different types of make-up and their application presenting make-up design ideas to the director and actors
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading information on different types of make-up and their application and using it to inform their research reading texts and carrying out text/character analysis
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing character studies writing instructions for carrying out make-up designs.

# Unit 18: The Living Body

**Unit code:** L/502/5003

**QCF Level 2:** BTEC First

**Credit value:** 10

**Guided learning hours:** 60

## ● Aim and purpose

This unit will enable the learner to investigate the structure and function of the digestive, respiratory, circulatory and nervous systems, along with reproductive functions and how collectively these processes work to maintain the human body.

## ● Unit introduction

This unit is essential for learners who wish to further their knowledge and understanding of human anatomy and physiology. In order to carry out beauty treatments safely and effectively, learners need knowledge of human anatomy and physiology, to understand how the body works and how it can be affected by beauty therapy treatments. It will also support those learners wishing to enter employment in the health, beauty and sports science sectors.

As well as covering the various body systems, this unit looks at regulatory systems such as the endocrine and nervous system. It gives the learners the opportunity to learn more about the human body at a cellular level and gives them further opportunity to carry out practical investigations to perfect laboratory techniques.

This unit should ideally be delivered through a mixture of theoretical and practical learning. Learners should be encouraged to acquire laboratory skills such as setting up practical experiments, using biological molecules such as enzymes and carrying out measurements to ascertain data in order to be able to compile reports and present information. Simple respiratory function and the functioning of the circulatory system will be measured. A knowledge of the nervous system should be reinforced by simple reflex and sensory experiments.

This unit is imported from the *BTEC Firsts in Applied Science*.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Know the role of enzymes as catalysts
- 2 Be able to investigate individual body systems, relating their structure and functions to their role in maintaining health
- 3 Know how the nervous and endocrine systems work to coordinate the body systems
- 4 Know the structure and functions of the human reproductive system.

# Unit content

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## 1 Know the role of enzymes as catalysts

*The role of enzymes:* examples of catalytic role; factors affecting function eg temperature, substrate concentration, pH

## 2 Be able to investigate individual body systems, relating their structure and functions to their role in maintaining health

*The digestive system:* parts of the digestive system and how they are involved in digestion, eg mouth, stomach, small intestine, large intestine; mechanical digestion (teeth, swallowing, peristalsis); chemical digestion (enzymatic breakdown of, eg carbohydrates, fats and proteins); absorption and assimilation (fate of nutrients, storage of excess nutrients, use of nutrients to maintain cell and body functions)

*The respiratory system:* parts of the respiratory system; factors affecting rates of breathing; aerobic respiration of cells

*The circulatory system:* components of blood; structure and function of the cardiovascular system (blood vessels, heart); blood circulation providing the transport system to maintain cell and body functions; factors affecting heartbeat

*The renal system:* structure (gross anatomy and location of kidneys, ureters, bladder, blood supply to kidneys); functions (fluid and salt balance, pH balance); regulation of fluid balance by ADH

## 3 Know how the nervous and endocrine systems work to coordinate the body systems

*The nervous system:* the central nervous system; the peripheral nervous system; neuron, axon; a simple reflex arc; the function of the autonomic nervous system; disorders of the nervous system eg spinal injury, multiple sclerosis (MS)

*The endocrine system:* functions of main glands (pituitary, thyroid, adrenal, pancreas); functions of hormones eg adrenaline, thyroxine, insulin, corticosteroids

## 4 Know the structure and functions of the human reproductive system

*Human reproductive system:* structure of male and female reproductive systems; sperm production; ovulation; fertilisation; formation of the embryo; development of the foetus; birth; role of hormones in control of female fertility eg progesterone, oestrogen, pituitary, hormonal birth control

## Assessment and grading 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 for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> outline the role of enzymes as catalysts	<b>M1</b> explain the factors affecting the functions of enzymes	<b>D1</b> analyse data to identify the optimal conditions of at least two parameters for the function of an enzyme
<b>P2</b> carry out investigations into the structure and functions associated with the digestive, respiratory, circulatory and renal systems [IE1, CT1, CT3, TW5, SM2, SM3, EP3]	<b>M2</b> explain the way the respiratory and circulatory systems interact to maintain cellular and body function	<b>D2</b> explain the consequences for the human body when one of these systems fails
<b>P3</b> identify the components of a simple reflex arc [IE1]	<b>M3</b> describe the difference between the somatic and autonomic nervous system	<b>D3</b> give possible causes of failure of the nervous system and explain the consequences
<b>P4</b> identify the function of the main endocrine glands [IE1]	<b>M4</b> describe the way hormones coordinate body functions	<b>D4</b> assess the difference between the way hormones coordinate body functions and the way the nervous system coordinates body functions
<b>P5</b> identify the structure and functions of the male and female human reproductive system. [IE1]	<b>M5</b> explain the process of hormonal control of the female reproductive cycles.	<b>D5</b> explain the way conception is controlled using replacement hormones.

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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## Essential guidance for tutors

### Delivery

This unit requires the learner to investigate a range of body systems. Learners should be able to identify body organs and also specialised cells. Learners should be encouraged to take part in practical work where possible, for example experiments using digestive enzymes to demonstrate the digestive process. Learners should improve their microscope skills throughout the study of this unit and be able to recognise tissues. Learners may carry out investigations into the effects of factors on the circulatory and respiratory functions such as the effects of exercise or body size. Experiments on reaction time may prove to be useful in the demonstration of the reactions of the nervous system. Learners should be encouraged to develop an investigative approach to their work and not rely upon the tutor for all inform action.

This unit presents the opportunity to use a wide range of delivery techniques. For example lectures, discussions, seminars, site visits, guest lecturers, laboratory work, internet research, use of library resources and suitable workplace experience where appropriate.

When practical work is undertaken, health and safety issues relating to laboratory work in the centre or workplace must be emphasised. Risk assessments, the use of COSHH and other regulations in place in any laboratories must be followed and all practical work must be supervised by a tutor or a lab technician.

### Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit. This also includes learners' independent study time.

Topic and suggested assignments/activities and/assessment
Formal teaching: Enzymes, respiration, factors affecting enzyme activity, need for constant internal environment. <b>Assignment 1: Enzymes</b> (P1, M1, D1)
Formal teaching: The body systems. Structure and function of digestive system; mouth, stomach, small intestine, large intestine; mechanical digestion, chemical digestion; structure and function of respiratory system; respiratory organs, gas exchange, factors affecting rates of breathing; structure and function of circulatory system; structure of blood, blood vessel, lymphatic system; structure of the heart; structure and function of the renal system. <b>Assignment 2: Body Systems</b> (P2, M2, D2)
Formal teaching: Introduction to the nervous and endocrine system. Structure and function of neurons; axon, ganglion; the autonomic nervous system; disorders of the nervous system; Alzheimer's, multiple sclerosis, Parkinson's. <b>Assignment 3: Nervous System</b> (P3, M3, D3) <b>Assignment 4: Endocrine System</b> (P4, M4, D4)
Formal teaching: Human reproductive system – female and male, role of hormones. <b>Assignment 5: Reproductive System</b> (P5, M5, D5)

## Assessment

Learners will carry out a range of investigations into the body systems indicated and link the functions of these to the maintenance of a constant internal environment, or to reproduction and growth.

To achieve P1, learners are required to outline the roles of enzymes as catalysts. To progress to M1, they need to explain the factors that affect the way they function and to achieve D1, learners need to analyse data they have gathered to identify the optimal conditions of two parameters that allow the functioning of an enzyme.

Learning outcome 2 covers the structure and function of individual body systems. For learners to achieve P2, they will need to carry out primary or secondary investigations so that they can describe the structures associated with the digestive, respiratory, circulatory and renal systems and the function of each body system. Learners should base their answers on class work, observations and their own research. M2 learners will provide an explanation of how the respiratory and circulatory system interact to maintain bodily functions. For D2, learners will be more detailed in their explanation of the implications for the human body when body systems fail.

For learners to achieve P3 and P4, they must identify both the components of a simple reflex arc in the functioning of the nervous system and the functioning of the endocrine system. To achieve M3, they must know the difference between the somatic and automatic nervous system. For M4, learners must show further knowledge of the endocrine system by describing the way hormones coordinate body functions. To achieve D3, learners will give a detailed description of the possible causes of failure of the nervous system and its implications. For D4, they will synthesise their knowledge of both systems coordinate body functions.

For P5, learners will identify the structure and functions of the human reproductive systems. Learners should be able to gather information from various sources, their own investigations, home study, internet research, journals and relevant books. Merit grade learners will be able to explain the role of hormones in the reproductive cycle and conception with minimum guidance. The explanation must be detailed and should include a thorough explanation of the need for homeostatic control and the role hormones play in the reproductive cycle. To achieve D5, learners will explain the control of conception using replacement hormones.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Enzymes	You are an enzymologist demonstrating factors that affect the rate of activity.	Practical work and laboratory report.
P2, M2, D2	Body Systems	You are a biologist investigating the structure and function associated with the digestive, respiratory, circulatory and renal system.	Report.
P3, M3, D3	Nervous System	You are a neurologist compiling a report highlighting components and function of the nervous system.	Labelled diagram. Presentation or report.
P4, M4, D4	Endocrine System	You are an endocrinologist compiling a report highlighting components and function of the endocrine system.	Labelled diagram. Notes.

Criteria covered	Assignment title	Scenario	Assessment method
P5, M5, D5	Reproductive System	You work for a family planning clinic helping women who are having difficulty conceiving.	Labelled diagram. Research report.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC applied science sector suite. This unit has particular links with the following unit titles in the applied science suite:

Level 1	Level 2	Level 3
Science and Disease	Biology and Our Environment	Physiology of Human Body Systems
Avoiding Extinction	Health Applications of Life Science	Physiology of Human Regulation and Reproduction

This unit also has links with GCSEs in Science.

The unit may provide links with the National Occupational Standards (NOS) in Laboratory and Technical Activities at Level 2 and the NOS in Laboratory Science at Level 2.

## Essential resources

Learners will need to access a range of resources similar to those generally used at GCSE level. They will require microscopes to investigate specialised tissues such as nervous tissue and specialised cells. A spirometer will be required to investigate the respiratory system, and dissection equipment, models or charts of the body systems and slides would also be useful.

Learners will also need to access anatomy and physiology books and, in some cases, medical journals. Tutors and lab technicians will need to provide biological molecules such as enzyme molecules to investigate to process of digestion. In addition it would be useful for tutors to provide interactive software so that learners can simulate certain biological processes such as gas exchange and nerve impulses.

## Employer engagement and vocational contexts

Websites offering visits to companies and visits from employee ambassadors are useful in the delivery of this unit. The use of vocational contexts is essential in the delivery and assessment of this unit.

Support to enable centres to initiate and establish links to industry, and to networks arranging visits to industry and from science practitioner ambassadors are given below.

## Indicative reading for learners

### Textbooks

Rowett H G Q – *Basic Anatomy and Physiology* (Hodder Murray, 1999) ISBN 9780719585920

Wright D – *Human Physiology and Health for GCSE* (Heinemann, 2007) ISBN 9780435633097

### Journals

*Journal of Anatomy*

*MedBioWorld's Anatomy Journals*

### Websites

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

The Association of the British Pharmaceutical Industry

[www.bbc.co.uk/sn](http://www.bbc.co.uk/sn)

BBC Science

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

Institute of Biomedical Science

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

Institute of Biology

[www.nhscareers.nhs.uk/working](http://www.nhscareers.nhs.uk/working)

Working for the NHS

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

Learning and Skills Network

[www.warwick.ac.uk/wie/cei](http://www.warwick.ac.uk/wie/cei)

Work experience/workplace learning frameworks  
– Centre for Education and Industry (CEI – University of Warwick)

[www.wellcome.ac.uk](http://www.wellcome.ac.uk)

The Wellcome Trust

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	identifying questions to answer and problems to resolve when investigating the various body systems [IE1]
<b>Creative thinkers</b>	generating ideas and exploring possibilities when planning investigations with tutor [CT1] connecting their own and others' ideas and experiences when carrying out investigations [CT3]
<b>Team workers</b>	taking responsibility, showing confidence in themselves and their contribution to practical work [TW5]
<b>Self-managers</b>	working towards goals, showing initiative, commitment and perseverance [SM2] organising time and resources, prioritising actions [SM3]
<b>Effective participators</b>	proposing practical ways forward, breaking these down into manageable steps when carrying out investigations [EP3].

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	planning and carrying out research to produce a poster, leaflet or written report [IE2]
<b>Creative thinkers</b>	trying out alternatives or new solutions and following ideas through [CT5]
<b>Reflective learners</b>	inviting feedback and dealing positively with praise, setbacks and criticism [RL4]
<b>Team workers</b>	working in a group to carry out an investigation to analyse and investigate each others' work for effectiveness [TW6]
<b>Self-managers</b>	dealing with competing pressures, including personal and work-related demands, to ensure the successful completion of assignments and practical work [SM5]
<b>Effective participators</b>	identifying improvements that would benefit others as well as themselves [EP4].

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching relevant websites for particular information to produce assignment and coursework
Manage information storage to enable efficient retrieval	storing information and data to use at a later date and also for their own records
Follow and understand the need for safety and security practices	following health and safety regulations when carrying out practical work
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	researching relevant websites for particular information to produce scientific reports on roles of enzymes as catalysts
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching various online journals for particular information on biological catalysts
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	producing scientific reports for assignment submission including images and diagrams where necessary, such as the human reproductive system
Bring together information to suit content and purpose	bringing together particular information to inform presentations, posters and reports
Present information in ways that are fit for purpose and audience	presenting assignments in the appropriate format
<b>Mathematics</b>	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	calculating the rates of enzyme activity
Select and apply a range of skills to find solutions	increasing the temperature of a solution in order to calculate the rates of enzyme activity
Use appropriate checking procedures and evaluate their effectiveness at each stage	checking the accuracy of temperature during practical work
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	interpreting the effectiveness of the devices and measuring involved during practical work involving enzymes
Draw conclusions and provide mathematical justifications	assessing and evaluating the accuracy of the temperature measurements

Skill	When learners are ...
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	<p>taking part in a group investigation</p> <p>presenting or demonstrating their work to the class</p> <p>taking part in group discussions</p> <p>listening to instructions</p>
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading texts relating to the subject, understanding the information and selecting relevant parts to present their arguments or opinion
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	reading text to gather further information to present extended work such as explaining in detail the structure of the nervous system.

# Unit 19: Dermatology and Microbiology

**Unit code:** T/601/4460

**QCF Level 3:** BTEC First

**Credit value:** 5

**Guided learning hours:** 42

## ● Aim and purpose

This is a preparation for work unit, which is based on capability and knowledge. This unit is about dermatology and microbiology. Learners will develop knowledge about the structures, functions, diseases and disorders of the skin, hair and nails, and factors affecting their growth. Learners will also culture bacteria and relate this to salon hygiene.

This unit applies to the hair and beauty sector.

## ● Unit introduction

Dermatology and microbiology play a vital role in the hair and beauty sector. Knowledge and understanding of the skin, hair and nails is essential in order to provide hairdressing and beauty therapy services/treatments. An understanding of microbiology will enable the learner to appreciate how micro-organisms, such as bacteria, transfer and spread infection. Learners will be able to relate this understanding to working practices in the salon environment to help minimise the risk of infection.

In this unit, learners will explore the structure and function of the skin, hair and nails. The diseases and disorders of the skin, hair and nails will also be studied.

Learners will develop the ability to prepare for culturing bacteria, so they can then investigate the conditions required for the successful growth of bacteria and relate this to salon hygiene.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Know the structure and functions of the skin, hair and nails
- 2 Know the diseases and disorders of the skin, hair and nails
- 3 Be able to prepare for the culturing of bacteria
- 4 Be able to investigate the conditions required for the successful growth of bacteria and relate this to salon hygiene.

# Unit content

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## 1 Know the structure and functions of the skin, hair and nails

*Structure of skin:* epidermis (stratum corneum, stratum lucidum, stratum granulosum, stratum spinosum, stratum germinativum); dermis (papillary layer, reticular layer); subcutaneous layer (lipocytes)

*Structure of hair:* types of hair (vellus, terminal); cuticle; medulla; cortex

*Structure of nails:* matrix; mantle; nail bed; lunula; lateral nail fold; nail groove; nail plate; nail wall; cuticle (eponychium, perionychium); hyponychium; free edge

*Functions of skin, nails and hair:* skin (protection (physical, chemical, against ultra-violet light) defence, sensitivity, heat regulation, production of vitamin D); nails (protection, enhancing sensation, increasing dexterity); hair (insulation, protection, soaking up sweat, differentiation between the sexes)

*Factors that affect growth of terminal hair and nails:* hair growth (anagen, catagen, telogen); nail growth (keratinisation); diet; seasonal changes; endocrine disorders; changes associated with ageing; trauma

*Factors that cause ageing of skin:* biological; collagen and elastin structure; environmental exposure to prolonged sunlight; smoking; poor diet

## 2 Know the diseases and disorders of the skin, hair and nails

*Diseases and disorders (contra-indications) of skin:* non-infectious (dermatitis, eczema, naevi, vitiligo, chloasma, psoriasis, sebaceous cysts, acne vulgaris, milia, acne rosacea, basal cell carcinoma, melanoma); infectious (folliculitis, carbuncle, impetigo, warts, herpes simplex, herpes zoster, candida, tinea pedis, scabies); signs (appearance, redness, weeping, dry patches, itchiness); causes (directly by cross contamination from person to person, indirectly by cross-contamination from towels, couch covers, hormonal influences, allergies, poor hygiene, poor diet)

*Diseases and disorders (contra-indications) of hair:* non-infectious eg alopecia, dandruff endocrine-related; infectious eg lice infestation; signs (appearance, redness, weeping, dry patches, itchiness); causes (directly by cross-contamination from person to person, indirectly by cross contamination from towels, couch covers, hormonal influences, allergies, poor hygiene, poor diet)

*Diseases and disorders (contra-indications) of nails:* non-infectious eg abnormal colouration, hangnail, ingrowing nails; infectious eg contact dermatitis; signs (appearance, redness, lines or grooves, white spots, bruising, black lines, discolouration); causes (directly by cross contamination from person to person, indirectly by cross contamination from towels, couch covers, hormonal influences, allergies, poor hygiene, poor diet, trauma to the nail)

## 3 Be able to prepare for the culturing of bacteria

*Preparation:* of themselves; of work area; laboratory requirements (sterilizing equipment)

*Materials, tools and equipment:* solid medium (agar); broth; selective media; petri dishes; loops; culture tubes; incubator; protective clothing, cotton swabs

*Experiment:* process of culturing bacteria (batch, continuous, plates, slopes, stabs, streaks); handling techniques

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

*Health and safety practices:* safe handling of micro-organism; safe disposal of contaminated material

*Investigation:* measurement (total cell count, viable cell count, serial dilution)

*Conditions required for cultivating bacteria:* water; nutrition; temperature; pH; oxygen; osmotic factors

*Micro-organisms:* bacteria; viruses; fungi; protoctista; parasites

*Structure of micro-organisms:* bacteria shapes (bacilli, spirilla, cocci); bacterium cell structure (cell wall, capsule, flagella, nucleoid, endospores, cytoplasm, plasma membrane, ribosomes, granules); virus cell structure (capsid, nucleic acid, protein envelope); fungus cell structure (dermatophytes, pseudomycelium, chlamydospores, buds, hyphae, filamentous, septa)

*Lifecycle and transmission of micro-organism:* lifecycle (reproduction (asexual, sexual), growth curve); transmission (direct, indirect, ingestion, airborne, vectors, droplets, body fluids, contaminated objects)

*Hygiene procedures in salon:* health and safety (handling techniques, aseptic techniques, sterilization and sanitation methods, correct clothing, disposal of contaminated materials, heat treatment, disinfectants, UV treatment, irradiation)

## Assessment and grading 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 for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> identify the anatomical structures of the skin, nails and hair	<b>M1</b> explain how the structure of skin, hair and nails affects its properties and helps it perform its functions	<b>D1</b> compare how the structure of skin, hair and nails affects its properties and helps it perform its functions at different stages in life
<b>P2</b> describe the functions of the skin, nails and hair		
<b>P3</b> describe the factors that affect the growth of hair and nails [IE5]		
<b>P4</b> describe the factors that cause changes in the appearance of the skin, which are associated with ageing [IE5]		
<b>P5</b> describe the signs and causes of non-infectious diseases and disorders of the skin, hair and nails that contraindicate treatment [IE2]	<b>M2</b> compare and contrast at least two diseases and disorders of the skin, hair and nails that contra-indicate hair or beauty-related treatments	
<b>P6</b> describe the signs and causes of infectious disorders of the skin hair and nails that contraindicate treatment [IE2]		
<b>P7</b> prepare themselves and the work area for the culturing of bacteria [TW5, SM3]		
<b>P8</b> select materials, tools and equipment needed to culture bacteria [SM3]		
<b>P9</b> devise an experiment to culture bacteria [CT1]	<b>M3</b> explain the experiment to culture bacteria	<b>D2</b> evaluate the experiment to culture bacteria

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P10</b> describe the laboratory requirements for preparing themselves and the work area for culturing bacteria		
<b>P11</b> explain how to select materials, tools and equipment needed to culture bacteria		
<b>P12</b> describe the process of culturing bacteria		
<b>P13</b> follow health and safety working practices when investigating the culturing of bacteria [SM4]		
<b>P14</b> carry out tests to investigate the conditions required for the successful growth of bacteria [TW5]		
<b>P15</b> explain how to follow health and safety working practices when investigating the culturing of bacteria	<b>M4</b> explain the conditions required to cultivate bacteria successfully.	<b>D3</b> evaluate how good hygiene procedures are designed to reduce the risks associated with bacteria in the salon.
<b>P16</b> describe the conditions required to successfully cultivate bacteria [IE6]		
<b>P17</b> describe the structure, lifecycle and transmission of micro-organisms		
<b>P18</b> describe hygiene procedures that can be used to reduce the risk of cross-contamination in the salon.		

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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## Essential guidance for tutors

### Delivery

The first learning outcome could be delivered through a mixture of lectures from tutors and guided research by the learners. Some laboratory work, such as carrying out experiments on hair could also be included, and is desirable. Learners could examine, or make for themselves, models showing the structure of skin and hair.

For the second learning outcome, illustrated lectures could be used. These could be delivered by tutors, by visiting experts, or by the learners themselves after first carrying out research. It would be very useful for learners to see some actual examples of diseases such as psoriasis and eczema if this could be arranged.

The third and fourth learning outcomes should be delivered in a laboratory. There will need to be some input by the tutor, and an element of demonstration, but much of the learning should be through practical activities carried out by the learners themselves. The importance of health and safety should be stressed throughout, and learners should be encouraged to relate what they learn to the salon.

### Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit. This also includes learners' independent study time.

Topic and suggested assignments/activities and/assessment
Tutor introduction to the unit.
<b>Assignment 1: Skin, Nails, and Hair</b> (P1, P2, P3, P4, P5, P6, M1, M2, D1)
Tutor introduction to assignment brief.
Use of task sheets, textbooks and diagrams relating to the structure and functions of the skin, hair and nails.
Factors that affect growth of terminal hair and nails. Factors that cause ageing of skin.
Infectious and non-infectious diseases and disorders of the skin, hair and nails.
Group discussions and presentations of findings.
Assignment workshop(s).
<b>Assignment 2: Salon Hygiene</b> (P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, M3, M4, D2, D3)
Tutor introduction to assignment brief.
Preparation for culturing of bacteria. Materials, tools and equipment. Techniques and methods.
Experiment to culture bacteria. Health and safety practices.
Practical investigation. Conditions required for cultivating bacteria.
Micro-organisms (type, structure, lifecycle, transmission).
Hygiene procedures in the salon.
Assignment workshop(s).
Tutor recap of unit, using games and quizzes.

## Assessment

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

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment and grading criteria in mind. The assessment of this unit can be achieved through the learner collating a portfolio of evidence. Centres can either devise their own assignments or adapt Edexcel assignments where available.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units, where appropriate.

Grading criteria P1, P2, P3, P4, P5, P6, M1, M2, D1 are assessing learners' knowledge and understanding of dermatology and microbiology in relation to hair and beauty treatments. Learners could achieve these criteria through producing a guide for new beauty therapists on the structure and function of the skin, hair and nails, and how to recognise different diseases/disorders. P1 can be achieved through the labelling of diagrams provided by the tutor or learners' can draw their own. It should be remembered, however, that learners' ability to draw is not being assessed. M1 and D1 require learners to relate the structure of the skin, hair and nails to the function(s).

For grading criteria P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, M3, learners could prepare for and conduct an investigation to culture bacteria, investigating conditions required for the successful growth of bacteria, and relating it to salon hygiene.

Grading criteria P7, P8, P13 and P14 require the learner to prepare for and carry out tests to investigate the conditions required for the successful growth of bacteria. Learners' practical performance must be observed and evidenced with a signed witness testimony.

Grading criteria P9, P10, P11, P12, P15, P16, P17, P18, M4, D3, D4 and D5 can be achieved by the learner, through a written report of the investigation and the conclusions drawn.

Signed witness testimonies and observation records must be retained for verification purposes.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, M1, M2, D1	Skin, Nails and Hair	Prepare a guide for new beauty therapists on the structure and function of the skin, hair and nails, and how to recognise different diseases/disorders.	Written guide, with pictures and diagrams.
P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, M3, M4, D2, D3	Salon Hygiene	Investigate conditions required for successful growth of bacteria and relate this to salon hygiene and produce a report.	Practical observation, with signed witness testimony.  Written report of investigation.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

Level 2	Level 3
The Living Body	Anatomical and Physiological Knowledge of Body Systems
Provide Facial Skincare	Nutrition for Beauty Therapy

## Essential resources

Learners will need access to a laboratory in order to culture bacteria. They will not require equipment other than that normally found in a laboratory equipped for GCSE science, but this should include a refrigerator, incubator, and petri dishes. There should be provision made for the safe disposal of contaminated material.

## Employer engagement and vocational contexts

Guest speakers, from the hair and beauty sector, such as facialists and health and safety officers would be beneficial to learners.

## Indicative reading for learners

### Textbooks

Gawkrodger D – *Dermatology: An Illustrated Colour Text 4th Edition* (Churchill Livingstone, 2007)  
ISBN 9780443104213

Buxton P K and Morris-Jones R – *ABC of Dermatology 5th Edition* (Wiley-Blackwell 2009)  
ISBN 9781405170659

Ronald M and Motley R – *Common Skin Diseases 18th Edition* (Hodder Arnold 2010) ISBN 9780340983508

Tortora G J, Funke B et al – *Microbiology: An Introduction 10th Edition* (Pearson Education, 2009)  
ISBN 978-0321584205

Weller R, Hunter J A et al – *Dermatology 4th Edition* (WileyBlackwell, 2008) ISBN 9781405146630

### Journals

*Habia News* (Seed Publishing Limited)

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

*Hairdressers Journal International* (Reed Business Information)

### Websites

<a href="http://www.habia.org">www.habia.org</a>	Habia, the Standards Setting Body for the hair and beauty sector
<a href="http://dermatology.about.com">dermatology.about.com</a>	Dermatology
<a href="http://dermnetnz.org/bacterial">dermnetnz.org/bacterial</a>	Bacterial Skin Infections
<a href="http://www.doctorfungus.org">www.doctorfungus.org</a>	Health
<a href="http://www.netdoctor.co.uk/skin_hair/skin_structure_003740.htm">www.netdoctor.co.uk/skin_hair/skin_structure_003740.htm</a>	Health and Wellbeing

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	considering the factors that influence the growth of hair and nails, cause changes in the ageing of the skin [IE5] carrying out research into the signs and causes of diseases and disorders of the skin, hair and nails that contraindicate treatment [IE2] describing conditions required to successfully cultivate bacteria [IE6]
<b>Creative thinkers</b>	generating ideas and exploring possibilities for culturing bacteria [CT1]
<b>Team workers</b>	taking responsibility for preparing themselves and work area for culturing bacteria, and carrying out tests to investigate the conditions required for the successful growth of bacteria [TW5]
<b>Self-managers</b>	organising materials, tools and equipment needed to culture bacteria [SM3] anticipating and managing risks, by following health and safety working practices [SM4].

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	analyse the results from experiments with bacteria [IE4]
<b>Creative thinkers</b>	asking questions about the conditions required to cultivate bacteria [CT2]
<b>Reflective learners</b>	evaluating the experiment conducted to culture bacteria [RL5]
<b>Self-managers</b>	working towards goals set by the tests [SM2]
<b>Effective participators</b>	discussing issues of concern when conducting experiments, seeking resolution where needed [EP1].

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Finding and selecting information</b>	
Use appropriate search techniques to locate and select relevant information	researching dermatology and microbiology
<b>ICT – Developing, presenting and communicating information</b>	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	recording results of experiments and the investigation
Combine and present information in ways that are fit for purpose and audience	presenting the investigation
<b>Mathematics</b>	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	devising experiments to culture bacteria
Draw conclusions and provide mathematical justifications	interpreting the experiment results and making conclusions about the conditions needed for the successful growth of bacteria
<b>English</b>	
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing a written report of the investigation.



# Unit 20: Business Enterprise

**Unit code:** J/502/5338

**QCF Level 2:** BTEC First

**Credit value:** 10

**Guided learning hours:** 60

## ● Aim and purpose

The aim of this unit is to enable learners to understand the skills needed to set up and run a business, the regulations to be met and the need for a detailed business plan.

## ● Unit introduction

Many hairdressers and beauty therapists dream of setting up and running their own business. Turning that dream into a successful business venture is a challenging task and one in which many fail. However, with the right approach, success for small businesses can be hugely rewarding on a personal and business basis, possibly leading to further business opportunities that arise from early efforts.

Many new businesses are started with little thought, either about the business itself or the process of preparing for business. Any small business operation will cost money to run and that money is at risk if proper steps are not taken to prepare properly for business. This unit takes learners through the stages of preparing for business, the different aspects that affect preparation and the knowledge, skills and understanding learners will need to start and run a business.

The unit begins by helping learners to understand their own strengths and weaknesses, which will have a clear impact on their ability to prepare for and run the business. They will consider the contribution they can make to a business and what the benefits are.

Learners will develop their knowledge and understanding of different aspects that affect preparing for business. These include the implications of regulations and laws that impact on small businesses, the marketing and sales function and the critical importance of a range of financial issues.

Learners will explore the importance of a proper business plan, a component that is frequently missing, resulting in business failures. They will consider separate issues to do with starting and running a business and also the extensive availability of advice and support.

This unit is imported from the *BTEC Firsts in Business*.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Understand how to prepare for business
- 2 Know how different aspects affect preparation for business
- 3 Understand how to start and run a business.

# Unit content

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## 1 Understand how to prepare for business

*Own strengths and weaknesses:* personal circumstances, experience, skills, knowledge and abilities; areas for development or improvement; suitability for self-employment or a small business

*Contributing to a business:* own contribution eg personal time, money, space, ability to contribute to and run a business; personal savings; availability of time; impact on working and personal life; barriers to starting/running a successful business; professional help

*Benefits of running a business:* personal objectives; business objectives; profitability of the business; other considerations eg impact on personal and working life

## 2 Know how different aspects affect preparation for business

*Regulations and laws for small businesses:* legal status eg sole trader, partnership, limited company; process for starting a business legally; regulations; licences; formal records eg leasing arrangements, tax returns, health and safety; keeping and submitting business records; the importance of completing and keeping correct records

*Marketing and sales:* reaching and retaining customers; customer care; marketing information; market research; analysing and meeting customer needs; competition; building customer relationships; cost and price of products or services; promoting products or services; unique selling points; selling techniques; personal selling; environmental issues

*Financial issues:* sources of finance; start-up costs; operating expenses and income; organising and controlling expenses and income; cash flow forecasting; records; external organisations eg HM Revenue and Customs, measuring financial success eg costs and income, profits, assets, financial state of a business; financial priorities; risks eg losing money, security of income, changes to financial situation

## 3 Understand how to start and run a business

*Business plan:* the business idea; products or services; possible customers; customers' needs eg when and where they want products or services, where and when a product or service can be sold; sales targets; the need for forward planning

*Starting and running a business:* the needs of a business; research techniques; planning techniques; controllable and uncontrollable aspects; timing; what work needs to be done to start and run a business; materials and supplies

*Advice and support:* business support eg people, agencies and organisations offering advice or help, funding and financial support, technical support, education and training available

## Assessment and grading 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 for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> explain how knowledge of personal strengths and weaknesses can be applied to preparing for and contributing to a business	<b>M1</b> explain, using examples, the benefits of starting a business	<b>D1</b> evaluate the issues that need to be considered when starting a business
<b>P2</b> identify how regulations and laws for small businesses can affect preparation for business	<b>M2</b> analyse the different aspects that will affect preparation for business.	
<b>P3</b> describe how small businesses prepare to market and sell products or services		
<b>P4</b> describe the financial issues that can affect preparation for business		
<b>P5</b> outline the contents of a business plan for starting and running a business		
<b>P6</b> explain the sources of advice and support available when preparing for business.		
		<b>D2</b> justify recommendations made for starting a business.

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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## Essential guidance for tutors

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### Delivery

At the outset of this unit, small discussion groups will help to focus learners' understanding of the contexts in which small businesses can be set. Learners need to think about the location, sector and type of business they have in mind, whether they are thinking about starting from scratch, taking over a business in its early years or taking over a more established business, and whether they plan to help run a business or become self-employed. They will also need to think about the products or services the business will offer and whether these are unique or available from similar businesses.

Learners should be clear about their own involvement in preparing for business. The tutor should deliver a session on analysing strengths and weaknesses and engage learners in analysing their own. It is far better to know at an early stage that they may not be suited to running a small business than to progress too far and fail.

Learners also need to consider their own contribution to a business. Where the analysis is an objective appraisal of learners' abilities, considering their own contribution requires some subjective judgements. Tutors can guide learners in engaging in discussions with parents and friends, although this must be done with care to ensure that they do not encounter negative reactions. Other useful support can be gleaned from discussions with successful operators of small businesses, who will be able to demonstrate and present rational arguments for the benefits of running a business.

It is critical to the success of this unit that learners understand the vocational relevance of what they are learning. Visiting speakers are an essential component of delivery and tutors should consider the range of advice and support detailed in the unit content when planning an appropriate selection of speakers. Specialist speakers should be invited to give presentations relating to the different aspects that affect preparation for business. A solicitor, or other legal expert, can present the issues of regulations and laws for small businesses. Various external speakers can address the implications of marketing and sales, although if a small business operator is chosen, care should be taken to ensure that they have adequate knowledge of these issues. Presentations must cover the purpose of marketing and sales, such as analysing the market and competition, collecting and collating information and using it to understand the market, as well as an appreciation of the time needed to gather and use information. Bank managers, or other financial advisers, can deliver presentations on financial issues, including those relating to starting up and operating the business.

Development of the final learning outcome – understanding how to start and run a business – can begin with learner discussion groups, which should focus on what they have learned so far and begin to draw together the various components into cohesive thoughts about the kind of business they might like to run. It is essential for learners to understand the importance of a business plan. Visiting bank managers or financial advisers could be used to cover the elements of a business plan, adding vocational relevance to its purpose. With suitable support from the local small business community, arrangements can be made for learners to visit local business people in the hair and beauty sector, in small groups or pairs, to discuss the principles behind starting and running a business. Tutors can use case-study materials, either drawn from real cases or created artificially, to underpin various critical aspects of small business operations without causing embarrassment to actual operators. It is important for learners to understand the controllable and uncontrollable aspects of business operations. For example, the controllable aspects of financial management, include arranging adequate finance and monitoring income and expenditure. The uncontrollable aspects, could be unexpected rises in interest rates, although business operators could argue that even this is controllable by monitoring trends and making appropriate judgements about the economy in general. Learners must also develop their knowledge of the materials and supplies needed by the small business they have in mind, where they can be obtained, when and how often they are needed.

Finally, learners should develop their knowledge of the wide range of advice and support available to small businesses. They should by now have already had some exposure to advisers in one form or another. Some research carried out either on a local basis or through the internet will generate details of further sources, such as Business Links and Local Enterprise Partnerships, which learners can either present to the rest of the group or discuss in small groups before feeding back to the larger group.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit. This also includes learners' independent study time.

Topic and suggested assignments/activities and/assessment
Induction and outline scheme of work/programme of assignments.
Formal theory input on preparation for business and skills.
Research on businesses.
Group work.
<b>Assignment 1: Presentation on Personal Business Skills (P1, M1)</b>
Speakers from business.
Visits to local businesses.
Formal theory input on aspects affecting business preparation.
Research and group work.
<b>Assignment 2: Report on Preparation for Business (P2, P3, P4, M2, D1)</b>
Formal theory input on starting and running a business.
Group work on business plans.
Practical group work on business.
<b>Assignment 3: Business Plan Presentation (P5, P6, D2)</b>
Non-supervised individual study time and completion of assignments.

## Assessment

Learners will be expected to produce evidence that shows their knowledge and understanding of preparing for business. It may include:

- a presentation describing how to prepare for business
- an account of how different aspects affect preparation for business
- an outline business plan that explains why this is important when starting and running a business.

To meet P1, learners should initially consider their own strengths and weaknesses and what impact these will have on preparing for and contributing to a business. They need to take the perspective of a prospective business owner, rather than an employee, which will demand a different set of strengths and weaknesses.

However, learners may turn this issue to their advantage. If they have good technical skills that would be useful to a business, they may decide to employ a manager to take care of the operational issues. Learners should be clear that such an action would need to be built into the business plan. If the business cannot afford to employ a manager, this would become a weakness.

For P2, P3 and P4, learners need to focus on a specific business that they would enjoy starting and running, if the opportunity arose. This will enable them to present specific evidence relating to such a business, such as the legal status, the statutory regulations that may apply, how specific products and/or services would be marketed, and how the business is to be financed. All of these issues need to be viable. For example, starting a national or regional chain of retail outlets would be beyond most learners at this stage, whereas a single small outlet opened locally would be possible. This in itself will have an impact on the development of learners' evidence, including financing the business, location, fire regulations and so on.

Learners can develop their ideas for P5. Their business plan should have a recognisable structure and may be based on a commercially available plan, such as learners could obtain from local banks or building societies. However, tutors should be conscious of the level of learners. Completed plans should be in outline only and, while they would be unlikely to gain approval by a bank or building society manager, they should cover all the key issues that learners should consider when starting and running a business. The plan may also incorporate P6 by explaining the sources of advice and support the learner would use as part of their preparation for business.

To meet the merit criteria, learners should use examples they have found to support their explanation of the benefits of running a business. These could relate to local small businesses they have visited during the delivery of the unit, or to case study materials that expose specific benefits. In either case, learners would benefit from being able to relate this to their own business proposals.

For M2, their own business proposals should form the basis for analysis in greater depth of the different aspects that affect preparation for business. Learners should ensure that they address each relevant aspect: regulations and laws for small businesses; marketing and sales; and financial issues. Their evidence should: be more extensive than a simple description of the different aspects that apply. It should examine each aspect that applies to their business and explain the effect of each.

Learners' evidence for the merit criteria should also explain the components of a business plan using examples drawn from the outline prepared for the pass criteria. This should make clear the purpose of each component, together with an overall explanation of why business plans are prepared. This should not just reflect the need to secure funding, but should form a guide for business start-up and development. Learners should in reality be in a position to evaluate the plan and make adjustments that are consequential to the plan's actions.

To meet the D1 criterion, learners should adopt an advisory stance and present an objective evaluation of all of the issues (drawn from across the content of this unit) that need to be considered if they were to start and run a business. Strengths and weaknesses should be clearly highlighted, together with a rationale for each. This will lead to the final distinction criteria – making and justifying recommendations for starting a business. Learners need to recognise that the outcome may be a recommendation not to proceed. This is acceptable provided that it is justified. Similarly, a recommendation to go forward and start a business should also be justified and supported with objective evidence.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1	Personal Business Skills	Assessment of own skills in preparation for business.	Presentation.
P2, P3, P4, M2, D1	Preparation for Business	Research and ideas for new business.	Report.
P5, P6, D2	Business Plan	Business plan.	Presentation.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC business sector suite. This unit has particular links with the following unit titles in the business suite:

Level 2	Level 3
Business Purposes	The Business Environment
Business Organisations	Business Resources
Financial Forecasting for Business	
Business Online	

This unit has links with the following NOS: UE5 Winning help and support.

### Essential resources

This unit requires learners to undertake research. To enable research skills to be effectively developed they should be introduced to as many information sources as possible, eg libraries and other research facilities including the internet, national newspapers, local banks, start-up business training agencies.

Learners will also benefit from case study materials, that focus on specific aspects of developing small business ideas.

Most clearing banks offer small business packs which could serve as useful teaching and learning resources. Additionally, Business Links and Chambers of Commerce can provide additional information to complement learning activities.

### Employer engagement and vocational contexts

Visits to companies and from employee ambassadors will be useful to the delivery of this unit. The use of vocational contexts is essential in the delivery and assessment of this unit.

Support to enable centres to initiate and establish links to industry, and to networks arranging visits to industry and from science practitioner ambassadors are given below:

- National Education Business Partnership Network [www.nebpn.org](http://www.nebpn.org)
- Learning and Skills Improvement Service [www.vocationallearning.org.uk](http://www.vocationallearning.org.uk)
- Work experience/workplace learning frameworks – Centre for Education and Industry (University of Warwick) [www.warwick.ac.uk/wie/cei](http://www.warwick.ac.uk/wie/cei)

### Indicative reading for learners

#### Textbooks

Barrow C and Barrow P – The Business Plan Workbook, Third Edition (Kogan Page, 1998)  
ISBN 0749426969

Golzen G – Working for Yourself, 18th Edition (Kogan Page, 1998) ISBN 0749426772

Vass J – The Which? Guide to Starting Your Own Business (Which? Books, 1999) ISBN 0852027699

Williams S – Lloyds TSB Small Business Guide 2000, 13th Edition (Penguin Books, 2000) ISBN 0140286934

Wisdom J – Checklists and Operating Forms for Small Businesses (John Wiley & Sons, 1997)  
ISBN 0471168831

## Delivery of personal, learning and thinking skills

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	planning and carrying out research into starting up and running a business
<b>Creative thinkers</b>	adapting skills and knowledge to changing circumstances
<b>Reflective learners</b>	reviewing and reflecting on their coursework and acting on the outcomes to modify and improve their work inviting feedback on their own work and dealing positively with praise, setbacks and criticism evaluating their experiences and learning to inform future progress
<b>Team workers</b>	working together in teams to carry out research and the practical work collaborating with others to research information about business organisations managing discussions to reach agreements and achieve results
<b>Self-managers</b>	organising time and resources and prioritising actions when producing coursework, whether on their own or in a group dealing with competing pressures, including personal and work-related demands responding positively to change, seeking advice and support when needed
<b>Effective participators</b>	planning, negotiating and communicating with integrity.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	selecting and using information for business planning
<b>ICT – Find and select information</b>	
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching and selecting information to make comparisons for business planning
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	producing tables, graphs from research on business ideas
Bring together information to suit content and purpose	bringing the information together for practical assignment reports
Present information in ways that are fit for purpose and audience	producing practical assignment reports
<b>Mathematics</b>	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	financial planning for the business plan
<b>English</b>	
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	financial planning for the business plan
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing reports for practical assignments.



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## Further information

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For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website ([www.edexcel.com](http://www.edexcel.com)).

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## Useful publications

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Further copies of this document and related publications can be obtained from:

Edexcel Publications

Adamsway

Mansfield

Nottinghamshire NG18 4FN

Telephone: 01623 467 467

Fax: 01623 450 481

Email: [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- Functional Skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Most of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

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## How to obtain National Occupational Standards (NOS)

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The National Occupational Standards in beauty therapy can be obtained from the Standards Setting Body, Habia. The NOS can be downloaded from the Habia website, please see contact details below.

Habia

Oxford House

Sixth Avenue

Sky Business Park

Robin Hood Airport

Donacster

DN9 3GG

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

Contact telephone: 0845 230 6080

# Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building Functional Skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website ([www.edexcel.com/training](http://www.edexcel.com/training)). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DIDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

# Annexe A

## The Edexcel BTEC qualification framework for the hair and beauty sector

Progression opportunities within the framework.

Level	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
5	BTEC Level 5 HND Diploma in Hair and Beauty Management (QCF)		
4	BTEC Level 4 HNC Diploma in Hair and Beauty Management (QCF)		
3	BTEC Diploma in Beauty Therapy/Beauty Therapy (Sciences) (QCF) BTEC Subsidiary Diploma in Beauty Therapy Techniques (QCF)		Edexcel Level 3 NVQ Diploma in Hairdressing/Barbering/Hairdressing (Combined Hair Types) (QCF) Edexcel Level 3 NVQ Diploma in Beauty Therapy – General/Make-up/Massage (QCF) Edexcel Level 3 NVQ Diploma in Spa Therapy (QCF) Edexcel Level 3 NVQ Diploma in Nail Services (QCF)
2	BTEC Level 2 Diploma in Beauty Therapy (QCF) BTEC Level 2 Extended Certificate in Beauty Therapy Services (QCF)	BTEC Level 2 Diploma in Hairdressing (QCF) BTEC Level 2 Diploma in Hairdressing Services (QCF)	Edexcel Level 2 NVQ Diploma in Hairdressing/Barbering/Hairdressing (Combined Hair Types) (QCF) Edexcel Level 2 NVQ Diploma in Beauty Therapy – General/Make-up (QCF) Edexcel Level 2 NVQ Certificate in Nail Services (QCF)
1	BTEC Level 1 Award/Certificate/Diploma in an Introduction to Hair and Beauty (QCF)	BTEC Level 1 Certificate in Hairdressing Services (QCF)	Edexcel Level 1 NVQ Certificate in Hairdressing and Barbering (QCF) Edexcel Level 1 NVQ Diploma in Hairdressing and Beauty Therapy (QCF) Edexcel Level 1 NVQ Certificate in Beauty Therapy (QCF)
Entry	BTEC Entry Level 3 Award/Certificate in an Introduction to Hair and Beauty (QCF)		



# Annexe B

## Grading domains: BTEC Level 2 generic grading domains

Grading domain 1	Indicative characteristics – merit	Indicative characteristics – distinction
<b>Application of knowledge and understanding</b> (Learning outcome stem <i>understand or know</i> )	<ul style="list-style-type: none"> <li>• Show depth of knowledge and development of understanding in given situations (for example explain why, make judgements based on analysis).</li> <li>• Apply and/or select relevant concepts.</li> <li>• Apply knowledge to different contexts.</li> <li>• Apply knowledge to non-routine contexts (ie assessor selection).</li> <li>• Make comparisons.</li> <li>• Show relationships between pass criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesise knowledge and understanding across pass/merit criteria.</li> <li>• Evaluate concepts/ideas/actions.</li> <li>• Analyse/research and make recommendations.</li> <li>• Judges implications of application of knowledge/understanding.</li> <li>• Applies knowledge and understanding to complex activities/context.</li> </ul>
Grading domain 2	Indicative characteristics – merit	Indicative characteristics – distinction
<b>Development of practical and technical skills</b> (Learning outcome stem <i>be able to</i> )	<ul style="list-style-type: none"> <li>• Use advanced techniques/processes/skills successfully.</li> <li>• Act under limited supervision/demonstrate independence (note: pass cannot require support).</li> <li>• Apply to non-routine activities.</li> <li>• Demonstrate within time and/or resource constraints.</li> <li>• Produce varied solutions (including non-routine).</li> <li>• Modify techniques/processes to situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate creativity/originality/own ideas.</li> <li>• Apply skill(s) to achieve higher order outcome.</li> <li>• Select and use successfully from a range of advanced techniques/processes/skills.</li> <li>• Reflects on skill acquisition and application.</li> <li>• Justifies application of skills/methods.</li> <li>• Makes judgements about risks and limitations of techniques/processes.</li> <li>• Innovates or generates of application of techniques/processes for new situations.</li> </ul>

Grading domain 3	Indicative characteristics – merit	Indicative characteristics – distinction
<b>Personal development for occupational roles</b> (Any learning outcome stem)	<ul style="list-style-type: none"> <li>• Takes responsibility in planning and undertaking activities.</li> <li>• Reviews own development needs.</li> <li>• Finds and uses relevant information sources.</li> <li>• Acts within a given work-related context showing understanding of responsibilities.</li> <li>• Identifies responsibilities of employers to the community and the environment.</li> <li>• Applies qualities related to the vocational sector.</li> <li>• Internalises skills/attributes (creating confidence).</li> </ul>	<ul style="list-style-type: none"> <li>• Manages self to achieve outcomes successfully.</li> <li>• Plans for own learning and development through the activities.</li> <li>• Analyses and manipulates information to draw conclusions.</li> <li>• Applies initiative appropriately.</li> <li>• Assesses how different work-related contexts or constraints would change performance.</li> <li>• Takes decisions related to work contexts.</li> <li>• Applies divergent and lateral thinking in work-related contexts.</li> <li>• Understands interdependence.</li> </ul>
Grading domain 4	Indicative characteristics – merit	Indicative characteristics – distinction
<b>Application of generic skills</b> (Any learning outcome stem)	<ul style="list-style-type: none"> <li>• Communicates using appropriate technical/professional language.</li> <li>• Makes judgements in contexts with explanations.</li> <li>• Explains how to contribute within a team.</li> <li>• Makes adjustments to meet the needs/expectations of others (negotiation skills).</li> <li>• Select and justify solutions for specified problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents self and communicates information to meet the needs of a typical audience.</li> <li>• Takes decisions in contexts with justifications.</li> <li>• Produces outputs subject to time/resource constraints.</li> <li>• Reflects on own contribution to working within a team.</li> <li>• Generate new or alternative solutions to specified problems.</li> </ul>

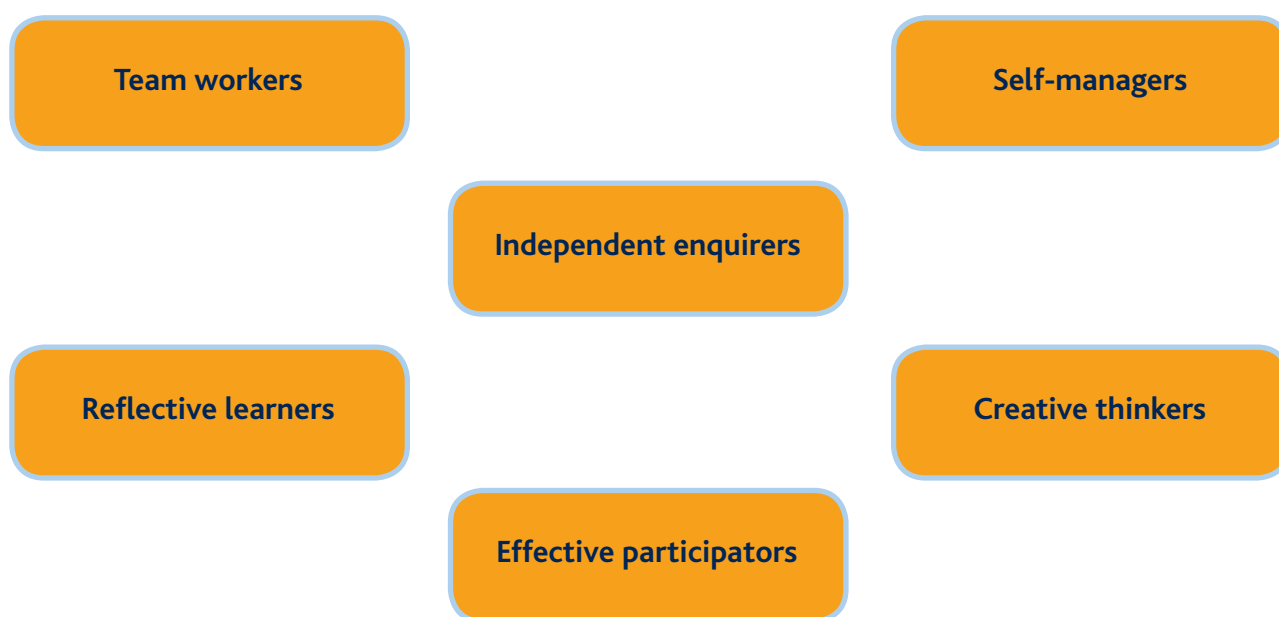
# Annexe C

## Personal, learning and thinking skills

### A FRAMEWORK OF PERSONAL, LEARNING AND THINKING SKILLS 11-19 IN ENGLAND

The framework comprises six groups of skills that, together with the Functional Skills of English, mathematics and ICT, are essential to success in learning, life and work. In essence the framework captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work. It is these skills that will enable young people to enter work and adult life confident and capable.

The titles of the six groups of skills are set out below.



For each group there is a focus statement that sums up the range of skills. This is followed by a set of outcome statements that are indicative of the skills, behaviours and personal qualities associated with each group.

Each group is distinctive and coherent. The groups are also inter-connected. Young people are likely to encounter skills from several groups in any one learning experience. For example an independent enquirer would set goals for their research with clear success criteria (reflective learner) and organise and manage their time and resources effectively to achieve these (self-manager). In order to acquire and develop fundamental concepts such as organising oneself, managing change, taking responsibility and perseverance, learners will need to apply skills from all six groups in a wide range of learning contexts 11-19.

## The Skills

### Independent enquirers

**Focus:**

**Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.**

**Young people:**

- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence.

### Creative thinkers

**Focus:**

**Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.**

**Young people:**

- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change.

### Reflective learners

**Focus:**

**Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.**

**Young people:**

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences.

### Team workers

#### Focus:

**Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.**

#### Young people:

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership role
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

### Self-managers

#### Focus:

**Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.**

#### Young people:

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed
- manage their emotions, and build and maintain relationships.

### Effective participators

#### Focus:

**Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.**

#### Young people:

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.

## PLTS performance indicator (suggested recording sheet)

Name:	Date:				
	<b>Level of success</b> 1 = low, 5 = high				
<b>Independent enquirers</b>					
Identify questions to answer and problems to resolve	1	2	3	4	5
Plan and carry out research, appreciating the consequences of decisions	1	2	3	4	5
Explore issues, events or problems from different perspectives	1	2	3	4	5
Analyse and evaluate information, judging its relevance and value	1	2	3	4	5
Consider the influence of circumstances, beliefs and feelings on decisions and events	1	2	3	4	5
Support conclusions, using reasoned arguments and evidence	1	2	3	4	5
<b>Creative thinkers</b>					
Generate ideas and explore possibilities	1	2	3	4	5
Ask questions to extend their thinking	1	2	3	4	5
Connect their own and others' ideas and experiences in inventive ways	1	2	3	4	5
Question their own and others' assumptions	1	2	3	4	5
Try out alternatives or new solutions and follow ideas through	1	2	3	4	5
Adapt ideas as circumstances change	1	2	3	4	5
<b>Reflective learners</b>					
Assess themselves and others, identifying opportunities and achievements	1	2	3	4	5
Set goals with success criteria for their development and work	1	2	3	4	5
Review progress, acting on the outcomes	1	2	3	4	5
Invite feedback and deal positively with praise, setbacks and criticism	1	2	3	4	5
Evaluate experiences and learning to inform future progress	1	2	3	4	5
Communicate their learning in relevant ways for different audiences	1	2	3	4	5

Team workers					
Collaborate with others to work towards common goals	1	2	3	4	5
Reach agreements, managing discussions to achieve results	1	2	3	4	5
Adapt behaviour to suit different roles and situations, including leadership roles	1	2	3	4	5
Show fairness and consideration to others	1	2	3	4	5
Take responsibility, showing confidence in themselves and their contribution	1	2	3	4	5
Provide constructive support and feedback to others	1	2	3	4	5
Self-managers					
Seek out challenges or new responsibilities and show flexibility when priorities change	1	2	3	4	5
Work towards goals, showing initiative, commitment and perseverance	1	2	3	4	5
Organise time and resources, prioritising actions	1	2	3	4	5
Anticipate, take and manage risks	1	2	3	4	5
Deal with competing pressures, including personal and work-related demands	1	2	3	4	5
Respond positively to change, seeking advice and support when needed	1	2	3	4	5
Manage their emotions, and build and maintain relationships.	1	2	3	4	5
Effective participants					
Discuss issues of concern, seeking resolution where needed	1	2	3	4	5
Present a persuasive case for action	1	2	3	4	5
Propose practical ways forward, breaking these down into manageable steps	1	2	3	4	5
Identify improvements that would benefit others as well as themselves	1	2	3	4	5
Try to influence others, negotiating and balancing diverse views to reach workable solutions	1	2	3	4	5
Act as an advocate for views and beliefs that may differ from their own	1	2	3	4	5

**Note to learner:** The circled number represents an indication of your PLTS performance so far.

**Note to tutor:** Indicate the level of success by circling the appropriate number during your feedback with the learner.



# Annexe D

## Wider curriculum mapping

Study of the Edexcel BTEC Level 2 Firsts in Beauty Therapy/Beauty Therapy Services gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

The Edexcel BTEC Level 2 Firsts in Beauty Therapy/Beauty Therapy Services makes a positive contribution to wider curricular areas as appropriate.

## Spiritual, moral, ethical, social and cultural issues

The qualification contributes to an understanding of:

- spiritual issues – for example how the moral and ethical issues relate to client confidentiality and health and safety practices in beauty therapy
- social and cultural issues – for example dealing with a range of different clients and the impact of latest trends on beauty therapy treatments.

## Citizenship issues

Learners undertaking the Edexcel BTEC Level 2 Firsts in Beauty Therapy Services/Beauty Therapy will have the opportunity to develop their understanding of citizenship issues, for example the ways of communicating and behaving in a professional manner, and establishing a rapport with clients, as well as providing good customer service.

## Environmental issues

Learners undertaking the Edexcel BTEC Level 2 Firsts in Beauty Therapy Services/Beauty Therapy will have the opportunity to develop their understanding of environmental issues for example disposing of waste materials and the Control of Substances Hazardous to Health (COSHH) act.

## European developments

Much of the content of the Edexcel BTEC Level 2 Firsts in Beauty Therapy Services/Beauty Therapy applies throughout Europe even though delivery is in a UK context.

## Health and safety considerations

The Edexcel BTEC Level 2 Firsts in Beauty Therapy Services/Beauty Therapy are practically based and health and safety issues are encountered throughout the units.

## Equal opportunities issues

Equal opportunities issues are implicit throughout the Edexcel BTEC Level 2 Firsts in Beauty Therapy Services/Beauty Therapy.

## Wider curriculum mapping

### Level 2

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Spiritual	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Moral and ethical	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Social and cultural		✓	✓	✓	✓	✓	✓	✓	✓	✓
Citizenship issues		✓	✓	✓	✓	✓	✓	✓	✓	✓
Environmental issues	✓	✓	✓	✓	✓	✓	✓	✓	✓	
European developments										
Health and safety considerations	✓									
Equal opportunities issues	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20
Spiritual	✓	✓	✓	✓	✓	✓	✓		✓	✓
Moral and ethical	✓	✓	✓	✓	✓	✓	✓		✓	✓
Social and cultural	✓	✓	✓	✓	✓	✓	✓			✓
Citizenship issues		✓	✓	✓	✓	✓	✓	✓	✓	✓
Environmental issues		✓	✓	✓	✓	✓	✓	✓	✓	✓
European developments										✓
Health and safety considerations										
Equal opportunities issues		✓	✓	✓	✓	✓	✓		✓	✓

# Annexe E

## National Occupational Standards (NOS)

The grid below maps the knowledge covered in the Edexcel BTEC Level 2 Extended Certificate and Diploma in Beauty Therapy Services/Beauty Therapy against the underpinning knowledge of the NOS in beauty therapy.

### KEY

- ✓ indicates that the Edexcel BTEC Level 2 Firsts cover all of the underpinning knowledge of the NOS unit
- # indicates partial coverage of the NOS unit
- a blank space indicates no coverage of the underpinning knowledge

NOS	Units																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
G20 Make sure your own actions reduce risks to health and safety	#																			
G18 Promote additional services or products to clients			#																	
G8 Develop and maintain your effectiveness at work																				
B4 Provide facial skin care treatment				#																
B5 Enhance the appearance of eyebrows and lashes								#												
B6 Carry out waxing services									#											
N2 Provide manicure services						#														
N3 Provide pedicure services							#													
N4 Carry out nail services															#					
B8 Provide make-up services					#															

NOS	Units																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
B9 Instruct clients in the use and application of skin care products and make-up																				
G4 Fulfil salon reception duties										#										
B7 Carry out ear piercing																				
B10 Enhance appearance using skin camouflage																				
S1 Assist with spa operations																				

# Annexe F: Realistic Learning Environment

Units in the Edexcel BTEC Level 2 Extended Certificate in Beauty therapy Services/Diploma in Beauty Therapy should be delivered in a Realistic Learning Environment (RLE).

## Requirements for a Realistic Learning Environment

Below are the requirements for a Realistic Learning Environment as laid out by the *Companion Document for The Diploma in Hair and Beauty Studies* (Version 2, January 2010).

- A Realistic Learning Environment must be established in schools, colleges, private training providers and other premises approved for the delivery and assessment of preparation for work type qualifications that contain a practical skills element.
- Approved centres must develop realistic management procedures that incorporate a salon image and a sales and marketing policy.
- The space per working area must conform to health and safety legislation and commercial practice.
- The range of services, professional products, tools, materials and equipment must be up-to-date and available for use. They must enable learners to meet the requirements of the relevant preparation for work qualification.
- A reception area where models are greeted and general enquiries and appointments can be made by telephone or in person must be available. Ideally, industry-specific ICT facilities should also be provided. The reception area must also include a payment facility (artificial money may be used).
- The RLE must take full account of any by-laws, legislation or local authority requirements that have been set down in relation to the type of work that is being carried out there.
- Learners must work in a professional manner taking into account industry establishment requirements, such as:
  - ◇ appearance and dress code
  - ◇ personal conduct
  - ◇ client service, hospitality and communication
  - ◇ hygiene
  - ◇ reliability
  - ◇ punctuality.



# Annexe G

## Examples of calculation of qualification grade above pass grade

Edexcel will automatically calculate the qualification grade for your learners when your learner unit grades are submitted.

The generic examples below demonstrate how the qualification grade above pass is calculated using the following two tables which are also shown in the section earlier on in the specification *Calculation of the qualification grades above pass grade*.

## Points available for credits achieved at different QCF levels and unit grades

The table below shows the **number of points scored per credit** at the unit level and grade.

Unit QCF level	Points per credit		
	Pass	Merit	Distinction
Level 1	3	4	5
<b>Level 2</b>	<b>5</b>	<b>6</b>	<b>7</b>
Level 3	7	8	9

Learners who achieve the correct number of points within the ranges shown in the 'qualification grade' table below will achieve the qualification merit or distinction or distinction\* grade.

Qualification	Points range above pass grade		
	Merit	Distinction	Distinction*
BTEC Level 2 Certificate	85–94	95–99	100 and above
BTEC Level 2 Extended Certificate	170–189	190–199	200 and above
BTEC Level 2 Diploma	340–379	380–399	400 and above

### Example 1

#### Achievement of pass qualification grade

A learner completing a 15-credit Edexcel BTEC Level 2 Certificate achieves the credit required to gain a pass qualification grade and does not achieve the points to gain a merit grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	2	5	Pass	5	$5 \times 5 = 25$
Unit 2	2	5	Pass	5	$5 \times 5 = 25$
Unit 3	2	5	Merit	6	$5 \times 6 = 30$
<b>Qualification grade totals</b>		<b>15</b>	<b>Pass</b>		<b>80</b>

### Example 2

#### Achievement of merit qualification grade

A learner completing a 15-credit Edexcel BTEC Level 2 Certificate achieves the points required to gain a merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	2	5	Pass	5	$5 \times 5 = 25$
Unit 2	2	5	Merit	6	$5 \times 6 = 30$
Unit 3	2	5	Merit	6	$5 \times 6 = 30$
<b>Qualification grade totals</b>		<b>15</b>	<b>Merit</b>		<b>85</b>

### Example 3

#### Achievement of distinction qualification grade

A learner completing a 15-credit Edexcel BTEC Level 2 Certificate achieves the points required to gain a distinction qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	2	5	Merit	6	$5 \times 6 = 30$
Unit 2	2	5	Merit	6	$5 \times 6 = 30$
Unit 3	2	5	Distinction	7	$5 \times 7 = 35$
<b>Qualification grade totals</b>		<b>15</b>	<b>Distinction</b>		<b>95</b>

#### Example 4

##### Achievement of merit qualification grade

A learner completing a 30-credit Edexcel BTEC Level 2 Extended Certificate achieves the points required to gain a merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	2	5	Merit	6	$5 \times 6 = 30$
Unit 2	2	5	Pass	5	$5 \times 5 = 25$
Unit 3	2	5	Distinction	7	$5 \times 7 = 35$
Unit 6	2	10	Pass	5	$10 \times 5 = 50$
Unit 8	3	5	Pass	7	$5 \times 7 = 35$
<b>Qualification grade totals</b>		<b>30</b>	<b>Merit</b>		<b>175</b>

#### Example 5

##### Achievement of merit qualification grade

A learner completing a 60-credit Edexcel BTEC Level 2 Diploma achieves the points required to gain a merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	2	5	Merit	6	$5 \times 6 = 30$
Unit 2	2	5	Pass	5	$5 \times 5 = 25$
Unit 3	2	5	Distinction	7	$5 \times 7 = 35$
Unit 6	2	10	Merit	6	$10 \times 6 = 60$
Unit 9	1	5	Merit	4	$5 \times 4 = 20$
Unit 10	2	10	Distinction	7	$10 \times 7 = 70$
Unit 11	2	10	Merit	6	$10 \times 6 = 60$
Unit 14	2	10	Merit	6	$10 \times 6 = 60$
<b>Qualification grade totals</b>		<b>60</b>	<b>Merit</b>		<b>360</b>



## Annexe H: Pre-16 restrictions for beauty therapy

Centres must adhere to the restrictions set by Habia, the Standards Setting Body for the hair and beauty sector, on pre-16 learning within hair and beauty qualifications. Below details the beauty therapy-specific restrictions, as outlined in *Companion Document for The Diploma in Hair and Beauty Studies* (Version 2, January 2010).

- Client contact by learners is restricted to certain areas of the body, such as the head, neck and shoulders to the clavicle and scapula.
- Skin tests (chemicals) can only be performed by post-16 learners.
- Sensitivity test – tactile, heat and cold can be performed by all learners.
- Nail services restrictions:
  - ◇ sharp implements, such as knives, blades, nail cutters
  - ◇ nail enhancements, such as acrylics, powders, acetone, glues, resins.
- Beauty and spa therapy restrictions:
  - ◇ aromatherapy oils
  - ◇ chemicals, such as eyelash tint, eyelash perm lotion, individual lash adhesives
  - ◇ instruments such as eyelash curlers, automatic tweezers, microlances, ear piercing equipment
  - ◇ epilation – laser, needles
  - ◇ depilatories, such as waxing, bleaching cream
  - ◇ completing skin test
  - ◇ thermal auricular candles
  - ◇ facial and body electrotherapy equipment
  - ◇ water purification chemicals.

**Ofqual**  




Llywodraeth Cynulliad Cymru  
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