

# BTEC

## Edexcel Level 5 BTEC Higher Nationals in Beauty Therapy Sciences

July 2005

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Guidance and units

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Authorised by Jim Dobson

Prepared by John Crew

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# **EDEXCEL LEVEL 5 BTEC HIGHER NATIONALS IN BEAUTY THERAPY SCIENCES**

## **BTEC Higher National Certificate in Beauty Therapy Sciences**

## **BTEC Higher National Diploma in Beauty Therapy Sciences**

The Qualifications Curriculum Authority (QCA) has introduced changes to the National Qualifications Framework (NQF) in the way it sets out the levels at which qualifications are recognised. Its revised levels broadly compare with the Framework for Higher Education Qualifications (FHEQ). The academic level of BTEC Higher National Certificates and Diplomas has not changed and they will remain as Intermediate level qualifications on the FHEQ. However, the QCA changes will allow the NQF to recognise more precisely the true academic level of BTEC Higher Nationals and they will now be designated at the revised NQF Level 5. As the academic level has not changed, progression to BTEC Higher Nationals will still be from Level 3 qualifications and progression from BTEC Higher Nationals will be to qualifications at the revised Level 6. Learners' progression routes do not necessarily involve qualifications at every level.

Specifications for all new accreditations after September 2004 will show both the original and revised NQF levels and the QCA Openquals database ([www.qca.org.uk/openquals](http://www.qca.org.uk/openquals)) will show both the original level and the revised level for each of these qualifications. Certification will be at the original levels up until December 2005. All certifications after that date will be at the revised levels.

Further information on these changes can be obtained from QCA at [www.qca.org.uk/qualifications/types/7918.html](http://www.qca.org.uk/qualifications/types/7918.html)

# BTEC Higher Nationals within the National Qualifications Framework (NQF)

NQF	
Original levels	Revised levels #
5 Level 5 BTEC Advanced Professional Diplomas, Certificates and Awards	8 No current BTEC qualifications
	7 Level 7 BTEC Advanced Professional Diplomas, Certificates and Awards
4 Level 4 BTEC Higher National Diplomas and Certificates  Level 4 BTEC Professional Diplomas, Certificates and Awards	6 No current BTEC qualifications
	5 Level 5 BTEC Higher National Diplomas and Certificates  Level 5 BTEC Professional Diplomas, Certificates and Awards
	4 Level 4 BTEC Professional Diplomas, Certificates and Awards
3 <i>There is no change to Level 3 in the revised NQF</i> Level 3 BTEC National Diplomas, Certificates and Awards Level 3 BTEC Diplomas, Certificates and Awards Advanced GCE	
2 <i>There is no change to Level 2 in the revised NQF</i> Level 2 BTEC First Diplomas and Certificates Level 2 BTEC Diplomas, Certificates and Awards GCSEs grades A*-C	
1 <i>There is no change to Level 1 in the revised NQF</i> Level 1 BTEC Introductory Diplomas and Certificates Level 1 BTEC Diplomas, Certificates and Awards GCSEs grades D-G	
Entry <i>There is no change to Entry Level in the revised NQF</i> Entry Level BTEC Certificates in Skills for Working Life and Life Skills	

Framework for Higher Education Qualifications (FHEQ)
D (doctoral) doctorates
M (masters) masters degrees, postgraduate certificates and diplomas
H (honours) bachelors degrees, graduate certificates and diplomas
I (intermediate) diplomas of higher education and further education, foundation degrees, higher national diplomas
C (certificate) certificates of higher education

# The revised NQF applies from 1 September 2004 and will be fully implemented from 1 January 2006.

The revision is designed to recognise more precisely the academic levels at the higher levels of the framework: the actual content and other attributes of the respective qualifications are not altered or diminished.

The revision also provides better alignment with the FHEQ used in universities and higher education institutions.

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# Qualification titles covered by this specification

**Edexcel Level 5 BTEC Higher National Certificate in Beauty Therapy Sciences**

**Edexcel Level 5 BTEC Higher National Diploma in Beauty Therapy Sciences**

These qualifications have been accredited to the National Qualifications Framework (NQF). The Qualification Accreditation Numbers (QANs) for these qualifications are listed in *Annex A*.

These qualification titles are as they will appear on the learner's certificate. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel. Providing this happens, centres are able to describe the programme of study leading to the award of the qualification in different ways to suit the medium and the target audience.

# Introduction

This document contains the units and associated guidance for the National Qualifications Framework (NQF) Edexcel Level 5 BTEC Higher Nationals in Beauty Therapy Sciences. Each unit sets out the required outcomes and content and includes advice regarding appropriate delivery and assessment strategies. The guidance contains further details of the teaching, learning, assessment and quality assurance of these qualifications. It includes advice about Edexcel's policy regarding access to its qualifications, the design of programmes of study and delivery modes.

## Structure of the qualification

### BTEC Higher National Certificate

The BTEC Higher National Certificate in Beauty Therapy Sciences is a 10-unit qualification of which six are core units.

The BTEC Higher National Certificate programme must contain a minimum of five units designated at H2 level.

### BTEC Higher National Diploma

The BTEC Higher National Diploma in Beauty Therapy Sciences is a 16-unit qualification of which eleven are core units.

The BTEC Higher National Diploma programme must contain a minimum of eight units designated at H2 level.

## Structure of Edexcel Level 5 BTEC Higher National Certificate in Beauty Therapy Sciences

Unit no	Core units — all six units must be taken	Unit level H1 or H2
2	Customer Service	H1
3	Health, Safety and Security	H1
4	Law for Business and Services Industries	H2
5	Industry Experience	H2
6	Human Physiology	H1
7	Chemistry of Products	H1
	<b>Block A — choose two units</b>	
8	Beauty Therapy Practice	H2
9	Beauty Therapy Management	H2
10	Management of Epilation and Depilation	H2
11	Management of Facial Therapies and Treatments for Nails, Hands and Feet	H2
	<b>Block B — choose two units</b>	
1	The Developing Manager	H1
12	Aromatherapy	H2
13	Science of Essential Oils	H2
14	Reflexology	H2
15	Ethics and Accountability	H2
16	Diet and Nutrition	H1
17	Kinetics	H2
18	Profiling Fitness	H1
19	Remedial Massage and Hydrotherapy	H2
20	Advanced Epilation	H2
21	Physiology of Ageing	H2
22	The Science of Electrotherapy	H2
23	People Management	H1
24	Management Accounting for the Business and Service Industries	H2
25	Marketing Functions for Services Industries	H2
26	Business Health Check	H2
27	Training and Development	H1
28	Research Project	H2

The BTEC Higher National Certificate programme must contain a minimum of five units designated at H2 level.

## Structure of Edexcel Level 5 BTEC Higher National Diploma in Beauty Therapy Sciences

Unit no	Core units — all 11 units must be taken	Unit level H1 or H2
1	The Developing Manager	H1
2	Customer Service	H1
3	Health, Safety and Security	H1
4	Law for Business and Services Industries	H2
5	Industry Experience	H2
6	Human Physiology	H1
7	Chemistry of Products	H1
8	Beauty Therapy Practice	H2
9	Beauty Therapy Management	H2
10	Management of Epilation and Depilation	H2
11	Management of Facial Therapies and Treatments for Nails, Hands and Feet	H2
	<b>Specialist units — choose five units</b>	
12	Aromatherapy	H2
13	Science of Essential Oils	H2
14	Reflexology	H2
15	Ethics and Accountability	H2
16	Diet and Nutrition	H1
17	Kinetics	H2
18	Profiling Fitness	H1
19	Remedial Massage and Hydrotherapy	H2
20	Advanced Epilation	H2
21	Physiology of Ageing	H2
22	The Science of Electrotherapy	H2
23	People Management	H1
24	Management Accounting for the Business and Service Industries	H2
25	Marketing Functions for Services Industries	H2
26	Business Health Check	H2
27	Training and Development	H1
28	Research Project	H2

The BTEC Higher National Diploma programme must contain a minimum of eight units designated at H2 level.

# Key features

BTEC Higher Nationals are designed to provide a specialist vocational programme, linked to professional body requirements and National Occupational Standards where appropriate, with a strong work related emphasis. The qualifications provide a thorough grounding in the key concepts and practical skills required in their sector and their national recognition by employers allows progression direct into employment. BTEC Higher Nationals offer a strong emphasis on practical skills development alongside the development of requisite knowledge and understanding in their sector. Learners are attracted to this strong vocational programme of study that meets their individual progression needs whether this is into employment or to further study on degree or professional courses.

A key progression path for BTEC Higher National Certificate and Diploma learners is to the second or third year of a degree or honours degree programme, depending on the match of the BTEC Higher National units to the degree programme in question.

BTEC Higher Nationals in Beauty Therapy Sciences have been developed to focus on:

- providing education and training for a range of careers in beauty therapy
- providing opportunities for beauty therapy managers to achieve a nationally recognised Level 5 vocationally-specific qualification
- providing opportunities for full-time learners to gain a nationally recognised vocationally specific qualification to enter employment in beauty therapy or progress to higher education vocational qualifications such as a full-time degree in a related area
- developing the knowledge, understanding and skills of learners in the field of beauty therapy
- providing opportunities for learners to focus on the development of higher-level skills in a beauty therapy context
- providing opportunities for learners to develop a range of skills and techniques and attributes essential for successful performance in working life.

## Professional body recognition

BTEC Higher Nationals in Beauty Therapy Sciences have been developed with career progression and recognition by professional bodies in mind. It is essential that learners gain the maximum benefit from their programme of study.

Higher Nationals in Beauty Therapy Sciences are recognised and supported by the Hairdressing and Beauty Industry Authority (HABIA).

Further details of professional body recognition and exemptions for BTEC Higher Nationals are given in the publication *BTEC Professional Recognition* which is available on Edexcel's website ([www.edexcel.org.uk](http://www.edexcel.org.uk)).

## National Occupational Standards

BTEC Higher Nationals in Beauty Therapy Sciences are designed to relate to the National Occupational Standards in the beauty therapy sector at Level 4, which in turn form the basis of the beauty therapy National Vocational Qualifications (NVQs). BTEC Higher Nationals do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context. However, the qualifications provide underpinning knowledge for the national occupational standards, as well as developing practical skills in preparation for work and possible achievement of NVQs in due course.

Links to National Occupational Standards are indicated in each unit and in *Annex D*.

## Qualification Requirement

Edexcel has published Qualification Requirements as part of the revision of BTEC Higher Nationals. Qualification Requirements set out the aims and rationale of the qualifications and provide the framework of curriculum content. They also identify the higher-level skills associated with the qualifications and any recognition by relevant professional bodies. The Qualification Requirement for BTEC Higher Nationals Beauty Therapy Sciences is given in *Annex B*.

Edexcel standard specifications titles are developed from the Qualification Requirements. Licensed centres comply with Qualification Requirements when developing BTEC Higher Nationals under these standard titles.

Qualification Requirements provide consistent standards within the same vocational area and clearly identify the skills and knowledge that can be expected of any holder of an identical BTEC Higher National. This will allow higher education institutions, employers and professional bodies to confidently provide progression opportunities to successful learners.

### Higher-level skills

Learners studying for BTEC Higher Nationals in Beauty Therapy Sciences will be expected to develop the following skills during the programme of study:

- synthesis of a range of concepts, knowledge and skills relating to beauty therapy
- application of complex theories to practical realistic work situations in the beauty therapy sector
- independence of approach to study and the generation of beauty therapy evidence
- ability to engage with complex and/or unpredictable situations in beauty therapy contexts
- ability to take responsibility to manage and direct their own and others activities
- insight and judgement in relation to the margins and consequences of error
- research and investigative skills
- responsive to change and ability to multi-task
- ability to innovate and work in a creative way.

### BTEC Higher National Certificate

The 10-unit BTEC Higher National Certificate in Beauty Therapy Sciences provides a specialist work-related programme of study that covers the key knowledge, understanding and practical skills required in the Beauty Therapy sector and also offers particular specialist emphasis through the choice of specialist units.

BTEC Higher National Certificates provide nationally recognised qualifications offering career progression and professional development for those already in employment and opportunities to progress into higher education. The qualifications are mode free but they are primarily undertaken by part-time learners studying over two years. In some sectors there are opportunities for those wishing to complete an intensive programme of study in a shorter period of time.

This specification provides centres with a framework to develop engaging programmes for higher-education learners who are clear about the area of employment that they wish to enter.

The BTEC Higher National Certificate in Beauty Therapy Sciences mainly offers a progression route for learners who are employed in the beauty therapy industry.

Learners studying on the BTEC Higher National Certificate will be able to gain a specialist work-related qualification. It also provides a suitable qualification for those wishing to change career or move into employment in beauty therapy following a career break.

## BTEC Higher National Diploma

The 16-unit BTEC Higher National Diploma provides greater breadth and specialisation than the BTEC Higher National Certificate. Higher National Diplomas are mode free but are followed predominately by full-time learners. They allow progression into or within employment in the beauty therapy sector, either directly on achieving of the award or following further study to degree level.

The BTEC Higher National Diploma in Beauty Therapy Sciences provides opportunities for learners to apply their knowledge and practical skills in the workplace. Full-time learners have the opportunity to do this through formal work placements or their part-time employment experience.

The qualification prepares learners for employment in the beauty therapy sector and will be suitable for learners who have already decided that they wish to enter this area of work. Some adult learners may wish to make the commitment required by this qualification in order to enter a specialist area of employment in beauty therapy or progress into higher education. Other learners may want to extend the specialism that they followed on the BTEC Higher National Certificate programme. Progression from this qualification may well be into or within employment in the beauty therapy sector.

## Teaching, learning and assessment

Learners must pass all 10 units on their programme of learning to be awarded a BTEC Higher National Certificate and all 16 units to be awarded a BTEC Higher National Diploma.

The assessment of BTEC Higher National qualifications is criterion-referenced and centres are required to assess learners' evidence against published learning outcomes and assessment criteria. All units will be individually graded as 'pass', 'merit' or 'distinction'. To achieve a pass grade for the unit learners must meet the assessment criteria set out in the specifications. This gives transparency to the assessment process and provides for the establishment of national standards for each qualification.

The units in BTEC Higher National qualifications all have a standard format which is designed to provide clear guidance on the requirements of the qualification for learners, assessors and those responsible for monitoring national standards.

### Unit format

Each unit is set out in the following way.

*Unit title, learning hours and NQF level*

The unit title is accredited by QCA and this form of words will appear on the learner's Notification of Performance. In BTEC Higher National qualifications each unit consists of 60 guided learning hours.

Each unit is assigned a notional level indicator of H1 or H2, indicating the relative intellectual demand, complexity and depth of study, and learner autonomy.

At **H1 level** the emphasis is on the application of knowledge, skills and understanding, use of conventions in the field of study, use of analytical skills and selection and organisation of information.

At **H2 level** the emphasis is on application and evaluation of contrasting ideas, principles, theories and practices, greater specialisation in the field of study, and an increasing independence in systematic enquiry and analysis.

#### *Description of unit*

A brief description of the overall purpose of the unit is given, together with the key areas of study associated with the unit.

#### *Summary of learning outcomes*

The outcomes of the unit identify what each learner must do in order to pass it. Learners must achieve all the outcomes in order to pass the unit.

#### *Content*

This section picks up highlighted words from the outcomes and amplifies the content coverage required when addressing the outcomes. The content section will often provide lists of topics. Please note all aspects of the listed topics should be covered, except those that begin with 'eg', where items listed are merely indicative.

#### *Outcomes and assessment criteria*

Each unit contains statements of the evidence that each learner should produce in order to receive a pass.

#### *Guidance*

This section is not prescriptive but provides additional guidance and amplification related to the unit to support tutors/deliverers and assessors. Its subsections are given below. Only those subsections which apply to the unit will appear.

- *Delivery* — offers guidance about possible approaches to delivery. The guidance is based on the more usual delivery modes and is not intended to rule out alternative approaches.
- *Assessment* — provides advice about the nature and type of evidence that learners are likely to need to produce. This subsection should be read in conjunction with the assessment criteria and the generic grade descriptors.
- *Links* — sets out the links between units. Provides opportunities for integration of learning, delivery and assessment. Any links to the National Occupational Standards will be highlighted here.
- *Resources* — identifies the specialist resources likely to be needed to allow learners to generate the evidence required by each unit. The centre will be asked to ensure that this resource requirement is in place when it seeks approval from Edexcel to offer the qualification.
- *Support materials* — identifies, where appropriate, books, videos, magazines, journals, publications and websites that may support the delivery of the unit.

## **Learning and assessment**

The purpose of assessment is to ensure that effective learning of the content of each unit has taken place. Evidence of this learning, or the application of the learning etc, is required for each unit. The assessment of the evidence relates directly to the assessment criteria for each unit, supported by the generic grade descriptors.



The process of assessment can aid effective learning by seeking and interpreting evidence to decide the stage that learners have reached in their learning, what further learning needs to take place and how best to do this. Therefore, the process of assessment should be part of the effective planning of teaching and learning by providing opportunities for both the learner and assessor to obtain information about progress towards learning goals. The assessor and learner must be actively engaged in promoting a common understanding of the assessment criteria and the grade descriptors (what it is they are trying to achieve and how well they achieve it) for further learning to take place. Therefore, learners need constructive feedback and guidance about how to improve, capitalising on strengths, with clear and constructive comments about weaknesses and how these might be addressed.

Assessment instruments are constructed by centres. Assessment instruments should collectively ensure coverage of all assessment criteria within each unit and should provide opportunities for the evidencing of all the grade descriptors. It is advised that assessment criteria and contextualised grade descriptors are clearly indicated on each assessment instrument to provide a focus for learners (for transparency and to ensure that feedback is specific to the criteria) and to assist with internal standardisation processes. Tasks/activities should enable learners to produce evidence that relates directly to the assessment criteria and grade descriptors.

When centres are designing assessment instruments, they need to ensure that the instruments are valid, reliable and fit for purpose, building on the application of the assessment criteria. Centres are encouraged to place emphasis on practical application of the assessment criteria, providing a realistic scenario for learners to adopt, making maximum use of work-related practical experience and reflecting typical practice in the sector concerned. The creation of assessment instruments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

## Grading Higher National units

The assessment of BTEC Higher National qualifications will be at unit level and there will be no overall grade for either the Certificate or the Diploma. This means that learners are able to access the qualification through a unitised approach.

Each unit will be graded as a pass, merit or distinction. A pass is awarded for the achievement of all outcomes against the specified assessment criteria. Merit and distinction grades are awarded for higher-level achievement.

The generic merit and distinction grade descriptors listed on pages 10–11 are for grading the total evidence produced for each unit and describe the learner’s performance over and above that for a pass grade.

### Summary of grades

In order to achieve a <b>pass</b>	<ul style="list-style-type: none"> <li>all outcomes and associated assessment criteria have been met</li> </ul>
In order to achieve a <b>merit</b>	<ul style="list-style-type: none"> <li>pass requirements achieved</li> <li>all merit grade descriptors achieved</li> </ul>
In order to achieve a <b>distinction</b>	<ul style="list-style-type: none"> <li>pass and merit requirements achieved</li> <li>all distinction grade descriptors achieved</li> </ul>

The merit and distinction grade descriptors can be achieved in a flexible way, eg in a sequential or holistic mode, to reflect the nature of the sector concerned.

Each of the generic merit and distinction grade descriptors can be amplified by use of **indicative characteristics**. These give a guide to the expected learner performance, and support the generic grade descriptors. The indicative characteristics should reflect the nature of a unit and the context of the sector programme.

The indicative characteristics shown in the table for each of the generic grade descriptors are not exhaustive. Consequently, centres should select from the list or may construct other appropriate indicative characteristics for their sector programme which may be drawn from the appropriate higher-level skills. It is important to note that each assessment activity does not need to incorporate all the merit and/or distinction grade descriptors.

### Contextualising the generic grade descriptors

The generic merit and distinction grade descriptors need to be viewed as a qualitative extension of the assessment criteria for pass within each individual unit. The relevant generic grade descriptors must be identified and specified within an assignment and the relevant indicative characteristics should be used to place the required evidence in context.

## Grade descriptors

### Pass grade

A **pass grade** is achieved by meeting all the requirements defined in the assessment criteria for pass for each unit.

### Merit grade

Merit descriptors	Indicative characteristics
In order to achieve a <b>merit</b> the learner must:	The learner's evidence shows:
<ul style="list-style-type: none"> <li>identify and apply strategies to find appropriate solutions</li> </ul>	<ul style="list-style-type: none"> <li>effective judgements have been made</li> <li>complex problems with more than one variable have been explored</li> <li>an effective approach to study and research has been applied</li> </ul>
<ul style="list-style-type: none"> <li>select/design and apply appropriate methods/techniques</li> </ul>	<ul style="list-style-type: none"> <li>relevant theories and techniques have been applied</li> <li>a range of methods and techniques have been applied</li> <li>a range of sources of information has been used</li> <li>the selection of methods and techniques/sources has been justified</li> <li>the design of methods/techniques has been justified</li> <li>complex information/data has been synthesised and processed</li> <li>appropriate learning methods/techniques have been applied</li> </ul>

Merit descriptors	Indicative characteristics
<ul style="list-style-type: none"> <li>present and communicate appropriate findings</li> </ul>	<ul style="list-style-type: none"> <li>the appropriate structure and approach has been used</li> <li>coherent, logical development of principles/concepts for the intended audience</li> <li>a range of methods of presentation have been used and technical language has been accurately used</li> <li>communication has taken place in familiar and unfamiliar contexts</li> <li>the communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used</li> </ul>

### Distinction grade

Distinction descriptors	Indicative characteristics
In order to achieve a <b>distinction</b> the learner must:	The learner's evidence shows:
<ul style="list-style-type: none"> <li>use critical reflection to evaluate own work and justify valid conclusions</li> </ul>	<ul style="list-style-type: none"> <li>conclusions have been arrived at through synthesis of ideas and have been justified</li> <li>the validity of results has been evaluated using defined criteria</li> <li>self-criticism of approach has taken place</li> <li>realistic improvements have been proposed against defined characteristics for success</li> </ul>
<ul style="list-style-type: none"> <li>take responsibility for managing and organising activities</li> </ul>	<ul style="list-style-type: none"> <li>autonomy/independence has been demonstrated</li> <li>substantial activities, projects or investigations have been planned, managed and organised</li> <li>activities have been managed</li> <li>the unforeseen has been accommodated</li> <li>the importance of interdependence has been recognised and achieved</li> </ul>
<ul style="list-style-type: none"> <li>demonstrate convergent/lateral/ creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>ideas have been generated and decisions taken</li> <li>self-evaluation has taken place</li> <li>convergent and lateral thinking have been applied</li> <li>problems have been solved</li> <li>innovation and creative thought have been applied</li> <li>receptiveness to new ideas is evident</li> <li>effective thinking has taken place in unfamiliar contexts</li> </ul>

## Accreditation of Prior Learning (APL)

Edexcel encourages centres to recognise learners' previous achievements and experience through the APL. Learners may have evidence that has been generated during previous study, in their previous or current employment or whilst undertaking voluntary work that relates to one or more of the units in the qualification. Assessors should assess this evidence against the Higher National standards in the specifications in the normal way. As with all evidence, assessors should be satisfied about the authenticity and currency of the material when considering whether or not the outcomes of the unit have been met.

Full guidance about Edexcel's policy on APL is provided on our website ([www.edexcel.org.uk](http://www.edexcel.org.uk)).

## Quality assurance of BTEC Higher Nationals

The quality assurance system for BTEC Higher National qualifications, as higher-level vocational qualifications at Level 5 on the NQF, will comprise three main components.

- **Approval process** — a control measure to confirm that individual centres (and programme teams) are appropriately resourced and competent to deliver a BTEC Level 5 programme of study.
- **Monitoring of centres** — a method of monitoring centres' internal quality systems to ensure ongoing fulfilment of initial requirements and, where appropriate, enhancement of those requirements to accommodate new qualifications.
- **Independent assessment** — a measure that provides independence within the assessment process, so that the certificated outcomes for each learner are not reliant on determinations by individuals or groups with a vested interest in the outcome. This measure should be consistent and reliable over time, and should not create unnecessary barriers.

### Centre and programme approval

Approval to offer BTEC Higher National qualifications will vary depending on the status of the centre. Centres that have a recent history of delivering BTEC Higher National qualifications and have an acceptable quality profile in relation to their delivery will be able to gain approval through an accelerated process. Centres that are new to the delivery of BTEC Higher National qualifications will be required to submit evidence to demonstrate that they:

- have the human and physical resources required for effective delivery and assessment
- understand the implications for independent assessment and agree to abide by these
- have a robust internal assessment system supported by 'fit for purpose' assessment documentation
- have a system to internally verify assessment decisions to ensure standardised assessment decisions are made across all assessors and sites.

Such applications have to be supported by the head of the centre (principal, chief executive, etc).

We communicate all approvals in writing to the head of centre in the form of a qualification approval letter. The approval letter will also contain a programme definition for each qualification approved. The programme definition clearly states to the centre all units that comprise the qualification for which the centre is approved.

## Monitoring centres' internal quality systems

Centres will be expected to demonstrate ongoing fulfilment of approval criteria across all programme areas. This should include the consistent application of policies affecting learner registrations and appeals, together with the effectiveness of internal examination and standardisation processes.

Centres may opt for a review of their provision under the quality verifier/quality reviewer arrangements, which already apply to all further education centres. Alternatively, centres may present evidence of their operation within a recognised code of practice, such as that of the Quality Assurance Agency for Higher Education. Edexcel reserves the right to confirm independently that these arrangements are operating to our satisfaction.

## Independent assessment: the role of the external examiner

### Supporting consistency and appropriateness of centre assessor decisions

For all BTEC Higher Nationals accredited at Level 5 on the NQF, Edexcel will appoint appropriately qualified subject-specific external examiners to the programme in each centre. Edexcel will define the selection, appointment and training process, together with the roles and responsibilities of the external examiners and will communicate the details to centres in a centre handbook.

The function of the external examiner will be to review and evaluate objectively the assessment process and standards of learner attainment by independently reviewing, in the first year of the programme, a sample of learner work (including the centre-designed assignments on which the samples are based) selected by the external examiner, from across the programme.

When they visit centres, external examiners must be afforded reasonable access to the assessed parts of the programme, including evidence of learner performance on placement. They are required to:

- verify that standards are appropriate for the qualification and its elements
- assist institutions in the comparison of academic standards across similar awards nationally.

Should any disparity occur between the judgement of centre assessors and that of the external examiner, this will be reported to the centre and to Edexcel by the external examiner. The centre will be required to agree appropriate corrective action as a result of this report.

### Independence in confirmation of certificated outcomes

In the final year of the programme, the external examiner will revisit the centre in order to independently assess learner work and to evaluate centre assessor decisions on final outcomes. This process of evaluation may focus upon work in units, selected by the external examiner, that present the most appropriate evidence for this exercise. The work of all learners not already sampled in the first year of the programme will be reviewed.

Resolution of assessments will normally be handled at the centre's final programme review board. The external examiner will be expected to endorse the outcomes of assessment before certification can be authorised. Should the external examiner be unable to provide such endorsement, certification will be withheld until appropriate corrective action has taken place. (The senior subject examiner may become involved in such instances).

The external examiner will be required to prepare a written report after each visit. The report will include comments from the external examiner on:

- academic standards and programme specification
- academic standards and learner performance
- academic standards and assessment
- the assessment process
- assessment meetings
- physical resources
- comments of learners
- meetings with staff
- external examiner practice
- issues arising from previous reports
- details of sampling
- general points, areas of good practice and major issues
- action points.

The external examiner report provides the mechanism by which the external examiner independently verifies learner ability, endorses the validity of the assessment process and releases certification for a cohort.

The report is a confidential document between Edexcel, the appointed external examiner, and the centre to use for internal/external quality assurance processes. It provides the centre with feedback on the external examining process and on the judgements that determine the external examiner's decisions on endorsement, or otherwise, of learner outcomes.

## Programme design and delivery

The qualifications consist of core units (which are mandatory) and specialist units. These specialist units will be mostly optional and are designed to provide a specific focus to the qualification. Required combinations of specialist units are clearly set out in relation to each qualification in the defined qualification structures provided in this document.

In BTEC Higher National qualifications each unit consists of 60 guided learning hours. The definition of guided learning hours is 'a notional measure of the substance of a qualification'. It includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner-initiated private study. 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 Higher National qualifications. Centres are free to offer the qualifications using any mode of delivery that meets the needs of their learners. This may be through traditional classroom teaching, open learning, distance learning or a combination of these. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specifications and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Full guidance on Edexcel's policies on 'distance assessment' and 'electronic assessment' are provided on our website.

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. Assessment instruments based on learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the BTEC Higher National qualification by:

- liaising with employers to ensure that the course is relevant to the specific needs of the learners
- 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 experiences of work and life that learners bring to the programme.

## Resources

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

Please refer to the resource section in individual units for specialist resource requirements.

Specialist resources should include case study materials, real resources acquired from commercial operations, videos and documented examples of current practice, eg reports from the beauty therapy science industry. These are detailed in each unit.

## Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of the BTEC Higher National qualifications. The specifications contain 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 practice and that the knowledge base is applied to the sector. This will require 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.

## Meeting local needs

Centres should note the qualifications set out in these specifications have been developed in consultation with centres, employers and HABIA, the Standards Setting Body for the Beauty Therapy sector. The units are designed to meet the skill needs of the sector and the specialist units allow coverage of the full range of employment. Centres should make maximum use of the choice available to them within the specialist units in these specifications to meet the needs of their learners, as well as the local skills and training needs identified by organisations such as Regional Development Agencies and Local Learning and Skills Councils.

Centres may not always be able to meet local needs using the units in this specification. In this situation, centres may seek approval from Edexcel to make use of units from other standard NQF BTEC Higher National specifications. Centres will need to justify the need for importing units from other specifications and Edexcel will ensure that the vocational focus of the qualification has not been diluted.

## Locally-devised specialist units

There may be exceptional circumstances where even the flexibility of importing units from other specifications does not meet a particular local need. In this case, centres can seek permission from Edexcel to develop a unit with us to meet this need. The cases where this will be allowable will be very limited. Edexcel will ensure that the integrity of the qualification is not reduced and that there is a minimum of overlap and duplication of content of existing units. Centres will need strong evidence of the local need and the reasons why the existing standard units are inappropriate. Edexcel will need to validate these units.

## Limitations on variations from standard specifications

The flexibility to import standard units from other BTEC Higher National specifications and/or to develop unique locally-devised specialist units is **limited to a maximum of four units in a BTEC Higher National Diploma qualification and a maximum of two units only in any BTEC Higher National Certificate qualification**. The use of these units cannot be at the expense of the core units in any qualification.

# Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- the qualifications should be available to everyone who is capable of reaching the required standards
- the qualifications 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 qualifications 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 successfully complete the programme of study 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 also show regard for Edexcel's policy on learners with particular requirements.



Centres will need to review the profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a Level 5 qualification. For learners who have recently been in education, the entry profile is likely to include one of the following:

- a BTEC National Certificate or Diploma in Beauty Therapy
- an AVCE/Advanced GNVQ in an appropriate vocational area
- a GCE Advanced level profile which demonstrates strong performance in a relevant subject or an adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A\* to C
- other related Level 3 qualifications such as the Level 3 NVQs in Beauty Therapy
- an Access to Higher Education Certificate awarded by an approved further education institution
  
- related work experience.

Mature learners may present a more varied profile of achievement that is likely to include extensive work experience (paid and/or unpaid) and/or achievement of a range of professional qualifications in their work sector.

### Restrictions on learner entry

The majority of BTEC Higher National qualifications are accredited on the NQF for learners aged 16 years and over. Learners aged 15 and under cannot be registered for a BTEC Higher National qualification.

### Access arrangements and special considerations

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 Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications, which is on the Edexcel website ([www.edexcel.org.uk](http://www.edexcel.org.uk)). 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.

## The wider curriculum

The study of the BTEC Higher Nationals in Beauty Therapy Sciences provides opportunities for learners to develop an understanding of spiritual, moral, ethical, social and cultural issues and an awareness of environmental issues, health and safety considerations, and European developments. These wider curriculum opportunities are indicated in the units as appropriate. Mapping of wider curriculum opportunities issues is provided in *Annex C*.

## Spiritual, moral, ethical, social and cultural issues

The specification contributes to an understanding of:

- **spiritual issues** through development of the self through units such as *Unit 1: The developing manager* or *Unit 28: Research project*. Learners may also consider the potential for job satisfaction gained from meeting the roles and responsibilities of the job
- **moral and ethical issues** are encountered throughout the BTEC Higher Nationals in Beauty Therapy Sciences as dealing with people will always involve the learner engaging in moral and ethical issues. A more detailed analysis is given in certain units such as *Unit 2: Customer service*, *Unit 8: Beauty therapy practice* and *Unit 15: Ethics and accountability*
- **social and cultural issues** are encountered throughout the BTEC Higher Nationals in Beauty Therapy Sciences.

## Environmental issues

Learners are led to appreciate the importance of environmental issues as they engage in beauty therapy sciences study as well as through experience of the beauty therapy industry, in *Unit 13: Science of Essential Oils* and *Unit 9: Chemistry of Products* and equipment.

## European developments

Much of the content of the BTEC Higher Nationals in Beauty Therapy Sciences is applicable throughout Europe owing to its service-orientated nature, even though the context of delivery is within the UK. The European dimensions of beauty therapy are specifically addressed in *Unit 2: Customer Service* and *Unit 25: Marketing*

## Health and safety issues

The BTEC Higher Nationals in Beauty Therapy Sciences are practically based and so health and safety issues are encountered throughout the courses. Learners will develop awareness of the safety of others as well as themselves in all practical activities. Learners will also explore health and safety issues across the beauty therapy industry, particularly in *Unit 3: Health, Safety and Security*, *Unit 5: Industry Experience* and *Unit 9: Chemistry of Products*.

## Equal opportunities issues

Equal opportunities issues are implicit throughout the BTEC Higher Nationals in Beauty Therapy Sciences.

## Useful publications

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: [publications@linneydirect.com](mailto:publications@linneydirect.com)

Related publications include:

- 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 may 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.

## How to obtain National Occupational Standards

The National Occupational Standards for Beauty Therapy can be obtained from:

Hairdressing And Beauty Industry Authority (HABIA)

Fraser House

Nether Hall Road

Doncaster DN1 2PH

Telephone: 01302 380000

Fax: 01302 380028

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

Email: [enquiries@habia.org.uk](mailto:enquiries@habia.org.uk)

The National Occupational Standards for Aromatherapy and Reflexology can be obtained from:

Skills for Health

Goldsmiths House

Broad Plain

Bristol BS2 0JP

Telephone: 0117 9221155

Email: [office@skillsforhealth.org.uk](mailto:office@skillsforhealth.org.uk)

## 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 learner-centred learning and teaching approaches
- building key skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on the Edexcel website ([www.edexcel.org.uk](http://www.edexcel.org.uk)). You can request customised training through the website or by contacting one of our advisers in the Professional Development and Training Team on telephone number 0870 240 9800 to discuss your training needs.

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 will also underpin many areas of the Higher Education Staff Development Agency (HESDA)/FENTO standards for tutors and lecturers working towards them.

## Further information

For further information please call Customer Services on 0870 240 9800 (calls may be recorded for training purposes), or visit our website at [www.edexcel.org.uk](http://www.edexcel.org.uk).

# Core units



# Unit 1: The Developing Manager

Learning hours: 60

NOF Level 5: BTEC Higher National – H1

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## Description of unit

This unit introduces the management aspects of the programme, which are inherent in many units. Learners will develop their knowledge of management principles and practice as a theoretical base. The unit also enables them to translate this theory into practice, initially by examining their own potential as future managers.

Learners will also have the opportunity to demonstrate their management potential by carrying out management roles and responsibilities in a service industry context. This may be linked to one of the practically orientated units within the programme, where management skills can be demonstrated.

Finally, learners will explore their own career development and how the learning they have achieved in this unit can contribute to future career opportunities.

This unit is common to several Higher National qualifications. Learners must ensure that their evidence relates to the programme they are undertaking.

## Summary of learning outcomes

**To achieve this unit a learner must:**

- 1 Investigate **principles and practices of management** behaviour
- 2 Analyse own potential as a **prospective manager**
- 3 Demonstrate **the roles and responsibilities** of the manager in the context of a business and services industry
- 4 Explore opportunities for **career development**.

# Content

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## 1 Principles and practices of management

*Management theory and styles:* assumptions and drawbacks; classical theories; main contributors; the influence of informal groups; hierarchy of needs; systems approach to management; contingency approach; leading authorities

*Leadership characteristics:* styles eg autocratic, democratic, laissez faire, action-orientated; motivation theories; factors affecting motivation and performance; motivation techniques; effectiveness; conflict resolution; the role of partnerships and stakeholders in the organisation

*Communication:* communications process; verbal; written; non-verbal; lines of communication; linear; lateral; formal/informal; barriers to effective communication

*Organisational culture and change:* types of organisational structure and culture; factors influencing changes in culture; types of change eg demographic, economic, legislative; planned change theory; managing and measuring the effectiveness of change; sources and types of power; change drivers

## 2 Prospective manager

*Self-knowledge and appraisal:* skills audit eg management skills, leadership skills, practical/technical skills; personal skills, eg interpersonal/motivational/communication skills; organising and planning skills; cognitive and creative skills; qualifications (current/planned); strengths and weaknesses analysis; personal learning logs; personal development plans

*Own potential:* aims; objectives; targets; learning programme/activities; action plan; time management; work scheduling; SMART objectives; action planning; delegation; decision making; problem solving; management/leadership styles; value awareness; conflict management; giving and receiving feedback; influencing skills; self-confidence; positive thinking; communication; presentation; team building and membership; mentoring; counselling; coaching; facilitation; learning cycle; learning styles; action learning sets; management learning contracts; learning log; review dates; achievement dates

## 3 Roles and responsibilities

*Roles:* leading and motivating staff; communicating; team building; processes and stages in team development; group dynamics; effective/ineffective teams; goals/objectives

*Responsibilities:* product and service knowledge and development; customer care; decision-making, eg strategic, planning; managerial/operational control; problem solving; authority, delegation and empowerment; effective working relationships with subordinates, peers, managers and other stakeholders

*Context:* eg hairdressing and beauty therapy, hospitality, travel, tourism, sports, leisure, recreational industries



#### 4 **Career development**

*Career*: relevant managerial skills eg communication, thinking, learning; personal skills, eg attitude, behaviour, responsibility, adaptability; aspirations; openings/opportunities

*Development plan*: career development; personal development; current performance; future needs

## Outcomes and assessment criteria

Outcomes	Assessment criteria for pass <b>To achieve each outcome a learner must demonstrate the ability to:</b>
1 Investigate <b>principles and practices of management</b> behaviour	<ul style="list-style-type: none"> <li>• differentiate between management styles</li> <li>• identify leadership characteristics</li> <li>• evaluate communication processes</li> <li>• investigate organisational culture and change</li> </ul>
2 Analyse own potential as a <b>prospective manager</b>	<ul style="list-style-type: none"> <li>• undertake a skills audit to identify, review and assess own performance of current management skills</li> <li>• carry out an analysis of personal strengths, weaknesses opportunities and threats</li> <li>• set, prioritise and agree objectives and targets with supervisor to develop own potential</li> </ul>
3 Demonstrate the <b>roles and responsibilities</b> of the manager in the context of a business and services industry	<ul style="list-style-type: none"> <li>• lead and motivate a team to achieve an agreed goal or objective in the context of a business and services industry</li> <li>• demonstrate appropriate product and/or service knowledge and customer care</li> <li>• explain and rationalise decisions made to support achievement of agreed goal or objective</li> </ul>
4 Explore opportunities for <b>career development</b>	<ul style="list-style-type: none"> <li>• explain how own managerial and personal skills will support career development in a service industry</li> <li>• devise a development plan to reflect career and personal development, current performance and future needs</li> </ul>

## Guidance

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### Delivery

This unit can be delivered in a wide variety of contexts, including hairdressing and beauty therapy, hospitality, travel, tourism, sports, leisure and recreational industries. Tutors should be aware of the implications of the context in which they are delivering the unit and ensure that examples and support materials (eg case studies, product information) are relevant.

The unit should be delivered in ways which promote critical self-appraisal and self-development. Learners should be encouraged to contribute their own experiences, relating theory to practice. There should be an emphasis on learner-centred, experiential learning and small group work.

Case studies will support the delivery of the principles and practices of management. It is important for learners to understand the theories involved, for example systems approaches that introduce the development of socio-technical systems, interacting with the external environment, or contingency approaches that explore the effects of political, economic, social, technological factors, or hard and soft techniques.

Learners will benefit from an understanding of different types of organisational structure, such as functional, product, location, line and matrix, spans and levels of control.

### Assessment

Evidence for the first learning outcome should relate fully to the theory delivered. It is unlikely that learners will be able to adequately reflect this through practical activities. A formal report or a presentation to a group will enable learners to use case study material, examples from visits or presentations to highlight key theoretical issues they wish to develop.

It is strongly recommended that when learners are making presentations, they should have access to the latest technological equipment, eg laptop computers, LCD projectors and presentation software.

Evidence of their own potential as a prospective manager can also be delivered through a presentation or report. Tutors may wish to consider the value of a professional discussion as a vehicle for assessing this aspect of learners' work. If chosen, tutors should ensure that they provide a record of the discussion, agreed with the learner.

The demonstration of practical skills will require some form of simulation, possibly linked to other practical units. Tutors should confirm such a course of action with colleagues and with the learner to ensure fair assessment.

Evidence for career development can be provided by a presentation reflecting the learner's longer term intentions, or through an agreed log format that records the learner's activities relating to their career development on completion of the course.

### Links

This unit is best delivered when linked to practical units, enabling the learner to reflect their skills in an area they are interested in pursuing. Such links should be discussed and confirmed with both the learner and the teaching colleague responsible for the unit being linked with this unit.

## Resources

A range of appropriate case study material will support the range of theories delivered in this unit. Texts and journal will add to this resource bank.

It is important for learners to relate theory to observable practice in an appropriate service industry sector, which will require access to a range of commercial organisations. Learners should be encouraged to 'adopt' an appropriate organisation and use that organisation as a context in which to assess current practice, apply theory and observe in a reflective way. These individual experiences can then be fed back into a group-learning context.

## Support materials

### Books

Boddy D and Paton R — *Management: an Introduction* (Prentice Hall, 1998)  
ISBN 013257098X

Institute of Management — *Personal Effectiveness and Career Development* (Hodder & Stoughton, 1999) ISBN 0340742941

Tamikin P, Barber L and Hirsch W — *Personal Development Plans: Case Studies and Practice* (Institute for Employment Studies, 1995) ISBN 1851842063

Torkildsen G — *Leisure and Recreation Management* (Spon Press, 1999) ISBN 041922940X

Watt D — *Event Management in Leisure and Tourism* (Longman Higher Education, 1998)  
ISBN 0582357063

Young T — *The Handbook of Project Management* (Kogan Page, 2003) ISBN 0749439653

## Unit 2: Customer Service

Learning hours: 60

NQF Level 5: BTEC Higher National – H1

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### Description of unit

The aim of this unit is to introduce the learner to the principles and objectives of customer service with a focus on business and services operations, such as hospitality and catering, hairdressing and beauty therapy, sports and leisure, travel and tourism.

The unit will develop an understanding of the nature of a customer service culture and quality service in the business and services management environment. It will provide an appreciation of the importance of information gathered from customers and its relevance to improved delivery of services.

This unit is common to several Higher National qualifications. Learners must ensure that their evidence relates to the programme they are undertaking.

### Summary of learning outcomes

**To achieve this unit a learner must:**

- 1 Analyse a **customer service policy** within a business and services context
- 2 Explain the purpose of promoting a **customer focused culture**
- 3 Investigate **customer requirements and satisfaction levels**
- 4 Provide **customer care and service** for business and services operations.

# Content

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## 1 Customer service policy

*Policies:* structure of policies; use of policies; focus of policies; identify customer requirements/expectations; product and service knowledge; consultation; confidentiality; customer perceptions and satisfaction; monitor customer service and satisfaction; influences affecting implementation; effective communication

*Quality of service:* methods of assessment; customer expectations; standardised procedures; codes of practice; staffing levels; staff competency; flexibility, reliability and responsiveness

*Evaluation:* purpose; sources of feedback; accuracy; relevance; reliability; validity; methods of data collection; improvements; staff training and development

*Context:* eg hairdressing and beauty therapy, hospitality and catering, sports and leisure, travel and tourism

## 2 Customer focused culture

*Communication:* types, eg verbal, non-verbal (body language), written; types of response, use, effect

*Customer:* central role; customer service culture; identifying and analysing customer requirements and expectations; influences of service provision on customer perceptions

## 3 Customer requirements and satisfaction levels

*Requirements:* sources of information, eg customers, staff, management, customer records, past information

*Primary research:* sampling, qualitative, quantitative; interview (individual, group); survey; observation; contact methods (mail, telephone, personal)

*Secondary research:* internal (eg sales records, yield data, financial information, client databases); external, (eg government publications, trade journals, periodicals, professional associations, national organisations, commercial data)

*Satisfaction levels:* planning, strategy; assessment of options using researched information; role of the business and services manager; staffing levels; motivating staff; improvements

## 4 Customer care and service

*Types of customers:* different age groups (eg the elderly, children), different cultural backgrounds (eg Afro-Caribbean); special needs (eg physically disabled); satisfied, dissatisfied; under influence (eg drugs, alcohol, medication)

*Needs:* products and services; urgent/non-urgent; special requirements; state of customer (physical, mental); quality of service; value for money; cultural and social influences; trends (eg fashion, ergonomic, equipment, training, products and services); consumer protection legislation

*Care:* consultation; advice; personal selling; complaints procedure; reception skills; confidentiality

*Benefits of improved service:* customer satisfaction; repeat business; improved reputation; increased profit

## Outcomes and assessment criteria

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Outcomes	Assessment criteria for pass <b>To achieve each outcome a learner must demonstrate the ability to:</b>
1 Analyse a <b>customer service policy</b> within a business and services context	<ul style="list-style-type: none"> <li>• identify the reasons for using customer service policies</li> <li>• summarise methods of assessing the quality of customer service provision in a business and services context</li> <li>• explain the purpose of evaluating the performance of a customer service policy and how this can assist future staff training and development events</li> </ul>
2 Explain the purpose of promoting a <b>customer focused culture</b>	<ul style="list-style-type: none"> <li>• describe different communication types and how these are used to best effect</li> <li>• explain the central role of the customer in a business and services environment</li> </ul>
3 Investigate <b>customer requirements and satisfaction levels</b>	<ul style="list-style-type: none"> <li>• assess a range of sources which provide information concerning customer requirements and satisfaction levels</li> <li>• undertake research to investigate customer requirements and satisfaction levels</li> <li>• explain how research can be applied to a business and services environment to improve customer satisfaction levels</li> </ul>
4 Provide <b>customer care and service</b> for business and services operations	<ul style="list-style-type: none"> <li>• describe the differing and specific needs of a range of business and services customers</li> <li>• provide customer care and service in a business and services environment</li> <li>• explain the benefits of improved customer service to a given business and services operation</li> </ul>



## Guidance

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### Delivery

This unit can be delivered in a wide variety of contexts, including hairdressing and beauty therapy, hospitality, travel, tourism, sports, leisure and recreational industries. Tutors should be aware of the implications of the context in which they are delivering the unit and ensure that examples and support materials (eg case studies, customer care policies, data-gathering materials such as questionnaires, interview formats) are relevant.

Customer service is increasingly becoming the linchpin of successful business operations. Effective management of customer service is key to successful business operations. For learners to gain the most benefit from this unit, tutors should ensure that it is delivered in the context of study appropriate to the learners' needs, for example hospitality and catering, hairdressing and beauty therapy, sports and leisure, travel and tourism. Support materials should reflect the focus of the context in which the unit is being delivered.

Although this unit can be delivered as a stand alone unit, it will benefit from an integrated approach, with links to the units listed below. This unit develops previous study of customer service by considering management issues and decision-making (operational and strategic) within a business and services management context. It is important for tutors and learners to recognise the management element of the unit, such as the development of customer services policies and the customer focused culture. The unit is not intended to focus on the delivery of customer service.

Useful materials to support the development of the unit would include examples of customer services policy from commercial organisations within the relevant industry. Learners should be exposed to external methods of assessing the quality of service, such as International Standards Organisation (ISO), Investors in People (IiP), Total Quality Management (TQM), as well as internal methods including standard operating procedures and other industry-devised methods. Learners should examine a range of sources of feedback, such as customers, colleagues, staff, management and how these impact on the formulation of customer service policy.

A practical, business and services related approach is essential. It is important for tutors to develop appropriate links with commercial organisations willing to support the delivery of the unit. Visiting speakers, visits to commercial outlets and real case studies will add vocational relevance and currency to the delivery and will provide learners with a greater appreciation of a customer focused culture.

A period of work experience in a business and services environment prior to the delivery and assessment of this unit will greatly help learners with no prior experience of the industry to which the delivery of this unit relates.

### Assessment

Evidence of outcomes may be in the form of assignments, presentations, case studies or projects set during periods of work experience in a business and services management environment.

It is strongly recommended that when learners are making presentations, they should have access to the latest technological equipment, eg laptop computers, LCD projectors and presentation software.

Work experience may provide an ideal opportunity to investigate the development of customer service policies in specific organisations. Organisations that have achieved external quality standards such as ISO 9000, Investors in People and Total Quality Management will provide ideal case study examples for the development of evidence, particularly in the investigation of the process leading to specified customer service criteria.

As a result, much of the evidence may be accumulated by learners building a portfolio through work experience. All evidence must be relevant and sufficient to justify the grade awarded.

## Links

This unit can be linked successfully with several units, including:

- *Unit 1: The Developing Manager*
- *Unit 25: Marketing Functions for Services Industries*
- *Unit 27: Training and Development.*

## Resources

The use of real examples will focus the relevance of the unit and show how different organisations, both local and national, have developed their customer care policies. Holders of external quality standards provide an ideal focus.

Case studies will usefully support this approach. Work experience will provide an invaluable source of information for the unit.

## Support materials

### Books

Chattell A — *Managing for the Future* (Macmillan Press, 1995) ISBN 0333624890

Cole G — *Management Theory & Practice, Fifth Edition* (Letts Educational, 1996) ISBN 1858051665

Dawson S — *Analysing Organisations, Third Edition* (Macmillan Press, 1996) ISBN 0333660951

Hayes J and Dredge F — *Managing Customer Service* (Gower Publishing, 1998) ISBN 0566080052

Rigazzi-Tarling I — *Client-Centred Beauty Therapy* (Hodder & Stoughton Publishers, 1995) ISBN 0340621044

### Further reading

*Commerce Business Magazine* (Commerce Publications)

*Hair and Beauty* (Style Publishing Ltd)

*Hairdressers Journal International* (Reed International)

*The Cutting Edge* (Estetica UK)

### Audio tapes

Shaw B and Associates — *Motivation and Goal Setting*

## Websites

<a href="http://www.bbsi.org">www.bbsi.org</a>	The Beauty and Barber Supply Institute, Inc (BBSI) is the international association of the professional salon industry comprising distributors, manufacturers and manufacturers' representatives
<a href="http://www.beautynet.com">www.beautynet.com</a>	virtual salon for hair, skin, nailcare and tanning
<a href="http://www.beautytech.com">www.beautytech.com</a>	virtual beauty community with links to other sites
<a href="http://www.bized.ac.uk">www.bized.ac.uk</a>	a business and economics service for learners, teachers and lecturers
<a href="http://www.dfes.gov.uk">www.dfes.gov.uk</a>	Department for Education and Skills
<a href="http://www.habia.org.uk">www.habia.org.uk</a>	The Hairdressing and Beauty Industry Authority (Standards Setting Body)
<a href="http://www.information-now.com">www.information-now.com</a>	an information mall offering sales and marketing how-to and reference information
<a href="http://www.vidalsassoon.co.uk">www.vidalsassoon.co.uk</a>	commercial site
<a href="http://www.wella.co.uk">www.wella.co.uk</a>	commercial site



## Unit 3: Health, Safety and Security

Learning hours: 60

NOF Level 5: BTEC Higher National – H1

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### Description of unit

The aim of this unit is to introduce the learner to the framework of health and safety legislation and requirements necessary for commercial operations in the business and services sectors, including hospitality, travel, tourism, sports, leisure and recreation, hairdressing and beauty therapy. It will also enable a learner to develop the knowledge and skills required to achieve and maintain a high degree of security in the workplace.

This unit is common to several Higher National qualifications. Learners must ensure that their evidence relates to the programme they are undertaking.

### Summary of learning outcomes

**To achieve this unit a learner must:**

- 1 Describe the role of the manager in implementing current **legislation and regulations** in a business and services environment
- 2 Carry out **risk assessment** procedures in a business and services environment
- 3 Evaluate **security** procedures and systems in a business and services environment
- 4 Apply appropriate **emergency procedures**.

# Content

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## 1 Legislation and regulations

*Manager:* role; policy and procedures; supervision; monitoring; compliance; training; administration and documentation

*Regulatory authorities:* Health and Safety Executive Inspectorate; Fire Officer; Environmental Health Officer

*Legislation:* learners must have an understanding of current legislation and the effect it will have on business and services management eg

- Data Protection Act 1998
- Electricity at Work Act 1989
- Employers' Liability (Compulsory Insurance) Act 1969
- Fire Precautions Act 1971
- First Aid at Work Act 1981
- Health and Safety at Work Act 1974
- Local Government Miscellaneous Provisions Act 1982
- Occupiers' Liability Act 1957 and 1984
- local by-laws.

*Regulations:* learners must have an understanding of current regulations and the effect it will have on business and services management eg

- compulsory insurance requirements
- Control of Substances Hazardous to Health Regulations 1992
- Electricity at Work Regulations 1989
- Management of Health and Safety at Work Regulations 1992
- Manual Handling Operations Regulations 1992
- Personal Protective Equipment at Work Regulations 1992
- Provision and Use of Work Equipment Regulations 1992
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1985
- Workplace (Health Safety and Welfare) Regulations 1992

## 2 Risk assessment

*Assessment:* type; procedures; processes

*Space:* utilisation; working areas; heating; lighting; ventilation; layout and design of environment

*Chemicals:* procedures eg storage, handling; safe usage, eg on clients, by staff; safe disposal

*Equipment:* selection; safe usage; handling; lifting; repairs; maintenance

### 3 **Security**

*Stock:* control systems; procedures eg ordering, handling, storage

*Cash and equivalents:* procedures eg point of sale, in transit; training staff

*People:* staff; clients; visitors; personal belongings; systems eg security, emergency evacuation; storage and use of confidential client/staff information, business information; data protection; out-sourced security provision

*Buildings:* maintenance of internal and external security; commercially available systems; relevant legislation

### 4 **Emergency procedures**

*Procedures:* accidents; first-aid; fire evacuation; incidents; personnel; documentation

## Outcomes and assessment criteria

Outcomes	Assessment criteria for pass <b>To achieve each outcome a learner must demonstrate the ability to:</b>
1 Describe the role of the manager in implementing current <b>legislation and regulations</b> in a business and services environment	<ul style="list-style-type: none"> <li>• describe the role of the manager in implementing legislation and regulations</li> <li>• describe the role and powers of a range of regulatory authorities</li> <li>• apply and monitor legislation and regulations within a given operation</li> </ul>
2 Carry out <b>risk assessment</b> procedures in a business and services environment	<ul style="list-style-type: none"> <li>• conduct a risk assessment relating to the use, storage, handling and disposal of chemicals and equipment in a given environment</li> <li>• interpret the conclusions of the risk assessment</li> <li>• evaluate procedures as required by law for chemicals that are harmful</li> </ul>
3 Evaluate <b>security</b> procedures and systems in a business and services environment	<ul style="list-style-type: none"> <li>• evaluate procedures and systems used for the control of stock, cash and cash equivalents</li> <li>• monitor security systems relating to staff, clients and visitors to the workplace</li> <li>• evaluate at least two commercially available buildings security systems</li> </ul>
4 Apply appropriate <b>emergency procedures</b>	<ul style="list-style-type: none"> <li>• explain the procedures for dealing with emergency situations</li> <li>• apply emergency procedures to at least two simulated situations</li> </ul>



## Guidance

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### Delivery

This unit can be delivered in a wide variety of contexts, including hairdressing and beauty therapy, hospitality, travel, tourism, sports, leisure and recreational industries. Tutors should be aware of the implications of the context in which they are delivering the unit and ensure that examples and support materials (eg case studies, risk assessments) are relevant.

Learners must be made aware that health and safety is the responsibility of all those involved in business and services industries. For learners to gain the most benefit from this unit, tutors should ensure that it is delivered in the context of study appropriate to the learners' needs, for example hospitality and catering, hairdressing and beauty therapy, sports and leisure, travel and tourism. Support materials should reflect the focus of the context in which the unit is being delivered.

The aim of this unit is to develop in learners a sound knowledge of the management and supervision of health and safety at work. Learners need to understand the important responsibilities associated with the maintenance of health, safety and security in a working environment, including the implications of risk assessment and the need for constant vigilance, supported by training and guidance for new and existing members of staff. A flexible approach should be adopted with some formal input, but with the emphasis on research, assignments, case studies and reports prepared by the candidate.

Tutors should focus the delivery of legislation and regulations on the context of the industry being studied by the learners. Some aspects will have greater significance for some industries than others. Learners are not expected to have an in-depth knowledge of different laws and regulations, but should understand the implications for their industry of a relevant range and should be able to explain the management and supervisory importance of such legislation and regulations.

Learners may need some input about the importance of risk assessment and the need for subsequent compliance. It will be useful to provide a range of real risk assessments, preferably provided through links with industry. A discussion focused on a specific risk assessment example, followed by a visit to the organisation which provided the assessment will add significant currency and vocational realism. This will also provide the opportunity to discuss with staff and management the implications of such assessments on commercial operations.

Security issues will vary across different industries, but learners should develop a sound knowledge and understanding of security issues relating to stock, cash and equivalents, people and buildings. It may be useful here to discuss the potential for out-sourcing the provision of an organisations security function, but tutors should take care to keep this in perspective.

The application of emergency procedures will involve a certain amount of role play. This can be usefully supported by presentations by visiting specialists and by safety videos, for example relating to fire evacuation. It is important for learners to understand the management aspects of simulated emergency procedures, which can form the basis of discussions following the simulation.

## Assessment

Evidence of outcomes may be in the form of assignments, case studies, projects and/or reports. Evidence generated in the candidate's own place of work, or during a period of work experience, will add currency and vocational relevance to the unit. Learning and assessments can be across units at unit level or at outcome level.

Wherever possible, evidence should be linked to or based on commercial organisations in the business and services sector. If necessary, learners should be provided with appropriate and recent case study materials to form the basis of evidence for specific learning outcomes.

## Links

This unit may be linked with a number of other units, including:

- *Unit 7: Chemistry of Products*
- *Unit 8: Beauty Therapy Practice*
- *Unit 10: Management of Epilation and Depilation*
- *Unit 11: Management of Facial Therapies and Treatments for Nails, Hands and Feet*
- *Unit 12: Aromatherapy*
- *Unit 13: Science of Essential Oils*
- *Unit 14: Reflexology*
- *Unit 18: Profiling Fitness*
- *Unit 19: Remedial Massage and Hydrotherapy*
- *Unit 20: Advanced Epilation*
- *Unit 22: Science of Electrotherapy*

## Resources

There are extensive publications available relating to health, safety and security in commercial operations. Some examples are listed below.

Leaflets and booklets are also available free of charge from the Health and Safety Executive. For a catalogue, contact:

HSE Books  
PO Box 1999  
Sudbury  
Suffolk CO10 2WA

Telephone: 01787 881165  
Fax: 01787 313995

## Support materials

### Books

Almond E — *Safety in the Salon* (Macmillan Press, 1998) ISBN 0333730062

Hairdressing and Beauty Industry Authority — *Health and Safety for Hairdressers/Beauty Therapists* (Implementation Pack)

Hatton P — *Hygiene for Hairdressers and Beauty Therapists, Third Edition* (Addison Wesley Longman, 1998) ISBN 058232260X

Simmons J — *The Beauty Salon and Its Equipment, Second Edition* (Macmillan Press, 1995) ISBN 0333638050

### Further reading

*Commerce Business Magazine* (Commerce Publications)

*The Cutting Edge* (Estetica UK)

*Hair and Beauty* (Style Publishing Ltd)

### Websites

<a href="http://www.bizcoach.org">www.bizcoach.org</a>	common questions asked by small-business owners
<a href="http://www.bized.ac.uk">www.bized.ac.uk</a>	a business and economics service for learners, teachers and lecturers.
<a href="http://www.business-franchise.org.uk">www.business-franchise.org.uk</a>	The British Franchise Association (the regulatory body for franchising in the UK)
<a href="http://www.cbi.org.uk">www.cbi.org.uk</a>	The UK's leading employers' organisation
<a href="http://www.dfes.gov.uk">www.dfes.gov.uk</a>	Department for Education and Skills
<a href="http://www.enterprisezone.org.uk">www.enterprisezone.org.uk</a>	a list of web-based resources for small firms in the United Kingdom
<a href="http://www.entrepreneur.com">www.entrepreneur.com</a>	the online Small Business Authority
<a href="http://www.habia.org.uk">www.habia.org.uk</a>	The Hairdressing and Beauty Industry Authority (National Training Organisation)
<a href="http://www.information-now.com">www.information-now.com</a>	an information mall offering sales and marketing how-to and reference information
<a href="http://www.lawnewsnetwork.com">www.lawnewsnetwork.com</a>	the most complete legal news presence on the internet
<a href="http://www.vidalsassoon.co.uk">www.vidalsassoon.co.uk</a>	commercial site
<a href="http://www.wella.co.uk">www.wella.co.uk</a>	commercial site



## Unit 4: Law for Business and Services Industries

Learning hours: 60

NOF Level 5: BTEC Higher National – H2

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### Description of unit

This unit provides an introduction to the basic principles of law relating to business and services operations, such as hospitality and catering, hairdressing and beauty therapy, sports and leisure, travel and tourism. It develops learners' knowledge of general principles of contract law and the more specific statutory provisions relating to consumer protection. The learner is encouraged to analyse and evaluate legal provisions and to adopt a practical approach to problem solving.

This unit is common to several Higher National qualifications. Learners must ensure that their evidence relates to the programme they are undertaking.

### Summary of learning outcomes

**To achieve this unit a learner must:**

- 1 Discuss the **principles of law** relating to the formation and discharge of customer contracts in a business and services context
- 2 Identify key provisions contained in **consumer protection legislation**
- 3 Explain the legal provisions concerned with the **formation, management and dissolution** of business and services operations.

# Content

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## 1 Principles of law

*Contracts:* definition; validity; essential components; invitation to treat; rules of offer/acceptance; misrepresentation; specialist terms, eg exclusion, price variation

*Terms:* classification, eg express/implied, conditions/warranties

*Discharge of contract:* performance; agreement; breach; frustration

*Tort:* negligence; occupier's/vicarious liability; nuisance; slander/defamation; damages and non-monetary remedies

*Sale of goods:* transfer of property, title; risk; delivery

*Disputes:* resolution; courts; tribunals; arbitration

*Context:* eg hairdressing and beauty therapy, hospitality and catering, sports and leisure, travel and tourism

## 2 Consumer protection legislation

*Legislation:* learners must have an understanding of the key provisions relating to consumer protection and the effect they will have on salon management eg

- Sale of Goods Act 1979
- Supply of Goods and Services Act 1982
- Unfair Contract Terms Act 1977
- Consumer Credit Act 1974
- Consumer Protection Act 1987
- Data Protection Act 1998
- relevant European Directives and domestic regulations
- role of the main regulatory agencies concerned with consumer protection, eg Ombudsman, Office of Fair Trading
- insurance as protection against claims

## 3 Formation, management and dissolution

*Formation:* types of operation eg sole trader, partnerships, registered companies; legal considerations influencing choice of operation; legal requirements relating to the formation of different types of operation

*Management:* regulatory controls eg statutory and common-law rights; duties of partners, shareholders, directors, creditors

*Dissolution:* voluntary; compulsory; procedures

## Outcomes and assessment criteria

Outcomes	Assessment criteria for pass <b>To achieve each outcome a learner must demonstrate the ability to:</b>
1 Discuss the <b>principles of law</b> relating to the formation and discharge of customer contracts in a business and services context	<ul style="list-style-type: none"> <li>• identify on what basis a contract can be made</li> <li>• explain the significance of specialist terms contained in a specimen contract</li> <li>• analyse the impact of the law of tort on salon operations</li> </ul>
2 Identify key provisions contained in <b>consumer protection legislation</b>	<ul style="list-style-type: none"> <li>• identify the source and content of the key statutory provisions relating to consumer protection</li> <li>• assess the effectiveness of at least two statutory provisions found in different Acts</li> <li>• apply relevant legislation on consumer protection to a case study and present findings</li> </ul>
3 Explain the legal provisions concerned with the <b>formation, management and dissolution</b> of a business and services operation	<ul style="list-style-type: none"> <li>• identify the relevant legal considerations and requirements which can influence choice of type of operation</li> <li>• explain the differences in the regulatory approach adopted for partnerships and registered companies with regard to their management</li> <li>• describe the procedures for the dissolution of a salon operation</li> </ul>

## Guidance

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### Delivery

This unit can be delivered in a wide variety of contexts, including hairdressing and beauty therapy, hospitality, travel, tourism, sports, leisure and recreational industries. Tutors should be aware of the implications of the context in which they are delivering the unit and ensure that examples and support materials (eg case studies, examples of contracts, reports of consumer legislation) are relevant.

It is anticipated that much of the material in this unit lends itself to active methods of learning and delivery. Extensive use of case studies and specimen examples is to be encouraged both as a means of assessment and as part of the normal learning process.

Learners will need formal input on general aspects of contract law and how this may affect hairdressing and beauty therapy operations. It may be possible to invite a visiting speaker in if chosen carefully. A solicitor would have to be carefully briefed to ensure the correct level of depth is achieved. Other speakers could include representatives from the local Citizen's Advice Bureau or business counsellors. The advantage of involving such people is that it would guide the learner on future occasions if additional advice had to be sought.

Consumer protection legislation would benefit from similar inputs from appropriate professionals. It is not expected that learners would have extensive knowledge of contract or consumer legislation but they must be aware of the implications for service industry operations and the possibility of claims by or against the client where necessary. The issue of appropriate business insurance should be covered to protect businesses from damaging claims.

The formation, management and dissolution of commercial operations is well-structured and may be easier for learners to understand in realistic terms. The hairdressing and beauty therapy industries sustain many small business operations and this area is likely to be of real interest to learners. Support from a specialist solicitor is more manageable, as well as from banks and business counsellors.

### Assessment

Evidence of outcomes may be in the form of group work examining a case study on the contracted provision of business services, analysing terms and conditions to decide rights and duties. Learners may also present case studies that evaluate the effectiveness of a range of statutory provisions found in different Acts. Case studies may also provide a useful vehicle for assessing aspects of consumer legislation.

A group research assignment may consider the legal implications relating to the choice of a type of commercial operation. Support from a willing local commercial organisation, subject to appropriate reassurances about confidentiality, would add currency and vocational realism.

### Links

This unit does not include employment, discrimination or health and safety legislation. These topics are addressed in *Unit 3: Health, Safety and Security* and *Unit 23: People Management*.



## Resources

Tutors must develop a bank of suitable case studies that are up to date and relevant to the focus of study. These should vary in size. Small case studies can be used to illustrate a particular point of law and tutors should consult the range of books for examples. Larger case studies can be developed to support the generation of evidence for different learning outcomes.

Tutors must also develop a network of supportive colleagues, either on an advisory basis or as real examples of law in practice.

Learners will also need access to a library with the key texts. The internet will also be a source of useful information.

## Support materials

### Books

Baker C — *Baker: Tort, Sixth Edition* (Sweet and Maxwell, 1996) ISBN 0421554800

Dobson P and Schmitthoff C — *Charlesworth's Business Law* (Sweet and Maxwell, 1997) ISBN 042160400X

Keenan D — *Smith and Keenan's Advanced Business Law* (Pitman Publishing, 1997) ISBN 027364601X

Kelly D and Holmes A — *Principles of Business Law* (Cavendish Publishing, 1997) ISBN 1859413714

### Further reading

*Commerce Business Magazine* (Commerce Publications)

*The Cutting Edge* (Estetica UK)

*Hair and Beauty* (Style Publishing Ltd)

### Websites

The following websites can be useful in providing information:

<a href="http://www.bbsi.org">www.bbsi.org</a>	The Beauty and Barber Supply Institute, Inc (BBSI) is the international association of the professional salon industry comprising distributors, manufacturers and manufacturers' representatives
<a href="http://www.beautynet.com">www.beautynet.com</a>	virtual salon for hair, skin, nailcare and tanning
<a href="http://www.beautytech.com">www.beautytech.com</a>	virtual beauty community with links to other sites
<a href="http://www.bizcoach.org">www.bizcoach.org</a>	common questions asked by small-business owners
<a href="http://www.bized.ac.uk">www.bized.ac.uk</a>	a business and economics service for learners, teachers and lecturers.
<a href="http://www.business-franchise.org.uk">www.business-franchise.org.uk</a>	The British Franchise Association (the regulatory body for franchising in the UK)
<a href="http://www.cbi.org.uk">www.cbi.org.uk</a>	The UK's leading employers' organisation
<a href="http://www.entrprisezone.org.uk">www.entrprisezone.org.uk</a>	a list of web-based resources for small firms in the United Kingdom

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

the online Small Business Authority

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

Department for Education and Skills

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

The Hairdressing and Beauty Industry Authority  
(National Training Organisation)

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

the most complete legal news presence on the  
internet

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

commercial site

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

commercial site

## Unit 5: Industry Experience

Learning hours: 60

NQF Level 5: BTEC Higher National – H2

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### Description of unit

This unit is designed to provide learners with an opportunity to develop first-hand experience of industry with a relevant organisation. Learners focus on issues or problems that should be relevant to the learner and the host organisation. The experience enables learners to demonstrate the ability to understand and analyse the relationships between different parts of the host organisation.

The unit focuses on an action plan with aims, objectives and targets, which supports the development of a management report, in agreement with their line manager and tutor. The unit draws together the learning from other units and enables the learner to integrate them in the context of industry experience.

The report should be supported by evidence collected by the learner and should demonstrate an in-depth knowledge of working practices and a broad knowledge of how the organisation operates.

Learners review their progress and evaluate relevant sources of information and assistance within the host organisation. The management report is reviewed against the agreed targets of the action plan and submitted as a formal report.

This unit is common to several Higher National qualifications. Learners must ensure that their evidence relates to the programme they are undertaking.

### Summary of learning outcomes

**To achieve this unit a learner must:**

- 1 Use methods to **arrange industry experience** that will support the development of a management report in an appropriate business and services industry context
- 2 Prepare and agree **aims, objectives and targets** of the management report with the appropriate manager within the selected organisation
- 3 **Monitor and evaluate progress** in achieving aims, objectives and targets, using relevant sources of information
- 4 **Present report** to colleagues, justifying conclusions and associated recommendations.

# Content

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## 1 Arrange industry experience

*Methods:* personal skills audit (eg negotiation, action planning, CV, interview techniques); research company background; shortlist potential organisations; letter; email; facsimile; interview (formal/informal); personal recommendation

*Management report:* issues; problems eg team working, leadership, interpersonal skills, operational/technical skills, customer care, communication; networking; action planning; problem-solving; ICT/computer literacy; flexibility

*Context:* eg hairdressing and beauty therapy, hospitality, travel, tourism, sports, leisure, recreational industries, public, private, voluntary (not-for-profit) sectors

## 2 Aims, objectives and targets

*Aims, objectives and targets:* personal/career development; work-related eg job competencies, daily duties and routines, operational, practical, technical, people-related, learning and development, quality, health and safety, equal opportunities, benefit to the learner/organisation, review/achievement dates

*Research project:* negotiation; action planning; strategy development; objective setting; creative; innovative; problem solving; methods of achieving aims, objectives and targets; time scale; resources; intended outcomes

## 3 Monitor and evaluate progress

*Monitor:* gather and record information; collect evidence to support findings; review information with appropriate personnel

*Evaluate:* measure using supportive evidence; aims; objectives; targets; activities undertaken, eg teamwork, decision making, learning, self-development, assertiveness, meeting needs and requirements of the job role; benefits; difficulties; effectiveness; time scale; reach and justify conclusions

*Relevant sources:* personnel, eg supervisor, line manager, colleagues, members of the public; reference materials; the internet; training manuals; computer help-screens; induction handbook

## 4 Present report

*Format:* report; contents/index; bibliography; acknowledgements; referencing; visual presentations of data including statistics, communicating effectively, developing and presenting a reasoned case

*Colleagues:* managers; employees; peers; external stakeholders

*Recommendations:* eg changes, amendments, resources, roles, responsibilities

*Justification:* efficiency; effectiveness; costs; benefits; innovation; creativity

## Outcomes and assessment criteria

Outcomes	Assessment criteria for pass <b>To achieve each outcome a learner must demonstrate the ability to:</b>
1 Use methods to <b>arrange industry experience</b> that will support the development of a management report in an appropriate business and services industry context	<ul style="list-style-type: none"> <li>• research and select a range of suitable organisations that could provide industry experience in an appropriate context</li> <li>• explain how the industry experience would support the development of an appropriate management report</li> </ul>
2 Prepare and agree <b>aims, objectives and targets</b> of the management report with the appropriate manager within the selected organisation	<ul style="list-style-type: none"> <li>• set, prioritise and agree appropriate aims, objectives and targets for the management report with the line manager and tutor</li> <li>• justify how the aims, objectives and targets will benefit the organisation and the learner</li> </ul>
3 <b>Monitor and evaluate progress</b> in achieving aims, objectives and targets, using relevant sources of information	<ul style="list-style-type: none"> <li>• gather information to monitor and evaluate progress using a range of relevant sources of information and assistance</li> <li>• evaluate progress against the original aims, objectives and targets</li> </ul>
4 <b>Present report</b> to colleagues, justifying conclusions and associated recommendations	<ul style="list-style-type: none"> <li>• determine conclusions that are consistent with the original aims, objectives and targets</li> <li>• identify sufficient data and information to support conclusions</li> <li>• present a report in an appropriate format to colleagues outlining the research undertaken and analysing the outcomes</li> </ul>

## Guidance

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### Delivery

This unit can be delivered in a wide variety of contexts, including hairdressing and beauty therapy, hospitality, travel, tourism, sports, leisure and recreational industries. Tutors should be aware of the implications of the context in which they are delivering the unit and ensure that examples and support materials (eg application forms, product information, information about companies, their background and locations) are relevant.

This unit enables learners to develop an understanding of organisational structures and working practices within an industry environment. Delivery should enable learners to undertake research based on their own interests and draw from the main themes during the course. Identifying and agreeing aims, objectives and work-related targets with their placement hosts forms the focus for the management report and establishes the orientation of this unit.

Learners will need guidance on selecting an appropriate organisation and to actively negotiate personal as well as work-based aims, objectives and targets with tutors and the placement host. It is also important that the number of hours spent developing the report gives the learner sufficient experience of their chosen occupational environment. It is often reassuring to the learner that they know they can approach tutors for advice and support if necessary during the development of their report.

Learners should have access to a wide range of sources, both during the planning stage and also whilst developing the report. Background information outlining the range of suitable industry organisations in the local area may be made available by the tutor or careers service.

Attention should be given to allow for adequate preparation before the industry experience is implemented. Knowledge of company structures and daily routines and expectations are essential. Preparation should cover all of the relevant assessment criteria and the aims, objectives and targets should be identified and agreed as the focus of the management report.

The unit lends itself to the collection and presentation of information through the production of interviews, observations, questionnaires and subsequent analyses using charts and graphs by ICT.

The final presentation should be in report format. Learners will need guidance on the preparation of formal reports. The report should draw conclusions based on the monitoring, review and evaluation of the outcomes of the industry experience.

### Assessment

The assessment for this unit is based on the selection by the learner of a range of possible placement host companies. The companies should be vocationally relevant and also meet the needs of the learner. It is important that the experience allows for the opportunity to examine operational and work-based issues and problems. Company background, location and information should be researched as part of the selection process, which may also involve a pre-placement interview. Forward planning is essential to ensure that learners maximise their opportunities and secure their own host for their industry experience.

The learner must set their own aims, objectives and targets forming the focus for a management report that is undertaken by the learner as a result of the industry experience. These must be agreed with the tutor and the placement hosts. The work should allow for an investigation of current working practices with a subsequent analysis of the findings. Learners should also ensure that they collect appropriate information in support of their report, which should make a valid contribution to the organisation.

The report should also discuss and draw conclusions based on the original aims, objectives and targets. Feedback from supervisors and colleagues should be recorded and evaluated with any modifications to approach or knowledge.

The learner should reflect on their experiences and assess their own personal effectiveness during the industry experience. Supporting evidence or justification is required to substantiate claims made or recommendations relating to future aims, objectives or targets. Learners are best working individually with one organisation, although there may be several learners working with a large organisation at any one time.

It is strongly recommended that when learners are making presentations, they should have access to the latest technological equipment, eg laptop computers, LCD projectors and presentation software.

## Links

This unit has links with a number of other units within this qualification. Tutors and learners should take into consideration the core operation of the business supporting the industry experience and ensure that links with other relevant units are reflected in their work.

## Resources

Learners must have access to library and research facilities including the internet. They may also find the careers library and/or careers service useful in researching and securing a host for the industry experience. Each centre should seek to produce its own report-writing guidance booklet, with reference to its own local resources.

Training videos may also be useful for this unit. Such resources can normally be purchased or hired. Some of these can be expensive but often, commercial suppliers offer an educational discount.

Areas that may be relevant include:

- leadership skills
- self management
- dealing with conflict.

Details and a brochure are available from:

Video Arts Group  
68 Oxford Street  
London W1D 1LH

Telephone: 020 7637 7288  
Email: enquiries@videoarts.co.uk  
Website: www.videoarts.com

## Support materials

### Books

Blundel R — *Effective Business Communication* (Prentice Hall 1998) ISBN 0137427018

Boud D, Keogh R and Walker D (editor) — *Reflection: Turning Experience into Learning* (Kogan Page Ltd, 1999) ISBN 0893972029

Easterby-Smith M and Thorpe R — *Management Research* (Sage Publications, 2001) ISBN 0761972854

Hill S, Hughes R, Rees R and Yates J — *How to Analyse and Promote Your Skills for Work* (University of London Careers Service, 2000) ISBN 0718716213

Jankowicz A D — *Business Research Projects* (Thomson Learning, 2000) ISBN 1861525494

Moon J A — *Reflection in Learning & Professional Development* (RoutledgeFalmer, 2000) ISBN 07493452X

Schon D — *The Reflective Practitioner: How Professionals Think in Action* (New York Basic Books, 1983) ISBN 1857423194

Smith C and Irving R — *No Sweat: The Indispensable Guide to Reports and Dissertations* (Institute of Management, 1998) ISBN 0859462951

### Websites

Learners may wish to use the internet to research suitable placement organisations and their company reports. There are many university and college career centres that provide online resources that cover placements, research and report writing. Other useful sites include:

<a href="http://www.ncwe.com">www.ncwe.com</a>	National Centre for Work Experience
<a href="http://www.prospects.csu.ac.uk">www.prospects.csu.ac.uk</a>	prospects graduate careers
<a href="http://www.ukplacements.com">www.ukplacements.com</a>	UK placements for undergraduates
<a href="http://www.work-experience.org.uk">www.work-experience.org.uk</a>	work experience gateway



# Unit 6: Human Physiology

Learning hours: 60

NOF Level 5: BTEC Higher National – H1

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## Description of unit

This unit will develop the learner's knowledge of the biology and biochemistry of the human body and provide a general understanding of the structure and function of the skin and keratin-based structures.

## Summary of learning outcomes

**To achieve this unit a learner must:**

- 1 Investigate the structure and significance of **major biological chemicals** within the human body
- 2 Describe the **structure and function of tissues, organs and systems**
- 3 Explain the significance of **homeostatic mechanisms**
- 4 Investigate the effects of **lifestyle and treatments**.

# Content

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## 1 Major biological chemicals

*Structure and role of proteins:* molecular structure of amino acids, dipeptides and polypeptides including primary, secondary, tertiary and quaternary structures; protein synthesis; function of proteins eg structural, regulatory, transport, catalytic, contractile and immunological

*Structure and role of water:* molecular structure of water, polarisation of the water molecule; solvent; lubricant; temperature buffer

*Structure and role of carbohydrates:* molecular structure of monosaccharides, disaccharides and polysaccharides eg glucose, fructose and sucrose; carbohydrate metabolism; glucose catabolism and anabolism

*Structure and role of lipids:* structure of lipids and fatty acids; structure of glycerol; lipid synthesis; role of essential fatty acids, steroids and cholesterol

## 2 Structure and function of tissues, organs and systems

*Types:* eg epithelial, connective, muscular, nervous

*Skeleton, joints and muscles:* functions; axial and appendicular skeleton; structure and classification of bone; formation and growth; relation of bone shape to structure; types and structure of joints; movement at synovial joints; structure and function of muscle; sliding filament theory of contraction; maintenance of posture and movement; tension; tone; energy (aerobic and anaerobic respiration); fatigue

*Blood and lymphatic systems:* structure and function; regulation of body fluids

*Skin and hair:* structure and function

*Digestive and excretory systems:* structure and function; ingestion, mechanical and chemical digestion; glucose and cellular respiration; regulation of blood glucose; BMR (basal metabolic rate)

*Respiratory system:* structure and function; gaseous exchange; cellular respiration; breathing

## 3 Homeostatic mechanisms

*Significance of homeostasis:* definition of homeostasis; fluid compartments

*Nervous system:* structure and function; CNS (central nervous system); PNS (peripheral nervous system); feedback mechanisms; nerve impulse conduction; membrane potentials (sodium-potassium pump); excitability; 'all or none' principle; sense organs: olfactory system; somatic and autonomic control

*Buffer systems:* concept of pH; maintenance of blood pH

*Endocrine system:* structure and function of glands and hormones; feedback mechanisms

#### 4 **Lifestyle and treatments**

*Transport:* blood composition; effects of caffeine, alcohol and cholesterol

*Diet:* balanced diet, main components; recommendations; deficiency; effects on health of body, skin and hair

*Exercise:* heart and circulation; BMR

*Damage and injury:* skeleton; psychological and physical stress; injury and repair; chemical imbalances (eg osteoporosis); ageing; homeostatic disorders of joints

*Effects of UV radiation:* tanning; ageing; cancer; allergic reactions; eye problems; absorption level of rays through the skin

*Treatment effects:* electrotherapy: epilation, skin and hair conditioning; externally applied electrical equipment: product absorption by cell membranes; recent developments related to the absorption of substances (eg liposomes, hair colour)

## Outcomes and assessment criteria

Outcomes	Assessment criteria for pass <b>To achieve each outcome a learner must demonstrate the ability to:</b>
1 Investigate the structure and significance of <b>major biological chemicals</b> within the human body	<ul style="list-style-type: none"> <li>• describe the molecular structure and metabolism of proteins</li> <li>• describe the structure and metabolism of carbohydrates</li> <li>• discuss the role of lipids, steroids and cholesterol</li> <li>• describe the molecular structure of water and relate its structure to its role as a solvent, lubricant and temperature buffer</li> </ul>
2 Describe the structure and function of tissues, organs and <b>systems</b>	<ul style="list-style-type: none"> <li>• describe the functions of the musculo-skeletal system</li> <li>• explain the role of the blood and lymphatic systems</li> <li>• describe the structure and function of hair and skin</li> <li>• explain the interdependence of the digestive, cardiovascular, respiratory and urinary systems</li> </ul>
3 Explain the significance of <b>homeostatic mechanisms</b>	<ul style="list-style-type: none"> <li>• explain the physiology of nerve impulse conduction</li> <li>• explain the roles of the nervous and endocrine systems in the maintenance of homeostasis</li> <li>• explain the role of the kidney in maintaining the pH of the blood</li> </ul>
4 Investigate the effects of <b>lifestyle and treatments</b>	<ul style="list-style-type: none"> <li>• explain the effects of additives to the diet (eg caffeine, alcohol, cholesterol)</li> <li>• describe the effects of damage and injury on the body systems</li> <li>• explain the effects of treatments/processes on hair/skin/other body systems</li> <li>• discuss recent developments related to the absorption of substances through cell membranes</li> </ul>

## Guidance

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### Delivery

An active and investigative approach will be needed to enable learners to achieve the outcomes. Learners should be encouraged to be autonomous learners and over time, to act reflectively, critically and independently.

Delivery of this unit should be through various mediums including formal lectures.

Learners who have access to a range of learning resources in a variety of media will have the opportunity to become more independent of the tutor. In this way they will also be in a position to achieve the distinction criteria.

### Assessment

Learners should demonstrate a clear understanding of the occurrence and significance of major biological chemicals in the body and apply this knowledge to explain the movement of substances.

An assignment-based approach would enable learners to demonstrate their ability to investigate and explain the structure, occurrence and significance of major biological chemicals and explain the biochemical processes involved in homeostatic mechanisms.

### Links

This unit is designed to develop learners' understanding of the functioning of the human body at a molecular level. This knowledge will deepen the learners' understanding of many of the units within the qualification.

The content of this unit offers the opportunity for an integrated approach to the delivery and assessment of other units within this qualification.

This unit links with the following:

- *Unit 8: Beauty Therapy Practice*
- *Unit 9: Beauty Therapy Management*
- *Unit 10: Management of Epilation and Depilation*
- *Unit 11: Management of Facial Therapies and Treatments for Nails, Hands and Feet*
- *Unit 12: Aromatherapy*
- *Unit 14: Reflexology*
- *Unit 16: Diet and Nutrition*
- *Unit 17: Kinetics*
- *Unit 18: Profiling Fitness*
- *Unit 19: Remedial Massage and Hydrotherapy*
- *Unit 20: Advanced Epilation*
- *Unit 21: Physiology of Ageing.*

## Resources

There should be access to various media such as books, journals, publications, computer-based resources and videos to provide current information and research findings.

There should also be access to computers for research and presentation of assignments.

Learners should be given the opportunity to investigate the latest technologies and preparations within their area of study (eg demonstrations, attendance at conferences or exhibitions).

*Biological Sciences Review* is a journal published five times a year by Philip Allan Publishers with a comprehensive range of articles covering all aspects of biology.

A range of current trade magazines and literature should be available (including *Health and Beauty Salon*, *International Therapist*, *Guild News*).

There are many general human anatomy and physiology books which cover topics in this unit (see *support materials*).

Learners should be encouraged to use the internet to access the latest research findings.

The order of outcomes and content given here should not be construed as a scheme for teaching and it is assumed that tutors will tailor delivery and assessment to meet the needs of their learners.

## Support materials

### Books

Kent M — *Advanced Biology* (Oxford University Press, 2000) ISBN 0199141959

Marieb E — *Human Anatomy and Physiology* (Benjamin Cummings, 2003)  
ISBN 080535462X

Roberts M, Monger G and Reiss M — *Advanced Biology* (Nelson Thornes, 2000)  
ISBN 0174387326

Tortora G and Grabowski S — *Principles of Anatomy and Physiology, Tenth Edition* (John Wiley & Sons, 2003) ISBN 0471229318

# Unit 7: Chemistry of Products

Learning hours: 60

NOF Level 5: BTEC Higher National – H1

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## Description of unit

This unit has been designed to introduce and develop knowledge relating to the chemistry of products used in the hair, beauty and related industries. It underpins the health and safety aspects of using chemicals, the unit provides an introduction to basic chemistry and develops this knowledge into specific applications.

## Summary of learning outcomes

**To achieve this unit a learner must:**

- 1 Explore the **chemistry of active ingredients** in products
- 2 Investigate the **effects and safety of active ingredients** in products
- 3 Explain the **properties of packaging materials** in relation to their structure
- 4 Describe the properties and effects of **ultra violet radiation**.

# Content

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## 1 Chemistry of active ingredients

*Chemistry:* inorganic and organic chemistry eg hydrocarbons and oxygenated compounds; bonding of carbon atoms; saturated and unsaturated hydrocarbons; alkanes and alkenes; terpenes; alcohols; phenols; aldehydes; esters; lactones; ketones; isomerism and isoprenes (monoterpenes)

*Chemical reactions:* oxidation and its effect on the storage of products; oxidation of terpenes, phenols and aldehydes; hydrolysis of esters; ionisation of carboxylic acids; polymerisation of unsaturated compounds

*Product ingredients:* hydrocarbons; oxygenated compounds; alcohols; phenols; aldehydes; esters; lactones; ketones

*Functional groups of chemical compounds in products:* terpenes, and oxygenated alcohols; phenols; aldehydes; esters; lactones; ketones

## 2 Effects and safety of active ingredients

*Therapeutic action and uses:* uses; aims; claims; application of product

*Product profiles:* necessity for safe practice and product knowledge regarding each individual case

*Effects of product:* moisturising; volumising; drying; etc

*Safe practice and use of products:* product profiles and implications in relation to safety, practice and research data; LD<sub>50</sub> (lethal dose 50) testing

*Toxicological evaluation of products:* used to establish product safety in respect of phototoxicity, photosensitivity, sensitisation and skin irritation

*Product knowledge:* organisations responsible for monitoring the safety and standardisation of products; family name; common name; chemical composition; uses and application

*Oils:* uses of oils as active ingredients; problems associated with adulterated oils and synthetic oils

## 3 Properties of packaging materials

*Materials:* metals; glasses; elastomers; thermoplastics; thermosets; ceramics

*Structure of materials:* crystals; atomic arrangement; polycrystalline structures; long chain structures; amorphous structures; cross-links; giant structures

*Bonding:* ionic; covalent; hydrogen bonding; van der Waals forces

*Tensile and compressive stress:* stress; strain; Hooke's Law; stiffness, ductile and brittle substances; yield strain; work hardening; alignment of chains under stress and increased stiffness



*Fracture of metals:* defects; dislocations

*Fibrous materials:* strength and orientation of fibres; weakness under compression

*Effect of shape:* beams; girders; arches; corrugations; tubular structures

*Effect of heat:* molecular movement; breaking of weak bonds; Curie temperature; flow

*Viscosity:* terminal velocity; measurement of viscosity; temperature dependence

#### 4 **Ultra violet radiation**

*Properties:* photon energy; wavelength

*Ultra violet radiation:* UVA, UVB and UVC; the photoelectric effect; energy levels; ionisation; effect on bonds

*Transmission of ultra-violet:* absorption; opacity; transmission and absorption spectrum of glass; effect of colour on glass

## Outcomes and assessment criteria

Outcomes	Assessment criteria for pass <b>To achieve each outcome a learner must demonstrate the ability to:</b>
1 Explore the <b>chemistry of active ingredients</b> in products	<ul style="list-style-type: none"> <li>• differentiate between chemical compounds found in products</li> <li>• explain the process of oxidation and its effect on the storage of products</li> <li>• identify and discuss the active ingredients in a range of beauty and related products</li> <li>• discuss the effect of the functional group on the reactivity of a molecule</li> </ul>
2 Investigate the <b>effects and safety of active ingredients</b> in products	<ul style="list-style-type: none"> <li>• explain the desired effects of products and relate this to the chemical composition</li> <li>• explain the necessity for safe practice with regard to contra-indications presented by the client, and in treating clients requiring special care</li> <li>• demonstrate a knowledge of the various organisations responsible for monitoring the safety and standardisation of beauty and related products</li> <li>• explain Lethal Dose (LD50) testing for evaluation of toxicity of products</li> <li>• discuss safe working practice with regard to the storage, handling and application of products</li> </ul>
3 Explain the <b>properties of packaging materials</b> in relation to their structure	<ul style="list-style-type: none"> <li>• describe the effects of tensile and compressive forces on metals, glasses, elastomers, thermoplastics, thermosets and ceramics, fibrous materials</li> <li>• explain the effect of shape on the mechanical properties of a container</li> <li>• relate and compare the properties of glasses and elastomers, thermoplastics and thermosets, to their structure</li> <li>• explain the effect of temperature on the properties of glasses, elastomers, thermoplastics and thermosets</li> </ul>

Outcomes	Assessment criteria for pass <b>To achieve each outcome a learner must demonstrate the ability to:</b>
4 Describe the properties and effects of <b>ultra violet radiation</b>	<ul style="list-style-type: none"> <li>• describe the relationship between photon energy and wavelength of EM radiation</li> <li>• explain the categories of ultra-violet radiation</li> <li>• discuss the photoelectric effect with relation to chemical bonds</li> <li>• describe the transmission of ultra violet radiation through different media</li> </ul>

## Guidance

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### Delivery

This unit should be delivered through means of practical activities. Learners should have the opportunity to fully develop their practical skills and their scientific knowledge.

All the outcomes can be tested via practical and written assignments involving research into the chemical composition of products.

### Assessment

It is expected that, wherever possible, outcomes will be achieved through practical investigations. Learners will need to be fully aware of the Control of Substances Hazardous to Health (COSHH) regulations.

Evidence may be generated via assignments based upon the learners' investigations.

A number of assessment activities may be used to measure achievement of the outcomes. Assessment of this unit could be implemented via practical-based assignments.

Learners also need to demonstrate their understanding of the theoretical principles of this area. Written assignments may therefore also be used. These may include various problem-solving activities such as the investigating the chemical responsible for producing the anticipated effect.

Verbal or oral questioning would also explore the understanding of the underlying principles.

### Links

This unit covers content which will provide underpinning knowledge across the qualification and in particular there are links with:

- *Unit 8: Beauty Therapy Practice*
- *Unit 13: Science of Essential Oils*
- *Unit 21: Physiology of Ageing.*

### Resources

Access to appropriately equipped laboratories is required in order to deliver this course effectively.

Sufficient library and IT resources should be made available to enable learners to achieve this unit. Up-to-date research material and data should also be available, as well as a range of products. It is recommended that learners have access to a laboratory wherever possible. It would also be advisable for learners to have access to a salon environment or equivalent realistic working environment.

## Support materials

### Books

Barel A (editor), Paye M (editor) and Maibach H (editor) — *Handbook of Cosmetic Science and Technology* (Marcel Dekker, 2001) ISBN 0824702921

Clugston M and Flemming R — *Advanced Chemistry* (Oxford University press, 2000)  
ISBN 0199146330

Goddard E (editor) and Gruber J (editor) — *Principles of Polymer Science and Technology in Cosmetics and Personal Care* (Marcel Dekker, 1999) ISBN 0824719239

Winter R — *Consumer's Dictionary of Cosmetic Ingredients* (Crown Publications, 1999)  
ISBN 0609803670



# Unit 8: Beauty Therapy Practice

Learning hours: 60

NQF Level 5: BTEC Higher National – H2

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## Description of unit

The unit caters for learners who have little or no experience of beauty therapy practices, such as learners progressing from Advanced GCEs ('A levels'). It will develop the learners' skills and knowledge for the effective application of business practices. The unit concentrates on the range of body treatments offered within the industry.

This unit provides the opportunity to develop and advance practical skills in manual, mechanical and electrical body therapies. It enables learners to prescribe and apply treatments, organise, operate successful business practices within the beauty industry, as well as exploring training and communication techniques.

## Summary of learning outcomes

**To achieve this unit a learner must:**

- 1 Demonstrate **manual body massage treatments**
- 2 Demonstrate **mechanical and electrical body treatments**
- 3 Investigate **light irradiation treatments**
- 4 Explore the **process of communication and methods of staff training** in relation to an effectively functioning professional salon.

# Content

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## 1 Manual body massage treatments

*Consultation:* personal details; assessment of physical and psychological condition, recording all details promptly, accurately and legibly

*Procedures:* record cards; arms; legs; neck; abdomen; gluteals; back; aftercare, home care and retail opportunities

*Techniques:* massage manipulations; adaptation; stimulating; relaxing

*Tools:* materials and equipment appropriate to body massage

*Pre-treatment preparation:* indications; contra-indications; suitable sterilisation; sanitisation methods; safety, hygiene and timing

*Effects of body massage:* effects of effleurage, petrissage, tapotment; physical, physiological and psychological effects of massage manipulations

## 2 Mechanical and electrical body treatments

*Consultation:* personal details; assessment of physical and psychological condition; recording all details promptly; accurately and legibly

*Procedures:* record cards; preparation of area to be treated; recording effects of treatments; aftercare; home care; retail opportunities

*Mechanical body treatment techniques:* gyratory; vibration; audio sound; percussion vibration; vacuum suction

*Electrical body treatment techniques:* Faradism (EMS) galvanism (positive and negative pole)

*Tools:* materials and equipment appropriate to mechanical and electrical body treatments

*Pre-treatment preparation:* indications; contra-indications; suitable sterilisation; sanitisation methods; safety, hygiene and timing

*Effects of mechanical and electrical body treatments:* physiological; physical; psychological

*Product knowledge:* galvanic gel; body care products

## 3 Light irradiation treatments

*Procedures:* record cards; preparation of area; recording effects of treatment; aftercare; home care; retailing opportunities

*Techniques:* radiant heat; infra red; ultra violet (UVA, UVB, UVC) sunlamps; solarium; sunbed/showers; risks; hazards

*Tools:* materials and equipment appropriate to light irradiation treatments

*Pre-treatment preparation:* indications; contra-indications; suitable sterilisation; sanitisation methods; safety, hygiene and timing



*Timing treatment:* UV patch test; inverse square law; distance

*Effects of light irradiation treatments:* physiological; physical; psychological effects SPF/UVA protection; health risks

#### **4 Processes of communication and method of staff training**

*Method of communication:* negative; positive; effective; with staff, superiors, and clients; resolving conflicts with staff and with clients

*Process of communication:* message; verbal, written; non-verbal

*Identification and analysis:* defining objectives; preparation; implementation; analysing results

*Training techniques:* on the job techniques; off the job techniques; inside/outside the company; evaluation of training techniques

## Outcomes and assessment criteria

Outcomes	Assessment criteria for pass <b>To achieve each outcome a learner must demonstrate the ability to:</b>
1 Demonstrate <b>manual body massage treatments</b>	<ul style="list-style-type: none"> <li>• demonstrate a consultation to identify the client's needs</li> <li>• demonstrate full body massage treatments, including pre-treatment preparation</li> <li>• adapt treatment techniques to meet individual client needs</li> <li>• evaluate the results of body massage treatments</li> </ul>
2 Demonstrate <b>mechanical and electrical body treatments</b>	<ul style="list-style-type: none"> <li>• demonstrate a consultation to identify the client's needs</li> <li>• demonstrate the use of a range of mechanical body treatment equipment, including pre-treatment preparation</li> <li>• demonstrate the use of a range of electrical body treatment equipment, including pre-treatment preparation</li> <li>• devise efficient and effective, commercially viable treatment programmes</li> </ul>
3 Investigate <b>light irradiation treatments</b>	<ul style="list-style-type: none"> <li>• discuss the characteristics and uses of radiant heat, infrared and UVA, UVB and UVC</li> <li>• demonstrate a skin test prior to UV treatment</li> <li>• apply the inverse square law to calculate time of treatment</li> <li>• demonstrate light irradiation treatments, including pre-treatment preparation</li> </ul>
4 Explore the <b>process of communication and methods of staff training</b> in relation to an effectively functioning professional salon	<ul style="list-style-type: none"> <li>• demonstrate effective communication skills</li> <li>• evaluate methods of communications</li> <li>• analyse the techniques of training with respect to the training needs of individuals</li> <li>• evaluate a programme designed to meet the training needs of an individual</li> </ul>

## Guidance

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### Delivery

The unit has been designed to cater for learners who have little or no experience of beauty therapy practices, such as learners progressing from Advanced GCEs ('A levels').

Delivery of this unit should be within a realistic working environment.

An initial structured delivery of formal lectures may be necessary to cover the processes of communication and methods of staff training, which will lead to more informal facilitative workshop activities and structured individual activities beneficial to understanding.

### Assessment

Practical activities will be used to assess the learner's practical skills. Learners will demonstrate treatments within a realistic working environment. Treatments should be carried out using recognised techniques, sterilisation and hygiene procedures in accordance with current legislation. This unit offers the learner the opportunity to develop theoretical understanding as well as practical, personnel and interpersonal skills associated with personal and managerial effectiveness.

Understanding of theoretical aspects of the unit should be evidenced by means of assignments, projects, case studies and directed tasks relevant to the beauty industry.

### Links

This unit links to the following:

- *Unit 2: Customer Service*
- *Unit 3: Health, Safety and Security*
- *Unit 5: Industry Experience*
- *Unit 6: Human Physiology*
- *Unit 7: Chemistry of Products*
- *Unit 9: Beauty Therapy Management*
- *Unit 10: Management of Epilation and Depilation*
- *Unit 11: Management of Facial Therapies and Treatments for Nails, Hands and Feet*
- *Unit 21: Physiology of Ageing.*

## Resources

It is essential that learners have access to an appropriate commercial environment and the physical resources required. Library resources will need to include suitable recommended texts, hardware, software and peripheral devices in order to fulfil the requirements of the unit.

## Support materials

### Books

Cartwright J and Ward D — *Health and Beauty Therapy: A Practical Approach for NVQ Level 3* (Nelson Thornes, 2004) ISBN 0748790357

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

Rosser M — *Body Therapy and Facial Work: Electrical Treatments for Beauty Therapists* (Hodder and Stoughton Educational, 1999) ISBN 0340742321

Simmons J V — *Science and the Beauty Business Volume 2: The Beauty Salon and its Equipment* (Thomson Learning, 2000) ISBN 1861526911

# Unit 9: Beauty Therapy Management

Learning hours: 60

NQF Level 5: BTEC Higher National – H2

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## Description of unit

The unit provides an opportunity to research and analyse alternative approaches to salon management practice and how those approaches contribute to successful operations. It develops diagnostic and evaluation skills within the wider context of treatment and service design. It identifies the use of information gathering systems for the evaluation of services and setting of targets and provides an opportunity to analyse quality control, client care, health and safety procedures and to discriminate between good and bad practice.

## Summary of learning outcomes

**To achieve this unit a learner must:**

- 1 Evaluate **the role of reception** in a clinic environment
- 2 Examine methods of **stock maintenance and replacement**
- 3 Analyse procedures for efficient **clinic operation**
- 4 Evaluate results of **client diagnosis for** the purpose of **treatment planning**.

# Content

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## 1 **The role of reception**

*Reception environment:* design; display; aesthetics; health and safety

*Client care:* communication methods; complaints procedure; promotional activities; selling opportunities; consumer protection legislation

*Appointment systems:* use of IT; appointment logistics

*Financial procedures:* security; VAT; payment methods; recording; banking

*Data collection:* use of IT; data protection legislation; client information systems

## 2 **Stock maintenance and replacement**

*Stock:* consumable and non-consumable products; capital equipment

*Stock control:* stock records and inventories; stock levels; order procedures; security; use of IT; risk assessment; health and safety

*Maintenance and replacement:* repair and replacement logistics

## 3 **Clinic operation**

*Operational objectives:* resource availability; quality control; treatment and service design, staff levels; work schedules; health and safety

## 4 **Client diagnosis for treatment planning**

*Client diagnosis:* consultation techniques; client objectives; recording data; evaluating results

*Treatment planning:* client motivation; monitoring progress; maintenance programmes; health and safety; client lifestyle constraints

## Outcomes and assessment criteria

Outcomes	Assessment criteria for pass <b>To achieve each outcome a learner must demonstrate the ability to:</b>
1 Evaluate <b>the role of reception</b> in the clinic environment	<ul style="list-style-type: none"> <li>• explain the role of reception in contributing to successful clinic operation and customer care</li> <li>• describe arrangements for financial transactions, data collection and security arrangements</li> <li>• analyse statistical information for use in management planning</li> </ul>
2 Examine methods of <b>stock maintenance and replacement</b>	<ul style="list-style-type: none"> <li>• describe systems for stock control</li> <li>• explain documents required for efficient stock control, including the use of IT</li> <li>• explain procedures for repair and replacement of capital equipment and non-consumable products</li> </ul>
3 Analyse procedures for efficient <b>clinic operation</b>	<ul style="list-style-type: none"> <li>• explain operational objectives for treatment and service</li> <li>• identify appropriate resource requirements for these objectives</li> </ul>
4 Evaluate results of <b>client diagnosis</b> for the purpose of <b>treatment planning</b>	<ul style="list-style-type: none"> <li>• review a range of client consultations, including the recording of the results</li> <li>• describe how these are used for treatment planning</li> </ul>

## Guidance

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### Delivery

The unit has been designed to cater for learners who have little or no experience of salon management. This unit is intended to be practically based within a realistic working environment. An initial structured delivery of formal lectures may be necessary at the outset of the unit to study the theoretical aspects of management practice.

### Assessment

A variety of assessment activities may be used to measure achievement of the outcomes. It is expected the majority of the outcomes will be based in a realistic working environment where there is opportunity to take an active managerial role.

Understanding of theoretical aspects of the unit should be evidenced by means of assignments, projects, case studies and directed tasks relevant to the beauty industry.

### Links

This unit links with the following:

- *Unit 1: The Developing Manager*
- *Unit 2: Customer Service*
- *Unit 3: Health, Safety and Security*
- *Unit 4: Law for Business and Services Industries*
- *Unit 5: Industry Experience.*

### Resources

Sufficient library resources should be available to achieve this unit. The learner should have access to a realistic environment offering a range of beauty treatments and services.

### Support materials

#### Books

Bee F and Bee R — *Customer Care* (Chartered Institute of Personnel and Development (CIPD), 1999) ISBN 0852927762

Forsyth P — *Telephone Skills* (Chartered Institute of Personnel and Development (CIPD), 2000) ISBN 0852928653

Needham D, Dransfield R, Harris R, Cotes M and Rawlinson M — *Business for Foundation Degrees and Higher Awards* (Heinemann Educational Secondary Division, 2004) ISBN 0435285335



# Unit 10: Management of Epilation and Depilation

Learning hours: 60

NOF Level 5: BTEC Higher National – H2

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## Description of unit

This unit develops the knowledge and skills required to manage and practice epilation and depilation within the beauty therapy industry.

On completion of this unit the learner will be able to apply these treatments, to a recognised professional standard. Learners will also be able to demonstrate to others the use and application of these treatments.

## Summary of learning outcomes

**To achieve this unit a learner must:**

- 1 Examine the **principles of epilation and depilation**
- 2 Evaluate the **tools and equipment** used to provide epilation and depilation treatments
- 3 Demonstrate the use of **techniques** to provide epilation and depilation treatments to assistant practitioners
- 4 **Evaluate** the ability of others to provide epilation and depilation treatments.

# Content

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## 1 Principles of epilation and depilation

*Cause of hair growth:* primary (heredity, puberty, pregnancy, 'the Pill', menopause); secondary (endocrine disorders, polycystic ovary)

*Definitions of hair growth:* hirsuties; hypertrichosis; superfluous hair

*Types of current used in electrical epilation:* high frequency/diathermy; galvanism; blend

*Treatment area for epilation and depilation:* working environment; registration/local by-laws; sterilisation and hygiene; preparation of client/treatment area; safety precautions; contra-indications to treatment; preparation of tools, equipment and materials

*New technologies in epilation and depilation:* new technologies and developments

## 2 Tools and equipment

*Equipment used in electrical epilation:* types of machines; types of needle/holder

*Equipment used for depilation:* hot wax; cool/warm wax; depilators; sugaring

## 3 Techniques

*Techniques used in depilation:* hot wax; cool/warm wax; sugaring; depilatory creams; cutting; shaving; tweezing; depilators; threading

*Safe and effective epilation treatment:* techniques of probing; correct/incorrect angle, depth of probe; timing of treatments; effects of current on the skin and hair; skin sensitivity

*Safe and effective depilation treatment:* correct temperature of wax; application to client; skin sensitivity; effect of depilation on skin; techniques used for treatment on different body areas

*Care of the skin:* preparation of the skin; aftercare; homecare; retailing

## 4 Evaluate

*Demonstrate own skills to others:* appropriate pace that suits others (and client); clear explanation of choice of equipment and techniques used; logical sequencing of demonstration and explanations; demonstration of good relationship with client; encouragement of others to ask questions; inclusion of relevant health and safety issues

*Observation of practice by others:* planning of treatment; selection of appropriate equipment and techniques; interaction with client; correct use of equipment and techniques; correct application of health and safety principles

*Evaluate others:* feedback includes: health and safety issues, planning the treatment, practical use of equipment and techniques, interaction with client; accuracy of observations; accuracy of feedback; clear feedback, handled sensitively where necessary

## Outcomes and assessment criteria

Outcomes	Assessment criteria for pass <b>To achieve each outcome a learner must demonstrate the ability to:</b>
1 Examine the <b>principles of epilation and depilation</b>	<ul style="list-style-type: none"> <li>• explain the different causes of hair growth</li> <li>• describe safe and effective epilation treatment</li> <li>• describe safe and effective depilation treatment</li> <li>• evaluate the types of current used in epilation</li> </ul>
2 Evaluate the <b>tools and equipment</b> used to provide epilation and depilation treatments	<ul style="list-style-type: none"> <li>• demonstrate the selection of tools and equipment used to provide a range of epilation treatments</li> <li>• demonstrate the selection of tools and equipment used to provide a range of depilation treatments</li> <li>• discuss the different types of equipment used for epilation and depilation</li> </ul>
3 Demonstrate the use of <b>techniques</b> to provide epilation and depilation treatments to assistant practitioners	<ul style="list-style-type: none"> <li>• demonstrate safe and effective epilation on a range of clients</li> <li>• demonstrate safe and effective depilation on a range of clients</li> <li>• demonstrate consultations to evaluate client suitability for treatment</li> <li>• demonstrate the management of client expectations during the treatment process</li> </ul>
4 <b>Evaluate</b> the ability of others to provide epilation and depilation treatments	<ul style="list-style-type: none"> <li>• demonstrate the techniques used in depilation and epilation to one or more individuals</li> <li>• observe one or more individuals performing depilation and epilation techniques</li> <li>• evaluate one or more individuals and give constructive feedback</li> </ul>

## Guidance

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### Delivery

This unit is designed to provide learners with experience of training others and to refresh their practical skills. Learners should have the opportunity to train new staff or to train existing staff in new techniques in a salon environment.

Delivery of the practical aspect of this unit should be within a realistic working environment or within the workplace itself.

Methods of delivery could include lectures, demonstrations, workshops and discussions with tutors and peers. The importance of new techniques and technologies should be encouraged. This may be addressed by the use of demonstrations and visits from guest speakers and manufacturers, demonstrations, visits to trade fairs and exhibitions, etc.

### Assessment

It is expected that learners will demonstrate treatments and demonstrate skills within a realistic working environment. Treatments should be carried out using recognised techniques, sterilisation, and hygiene practices in accordance with current legislation.

Understanding of the theoretical aspects of the unit should be evidenced by means of assignments, projects, case studies and directed tasks.

### Links

This unit is a development of epilation skills. The holistic nature of the programme requires an integrated approach with other skill-based units. This unit also links with:

- *Unit 20: Advanced Epilation*

### Resources

It is essential that learners have access to an appropriate realistic working environment and the physical resources required. Learners should have access to the necessary hardware, software and peripheral devices to fulfil the requirements of the unit. It is essential that learners have access to library facilities, and are able to access up to date published text and trade journals. Learners will also need trainees who can be evaluated by the learner.

## Support materials

### Books

Cartwright E, Morris G and Severn M — *Electro-epilation: A Practical Approach* (Nelson Thornes, 2001) ISBN 0748763767

Godfrey S — *Principles and Practice of Electrical Epilation, Third Edition* (Butterworth-Heinemann, 2001) ISBN 0750652268

Stranks J — *Health and Safety Law (Health & Safety in Practice)* (Prentice Hall, 2001) ISBN 0273654527

Wheat A — *The Complete Guide to Electro-Epilation* (Hodder & Stoughton Educational, 2002) ISBN 0340803622



# Unit 11: Management of Facial Therapies and Treatments for Nails, Hands and Feet

Learning hours: 60

NQF Level 5: BTEC Higher National – H2

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## Description of unit

This unit develops the knowledge and skills required to manage and practice facial therapies and treatments for the nails, hands and feet within the beauty therapy industry.

On completion of this unit the learner will be able to apply these treatments, to a recognised professional standard. Learners will also be able to demonstrate to others the use and application of these treatments.

## Summary of learning outcomes

**To achieve this unit a learner must:**

- 1 Demonstrate **manual facial treatments**
- 2 Demonstrate **mechanical and electrical facial treatments**
- 3 Demonstrate and evaluate treatments for the **nails, hands and feet**
- 4 **Evaluate** the ability of others to provide manual, mechanical and electrical facial treatments and treatments for the nails, hands and feet.

# Content

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## 1 Manual facial treatments

*Procedure:* record cards; record effects of each treatment; patch testing; home care advice; retail opportunities

*Pre-treatment preparation:* analysis of skin; preparation of the skin; appropriate indications; contra-indications; suitable sterilisation and sanitation methods

*Techniques:* skin analysis; cleansing; exfoliation; masks; facial massage; toning; moisturising; lash and brow tinting; bleaching; brow shaping; make-up application

*Consumable and non-consumable:* tools; materials and equipment applicable to each manual technique

*Basic product knowledge:* cleansers; facial washes; facial scrubs; exfoliants; toners; moisturisers; tints; bleach; make-up; massage cream; oil and other media

*Face mask preparations:* setting; non-setting; specialised masks

*Make-up to suit client needs:* day, evening, and bridal

*Corrective, remedial techniques:* age; face shape; eye shape; eyebrow shape; effect of lash tinting; effect of brow tinting; lip shape; effects of light

*Cosmetic application:* temporary and semi-permanent lashes

*Operational aspects:* salon; training; retail; review and evaluation

## 2 Mechanical and electrical facial treatments

*Procedure:* record cards; sanitisation/sterilisation; skin analysis; preparation of area indicated; record treatment outcomes; home care advice and retail opportunities

*Mechanical techniques:* vapour; extraction; deep cleansing; exfoliation; lymphatic drainage; audio sonic treatments

*Electrical techniques:* application of direct/indirect high frequency; galvanic desincrustation and iontophoresis; EMS and non-surgical face lift

*Tools, materials and equipment:* types of tools, materials and equipment; sterilisation and sanitisation appropriate to mechanical and electrical treatments

*Pre-treatment preparation:* indications; contra-indications; skin analysis; preparation of area to be treated

*Equipment knowledge:* vapour (including extraction); lymphatic drainage; audio sonic; high frequency; positive and negative galvanic; EMS and the non-surgical face lift

*Specialised product knowledge:* deep cleansing; exfoliating; oxygenating preparations; moisturising preparations; soaps; gels; ampoules

*Operational aspects:* salon; training; retail; review; evaluation



### 3 Nails, hands and feet

*Pre-treatment:* preparation, sterilisation and sanitation methods; indications and contra-indications

*Procedure:* record cards; record treatment outcomes; home care advice and retail opportunities

*Techniques:* manicure; pedicure; hand and arm massage; lower leg and foot massage; special hand and feet treatments; artificial nail structure; enamel application and removal

*Tools, materials and equipment:* appropriate to a particular technique and applicable to nail treatments

*Basic product knowledge:* enamel; enamel remover; thinners; hardener; cuticle cream and cuticle oil; buffing cream; hand cream

*Artificial nail structure:* acrylic; fibreglass; gel; semi-permanent false nails

*Feet and hands, pre-treatment preparation:* sterilisation; sanitation methods; indications and contra-indications

*Special product knowledge:* salt rub; bran rub; paraffin wax; hot oil

*Operational aspects:* salon; product training; equipment training; retail; review and evaluation

### 4 Evaluate

*Demonstrate own skills to others:* appropriate pace that suits others (and client); clear explanation of choice of equipment and techniques used; logical sequencing of demonstration and explanations; demonstration of good relationship with client; encouragement of others to ask questions; inclusion of relevant health and safety issues

*Observation of practice by others:* planning of treatment; selection of appropriate equipment and techniques; interaction with client; correct use of equipment and techniques; correct application of health and safety principles

*Evaluate others:* giving feedback includes: health and safety issues, planning the treatment, practical use of equipment and techniques, interaction with client; accuracy of observations; accuracy of feedback; clear feedback, handled sensitively where necessary

## Outcomes and assessment criteria

Outcomes	Assessment criteria for pass <b>To achieve each outcome a learner must demonstrate the ability to:</b>
1 Demonstrate <b>manual facial treatments</b>	<ul style="list-style-type: none"> <li>• analyse clients' skin and apply suitable treatments using appropriate techniques, equipment and procedures</li> <li>• demonstrate treatment of brows and lashes using tint/bleach and definition of brows using tweezers</li> <li>• demonstrate selection and application of make-up to suit client need including use of corrective remedial make-up</li> <li>• evaluate treatment outcomes</li> </ul>
2 Demonstrate <b>mechanical and electrical facial treatments</b>	<ul style="list-style-type: none"> <li>• explain vapour, brush cleanse, lymphatic drainage, audio sound, indirect and direct high frequency, EMS, negative and positive galvanism and non-surgical face lift</li> <li>• demonstrate a selection of appropriate treatments for clients</li> <li>• evaluate treatment outcomes</li> </ul>
3 Demonstrate and evaluate treatments for the <b>nails, hands and feet</b>	<ul style="list-style-type: none"> <li>• determine appropriate treatments for nails, hands and feet</li> <li>• demonstrate manicure, artificial nail structure and pedicure treatment techniques</li> <li>• evaluate the completion of record systems, home care and identified retail opportunities</li> <li>• evaluate treatment outcomes</li> </ul>
4 <b>Evaluate</b> the ability of others to provide manual, mechanical and electrical facial treatments and treatments for the nails, hands and feet	<ul style="list-style-type: none"> <li>• demonstrate the techniques used in manual, mechanical and electrical facial treatments and treatments for the nails, hands and feet to one or more individuals</li> <li>• observe one or more individuals performing manual, mechanical and electrical facial treatments and treatments for the nails, hands and feet</li> <li>• evaluate one or more individuals and give constructive feedback</li> </ul>

## Guidance

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### Delivery

This unit is designed to provide learners with experience of training others and to refresh their practical skills. Learners should have the opportunity to train new staff or to train existing staff in new techniques in a salon environment.

Delivery of the practical aspect of this unit should be within a realistic working environment or within the workplace itself.

Methods of delivery could include lectures, demonstrations, workshops and discussions with tutors and peers. The importance of new techniques and technologies should be encouraged. This may be addressed by the use of demonstrations and visits from guest speakers and manufacturers, demonstrations, visits to trade fairs and exhibitions, etc.

### Assessment

Learners are expected to demonstrate treatments within a realistic working environment or the workplace with due regard to health and safety procedures.

A holistic approach should be applied to all treatment and should meet the individual needs of the client whilst recognising opportunities for assessment of the learner. The use of a client log should be encouraged to demonstrate the breadth of a learner's experience.

New technologies should be explored and understood. This should be addressed by visits from guest speakers and manufacturers, demonstrations, visits to trade fairs and exhibitions, etc.

Understanding of the theoretical aspects of this unit should be evidenced by means of assignments, projects and integrated directed tasks.

### Links

This unit links with:

- *Unit 6: Human Physiology*
- *Unit 7: Chemistry of Products*
- *Unit 8: Beauty Therapy Practice*
- *Unit 9: Beauty Therapy Management*
- *Unit 10: Management of Epilation and Depilation*

## Resources

It is essential that learners have access to a realistic working environment.

Learners will need access to couches, stools, trolleys, lamps, skin cosmetics, nail cosmetics, sauna, steam bath, Faradic (EMS), galvanic, G5, infra-red, ultra-violet lamp or solarium, vacuum suction, sun bed, audio sound, percussion vibration, appropriate consumables and semi-consumables, sterilisers and appropriate waste disposal facilities.

Learners must also have access to hardware, software and peripheral devices in order to fulfil the requirements of the unit.

Library resources should contain professional journals, periodicals and text.

## Support materials

### Books

Cressey S — *The Beauty Therapy Fact File, Fourth Edition* (Heinemann, 2004)  
ISBN 0750638354

Rosser M — *Body Therapy and Facial Work: Electrical Treatments for Beauty Therapists* (Hodder and Stoughton Educational, 1999) ISBN 0340742321

Whittaker M, Forsythe-Conroy D and Ifould J — *Beauty Therapy: The Basics for NVQ 1 and 2* (Hodder & Stoughton, 2004) ISBN 0340883189

### Further reading

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

*Health and Fitness* (Reed Publishing)

*Top Sante* (Press Publishing)

# Specialist units



# Unit 12: Aromatherapy

Learning hours: 60

NOF Level 5: BTEC Higher National – H2

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## Description of unit

This unit provides an introduction to holistic, clinical aromatherapy. It investigates the safe, practical application of essential oils via massage, inhalation, compresses, creams and other methods. It develops the learner's knowledge of the theoretical background relating to aromatherapy, particularly communication skills, recording of data and safe and effective formulation of the essential oil 'blend' to address the problems presented.

This unit will develop the learner's awareness of this area of the beauty industry. However, it will not fully develop competence or confer a licence to practice, rather it contributes to the underpinning knowledge and understanding of the appropriate National Occupational Standards. Should learners wish to pursue this area of study, they should contact the relevant professional bodies and seek guidance on further professional study.

## Summary of learning outcomes

**To achieve this unit a learner must:**

- 1 Identify the **individual needs of the client**
- 2 Investigate the **therapeutic values and uses of essential oils, carrier oils and other base products**
- 3 Monitor the **application of essential oils** to the client
- 4 Evaluate **the treatment plan** and provision of suitable aftercare/ homecare advice.

# Content

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## 1 Individual needs of the client

*Consultation:* personal details; age; gender; medical conditions; contra-indications; assessment of physical and psychological condition

*Record keeping:* use of record cards; record effects of each treatment; accurate record keeping; blending sheet

*Legislation:* Data Protection Act; Health and Safety at Work Act 1974; control of substances hazardous to health (COSHH) regulations 1988

*Communication and interpersonal skills:* communication skills; interpersonal skills; establishing rapport with client

*Professional ethics:* managing client expectations; client confidentiality; client privacy; aftercare advice; limitations of treatment

*Enquiries and questions:* deal with enquiries and questions from clients or other professionals

## 2 Therapeutic values and uses of essential oils, carrier oils and other base products

*Essential oil knowledge:* types; therapeutic properties; safety; toxicity; chemical components; use of essential oils; contra-indications; Latin names; chemotypes

*Carrier oil and base product knowledge:* types; therapeutic properties; safety; toxicity; chemical components; use; contra-indications

## 3 Application of essential oils

*Procedure:* preparation of room; preparation of client; preparation of equipment; safety precautions; contra-indications; patch/sensitivity test; establishing suitable oils for treatment

*Methods of application:* massage; inhalation; compress; creams; other methods

*Suitability of use:* face; body

*Blending:* blending methods; dilution of oils; use of a blending sheet

## 4 The treatment plan

*Treatment plan:* age of client; gender; medical conditions; contra-indications

*Evaluate treatment:* benefits of the session; record client/therapist responses; client evaluation of treatment; evaluate any adaptations to techniques used; aftercare advice



## Outcomes and assessment criteria

Outcomes	Assessment criteria for pass <b>To achieve each outcome a learner must demonstrate the ability to:</b>
1 Identify the <b>individual needs of the client</b>	<ul style="list-style-type: none"> <li>• carry out aromatherapy consultations with clients</li> <li>• explain limitations of aromatherapy treatment to the client</li> <li>• maintain client records and data in accordance with regulations and legislation</li> <li>• explain the importance of maintaining client confidentiality</li> <li>• discuss the legislation relevant to the aromatherapy practitioner</li> </ul>
2 Investigate the <b>therapeutic value and uses of essential oils, carrier oils and other base products</b>	<ul style="list-style-type: none"> <li>• gather information on individual essential oils, carrier oils and other base products to form a 'therapeutic index' of properties and indications for use</li> <li>• discuss the relevance of Latin names and chemotypes when purchasing essential oils from suppliers</li> <li>• explain the relevance of the strength and suitability of 'blends' of oils taking into consideration safety data, chief chemical components and toxicity</li> </ul>
3 Monitor the <b>application of essential oils</b> to the client	<ul style="list-style-type: none"> <li>• apply essential oils via the method most suited to the client's needs</li> <li>• create blends of essential oils using the correct percentage of dilution in accordance with the age, size, method of application chosen and general well-being of the client being treated</li> </ul>
4 Evaluate <b>the treatment plan</b> and provision of suitable aftercare/homecare advice	<ul style="list-style-type: none"> <li>• complete treatment plans for clients</li> <li>• complete accurate records of all treatment sessions</li> <li>• discuss relevant and suitable aftercare advice with clients</li> <li>• evaluate any adaptations to techniques used during treatment and overall effectiveness of treatment</li> </ul>

## Guidance

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### Delivery

The more theoretical aspects of the unit can be delivered through various methods including formal lectures, guest speakers and trade show visits. Learners should have access to a realistic working environment where they can carry out client consultation and treatment. Aromatherapy treatments should be carried out using recognised techniques and hygiene practices in accordance with current legislation.

### Assessment

A number of assessment activities may be used to measure achievement of the outcomes. Learners would be expected to demonstrate performance of treatments within a realistic working environment and meet the standards required by the beauty industry. It is expected that the learner would evidence their practical treatment sessions/case studies with at least ten completed consultation forms, blending sheets, homecare details and feedback on a total of fifty individual treatments. 40 different essential oils must be recorded and the use of at least five different carrier oils.

Learners also need to demonstrate their understanding of the theoretical principles of aromatherapy. These areas will be tested via more formal written assignments which link directly to the outcomes specified or through others means such as presentations, posters, projects or case studies

### Links

This unit links with the following:

- *Unit 6: Human Physiology*
- *Unit 7: Chemistry of Products*
- *Unit 13: Science of Essential Oils*
- *Unit 15: Ethics and Accountability.*

This unit also contributes to the underpinning knowledge and understanding of the National Occupational Standards in Aromatherapy (Skills for Health). A mapping can be found in *Annex E*.

### Resources

Sufficient library resources should be made available to enable learners to achieve this unit as well as access to a realistic working environment. A minimum of 40 different essential oils and five carrier oils should also be made available to learners.

Learners should have access to the necessary hardware, software and peripheral devices to fulfil the requirements of the unit.

## Support materials

### Books

Caddy R — *Aromatherapy: The Essential Blending Guide* (Amberwood Publishing, 2000) ISBN 1899308245

Earle L — *New Vital Oils* (Vermilion, 2002) ISBN 0091876699

Lawless J — *Encyclopaedia of Essential Oils: The Complete Guide to the use of Aromatic Oils in Aromatherapy, Herbalism, Health and Well Being* (Harper Collins, 2002) ISBN 0007145187

Price S — *Practical Aromatherapy* (Harper Collins, 2000) ISBN 0722539061

National Occupational Standards supplied by Skills for Health:

Address:

Goldsmiths House

Broad Plain

Bristol BS2 0JP

Telephone: 0117 9221155

Email: [office@skillsforhealth.org.uk](mailto:office@skillsforhealth.org.uk)



# Unit 13: Science of Essential Oils

Learning hours: 60

NOF Level 5: BTEC Higher National – H2

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## Description of unit

This unit introduces and develops knowledge relating to the biology of oil-producing plants and the chemistry of essential oils, and the relevance of this information in relation to the safety and toxicity of those essential oils.

This unit will develop the learner's awareness of this area of the beauty industry. However, it will not fully develop competence or confer a licence to practice, rather it contributes to the underpinning knowledge and understanding of the appropriate National Occupational Standards. Should learners wish to pursue this area of study, they should contact the relevant professional bodies and seek guidance on further professional study.

## Summary of learning outcomes

**To achieve this unit a learner must:**

- 1 Investigate **photosynthesis and plant oil production**
- 2 Analyse the various **methods of extracting essential oils**
- 3 Examine the **safety and toxicity** of essential oils when used in aromatherapy
- 4 Evaluate the **use of a range of packaging materials** with relation to essential oils.

# Content

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## 1 **Photosynthesis and plant oil production**

*Plant physiology:* photosynthesis; limiting factors; macro and micro nutrients

*Plant oil production:* purpose; volume; quality

## 2 **Methods of extracting essential oils**

*Methods of extracting essential oils from the plant source:* expression; distillation (water and steam); extraction with volatile solvents; short-path or molecular distillation; enfleurage; effect of extraction procedure on essential oil

*Properties of essential oils:* ‘notes’ of essential oils; the link to the volatility of the individual essential oil; odorous qualities of essential oils; overall contribution made by individual constituents

## 3 **Safety and toxicity**

*Safe practice and use of essential oils:* essential oil profiles and implications in relation to safety, practice and research data

*Toxicological evaluation of essential oils:* used to establish essential oil safety in respect of phototoxicity, photosensitivity, sensitisation and skin irritation

*Product knowledge:* organisations responsible for monitoring the safety and standardisation of essential oils; family name; common name; chemical composition; uses and application; methods used to test the authenticity of essential oils; problems associated with adulterated oils and synthetic oils

*Essential oil profiles:* necessity for safe practice and product knowledge regarding each individual case

*Effects of essential oils:* ‘synergistic’ effect; ‘quenching effect’

## 4 **Use of a range of packaging materials**

*Evaluation:* properties of the product to be packaged; identification of key properties; purpose of the packaging; protection of the contents; shape and structure; ease of manufacture; cost; valid comparisons

## Outcomes and assessment criteria

Outcomes	Assessment criteria for pass <b>To achieve each outcome a learner must demonstrate the ability to:</b>
1 Investigate <b>photosynthesis and plant oil production</b>	<ul style="list-style-type: none"> <li>• investigate the process of photosynthesis</li> <li>• describe oil production in the plant</li> <li>• discuss the purpose of the essential oil in the plant</li> </ul>
2 Analyse the various <b>methods of extracting essential oils</b>	<ul style="list-style-type: none"> <li>• describe methods of extracting essential oils from the plant source</li> <li>• discuss the alteration in the chemical composition of essential oils brought on by these processes</li> <li>• identify the odorous constituents of essential oils</li> <li>• relate these to the ‘note’ of the oil, the proportions present and their volatility</li> </ul>
3 Examine the <b>safety and toxicity</b> of essential oils when used in aromatherapy	<ul style="list-style-type: none"> <li>• explain the necessity for product knowledge when handling, storing and disposing of essential oils</li> <li>• explain the ‘synergistic’ effects of essential oils when used in a ‘blend’ and the ‘quenching effect’ of essential oils when used collectively</li> <li>• explain the necessity for safe practice, using essential data, with regard to contra-indications presented by the client, and in treating clients requiring special care</li> <li>• demonstrate a knowledge of the various organisations responsible for monitoring the safety and standardisation of essential oils</li> </ul>
4 Evaluate the <b>use of a range of packaging materials</b> with relation to essential oils	<ul style="list-style-type: none"> <li>• compare the properties of the materials used in different types of packaging</li> <li>• evaluate the choice of packaging materials used for aromatherapy products available for the professional and over-the-counter</li> </ul>

## Guidance

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### Delivery

This specialist unit is designed to be delivered alongside *Unit 12: Aromatherapy*. As such it constitutes the theoretical side of aromatherapy and enables learners to link the science of essential oils to their practical use in treatment.

As well as a formal series of lectures, learners would benefit from guest speakers, visits to trade fairs, exhibitions and manufacturers of aromatherapy products.

### Assessment

A number of assessment activities may be used to measure achievement of the outcomes. Assessment of this unit could be implemented via practical-based assignments involving the production of blending sheets or documenting evidence of the essential oils used to treat a number of clients with varying physical/ psychological conditions. The evidence produced would also show understanding of synergistic blending of essential oils and observation of restricted use for specific conditions presented.

Learners also need to demonstrate their understanding of the theoretical principles of this area. Written assignments may therefore also be used. These may include various problem solving activities such as the investigating the therapeutic actions of essential oils and the chemical responsible for producing the anticipated effect or discussing suitable packaging for aromatherapy products.

### Links

This unit links with *Unit 12: Aromatherapy*.

This unit contributes to the underpinning knowledge and understanding of the National Occupational Standards in Aromatherapy (Skills for Health). A full mapping is given in *Annex E*.

### Resources

Learners should have access to library facilities including journals, publications, computer-based resources and videos to provide current information and research findings.

Learners should also have access to the necessary hardware, software and peripheral devices to fulfil the requirements of the unit.



## Support materials

### Books

Caddy R — *Aromatherapy: The Essential Blending Guide* (Amberwood Publishing, 2000) ISBN 1899308245

Earle L — *New Vital Oils* (Vermilion, 2002) ISBN 0091876699

Lawless J — *Encyclopaedia of Essential Oils: The Complete Guide to the use of Aromatic Oils in Aromatherapy, Herbalism, Health and Well Being* (Harper Collins, 2002) ISBN 0007145187

Lis-Balchin M — *Aroma Science: The Chemistry and Bioactivity of Essential Oils* (Amberwood, 1999) ISBN 1899308210

Price S — *Practical Aromatherapy* (Harper Collins, 2000) ISBN 0722539061

National Occupational Standards supplied by Skills for Health:

Goldsmiths House

Broad Plain

Bristol BS2 0JP

Telephone: 0117 9221155

Email: [office@skillsforhealth.org.uk](mailto:office@skillsforhealth.org.uk)



# Unit 14: Reflexology

Learning hours: 60

NQF Level 5: BTEC Higher National – H2

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## Description of unit

The unit provides learners with an understanding of both the holistic and therapeutic approaches to reflexology treatment, and acts to develop the learners' knowledge of the theoretical background relating to this subject area.

Working on a practical basis, learners will also develop their skills in interpretation of data, application and evaluation of treatment.

This unit will develop the learner's awareness of this area of the beauty industry. However, it will not fully develop competence or confer a licence to practice, rather it contributes to the underpinning knowledge and understanding of the appropriate National Occupational Standards. Should learners wish to continue with this area of study, they should contact the relevant professional bodies and seek guidance on further professional study.

## Summary of learning outcomes

### To achieve this unit a learner must:

- 1 Demonstrate consultations identifying the **needs of the client**, including documentation of findings
- 2 Demonstrate application of the **reflexology treatment** to the client taking into consideration the physical, psychological and medical conditions
- 3 Monitor the **client's reactions** throughout the treatment session
- 4 Evaluate the **effectiveness of the treatment session** and the suitability of the aftercare instruction.

# Content

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## 1 Needs of the client

*Consultation:* full reflexology consultation; thorough question and answer sessions; empathy and sound questioning skills; assessment of physical and psychological condition; recording of all details promptly, accurately and legibly

*Recording system:* written; computer-based; retrieving and updating records; processing of records; Data Protection Act 1998; client confidentiality

*Professionalism:* professionalism and empathy when taking personal information from the client

*Procedure:* identification of client needs and expectations of treatment; identification of contra-indications present and conditions requiring special care; recognition of limitations

*Treatment plan:* identification and establishment of suitable treatment duration and pressures used appropriate to the client's needs; achievement of the desired outcome; customising of the reflexology treatment to suit the client's individual needs; recording of any adaptations made

*Professional ethics:* relationship with health care professionals; the need for the referral system

*Health and safety:* Health and Safety at Work Act 1974; Control of Substances Hazardous to Health (COSHH) regulations; high standards of salon and personal hygiene and sanitation practices; procedures and regulations within the salon environment

## 2 Reflexology treatment

*Client assessment:* observational assessment of the client's feet; recording of findings

*Sterilization:* selection of suitable method of sanitisation of the client's feet either by soaking or cleansing

*Procedure:* foot massage to both feet suited to both the client's needs and underlying anatomical structures; confident and competent handling technique when supporting and massaging the client's feet; evaluation of the duration, smoothness of sequence and rhythm and flow of the reflexology treatment; thumb/finger caterpillar walk; instilling client confidence; promotion of relaxation in the client

*Reflexology routine:* systematic routine which incorporates and treats all areas of the feet and relevant corresponding reflexes on the physical body; completion of the reflexology treatment with a suitable relaxing foot massage and solar plexus press

### 3 **Client's reactions**

*Treatment knowledge:* recognition of reflexology as a non-diagnostic treatment/therapy

*Treatment design and evaluation:* identification of reactions/imbances found during the reflexology treatment; incorporation of pressure circles over the area to redress energy blockages; cross-referencing/linking these findings back to the details taken at the consultation phase of the treatment; establish, evaluate and utilise adaptations to the reflexology routine to suit the client's needs

*Client care:* identification of any extremes of emotion or behavioural changes that may take place during the treatment; the correct use of effleurage and stroking techniques to calm and reassure the client

### 4 **Effectiveness of the treatment session**

*Recording findings:* use of treatment record card; physical and psychological responses; evaluation of any reactions/imbances and reflexes showing sensitivity or crystal build up; cross-referencing of findings back to the details taken at consultation without alerting the client

*Aftercare/home-care/maintenance programme:* client feedback; appropriate aftercare/ home-care instructions given to the client on completion of the reflexology treatment; organisation of a treatment course paying attention to frequency of treatment costs and maintenance programme

## Outcomes and assessment criteria

Outcomes	Assessment criteria for pass <b>To achieve each outcome a learner must demonstrate the ability to:</b>
1 Demonstrate consultations identifying the <b>needs of the client</b> including documentation of findings	<ul style="list-style-type: none"> <li>• demonstrate consultation with clients, showing empathy, sound questioning and organisational skills and recording findings</li> <li>• identify contra-indications when treating clients</li> <li>• demonstrate discussion of treatment plans with clients fulfil their expectations and individual requirements</li> <li>• discuss the need to maintain good relationships with the medical profession and how this would be achieved through referral procedures</li> </ul>
2 Demonstrate application of the <b>reflexology treatment</b> to the client taking into consideration physical, psychological and medical conditions	<ul style="list-style-type: none"> <li>• demonstrate observational assessment of the client's feet including recording findings</li> <li>• demonstrate suitable sanitation procedures, suitable for massages and full reflexology treatments using thumb and finger caterpillar movements on clients</li> <li>• demonstrate how to develop rhythm and administer competent handling holding skills to instil client confidence and promote relaxation</li> <li>• demonstrate finishing the reflexology treatment with a foot massage and a solar plexus press</li> </ul>
3 Monitor the <b>client's reactions</b> throughout the treatment session	<ul style="list-style-type: none"> <li>• discuss how reflexology can be used as a non-diagnostic treatment</li> <li>• identify problem areas and or disturbances in clients, and carry out pressure circles to correct imbalance</li> <li>• justify adaptations to full reflexology routine by linking findings back to details taken at consultation</li> </ul>

Outcomes	Assessment criteria for pass  To achieve each outcome a learner must demonstrate the ability to:
4 Evaluate the <b>effectiveness of the treatment session</b> and the suitability of the aftercare instruction	<ul style="list-style-type: none"> <li>• produce an evaluative report detailing any findings from the reflexology treatments and client feedback</li> <li>• ensure clients are provided with appropriate aftercare advice, including information of treatment courses, frequency and costs and evaluate the findings</li> <li>• ensure a treatment record card is completed away from the client to maintain the holistic approach to the treatment</li> <li>• identify possible improvements or changes in the treatment</li> </ul>

## Guidance

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### Delivery

All the outcomes can be delivered in a practical situation and it is expected that learners will have access to a realistic working environment. Outcomes 1, 2 and 3 lend themselves to the practical situation but can also be delivered via suitable exercises revolving around specific outcomes, as can outcome 4.

### Assessment

The learner should generate evidence of outcomes primarily through demonstration of reflexology treatment sessions. It is expected that the learner would evidence their practical treatment sessions/case studies with at least eight completed consultation forms, supported with a number of treatment record cards detailing treatment reactions from every individual client session. Learners are expected to demonstrate treatments within a realistic working environment to professionally acceptable standards, demonstrating accepted practices for salon and personal hygiene, in accordance with law and local byelaws.

Learners also need to demonstrate their understanding of the theoretical principles of reflexology. These areas will be tested through written assignments or projects linked directly to the outcomes specified.

### Links

This unit has links with *Unit 6: Human Physiology* and could therefore be delivered via an integrated approach.

This unit contributes to the underpinning knowledge and understanding of the National Occupational Standards in Reflexology (Skills for Health). A full mapping can be seen in *Annex E*.

### Resources

Library resources should provide the key texts and other reference materials. For the practical sessions, learners will need access to appropriate salon facilities and members of the public to enable them to gather sufficient evidenced treatment/case studies.

Learners should also have access to the necessary hardware, software and peripheral devices to fulfil the requirements of the unit.

### Support materials

#### Books

Dougans I — *The Complete Illustrated Guide to Reflexology — Therapeutic Foot Massage for Health and Wellbeing* (Element Books, 2002) ISBN 0007131119

Pitman V — *Reflexology: A Practical Approach* (Nelson Thornes, 2002) ISBN 0748765778



# Unit 15: Ethics and Accountability

Learning hours: 60

NQF Level 5: BTEC Higher National – H2

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## Description of unit

This unit provides learners with the opportunity to enhance their knowledge of ethics and accountability and how this applies specifically to the beauty and related therapies professional.

The unit will provide the opportunity to explore crucial issues that underlie the profession such as insurance, codes of practice and storage of data.

This unit will develop the learner's awareness of this area of the beauty industry. However, it will not fully develop competence or confer a licence to practice, rather it contributes to the underpinning knowledge and understanding of the appropriate National Occupational Standards. Should learners wish to pursue this area of study, they should contact the relevant professional bodies and seek guidance on further professional study.

## Summary of learning outcomes

**To achieve this unit a learner must:**

- 1 Understand and apply the **legislation** relevant to the beauty and related therapies profession
- 2 Review **codes of conduct and ethical considerations**
- 3 Investigate the **insurance** requirements **for practical therapists**
- 4 Demonstrate **interpersonal and communication skills** with clients, GPs and other beauty and related therapies professionals.

# Content

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## 1 Legislation

*Health and safety:* Health and Safety at Work Act 1974; Control of Substances Hazardous to Health (COSHH) regulations; maintenance of adequate hygiene; quality of materials supplied and safety of equipment; maintenance of a safe work environment for staff and clients; requirements for storage and labelling of materials; contra-indications to treatment

*Client confidentiality:* Data Protection Act 1998; accurate record keeping; security of data; Trades Description Act 1968

## 2 Codes of conduct and ethical considerations

*Professionalism:* professional ethics; professional behaviour; respecting client privacy; obligations towards the client; professional bodies/national training organisations eg HABIA, International Federation of Professional Aromatherapists (IFPA), International Federation of Aromatherapists; other relevant professional bodies

*Codes of conduct:* obtaining of parent/guardian, GP's consent before treating minors; GP referral; understanding of codes of conduct relevant to the beauty industry

*Ethics:* maintaining and upholding the dignity and honour of the profession

*Holistic approach:* the term 'holistic' and its practice; a professional, caring approach; the role of the therapist in the effective administration and organisation of the practice

## 3 Insurance for practical therapists

*Health and safety:* 'patch test'/'sensitivity test' on a client who is prone to allergic reactions

*Insurance cover:* the purpose of professional indemnity insurance and public liability insurance; areas requiring specialist cover; insurance providers

*Ethics and codes of practice:* ensuring the therapist understands that they cannot presume specialist knowledge outside their own training; recording of all details pertaining to the client's medical background and treatment to ensure that all procedures are adhered to, in case of a claim or enquiry

## 4 Interpersonal and communication skills

*Professionalism:* dealing with enquiries and questions from clients or other professionals; professional links with GPs and any other beauty and related therapies professionals

*Treatment knowledge:* complementary therapies as a non-diagnostic form of therapy; effectiveness of complementary therapy treatment; managing client expectations

*Consultation:* conducting a thorough question and answer session with the client or other professional involved in the client's welfare; interpersonal skills; the effectiveness of treatment programmes and their relevance to the viability of the practice

## Outcomes and assessment criteria

Outcomes	Assessment criteria for pass <b>To achieve each outcome a learner must demonstrate the ability to:</b>
1 Understand and apply the <b>legislation</b> relevant to the beauty and related therapies profession	<ul style="list-style-type: none"> <li>• demonstrate high standards of personal hygiene and salon hygiene, in accordance with the law and local by laws, including suitable sanitation procedures and cleaning duties to ensure the implementation of these regulations</li> <li>• explain contra-indications to a particular treatment</li> <li>• discuss the legislation relevant to a practising beauty and related therapies professional</li> <li>• explain the importance of the data protection act with regard to client confidentiality</li> </ul>
2 Review codes of <b>conduct</b> and <b>ethical considerations</b>	<ul style="list-style-type: none"> <li>• demonstrate professional and subsidiary standards/eth rules, including the correct procedures when treating clients</li> <li>• discuss the importance of codes of conduct when treating clients</li> </ul>
3 Investigate the <b>insurance</b> requirements <b>for practical therapists</b>	<ul style="list-style-type: none"> <li>• ensure a ‘patch test’/‘sensitivity test’ is administered to all clients with a history of allergic reactions</li> <li>• justify the reasons for obtaining a satisfactory level of professional indemnity and public liability insurance</li> <li>• compare various insurance clauses and extent of cover in respect of the various work environments eg mobile</li> </ul>
4 Demonstrate <b>interpersonal and communication skills</b> with clients, GPs and other beauty and related therapies professionals	<ul style="list-style-type: none"> <li>• identify the need to maintain a good relationship with medical profession and how this might be achieved through the referral procedure</li> <li>• explain the importance of clear communication with relation to the consultation process</li> </ul>

## Guidance

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### Delivery

This unit is designed to be integrated with the teaching of the practically based units within this qualification. Learners would be expected to draw on their knowledge and practical experience gained through practical units in order to complete the practically based outcomes within this unit.

Delivery should be through a more formal lecture programme with other modes of delivery including workshops, group activities with tutors, peer groups and professional practitioners, trade fairs and exhibitions.

### Assessment

A number of assessment activities may be used to measure achievement of the outcomes. Assessment of this unit could be implemented via practical based assignments involving the production of record/consultation cards, documenting evidence of the details taken from the client at the consultation phase of the treatment. The evidence produced would show understanding of the depth of information taken from the client and also accuracy of record keeping skills. Health and safety issues relating to outcome 1 may also be assessed in and around the practical environment.

Learners also need to demonstrate their understanding of the theoretical principles of this area. Written assignments may therefore be used.

These may include various problem solving activities such as investigating various insurance groups and codes of practice to be adhered to within the health care profession.

### Links

The outcomes associated with this unit are closely linked with the following:

- *Unit 8: Beauty Therapy Practice*
- *Unit 9: Beauty Therapy Management*
- *Unit 10: Management of Epilation and Depilation*
- *Unit 11: Management of Facial Therapies and Treatments for Nails, Hands and Feet*
- *Unit 12: Aromatherapy*
- *Unit 14: Reflexology.*

The holistic nature of this programme requires an integrated approach with all skill-based units.

This unit contributes to the underpinning knowledge and understanding of the National Occupational Standards in Aromatherapy.

### Resources

Sufficient library resources should be made available to enable learners to achieve this unit. Codes of ethics from various organisations should also be made available.

## Support materials

### **Book**

Federation of Holistic Therapies — *The Essential Business Guide for Therapists* (Federation of Holistic Therapies, 2002) ISBN 1899848053



# Unit 16: Diet and Nutrition

Learning hours: 60

NOF Level 5: BTEC Higher National – H1

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## Description of unit

This unit will enable the learner to study the role of dietary components in further detail. The learner will investigate the causes and effects on the body of deficiencies and current national guidelines and recommendations for diet and nutrition.

## Summary of learning outcomes

**To achieve this unit a learner must:**

- 1 Describe **dietary components** and their metabolism
- 2 Analyse **dietary guidelines and recommendations**
- 3 Investigate the circumstances that precipitate **deficiency of vital vitamins and minerals** and their effects on the body
- 4 Explain dietary **disorders and associated illnesses**.

# Content

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## 1 Dietary components

*Carbohydrates*: classification and characteristics of monosaccharides, disaccharides and polysaccharides; biological functions; dietary sources; metabolism

*Proteins*: essential amino acids; protein structure; complete and incomplete proteins; supplementation of proteins; nitrogen balance; biological function; dietary sources of protein; metabolism

*Lipids*: triglycerides; saturated and unsaturated fatty acids; trans fatty acids; essential fatty acids; dietary sources of lipids; metabolism

*Vitamins*: definition of vitamins; classification and role of vitamins; dietary sources

*Minerals*: definition of minerals; classification and role of minerals; dietary sources

*Fibre*: role of fibre in the diet; dietary sources; types

*Water*: importance of water in the diet

*Catabolism*: carbohydrates; proteins and fats within cells to release chemical energy

## 2 Dietary guidelines and recommendations

*Guidelines*: fat; sugar; complex carbohydrates; alcohol; salts; protein and other nutrients; National Advisory Committee on Nutrition Education

*Basal metabolic rate*: factors affecting energy requirements of individuals eg, age, gender, body size, shape, growth, pregnancy and lactation, activity levels, temperature, illness, drugs, emotional state

## 3 Deficiency of vital vitamins and minerals

*Vital vitamins*: thiamine; B2 (riboflavin); B3 (niacin); B6; biotin; folic acid; pantothenic acid; vitamin A; vitamin D; vitamin E; vitamin K

*Risk factors for deficiency*: poor diet; low fat diet; inadequate exposure to sunlight; limited foods; inherited ability to absorb fat soluble vitamins; premature infants; alcoholism; vegan diet

*Deficiency diseases/disorders*: beri beri; pellagra; night blindness; xerophthalmia; megaloblastic anaemia; scurvy; osteomalacia; rickets; pernicious anaemia; alcoholism; free radicals

*Vital minerals*: calcium; phosphorous; magnesium; sodium; potassium; chloride; iron; zinc; copper; selenium; iodine

*Risk factors for deficiency*: chronic blood loss, malignancy; repeated pregnancies; vegetarian diet; areas where soil iodine content is low; vitamin D deficiency

*Deficiency diseases/disorders*: rickets; osteoporosis; iron deficient anaemia; copper deficient anaemia; goitre, cretinism



#### 4 **Dietary disorders and associated illnesses**

*Disorders and illnesses:* Anorexia Nervosa; obesity; hypertension; cancer; coronary heart disease; Coeliac (Celiac) disease; diabetes mellitus; decayed teeth; osteoporosis; osteomalacia; constipation; irritable bowel syndrome (IBS)

## Outcomes and assessment criteria

Outcomes	Assessment criteria for pass <b>To achieve each outcome a learner must demonstrate the ability to:</b>
1 Describe <b>dietary components</b> and their metabolism	<ul style="list-style-type: none"> <li>• evaluate basic dietary components and their function</li> <li>• analyse the process of metabolism of the major dietary components</li> <li>• describe the process of catabolism within cells to release chemical energy</li> </ul>
2 Analyse <b>dietary guidelines and recommendations</b>	<ul style="list-style-type: none"> <li>• produce a detailed report on current estimates of average UK diet composition from the National Advisory Committee on Nutrition Education ‘NACNE 1983’</li> <li>• define ‘BMR’ and discuss the factors which would affect this</li> </ul>
3 Investigate the circumstances that precipitate <b>deficiency of vital vitamins and minerals</b> and the effects on the body	<ul style="list-style-type: none"> <li>• describe the effects on the body of specific vitamin and mineral deficiencies</li> <li>• explain the causes of specific vitamin and mineral deficiencies</li> </ul>
4 Explain <b>dietary disorders and associated illnesses</b>	<ul style="list-style-type: none"> <li>• explain a range of dietary disorders and associated illnesses relevant to the beauty industry</li> <li>• describe their appearance, causes and health risks</li> </ul>

## Guidance

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### Delivery

A large degree of formal direction will be required at the outset of this unit. However, a learner-centred investigative approach will encourage learners to work independently and reflectively.

Other modes of delivery could include workshops, group activities with tutors, peer groups and professional practitioners, trade fairs and exhibitions.

### Assessment

A number of assessment activities could be used to measure achievement of learning outcomes. This could take the form of well-structured assignments which would offer learners opportunities to investigate diseases disorders and associated risk factors. Learners could work individually or in groups and evidence produced could take the form of presentations or written reports.

### Links

This unit provides links with:

- *Unit 6: Human Physiology*
- *Unit 18: Profiling Fitness*
- *Unit 21: Physiology of Ageing.*

### Resources

Learners should have access to data to identify dietary reference values, recommended daily energy requirements.

Learners should have access to computers for the research and presentation of investigations as well as access to the internet.

### Support materials

#### Books

Ewin J — *New Perspectives: Nutritional Therapy* (Vega Books, 2002) ISBN 186335190

Mervyn L — *Thorsons Complete Guide to Vitamins and Minerals* (Harper Collins, 2000)  
ISBN 0722539770

Webb G P — *Nutrition: A Health Promotion Approach* (Arnold, 2002) ISBN 0340760699

#### Websites

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

Food Standards Agency advice on diet and health

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

Food Standards Agency

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

Scientific Advisory Committee on Nutrition



# Unit 17: Kinetics

Learning hours: 60

NQF Level 5: BTEC Higher National – H2

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## Description of unit

This unit will allow the learner to gain a sound understanding of the way in which bones, joints, muscles and nerves allow the body to perform movement.

This unit will develop the learner's awareness of this area of the beauty industry. However, it will not fully develop competence or confer a licence to practice, rather it contributes to the underpinning knowledge and understanding of the appropriate National Occupational Standards. Should learners wish to pursue this area of study, they should contact the relevant professional bodies and seek guidance on further professional study.

## Summary of learning outcomes

**To achieve this unit a learner must:**

- 1 Investigate the **initiation and mechanics of movement**
- 2 Describe the **structure, function and action of skeletal muscle**
- 3 Analyse the organisation of the **nervous system**
- 4 Analyse **motor control** of the body.

# Content

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## 1 **Initiation and mechanics of movement**

*Types of joints:* fibrous; cartilaginous; synovial; functional anatomy

*Support and propulsion:* principles of levers and application

*Analysis of movement:* stability; gravity; base; muscle tension; muscle power; classification of muscle work; planes and axes of movements; range of movement

*Newton's laws of motion:* 1st law; 2nd law; 3rd law; relation of Newton's laws to movement

## 2 **Structure, function and action of skeletal muscle**

*Structure:* muscle fibre types eg slow, fast; gross and microscopic structure of skeletal muscle; function of skeletal muscle

*Action:* origin; insertion and action of muscles in joints; postural action; phasic action

*Functional anatomy:* muscle action at the hip, knee, ankle, trunk, neck, shoulder, wrist and elbow

## 3 **Nervous system**

*Control systems:* position of the main brain areas; spinal cord; grey and white matter; spinal reflex

*Nervous tissue:* motor neurones; sensory neurones; receptors; synapse; myotactic unit

*Peripheral nervous system:* cranial and spinal nerves; dermatomes; myotomes

*Autonomic nervous system:* sympathetic and parasympathetic

## 4 **Motor control**

*Lower motor neurones:* motor activity at the spinal level; myotactic reflex; golgi tendon reflex

*Upper motor neurones:* brain stem and cortical levels; motor centres in the brain stem and descending pathways; basal ganglia and cerebellum

*Integration and performance:* neurone pools; neurotransmitters; presynaptic inhibition; feedback inhibition; synergy; spinal integration; interneurones; reciprocal innervation; integration in the brain stem

## Outcomes and assessment criteria

Outcomes	Assessment criteria for pass <b>To achieve each outcome a learner must demonstrate the ability to:</b>
1 Investigate the <b>initiation and mechanics of movement</b>	<ul style="list-style-type: none"> <li>• apply the mechanics of movement to the design of exercise to meet the specific needs of individuals</li> <li>• discuss the different types of joint in the human body</li> <li>• explain Newton's laws of motion and how they relate human movement</li> </ul>
2 Describe the <b>structure, function and action of skeletal muscle</b>	<ul style="list-style-type: none"> <li>• describe the gross and microscopic structure of skeletal muscle</li> <li>• relate the organisation of motor units to the activity of slow and fast muscle fibres in postural and phasic muscle action</li> <li>• describe the muscle action at the knee, hip, ankle, shoulder, elbow, wrist, neck, and trunk</li> </ul>
3 Analyse the organisation of the <b>nervous system</b>	<ul style="list-style-type: none"> <li>• summarise the functions of the peripheral nervous system of the nervous system</li> <li>• describe the structural and functional differences between the somatic and autonomic parts of the peripheral nervous system</li> <li>• differentiate between the functions of the sympathetic and parasympathetic divisions of the autonomic nervous system</li> </ul>
4 Analyse <b>motor control</b> of the body	<ul style="list-style-type: none"> <li>• describe the three levels of control in the motor system</li> <li>• describe the importance of integration between the sensory and motor systems for the planning and performance of movement</li> <li>• present in graphical form the interaction of the main brain areas in the planning and performance of movement</li> </ul>

## Guidance

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### Delivery

A certain amount of formal direction may be required at the beginning of the programme. However, learners should be encouraged to work independently and develop a greater involvement in their learning.

Various different modes of delivery could be used including formal lectures, workshops, group activities with tutors, peer groups and professional practitioners, trade fairs and exhibitions.

### Assessment

A variety of assessment activities may be used to measure achievement of the outcomes. These should involve learners in scientific analysis in the form of written reports, assignments, or presentations. They could take the form of well-structured assignments, which would offer learners opportunities to investigate muscle action or the principles behind human movement. Learners could work individually or as a group and evidence produced could take the form of presentations or written reports.

### Links

This unit provides progression from *Unit 6: Human Physiology* and also links *Unit 18: Profiling Fitness* and with *Unit 19: Remedial Massage and Hydrotherapy*.

This unit contributes to the underpinning knowledge and understanding of the following National Occupational Standards for Complementary Healthcare:

- *CH-K1 Assess the needs of the client*
- *CH-K2 Treat the client and give guidance on self-help.*

### Resources

Learners should have access to appropriate learning resources to include CD ROM material, videos, appropriate text material and scientific journals.

### Support materials

#### Books

Lumley J S P — *Surface Anatomy: The Anatomical Basis of Clinical Examination* (Churchill Livingstone, 2002) ISBN 0443070458

Thompson C W — *Manual of Structural Kinesiology – Fourteenth Edition* (McGraw Hill education, 2000) ISBN 00071181911

Tyldesley B and Grieve J — *Muscle, Nerves and Movement in Human Occupation* (Blackwell Science, 2002) ISBN 0632059737



# Unit 18: Profiling Fitness

Learning hours: 60

NOF Level 5: BTEC Higher National – H1

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## Description of unit

This unit is designed to give learners a comprehensive overview of the need for including health related activities into the lifestyle of every individual in today's society.

The unit will focus on learners' profiling and screening for general exercise activities. Particular attention is given to fitness assessment methods and the development of personal training programmes.

Learners will be actively encouraged to participate in both acquisition of knowledge and development of practised application and instruction on a one-to-one basis.

## Summary of learning outcomes

**To achieve this unit a learner must:**

- 1 Carry out **health screening and personal profile checks** on clients
- 2 Describe how the **musculoskeletal and cardiopulmonary systems** relate to human exercise
- 3 Develop **personal fitness programmes**, including training plans for strength, flexibility and aerobic fitness
- 4 Examine the type and amount of **food required** for growth, development, exercise and survival
- 5 Carry out instruction of **individual exercise programmes**.

# Content

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## 1 Health screening and personal profile checks

*Defining fitness:* total fitness, physical fitness, health-related fitness, components of health related fitness, benefits of health related fitness activities (exercise); contra-indications to health related fitness activities; motivating for behaviour change and exercise adherence

*Health screening:* reasons for performing a fitness assessment; how to assess physical fitness; screening form/consultation techniques; analysis of risk factors

*The fitness assessment:* height, frame, weight; evaluation of body composition (body image and self esteem); body types/types of fat; posture and body alignment; flexibility assessment; muscular strength and endurance assessment; resting values (blood pressure); cardio respiratory fitness assessment

## 2 Musculoskeletal and cardiopulmonary systems

*Skeletal system:* bones; bone replacement; joints; joint capsule and ligaments; range of motion; cartilage, bone and joint disorders; (arthritis/herniated disc/osteoporosis/strain/sprain)

*Muscles:* types of muscles; types of muscle fibres; muscle innervation; proprioceptors; types of muscle contractions (isotonic/isometric)

*Levers:* anatomical position, horizontal, frontal and sagittal planes; shoulder joint; vertebral column/back pain/lordosis/scoliosis/kyphosis; hip joint; the knee joint

*The cardiopulmonary system:* location and structure of the heart; conduction system; cardiac cycle; blood pressure; circulatory system; pulmonary system; exchange vessels; venous system

*The pulmonary system:* passage of air/pulmonary airways/intercostal muscles; how the pulmonary system meets the demands of exercise; increased stroke volume; increased cardiac output; vasodilation and vasoconstriction; vital capacity

*Energy production during physical activity:* basic principles (energy flow to humans, significance of adenosine triphosphate — ATP); anaerobic energy systems; phosphagen system; lactic acid system; aerobic energy system; comparison of energy systems

## 3 Personal fitness programmes

*Training for strength:* physical and neurological factors of strength; basic muscle fibre types, strength training and weight loss; volume load and intensity; types of muscular contractions (concentric/eccentric/isokinetic); strength training systems; training equipment machines vs. free weights

*Training for flexibility:* types of flexibility (static, dynamic); flexibility benefits; factors that influence flexibility; techniques of stretching (ballistic, static, dynamic, PNF — proprioceptive neuromuscular facilitation); increasing flexibility

#### 4 **Food required**

*Function, structure, description, sources and requirements of the following essential nutrients: water, protein, carbohydrates, fibre, fats, vitamins and minerals; sugar and fat substitutes; goal weight determination*

#### 5 **Individual exercise programmes**

*Quality of instruction: exercise modifications, exercise prescriptions and programme planning, exercise starting positions, exercise progression and how to progress, health related fitness component activities; use of bases and levers in progression*

*Controversial exercise/high risk exercise/activities*

*Lower back protocol: risk factors for lower back pain, exercise guidelines for lower back pain, exercises for preventing lower back pain*

*Basic exercise standards and guidelines: breathing, body alignment, purpose, time and method legs, hips and buttocks, lower back, abdomen, upper body*

## Outcomes and assessment criteria

Outcomes	Assessment criteria for pass <b>To achieve each outcome a learner must demonstrate the ability to:</b>
1 Carry out <b>health screening and personal profile checks</b> on clients	<ul style="list-style-type: none"> <li>• demonstrate understanding of the definition of fitness and the benefits of health related fitness activities</li> <li>• carry out a minimum of three health screening and personal profile checks to include consultation in a professional manner and clear and coherent recording information</li> <li>• carry out a minimum of three fitness assessments</li> <li>• evaluate the effectiveness of each test to include a concise analysis of each individual on completion of the test</li> </ul>
2 Describe how the <b>musculoskeletal and cardiopulmonary systems</b> relate to human exercise	<ul style="list-style-type: none"> <li>• identify the muscles used during the application of exercise teaching or demonstration</li> <li>• describe how applied knowledge of the musculoskeletal system relates to human exercise</li> <li>• discuss how the components of the cardiopulmonary system function collectively</li> <li>• undertake practical tests to show differences between aerobic and anaerobic energy systems of the body</li> <li>• display knowledge of major joints and the spine in relation to risks during exercise</li> </ul>
3 Develop <b>personal fitness programmes</b> , including training plans for strength, flexibility and aerobic fitness	<ul style="list-style-type: none"> <li>• prepare individual training regimes to show individual planning for the following purposes: strength, flexibility and aerobic fitness</li> <li>• report on the effectiveness of the training plans over a week period</li> <li>• evaluate the use of training equipment machines versus free weights in strength training programmes</li> </ul>
4 Examine the type and amount of <b>food required</b> for growth, development, exercise and survival	<ul style="list-style-type: none"> <li>• discuss how the human body relies on food for existence</li> <li>• describe how the human body utilises nutrients for positive growth, maintenance and energy requirements for daily living</li> <li>• give basic dietary advice on at least three occasions to support training plans</li> </ul>

Outcomes	Assessment criteria for pass  <b>To achieve each outcome a learner must demonstrate the ability to:</b>
5 Carry out instruction of <b>individual exercise programmes</b>	<ul style="list-style-type: none"> <li>• explain warm-up and cool-down activities appropriate for the demands of three fitness components</li> <li>• perform instruction and demonstration of a series of planned exercises for a minimum of three clients on appropriate areas of the body</li> <li>• describe progression of exercise in relation to one training plan over a period of 10 weeks</li> </ul>

## Guidance

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### Delivery

This unit requires learners to carry out treatments in a realistic working environment.

Although this unit introduces the musculoskeletal system, the cardiopulmonary system and energy systems of the body it should be emphasised that it does not give extensive anatomy and physiology knowledge of the body as a whole. It is recommended that learners wishing to pursue a career in the specific field of personal fitness and profiling study this unit in conjunction with *Unit 6: Human Physiology*.

Modes of delivery can also include lectures, demonstrations, workshops, group activities with tutors, peer groups and professional practitioners.

### Assessment

Learners are expected to perform body profiling to include screening and fitness assessment within a realistic working environment. The learner must be able to prescribe a treatment plan appropriate to the client's needs, whilst recognising the opportunities for assessment.

Assessment could be through a well structured and extended assignment that gives the learner the opportunity to screen at least three clients as case studies and to prescribe a treatment plan to include specific health related activities, with complementary dietary advice.

The learner should be expected to show clearly through demonstration, instruction and written evidence an in-depth understanding of the human body and how it reacts to activity/exercise.

### Links

This unit has closely associated links with:

- *Unit 6: Human Physiology*
- *Unit 16: Diet and Nutrition*
- *Unit 19: Remedial Massage and Hydrotherapy*.

### Resources

It is essential that learners have access to a gym or studio with machine and free weights. All fitness testing equipment must be available for use.

Learners also need access to up-to-date published text and library facilities.

## Support materials

### Books

Dalgleish D (editor) and Frankham H — *The Health and Fitness Handbook* (Longman, 2001) ISBN 0582418798

Franks B and Howley E — *The Health Fitness Instructor's Handbook* (Human Kinetics Europe Ltd, 2003) ISBN 073604205

Hazeldine R — *Fitness for Sport* (The Crowood Press, 2000) ISBN 1861263368





# Unit 19: Remedial Massage and Hydrotherapy

Learning hours: 60

NOF Level 5: BTEC Higher National – H2

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## Description of unit

This unit has been designed to develop the practical skills and knowledge for the effective application of both remedial massage and hydrotherapy treatments.

It enables the learner to prescribe, apply and evaluate programmes of treatment. The learner will develop a professional and responsive approach to remedial massage and hydrotherapy.

This unit will develop the learner's awareness of this area of the beauty industry. However, it will not fully develop competence or confer a licence to practice, rather it contributes to the underpinning knowledge and understanding of the appropriate National Occupational Standards. Should learners wish to pursue this area of study, they should contact the relevant professional bodies and seek guidance on further professional study.

## Summary of learning outcomes

**To achieve this unit a learner must:**

- 1 Investigate **hydrotherapy treatments** and their use in the beauty industry
- 2 Examine **posture and identify postural defects**
- 3 Identify **remedial massage treatments** and their use in the beauty industry.

# Content

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## 1 Hydrotherapy treatments

*Hydrotherapy treatments:* foam baths; whirlpool baths; spa baths; hydro baths; oxygen baths

*Effects and benefits:* physiological; physical; psychological; after effects of the treatment; short- and long- term effects and benefits of treatment

*Tools:* materials and equipment

*Pre-treatment preparation:* consultation; contra-indications; preparation of area to be treated; health and safety; hygiene; preparation of client; performing observation of posture; recording findings

*Procedure:* communication skills; questioning; liaison with medical practitioners; aftercare; homecare advice; treatment planning

## 2 Posture and postural defects

*Posture:* hereditary factors; muscle type; bone structure; habitual movement patterns

*Postural defects:* cervical lordosis; thoracic kyphosis; kypholordosis; forward tilting pelvis; backward tilting pelvis; sway back knees; scoliosis; winged scapula; muscles involved with postural defects; exercises to correct postural defects

## 3 Remedial massage treatments

*Massage techniques:* general massage; lymphatic drainage massage; massage with medical conditions; sports massage; accupressure; soft tissue manipulation; self-massage

*Tools:* materials and equipment

*Pre-treatment preparation:* consultation; contra-indications; preparation of area; health and safety; hygiene; preparation of client; performing observation of posture; recording findings

*Procedure:* communication skills; questioning; liaison with medical practitioners; aftercare; homecare advice; treatment planning

## Outcomes and assessment criteria

Outcomes	Assessment criteria for pass <b>To achieve each outcome a learner must demonstrate the ability to:</b>
1 Investigate <b>hydrotherapy treatments</b> and their use in the beauty industry	<ul style="list-style-type: none"> <li>• examine the range of hydrotherapy treatments used in the beauty industry</li> <li>• evaluate the effectiveness and benefits of hydrotherapy treatments</li> <li>• discuss hydrotherapy treatments for two specific conditions</li> <li>• design and apply hydrotherapy treatments for two specific conditions</li> <li>• evaluate the effectiveness of these treatments</li> </ul>
2 Examine <b>posture and</b> identify <b>postural defects</b>	<ul style="list-style-type: none"> <li>• discuss the characteristics of correct and incorrect posture</li> <li>• identify the causes of postural defects and describe the methods used to correct the defects</li> <li>• evaluate the effectiveness of hydrotherapy treatments for two specific postural defects</li> </ul>
3 Identify <b>remedial massage treatments</b> and their use in the beauty industry	<ul style="list-style-type: none"> <li>• discuss the range of remedial massage techniques used in the beauty industry</li> <li>• evaluate the effectiveness and benefits of remedial massage techniques</li> <li>• discuss remedial massage treatments for two specific conditions</li> <li>• design and apply remedial massage treatments for two specific conditions</li> <li>• evaluate the effectiveness of these treatments</li> </ul>

## Guidance

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### Delivery

Delivery of this unit should be within a realistic working environment. A practical and integrated approach to delivery is encouraged. Methods of delivery could include lectures, demonstrations, discussions with professional practitioners, discussions with tutors, peers, directed research and workshops.

### Assessment

Evidence of outcomes will be generated primarily through the practical application of treatments within a realistic working environment. Learners should be encouraged to prescribe treatments to meet the needs of the client using recognised techniques.

Learners need to demonstrate their understanding of the theoretical and practical skills required, by means of directed tasks, assignments and project work.

### Links

This unit links with the following:

- *Unit 6: Human Physiology*
- *Unit 18: Profiling Fitness.*

This unit contributes to the underpinning knowledge and understanding of the following National Occupational Standards for Complementary Healthcare:

- *CH-M1 – Assess the needs of the client*
- *CH-M2 – Treat the client and give guidance on self-care.*

### Resources

It is essential that learners have access to appropriate commercial environments and the physical resources required. Library resources and access to relevant trade journals and magazines is essential.

### Support materials

#### Books

Paine T — *The Complete Guide to Sports Massage* (A & C Black, 2000) ISBN 0713650079

Rosser M — *Body Fitness and Exercise: Basic Theory and Practice for the Therapist* (Hodder & Stoughton, 2001) ISBN 0340789565

#### Further reading

*Health and Beauty* (Reed Business and Information Publications)

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

*The Fitness Magazine — Ultra Fit* (Ultra Fit Publications)

# Unit 20:       Advanced Epilation

Learning hours:   60

NOF Level 5:       BTEC Higher National – H2

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## Description of unit

This unit has been designed to develop epilation skills progressively beyond the level 3 standard to an advanced level. The learner will explore the role of the electrologist, prescribe and apply advanced epilation treatments and evaluate the outcomes of treatments of telangiectasia and minor cosmetic lesions in the context of the management of an epilation business.

## Summary of learning outcomes

**To achieve this unit a learner must:**

- 1   Review the **role of the electrologist**
- 2   Investigate the **causes of telangiectasia and minor cosmetic lesions**
- 3   Demonstrate **treatment of telangiectasia and minor cosmetic lesions**
- 4   **Evaluate advanced epilation** procedures and techniques in a business context.

# Content

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## 1 Role of the electrologist

*Professional ethics and etiquette:* professional ethics; membership of professional bodies; relationship with the medical profession

*Client suitability for treatment:* consultations; contra-indications; GP referral; psychological considerations; medical history

*Record keeping:* completion and storage of records; client confidentiality

*Types of current used in electrical epilation:* high frequency/diathermy; galvanism; blend

*Equipment used in electrical epilation:* types of machines; types of needle/holder

*Safe and effective epilation treatment:* techniques of probing (correct/incorrect angle and depth of probe); timing of treatments; effects of current on the skin and hair; skin sensitivity; safety precautions

## 2 Causes of telangiectasia and minor cosmetic lesions

*Appearance of telangiectasia:* definition of telangiectasia; appearance of thread veins, spider naevi and blood spots (Campbell de Morgan)

*Causes of telangiectasia:* causes of thread veins, spider naevi, and blood spots

*Causes of minor cosmetic lesions:* definition of minor cosmetic lesions; appearance of skin tags (pedunculated papilloma), seborrheic warts (flat and pedunculated) and moles; causes of skin tags, seborrheic warts and moles

## 3 Treatment of telangiectasia and minor cosmetic lesions

*Tools:* materials and equipment for advanced epilation treatment

*Pre-treatment preparation:* consultation; record cards; contra-indications; indications for treatment

*Procedures:* sanitisation and sterilisation; preparation of the area to be treated; recording the effects of treatment; aftercare; homecare; retail opportunities timing; treatment planning

*Techniques:* thread veins; spider naevi; blood spots; skin tags; seborrheic warts; moles

*Product knowledge:* antiseptics; cooling lotions; aftercare products

## 4 Evaluate advanced epilation

*Effects:* after effects of treatment; short/long term prognosis

*Working environment:* registration/local by-laws; legislation: Health and Safety at Work Act 1974, Control of Substances Hazardous to Health (COSHH) Regulations 1988, Office Shops and Railways Premises Act 1963, The Reporting of Injuries, Diseases and Dangerous Occurrences Act 1985; Health and safety policy risk assessments; insurance

*The business:* stock control; record keeping

*Development of the business:* building a clientele; treatment planning; retailing; advertising; GP referral

## Outcomes and assessment criteria

Outcomes	Assessment criteria for pass <b>To achieve each outcome a learner must demonstrate the ability to:</b>
1 Review the <b>role of the electrologist</b>	<ul style="list-style-type: none"> <li>• explain the role of the electrologist</li> <li>• review epilation equipment, techniques and treatments</li> <li>• demonstrate a professional approach in interaction with clients and medical practitioners</li> </ul>
2 Investigate the <b>causes of telangiectasia and minor cosmetic lesions</b>	<ul style="list-style-type: none"> <li>• explain the characteristics of thread veins, spider naevi, blood spots, skin tags, sebhorreic warts and moles</li> <li>• explain the causes of thread veins, spider naevi, blood spots, skin tags, sebhorreic warts and moles</li> <li>• determine probable causes of lesions in individual clients</li> </ul>
3 Demonstrate <b>treatment of telangiectasia and minor cosmetic lesions</b>	<ul style="list-style-type: none"> <li>• interpret information given by clients to formulate treatment plans to meet client needs</li> <li>• select treatment techniques to meet individual client needs</li> <li>• adapt treatment techniques as appropriate</li> <li>• explain the importance of homecare procedures</li> </ul>
4 <b>Evaluate advanced epilation</b> procedures and techniques in a business context	<ul style="list-style-type: none"> <li>• evaluate the effects of treatment techniques</li> <li>• evaluate these treatments with respect to salon services to be offered</li> <li>• review relevant legislation to epilation</li> <li>• investigate good business practices that lead to a well-managed salon</li> </ul>

## Guidance

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### Delivery

It would be expected that prior to undertaking this unit, the learner would hold a recognised epilation qualification at Level 3 or will have undertaken *Unit 10: Management of Epilation and Depilation*. Delivery of this unit should be within a realistic working environment. The holistic nature of the programme requires an integrated approach with other skill-based units. This unit will further develop learners' epilation skills.

Possible methods of delivery include lectures, demonstrations, workshops, discussions with tutors and peers or directed research.

### Assessment

Evidence of outcomes will be generated primarily through the practical application of treatments within a realistic working environment. Treatments should be carried out using recognised techniques, sterilisation and hygiene practices in accordance with current legislation.

The importance of new techniques and technologies should be encouraged. This may be addressed by the use of visits from guest speakers, manufacturers, demonstrations, visits to trade fairs and exhibitions.

Understanding of the theoretical aspects of the unit should be evidenced by means of assignments, projects, case studies and directed tasks.

### Links

This unit is a progression from *Unit 10: Management of Epilation and Depilation*.

### Resources

It is essential that learners have access to an appropriate commercial clinical environment and the physical resources required. Learners should have access to the necessary hardware, software and peripheral devices to fulfil the requirements of the unit. Library facilities should include key texts and trade journals.

### Support materials

#### Books

Cartwright E, Morris G and Severn M — *Electro-Epilation: A Practical Approach* (Nelson Thornes, 2001) ISBN 0748763767

Godfrey S — *Principles and Practice of Electrical Epilation* (Butterworth-Heinemann, 2001) ISBN 0750652268

Godfrey S — *Principles and Practice of Advanced Electrical Epilation* (Butterworth-Heinemann, 2003) ISBN 0750635355



# Unit 21: Physiology of Ageing

Learning hours: 60

NQF Level 5: BTEC Higher National – H2

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## Description of unit

This unit will enable the learner to study the effect of age on human tissues in order to develop a greater understanding of the conditions presented by clients seeking advice and treatment. The nature of ageing of cells and tissues and the underlying mechanisms of ageing are investigated, with specific consideration of ageing of the skin and degenerative disorders affecting the human body.

## Summary of learning outcomes

**To achieve this unit a learner must:**

- 1 Explain the **nature of ageing**
- 2 Investigate the causes and effects of **ageing of the skin**
- 3 Discuss the cause and effects of a range of **degenerative disorders**
- 4 Explain how **beauty therapy treatments** may delay the ageing process.

# Content

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## 1 Nature of ageing

*Ageing and senescence:* definition and characteristics of ageing; intrinsic and environmental effects on the ageing process

*Theories of ageing:* genetically programmed cell division; free radicals; role of glucose; autoimmune response

*Ageing of cells:* cell differentiation and mitotic ability; cell renewal

*Ageing of tissues:* process of ageing in renewing and non-renewing tissues

## 2 Ageing of the skin

*Skin repair:* changes to the repair mechanisms with ageing

*Skin structure:* changes to the microscopic structure of the skin (collagen, elastic fibres, fibroblasts, macrophages, blood vessels, subcutaneous fat, melanocytes, sebaceous glands)

*Pathological conditions:* skin cancer; ulcers; herpes zoster; senile pruritis

*Photodamage:* effect of ultra violet (uv) on ageing of the skin and resulting damage; precautions to minimise damage

## 3 Degenerative disorders

*Skeletal system:* cause and effect of loss of calcium; osteoporosis; cause and effect of rate of protein formation; Paget's disease; osteoarthritis

*Muscular tissue:* changes to muscle mass, strength and reflexes with age

*Nervous system:* loss of neurones and conducting ability; reflexes; Parkinson's disease; cataracts; glaucoma; presbycusis

*Cardiovascular system:* changes to tissues within the cardiovascular system; changes to blood chemistry and blood vessels; disorders and diseases resulting from these changes

*Immune system:* susceptibility to infection and malignancy

*Respiratory system:* changes to the tissues within the respiratory system and the effects on lung function; respiratory diseases associated with ageing

## 4 Beauty therapy treatments

*Contra-indications to treatment:* consideration of the effects on beauty therapy treatments when degenerative diseases are involved

*Skin ageing and repair:* beauty therapy treatments for skin ageing and repair (electrical including microcurrent; manual treatments)

*Delay of the ageing process of the skin:* application of beauty therapy treatments and preparations considered to be of benefit

## Outcomes and assessment criteria

Outcomes	Assessment criteria for pass <b>To achieve each outcome a learner must demonstrate the ability to:</b>
1 Explain the <b>nature of ageing</b>	<ul style="list-style-type: none"> <li>• explain the characteristics of ageing</li> <li>• explain the differences between the intrinsic and environmental effects on the ageing process</li> <li>• discuss three different theories of ageing</li> <li>• discuss the ageing process in cells and tissues</li> </ul>
2 Investigate the causes and effects of <b>ageing of the skin</b>	<ul style="list-style-type: none"> <li>• produce evidence to demonstrate the changes to the skin due to ageing</li> <li>• explain the possible cause of these changes</li> <li>• explain the microscopic changes to the structure of the skin which occur with ageing</li> <li>• relate this to the changes to the process of skin repair and renewal</li> </ul>
3 Discuss the cause and effects of a range of <b>degenerative disorders</b>	<ul style="list-style-type: none"> <li>• explain the changes which occur within the skeletal, muscular, nervous, cardiovascular, immune and respiratory systems as a result of the ageing process</li> <li>• explain a range of degenerative disorders which affect each of the skeletal, muscular, nervous, cardiovascular, immune and respiratory systems</li> <li>• explain a possible cause for each of the disorders considered</li> </ul>
4 Explain how <b>beauty therapy treatments</b> may delay the ageing process	<ul style="list-style-type: none"> <li>• demonstrate a knowledge of contra-indications to beauty therapy treatments when a degenerative disease is present</li> <li>• demonstrate beauty therapy treatments which may delay skin ageing</li> <li>• carry out a review of beauty therapy preparations considered to delay ageing</li> <li>• evaluate these treatments and preparations</li> </ul>

## Guidance

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### Delivery

An active and investigative approach will be needed to enable learners to achieve the outcomes. Learners should be encouraged to be autonomous and over time, to act reflectively, critically and independently.

An integrated approach to the delivery of this unit (eg use of case studies produced whilst working on clients) will emphasise the relevance of the unit and encourage the development of the qualities listed above.

Learners who have access to a range of learning resources in a variety of media will have the opportunity to become more independent of the tutor.

The order of outcomes and content given here should not be construed as a scheme for teaching and it is assumed that tutors will tailor delivery and assessment to meet the needs of their learners.

### Assessment

Learners should demonstrate a clear understanding of the effect of age on human tissues and relate this knowledge to therapy treatments.

A single well-structured assignment would enable learners to demonstrate their ability to research, investigate and explain the nature of ageing and the cause and effects of a range of degenerative disorders whilst describing the changes occurring within selected body systems. The learners could demonstrate their understanding of this knowledge by applying it to beauty and related therapies practical work and relating it to case studies that may provide supporting evidence.

This assignment would cover all criteria for learning outcomes 1, 3 and 4.

Learners could demonstrate their ability to recognise the cause and effects of ageing of the skin in a presentation, which may be supported with illustrations, or these may be included in the presentation using a software presentation package.

This presentation would cover all criteria for learning outcome 2.

### Links

This unit is designed to build upon the learner's understanding of the function and structure of the skin whilst developing knowledge and understanding of the mechanisms involved in the ageing of human tissues and resulting degenerative diseases.

The content of the unit offers the opportunity for an integrated approach to the delivery and assessment of other units.

### Resources

There must be access to a realistic working environment, eg a commercial salon for learners to demonstrate the beauty and related therapies treatments.

There should be access to various media such as books, journals, publications, computer-based resources and videos to provide current information and research findings.

There should be access to computers for research and presentation of assignments.

Learners should be given the opportunity to investigate the latest technologies and preparations within their area of study (eg demonstrations, attendance at conferences or exhibitions).

*Biological Sciences Review* is a journal published five times a year by Philip Allan Publishers with a comprehensive range of articles covering all aspects of biology.

A range of current trade magazines and literature should be available (including *Health and Beauty Salon*, *International Therapist*, and *Guild News*).

There are many books which address the problem of ageing of the skin and many general human anatomy and physiology books which cover topics in this unit (see *Books*).

Learners should be encouraged to use the internet to access the latest research findings in their chosen area.

## Support materials

### Books

Many advanced human anatomy and physiology books will provide suitable reading material. For example:

Cressy S — *The Beauty Therapy Fact File, Third Edition* (Heinemann Educational Secondary Division, 2004) ISBN 0435451421

Fairley J and Stacey S — *Feel Fabulous Forever: The Anti-Ageing Health and Beauty Bible* (Kyle Cathie, 2002) ISBN 1856262436X

Tortora G and Grabowski S — *Principles of Anatomy and Physiology, Tenth Edition* (John Wiley and Sons, 2002) ISBN 0471224723

Wilson K — *Ross and Wilson Anatomy and Physiology in Health and Illness* (Churchill Livingstone, 2001) ISBN 0443064687



# Unit 22: The Science of Electrotherapy

Learning hours: 60

NOF Level 5: BTEC Higher National – H2

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## Description of unit

This unit is designed to provide a thorough understanding of the physical principles that are applied in advanced beauty therapy treatments and to promote the safe use of such equipment in the salon environment.

## Summary of learning outcomes

**To achieve this unit a learner must:**

- 1 **Explain** the use of **each type of electrical current** used in the beauty therapy industry.
- 2 Demonstrate **how each type of electrical current is utilised** on the face and/or body within the salon environment
- 3 Evaluate **the effectiveness of** each of **the currents** when used on a client on a regular basis
- 4 Explain the effects, safety procedures and treatment methods for each **type of electromagnetic radiation used** on the surface of the human body.

# Content

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## 1 Explain each type of electrical current

*Types of current used:* microcurrent; faradism; galvanism and high frequency currents; interferential currents

*Equipment used:* microcurrent; faradism; galvanism and high frequency currents; interferential currents

*Electrical science:* electrical circuits; static electricity; electrical voltage (pressure); resistance; current (AC, DC); fuses; heating effects of currents; mains and battery generated electricity

*Generation of current:* within each type of machine (microcurrent, faradic, galvanic, high frequency, interferential); how the current reaches surface of body (electrodes); electromagnets; motors; transformers; rectifiers; smoothing capacitors; potentiometers; induction coils; high frequency resonators

*Current interaction with tissue:* how the current travels through the body tissues; changes in the tissue structure; other effects within the tissues eg skin changes, moisture and mineral changes; muscle tissue effects; destructive effects depending on which current is being discussed

## 2 How each type of current is utilised

*Health and safety:* general safety precautions; current specific safety precautions; general contra-indications; current specific contra-indications

*Use of current:* where on the body/face it is used; types of equipment used; treatment procedure, including timings of treatment, types of products and frequency of treatment

## 3 The effectiveness of the currents

*Evaluation of current efficiency:* to be recorded; evaluation of each current type; consultation; treatment planning and scheduling; evaluation of data collected

## 4 Type of electromagnetic radiation used

*Type:* infra red; radiant heat; ultra violet A, B and C; electromagnetic spectrum

*Action:* depth of penetration into skin tissue; possible contra-actions; benefits of each type of ray on the surface of the human body

*Use:* use of each type in treatments of electromagnetic radiation to include tanning and thermo-therapy treatments

*Laws:* Grotthus-Draper Law; Cosine Law; Inverse Square Law; safety requirements; possible dangers of uv rays; times and frequency of exposure



## Outcomes and assessment criteria

Outcomes	Assessment criteria for pass <b>To achieve each outcome a learner must demonstrate the ability to:</b>
1 <b>Explain</b> the use of <b>each type of electrical current</b> used in the beauty therapy industry	<ul style="list-style-type: none"> <li>• compare each type of current used in the beauty therapy industry</li> <li>• explain how each type of current is generated by the equipment</li> <li>• explain how each current penetrates the body, including how they travel through the tissues</li> <li>• explain the effects of each current on the body's tissues including possible destructive effects</li> </ul>
2 Demonstrate <b>how each type of electrical current is utilised</b> on the face and/or body within the salon environment	<ul style="list-style-type: none"> <li>• specify on which part of the face and/or body each current and piece of equipment may be used</li> <li>• explain the contra-indications to each current and piece of equipment</li> <li>• explain each treatment procedure, including timings and frequency of treatment</li> <li>• demonstrate the safe use of each piece of equipment on the face or body</li> </ul>
3 Evaluate <b>the effectiveness of each of the currents</b> when used on a client on a regular basis	<ul style="list-style-type: none"> <li>• ensure effective client consultations have taken place</li> <li>• compare the records from the consultation with the treatment plans</li> <li>• evaluate the treatments</li> <li>• identify possible changes for improvement</li> </ul>
4 Explain the effects, safety procedures and treatment methods of each <b>type of electromagnetic radiation used</b> on the surface of the human body	<ul style="list-style-type: none"> <li>• explain the type and nature of the electromagnetic rays used in beauty therapy treatments</li> <li>• explain the benefits, use and effects of each type of electromagnetic ray on the surface of the human body, including possible contra-indications</li> <li>• review the physical laws relating to electromagnetic therapy</li> <li>• explain the safety precautions to be adhered to during exposure to electromagnetic rays</li> </ul>

## Guidance

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### Delivery

For delivery of certain aspects of this unit access to a fully-equipped science laboratory will be required. Learners must also have access to a realistic working environment in order to gain experience in the use of electrotherapy treatments.

### Assessment

Evidence of outcomes will be generated primarily through the practical application of electrotherapy. Learners are expected to perform treatments within a realistic working environment to industrial standards, demonstrating high standards of salon and personal hygiene, in accordance with law and local byelaws.

Learners also need to demonstrate their understanding of the theoretical principles of electrotherapy. These areas will be tested through written assignments or projects linked directly to the outcomes specified.

### Links

This unit links with *Unit 6: Human Physiology*.

### Resources

Library resources should include key texts and other reference materials. For practical sessions, learners will need access to appropriate salon facilities and members of the public to enable them to gather sufficient evidenced treatment/case studies.

### Support materials

#### Books

Cressy S — *The Beauty Therapy Fact File, Third Edition* (Heinemann Educational Second Division, 2004) ISBN 0435451421

Rosser M — *Body Therapy and Facial Work: Electrical Treatments for Beauty Therapists* (Hodder and Stoughton, 1999) ISBN 0340742321

# Unit 23: People Management

Learning hours: 60

NQF Level 5: BTEC Higher National – H1

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## Description of unit

This unit introduces the learner to the techniques concerned with the management of people within service industries, such as hospitality, travel, tourism, sports, leisure, and recreation. It recognises the critical role that managing people plays in the effectiveness and efficiency of an organisation.

The unit provides an opportunity to examine the various practices, procedures and constraints which influence the management of people within a work environment.

This unit is common to several Higher National qualifications. Learners must ensure that their evidence relates to the programme they are undertaking.

## Summary of learning outcomes

**To achieve this unit a learner must:**

- 1 Explain the **processes and procedures** involved in people management
- 2 Investigate **working relationships** within a business and services industry context
- 3 Evaluate methods of **managing and developing human resources**
- 4 Investigate **industrial relations and legislation** within the employment relationship.

# Content

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## 1 Processes and procedures

*Manpower planning:* process; estimating manpower requirements; the labour market; needs analysis and evaluation; recruitment and selection; training and development; cost implications; market conditions; labour turnover; demographic issues; skills shortages; use of part-time and older employees

*Recruitment and selection:* job descriptions; personnel specifications; recruitment sources; advertising; relevant legislation eg equal opportunities, discrimination; interviewing techniques; selection tests eg psychometric, intelligence and personality

*Contracts:* types of contract, eg full/part-time, seasonal, sub-contracted, consultant, fractional posts, outworking; associated legislation

*Context:* eg hairdressing and beauty therapy, hospitality, travel, tourism, sports, leisure, recreational industries, public, private, voluntary (not-for-profit) sectors

## 2 Working relationships

*Relationships:* teams eg ad hoc, organised, long-term, short-term; individuals; peers; hierarchical eg managerial, subordinate

*Lines of authority and communication:* within the organisation; within the team

*Roles:* operative; craft; supervisory; managerial; responsibilities

*Objectives:* induction; deployment and monitoring of employees; achieving organisation targets; supporting team members; encouraging individuals; creating a cohesive workforce; managing poor or ineffective performance; managing tensions and conflict

*Managing sub-contractors:* negotiating targets; deadlines and performance standards; monitoring and assessing performance; operating within constraints; meeting financial targets

## 3 Managing and developing human resources

*Motivation:* theories; methods; employee involvement; motivating individuals/teams

*Training:* techniques; induction; on- and off-the-job training; in-house; contracted-out; qualifications framework; current occupational standards; future needs

*Appraisal and development:* schemes; management development; preparing employees for progression; matching organisational needs with employee potential

*Reward systems:* pay structures; performance related pay; incentive schemes; employee benefits; pensions; company share schemes; medical insurance; sickness benefit; promotions; team rewards

*Benefits:* for the individual (eg motivation, pride, job satisfaction, job enrichment, job enlargement, external qualifications); for the organisation (eg qualified staff, increase in skilled staff, improved results due to increase in quality, well-motivated staff, flexible staff)

#### 4 **Industrial relations and legislation**

*Contractual regulations:* the employment contract, pay, hours and conditions; the right to trade union membership

*Employment practices:* disciplinary and grievance procedures; employment tribunal systems; appeals; arbitration procedures; the role of Trade Unions; collective bargaining; the role of ACAS (Advisory, Conciliation and Arbitration Service); codes of practice; poaching staff

*Termination of employment:* types of dismissal, unfair and constructive; redundancy; job restructuring; resignation; retirement

*Legislation:* UK and EU employment, eg Sex Discrimination Act 1975, Race Relations Act 1976, Rehabilitation of Offenders Act 1974, Equal Pay Act 1970, implications of the Working Time Regulation, TUPE (1981); legislation relating to harassment, disciplinary/grievance interviews; first aid requirements; disabled provisions; maternity/paternity issues; flexible employment practices (eg job share, working from home)

## Outcomes and assessment criteria

Outcomes	Assessment criteria for pass <b>To achieve each outcome a learner must demonstrate the ability to:</b>
1 Explain the <b>processes and procedures</b> involved in people management	<ul style="list-style-type: none"> <li>• explain how workforce planning is used to assess staff requirements</li> <li>• explain how the general employment environment affects workforce planning within a facility</li> <li>• demonstrate procedures and a range of selection techniques which enable effective recruitment</li> </ul>
2 Investigate <b>working relationships</b> within a business and services industry context	<ul style="list-style-type: none"> <li>• explain the factors that influence working relationships</li> <li>• identify lines of authority within a given facility and explain their purpose</li> <li>• identify roles and responsibilities of employees within given facility</li> <li>• explain the relevance and objectives of working relationships within a facility</li> <li>• explain the factors to be considered when employing sub-contractors</li> </ul>
3 Evaluate methods of <b>managing and developing human resources</b>	<ul style="list-style-type: none"> <li>• explain the importance of employee motivation and involvement</li> <li>• evaluate a range of training techniques which are employed within a business and services industry context</li> <li>• explain the benefits of training and development to the organisation and the individual</li> <li>• explain the role of appraisal and management development schemes within the organisation</li> </ul>
4 Investigate <b>industrial relations and legislation</b> within the employment relationship	<ul style="list-style-type: none"> <li>• describe contractual regulations of employment</li> <li>• describe at least two recognised employment practices which contribute to effective people management</li> <li>• explain the constraints imposed by legislation on termination of employment</li> <li>• examine the main features of current employment legislation</li> </ul>

## Guidance

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### Delivery

This unit can be delivered in a wide variety of contexts, including business and services industries such as hairdressing and beauty therapy, hospitality, travel, tourism, sports, leisure and recreational industries. Tutors should be aware of the implications of the context in which they are delivering the unit and ensure that examples and support materials (eg recruitment and selection documentation, codes of practice, staff handbooks, examples of relevant legislation, case studies) are relevant.

To ensure maximum realism and relevance, all examples, role play exercises and case studies should be in the context of a relevant services industry, such as hospitality, travel, tourism, sports, leisure or recreation. A practical approach should be adopted, where learners are encouraged to seek their own evidence from organisations with which they are in contact. Where examples are cited, learners must be coached to identify both practical issues (eg levels of staff sickness or turnover) and theoretical concepts (eg models for motivating staff). Whilst a practical approach to this unit is desirable, it should not be at the expense of a sound theoretical base.

Visits to commercial operations and talks by guest speakers will add currency and vocational depth. As learners are dependent on gathering sensitive information from commercial operations, tutors should ensure that contacts and appropriate briefings are made well in advance with co-operative organisations.

Work experience gained through industrial placement or part-time employment would help learners' understanding of people management in an operational environment.

### Assessment

Evidence of outcomes may be in the form of assignments, case studies, role play exercises, examinations, or practical exercises using peer groups. Alternative forms of evidence include correspondence and research with actual organisations and individuals in relevant service industries. Ideally evidence should be from real situations where possible. Work experience gained through industrial placement or part-time employment would help learners' understanding of people management in an operational environment.

A planned integrated assignment encompassing several overlapping outcomes in other units would be particularly beneficial, helping to consolidate the learners' overall learning.

### Links

This unit links with a wide range of other units within the qualification, particularly:

- *Unit 1: The Developing Manager*
- *Unit 2: Customer Service*
- *Unit 5: Industry Experience*
- *Unit 26: Business Health Check*
- *Unit 27: Training and Development.*

## Resources

The use of videos, software packages and appropriate management games can be used to support and enhance the delivery of this unit. It is advisable that learners have access to personnel software programmes, so that they can familiarise themselves with the processes and issues involved, for example data protection.

Other sources of information can be provided by external organisations, eg Advisory, Conciliation and Arbitration Service (ACAS) and the Institute of Personnel and Development (IPD).

## Support materials

### Books

Barker D and Padfield C — *Law Made Simple* (Made Simple, 2002) ISBN 0750654058

Gennard J and Judge G — *Employee Relations (People and organisations)* (Chartered Institute of Personnel and Development, 2002) ISBN 0852929404

### Further reading

*Human Resource Management Journal* (The Eclipse Group)

*People Management* (Institute of Personnel Development/Personnel Publications)

### Video/DVD

Companies such as (Video Arts and) Melrose produce a variety of videos which may be useful in covering human resource management topics.

Further details and a catalogue are available from:

Melrose Learning Resources  
16 Bromells Road  
London SW4 0BL

Telephone: 020 7627 8404

### Websites

The following websites can be useful in providing information and case study materials.

<a href="http://www.bized.ac.uk">www.bized.ac.uk</a>	a business and economics service for learners, tutors and lecturers.
<a href="http://www.cbi.org.uk">www.cbi.org.uk</a>	Confederation of British Industry
<a href="http://www.dfes.gov.uk">www.dfes.gov.uk</a>	Department for Education and Skills
<a href="http://www.investorsinpeople.co.uk">www.investorsinpeople.co.uk</a>	Investors in People
<a href="http://www.ipd.co.uk">www.ipd.co.uk</a>	Institute of Personnel & Development
<a href="http://www.tuc.org.uk">www.tuc.org.uk</a>	Trades Union Congress



# Unit 24: Management Accounting for the Business and Service Industries

Learning hours: 60

NQF Level 5: BTEC Higher National – H2

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## Description of unit

This unit will allow the learner to develop a practical understanding of the accounting techniques used to control costs and profits and to support the manager in making effective short-term decisions. Learners will have the opportunity to investigate control systems, income generation and methods of measuring and analysing performance.

This unit is common to several Higher National qualifications. Learners must ensure that their evidence relates to the programme they are undertaking.

## Summary of learning outcomes

**To achieve this unit a learner must:**

- 1 Describe sources of **funding and income generation** for business and services industries
- 2 Describe business in terms of the **elements of cost**
- 3 Evaluate a set of **business accounts**
- 4 Analyse **business performance** by the application of ratios
- 5 Apply the concept of **marginal costing**.

# Content

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## 1 Funding and income generation

*Funding:* sources, eg retained profits, loans, banks, investors, small business schemes, franchise, hire purchase, sponsorship, lease schemes, creditors, debt factoring

*Income generation:* methods, eg sales, commission, sub-letting, sponsorship, grants, tracking mechanisms

*Business and services industries:* eg hairdressing and beauty therapy, hospitality, travel, tourism, sports, leisure, recreational industries, public, private, voluntary (not-for-profit) sectors

## 2 Elements of cost

*Elements of cost:* sales; materials; consumables; labour; overheads; capital; gross and net profits; discount costing

*Selling prices:* product and service costing; formula to achieve a specific gross profit percentage; differential gross/net profit margins; marginal costing; effect of competition; freelance; commission; peak/off-peak trading

*Control of stock and cash:* methods, eg storage, purchasing, cash, security, reconciliation, stock-taking

*Taxation:* income tax; VAT; corporation tax; schedules; rates; personal/capital allowances; post-tax profits; implications

## 3 Business accounts

*Trial balance:* source; structure, eg summary of accounts from sales, purchase and nominal ledgers

*Final accounts:* types, eg sole trader, partnerships, limited company, trading account, profit and loss account, balance sheet; adjustments for depreciation, accruals, prepayments, bad debt provision; format, eg vertical, double-entry, appropriation account; assets/liabilities, eg capital, fixed, current; notes to accounts

*Profit and cash budgets:* purpose; types, eg profit, cash flow, operating, master; variance analysis, eg sales (volume and average spend); cost variances (raw material, labour, overhead); profit variances (gross and net)

## 4 Business performance

*Sales profitability ratios:* gross and net profit; Return On Capital Employed (ROCE)

*Liquidity ratios:* current; acid test

*Efficiency ratios:* debtors and creditors payment periods; stock turnover

*Financial ratios:* interest earned; gearing

## 5 **Marginal costing**

*Costs categorisation and contribution:* fixed and variable costs; contribution calculation, eg product/customers, cost/profit/volume relationship

*Application:* break-even; profit/loss potentials; setting selling price and discounting

## Outcomes and assessment criteria

Outcomes	Assessment criteria for pass <b>To achieve each outcome a learner must demonstrate the ability to:</b>
1 Describe sources of <b>funding and income generation</b> for business and services industries	<ul style="list-style-type: none"> <li>• describe sources of funding available to business and services industries</li> <li>• evaluate the contribution made by a range of methods generating income within a given business and service operation</li> </ul>
2 Describe business in terms of the <b>elements of cost</b>	<ul style="list-style-type: none"> <li>• control elements of cost, gross profit percentages and selling prices for products and services</li> <li>• explain methods of controlling stock and cash in a business and services environment</li> </ul>
3 Evaluate a set of <b>business accounts</b>	<ul style="list-style-type: none"> <li>• describe the source and structure of the trial balance</li> <li>• evaluate a range of business accounts, adjustments and notes</li> <li>• explain the process and purpose of budgetary control</li> <li>• calculate and analyse variances from budgeted and actual figures, offering suggestions for appropriate future management action</li> </ul>
4 Analyse <b>business performance</b> by the application of ratios	<ul style="list-style-type: none"> <li>• calculate and analyse all ratios to offer a consistent interpretation of historical business performance</li> <li>• recommend appropriate future management strategies a given business and services operation</li> </ul>
5 Apply the concept of <b>marginal costing</b>	<ul style="list-style-type: none"> <li>• classify costs as fixed, variable and semi-variable</li> <li>• use a case study to calculate contribution per product/customer and define the cost/profit/volume relationship</li> <li>• make short-term management decisions based on profit/loss potentials and risk (break-even) calculation for a given business and services operation</li> </ul>

## Guidance

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### Delivery

This unit can be delivered in a wide variety of contexts, including hairdressing and beauty therapy, hospitality, travel, tourism, sports, leisure and recreational industries. Tutors should be aware of the implications of the context in which they are delivering the unit. To ensure maximum realism and relevance, all examples and case study material should be in the context of the hairdressing or beauty therapy industry. Learners should recognise that all activities in the workplace have an effect on revenue, cost and profit.

The unit can be introduced through a broad discussion about the purpose and value of management accounting. It is important for learners to know that the preparation and calculation of management accounts is not the primary function of the unit, although it will be of significant value for learners to develop this capacity. The focus of the unit is to develop an understanding of the accounts and how they can be interpreted and applied to support the management of a business.

Brainstorming and small discussion groups can highlight some issues relating to funding and income generation. Presentations by visiting speakers such as business advisors or banking staff will provide the knowledge and understanding for some areas of content. Similar presentations by business operators or entrepreneurs will present the opposite side of the case and help to add currency and vocational realism.

In order to understand and interpret management accounts, it is important for learners to understand the varied elements of cost, which will require some formal input. Plentiful examples, either through in-tray exercises or through case studies, will help to underpin the theory of this area. Examples of different strategies for establishing selling prices can also be developed through case studies. It is important for learners to understand the control of costs and cash from a management perspective. Learners should not be required to carry out physical stock-taking, but rather to be able to comment on the implications for the business of different approaches.

Having developed their knowledge and understanding of the elements of cost facing a business, learners then need to develop their skills in evaluating and interpreting a set of business accounts. This should initially be based on a simple set of accounts, perhaps for a small business. However, it should lead to more complex accounts. The tutor and learners should bear in mind that in the future, some learners may be responsible for managing large organisations. The development of skills in evaluating business accounts leads on to developing skills in analysing performance indicators. A range of examples, which may include live data from co-operating businesses (with the assurance of appropriate confidentiality) is necessary to consider the various circumstances that learners may encounter in the future.

Finally, learners must develop an understanding of marginal costing. This can be used to support quiet periods, to underpin promotional activities, or, in extreme circumstances, to prevent or delay the dissolution of the business. Again, case study materials can be used to highlight specific issues and circumstances.

This unit should have a strong emphasis on the use of practical, working exercises and should seek every opportunity to use appropriate financial software, although this should not be at the expense of learners' fundamental understanding of accounting principles.

## Assessment

Tutors should be aware of different forms of evidence in relation to the nature of the topic. A degree of formal reporting should be included to reflect the precise nature of the subject. However, professional discussions should also be considered, possibly through role play through the eyes of a business adviser and their client.

Other evidence of outcomes may be in the form of in-class tests and completed class exercises and activities. Evidence may be accumulated by learners building a portfolio of exercises or activities.

Case studies of financial data should be a key element. These should be drawn from existing businesses where possible, in return for appropriate assurances of confidentiality. This will help to add currency and realism. A comprehensive case study would generate evidence for all learning outcomes.

## Links

This unit may be linked to other units, including:

- *Unit 1: The Developing Manager*
- *Unit 25: Marketing Functions for Services Industries*

It should be made clear to the learner that all units have financial components.

## Support materials

A substantial bank of case study material, updated regularly, is critical to the delivery of this unit. In-tray exercises will also help to develop understanding of specific issues.

Adequate access to computer and appropriate software, particularly to spreadsheets, is essential.

## Books

Drury C — *Management and Cost Accounting* (Thomson Learning, 2000)  
ISBN 1861525362

Dyson J R — *Accounting for Non-Accounting Students* (FT Prentice Hall, 2003)  
ISBN 0273683853

## Further reading

*Commerce Business Magazine* (Commerce Publications)

*Hair and Beauty* (Style Publishing Ltd)

*Hairdressers Journal International* (Reed International)

*The Cutting Edge* (Estetica UK)

## Websites

The following websites can be useful sources of information:

<a href="http://www.bized.ac.uk">www.bized.ac.uk</a>	A business and economics service for learners, tutors and lecturers
<a href="http://www.cbi.org.uk">www.cbi.org.uk</a>	The UK's leading employers' organisation
<a href="http://www.dfes.gov.uk">www.dfes.gov.uk</a>	Department for Education and Skills
<a href="http://www.habia.org.uk">www.habia.org.uk</a>	The Hairdressing and Beauty Industry Authority (National Training Organisation)
<a href="http://www.vidalsassoon.co.uk">www.vidalsassoon.co.uk</a>	Commercial site
<a href="http://www.wella.co.uk">www.wella.co.uk</a>	Commercial site





# Unit 25: Marketing Functions for Services Industries

Learning hours: 60

NOF Level 5: BTEC Higher National – H2

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## Description of unit

The aim of this unit is to introduce learners to the key concepts and functions of marketing as they apply to services industries, including hospitality, travel, tourism, sports, leisure and recreation, hairdressing and beauty therapy. The unit aims to equip learners with knowledge and understanding of the key factors affecting marketing environments and the role of marketing in different sectors of relevant service industries.

The focus of this unit is initially on the concepts of marketing, moving on to the functional and operational aspects of marketing as the unit progresses. Learners will investigate marketing in the context of one of today's competitive services industries.

This unit is common to several Higher National qualifications. Learners must ensure that their evidence relates to the programme they are undertaking.

## Summary of learning outcomes

**To achieve this unit a learner must:**

- 1 Investigate the **concepts of marketing** in a business and services industry context
- 2 Analyse the role of the **marketing mix**
- 3 Evaluate the components of the **promotional mix**
- 4 Analyse the **marketing cycle** in a services industry environment.

# Content

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## 1 Concepts of marketing

*Core concepts:* definition of marketing; customer needs, wants and demands; product and services market value; customer satisfaction/retention; quality; cost/benefits; efficiency/effectiveness; profitability; the growth of consumerism; strategic/tactical marketing; reasons for growth; marketing as a business philosophy; relationship marketing; changing emphasis of marketing

*Marketing environment:* micro environment (the company, stakeholders, eg suppliers, intermediaries, owners, financiers, customers, competitors, local residents, pressure groups); macro environment (demographics, economy, society, ecology, technology, politics, legal, culture); strengths, weaknesses, opportunities and threats (SWOT) analysis; political, economic, social, technical (PEST) analysis; Porter's competitive forces

*Consumer markets:* central role of the customer; customer culture; models and types of behaviour; consumer orientation (internal and external); competitor orientation; decision process; value chain; value and satisfaction; long-term relationships

*Market segmentation:* principles of segmentation; targeting and positioning; segmentation bases, eg geographic, demographic, behavioural; lifecycle stage; income; gender

*Ethics and social responsibility:* sustainability; social audit; public relations; legal and regulatory considerations; public policy; issues involving the developing world; trends, eg green issues, environmentalism, pressure groups

*Context:* eg hairdressing and beauty therapy, hospitality, travel, tourism, sports, leisure, recreational industries, public, private, voluntary (not-for-profit) sectors

## 2 Marketing mix

*Marketing mix elements:* nature and characteristics of products and/or services; service quality; people; partnerships; programming; packaging

*Products/services:* characteristics; features/benefits; product strategy/mix; lifecycle; development processes; test-marketing (simulated and controlled); concept development and testing; unique selling points (USPs); branding

*Place:* distribution channels; customer convenience and availability; physical distribution and logistics; niche marketing; vertical/horizontal integration; impact of technology; franchising; ethical issues

*Pricing:* strategies eg skimming, penetration, product mix, price adjustments, competitor analysis, policy, eg cost-plus, break-even, value-based, competition-based, variable; price setting considerations; factors affecting pricing decisions eg demand elasticity, competition, ethics

### 3 Promotional mix

*Promotional mix:* role eg public relations, sponsorship, personal selling, advertising and sales promotions; branding; effective communications; communication channels; online marketing; promotional-mix decisions; budgetary considerations; monitoring and evaluating promotions

*Advertising:* objectives; methods; reach; frequency; impact; creating copy; costs and budgeting

*Campaign:* format; objectives; target market; evaluation

*Sales promotion:* aims and objectives; reasons for growth; methods; tools; limitations; branding and merchandising; evaluation

### 4 Marketing cycle

*Research and information:* relevance; new and existing products; services and markets; market information systems; defining the market; measuring current demand; the marketing research process; forecasting and demand measurement; positioning of products and services; quality as an influence on customer perceptions

*Data collection and analysis:* needs; wants; location; focus group; primary research eg questionnaires, surveys, interviews, samples; secondary research eg internal records, statistics, published information, government publications, industry journals; qualitative/quantitative data; analysis; evaluation

*Communications:* range of media eg television, newspapers, magazines, radio, billboards, and posters; suitability for specific products, services and markets

*Marketing plan:* implementation; timescales; costs; evaluation eg objectives, revisions, and outcomes

## Outcomes and assessment criteria

Outcomes	Assessment criteria for pass <b>To achieve each outcome a learner must demonstrate the ability to:</b>
1 Investigate the <b>concepts of marketing</b> in a business and services industry context	<ul style="list-style-type: none"> <li>• explain the core concepts of marketing for a relevant services industry</li> <li>• assess the impact of the marketing environment on the industry</li> <li>• discuss the relevance of consumer markets in the industry</li> <li>• identify and explain the rationale for developing different market segments</li> </ul>
2 Analyse the role of the <b>marketing mix</b>	<ul style="list-style-type: none"> <li>• explain the key components of the marketing mix and assess their importance to the industry</li> <li>• analyse and evaluate a range of pricing strategies and policies in relation to the industry</li> </ul>
3 Evaluate the components of the <b>promotional mix</b>	<ul style="list-style-type: none"> <li>• assess, using examples, the role of the promotional mix</li> <li>• plan an advertising campaign for a services industry operation</li> <li>• analyse the role that sales promotion and public relations play in promotional efforts</li> </ul>
4 Analyse the <b>marketing cycle</b> in services industry environment	<ul style="list-style-type: none"> <li>• explain the relevance of market research to services industry operations</li> <li>• undertake market research for an appropriate product or service using primary and secondary research methods and analyse and evaluate the resulting data</li> <li>• analyse the suitability of a range of media for marketing an appropriate product or service</li> <li>• evaluate the implementation of the marketing plan for appropriate product or service</li> </ul>

## Guidance

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### Delivery

This unit can be delivered in a wide variety of contexts, including business and services industries such as hairdressing and beauty therapy, hospitality, travel, tourism, sports, leisure and recreational industries. Tutors should be aware of the implications of the context in which they are delivering the unit and ensure that examples and support materials (eg brochures, catalogues, point of sales materials, case studies) are relevant. Learners must also share a common understanding and definition of marketing and the relevant technical terminology.

The unit may be delivered as a stand-alone package, but the recommendation is that centres integrate this unit with others. As marketing underpins business operations, this should be achievable without undue difficulty.

Although there must be a sound theoretical base for this unit, every effort should be made to ensure that a practical, industry-related approach is taken to delivery, to enable learners to appreciate the differences between marketing services and marketing products as well as the management of intangibles. This may be achieved by a combination of visiting speakers and visits to services industry operations to underpin currency and vocational relevance.

Learners will need to have a sound appreciation of marketing strategy, processes and practices. Learners should be encouraged to 'think marketing' and to become aware of marketing in their everyday lives. They should examine marketing practices in a relevant business and services industry context, such as hairdressing and beauty therapy, hospitality, travel, tourism, leisure, recreation or sport. They should include both private and public sectors of their industry, as well as profit- and non-profit making organisations.

Breadth of knowledge and understanding may be achieved by a combination of visiting speakers, visits to organisations and residential opportunities to cover key sectors of the relevant services industry. Visits to industry exhibitions will enable learners to make comparisons of promotional techniques used by exhibitors to support the delivery of outcome four.

Case studies will enable learners to make comparisons of marketing opportunities and practices in different types of organisations and will support learning for outcomes 2, 3 and 4. Moral and ethical issues and examination of different marketing trends in the relevant industry will encourage debate and exchange of ideas that will further develop learners' understanding of marketing decision making.

It is important for learners to have practical experience of the marketing cycle, carrying out appropriate marketing research in a relevant services industry. This should include subsequent analysis of their findings, leading to rationalised conclusions.

### Assessment

Evidence of outcomes may be in the form of written or oral assignments or tests, or by learners building a portfolio of evidence. The assignments may focus on real problems or case studies. Learning and assessment can be across units, at unit level or at outcome level. Evidence could be at outcome level although opportunities exist for covering more than one outcome in an assignment.

Assessment may consist of a combination of formative and summative assessments. Learners should also have opportunities for peer- and self-assessment in order to develop their skills in being responsible for their own learning and development.

## Links

This unit may be linked to other units, depending on the style of delivery and learning, including:

- *Unit 2: Customer Service*
- *Unit 26: Business Health Check.*

## Resources

Tutors should have experience of working at a senior level in marketing and ideally within the relevant services industry.

Learners must have access to a library and research facilities, including use of the internet. Up-to-date journals are important for learners to follow current developments in this competitive, ever-changing industry.

Commercial operations within the relevant services industry should be approached to supply authentic material for analysis or to support the development of case studies.

## Support materials

### Books

Adcock Dennis et al — *Marketing Principles and Practice, Fourth Edition* (FT Prentice Hall, 2001) ISBN 027364677X

Brassington F and Pettitt S — *Principles of Marketing, Third Edition* (FT Prentice Hall, 2002) ISBN 0273657917

Jobber D — *Principles and Practice of Marketing, Fourth Edition* (McGraw Hill, 2003) ISBN 007710708X

Kotler P et al — *Principles of Marketing, Third European Edition* (FT Prentice Hall, 2001) ISBN 0273646621

Zeithaml V and Bitner M — *Service Marketing, Second Edition* (Mcgraw Hill, 2000) ISBN 0071169946

### Further reading

*Campaign*

*European Journal of Marketing*

*Event marketing*

*Harvard Business Review*

*Journal of Consumer Marketing*

*Journal of Marketing Management*

*Key Note Reports*

*Marketing*

*Marketing Business*

*Marketing Review*

*Marketing Week*

The Financial Times and other daily newspapers contain business sections and market reports.

### **Video/DVD**

The Marketing Mix at Cadbury's (1998, TV Choice)

Marketing Decisions (1998, TV Choice)

What is marketing? (2001, TV Choice)

### **Websites**

The following websites can be useful in providing information and case study materials:

<a href="http://www.bized.ac.uk">www.bized.ac.uk</a>	a business and economics service for learners, tutors and lecturers.
<a href="http://www.business-franchise.org.uk">www.business-franchise.org.uk</a>	The British Franchise Association (the regulatory body for franchising in the UK)
<a href="http://www.dfes.gov.uk">www.dfes.gov.uk</a>	Department for Education and Skills
<a href="http://www.enterprisezone.org.uk">www.enterprisezone.org.uk</a>	a list of web-based resources for small firms in the United Kingdom
<a href="http://www.entrepreneur.com">www.entrepreneur.com</a>	the online Small Business Authority
<a href="http://www.lawnewsnetwork.com">www.lawnewsnetwork.com</a>	legal news presence
<a href="http://www.richmis.demon.co.uk/business">www.richmis.demon.co.uk/business</a>	a links page giving websites with information relating to UK small businesses.





# Unit 26: Business Health Check

Learning hours: 60

NOF Level 5: BTEC Higher National – H2

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## Description of unit

This unit introduces learners to the process of carrying out a business health check. Learners will learn how techniques can be applied to track the progress of a business and amend its direction depending on what is happening inside and outside the business at any time. Learners will also develop techniques that review management and staffing skills and enable them to respond to new challenges.

This unit is common to several Higher National qualifications. Learners must ensure that their evidence relates to the programme they are undertaking.

## Summary of learning outcomes

**To achieve this unit a learner must:**

- 1 Review the **focus of the business**
- 2 **Develop plans** for the business
- 3 **Evaluate and develop skills** of management and staff.

# Content

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## 1 Focus of the business

*Focus:* current positioning of business; priorities; successes; distracters; current/future aims (short-, medium- and long-term); strengths and weaknesses; stakeholders; sources of advice and guidance; potential for business improvement

*Factors impacting on the business:* external; internal; resources; opportunities; threats

## 2 Develop plans

*Review:* eg products/services, marketing, sales, finances, staffing; effectiveness, overall business performance, business image, record keeping

*Business planning:* forecasting eg for marketing and sales, design, productivity, quality, service; financial management systems; roles and responsibilities of staff and management; performance monitoring; laws and regulations (including up-dating); action planning; timescales; risk assessment; appropriate sources of advice; relevant information; information handling and administration

## 3 Evaluate and develop skills

*Evaluate:* monitor performance, eg current experience, skills and abilities (technical, operational, managerial); effect of current performance on the business; assess targets set; other relevant information; make informed judgements

*Planning and development:* assessing re-skilling/up-skilling needs; setting clear targets; linking skills targets to business targets; advice and training; costs/benefits analysis

*Support and advice:* free and paid-for help; personal contacts; networks; fees; limitations of advice and support; record keeping

## Outcomes and assessment criteria

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Outcomes	Assessment criteria for pass <b>To achieve each outcome a learner must demonstrate the ability to:</b>
1 Review the <b>focus of the business</b>	<ul style="list-style-type: none"> <li>• analyse the objectives of the business</li> <li>• assess factors that impact on the business</li> <li>• determine potential improvements to the business organisation and/or operation</li> </ul>
2 <b>Develop plans</b> for the business	<ul style="list-style-type: none"> <li>• review the effectiveness of the business</li> <li>• develop plans to improve the business</li> </ul>
3 <b>Evaluate and develop skills</b> of management and staff	<ul style="list-style-type: none"> <li>• assess the current skills of management and staff</li> <li>• outline plans for the development of skills for management and staff</li> <li>• explain what sources of support and advice are available and how they can contribute to business development</li> </ul>

## Guidance

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### Delivery

This unit can be delivered in a wide variety of contexts, including service industries such as hairdressing and beauty therapy, hospitality, travel, tourism, sports, leisure and recreational industries. Teachers should be aware of the implications of the context in which they are delivering the unit and ensure that examples and support materials (eg copies of mission statements, business plans, case studies, cuttings from the business press) are relevant. The unit may be delivered as a stand-alone package, but the recommendation is that centres plan to integrate this unit with others.

Business priorities will vary and discussion groups will enable learners to consider a broad range of issues, such as turnover, profitability, sales and marketing, customer and employee satisfaction, quality of products or services, productivity and product development. Learners should understand the need to take into account the interests of stakeholders, such as owners, customers, staff, backers and suppliers.

Discussion groups can also support consideration of factors that can impact on the business. These again will vary, depending on the perspective of the learner and his or her focus of study. External factors can include customer demand, competition from other businesses, the amount of money or backing that is available to the business, laws or regulations that apply to the business, the tools, equipment, materials and staff needed to run the business and any new developments in technology and materials (such as information and communications technology). Learners should also consider the location of the business and environmental issues, such as processing materials or disposing of waste.

Internal factors that may impact on the business include the organisation of staff, how effectively the business is managed, the design and quality of the products or services, sales and marketing issues, staff training and attitudes, and the working environment. Operational issues could cover interpreting financial statements or reports, evaluating actual performance against targets. Learners can also discuss the resources that support a business, including finance, staff, premises, materials, tools and equipment. These areas highlight the focus of the unit: to develop learner's understanding of how to carry out the processes supporting a business health check. Tutors should resist, for example, directing learners to learn how to interpret financial statements.

Tutors should also develop learner's understanding of a range of opportunities and threats that may impact on a business. Discussion groups could focus on opportunities that include expanding the existing market of a business, establishing new markets, developing new products and services or improving existing ones, cutting costs or putting up prices, or simplifying the organisation or operation of the business. Threats that learners should consider might include changes in the market for the business's products and services, competition, new laws, or problems with suppliers or backers.

In reviewing a business in order to develop plans, tutors may choose for the learner group to work as a whole unit to support an existing business, or to use a case study. It is important to understand the development of health-check processes as the outcome of this unit. Capacity is limited by the time frame for delivering and assessing the unit and a wider coverage can be achieved through a group effort.

Learners need to understand the range of support and help they can utilise when carrying out a business health check. Sources of advice and guidance they could explore include business associates, business advice centres, business advisers, counsellors, coaches or mentors, specialist consultants, non-executive directors, mentors accountants and other professionals.

Learners can also discuss the benefits to be gained from personal contacts, for example, with business associates, suppliers, members of professional associations and through internet chat rooms; or through the development of networks, for examples through training events, discussion groups, trade associations or clubs. Such sources of support and guidance could be invited in as guest speakers, which would add valuable currency to the focus of the unit.

## Assessment

Evidence should be gathered where possible from links with local business organisations willing to support the delivery of this unit. Learners must respect the confidential nature of data and other business-orientated information generated by their investigations. A clear policy statement from the centre reflecting this may encourage local industry to support both delivery and the generation of appropriate evidence.

In return, learners can then carry out an effective business health check based on a real business with potentially real outcomes. It is essential that learners confirm the outcomes of their work with the tutor before presenting them to a business manager or owner. This is to ensure the accuracy and validity of the guidance being proposed.

The results of learners' work can be delivered through a presentation, although there are issues of confidentiality and tutors should consider the time required to observe such presentations on an individual basis. Learners can arrange to work in pairs and share the delivery of the presentation, which itself will result in a more in-depth business health check being carried out. It is strongly recommended that when learners are making presentations, they should have access to the latest technological equipment, eg laptop computers, LCD projectors and presentation software.

Alternatively, the evidence can be presented in written report format. Either form of assessment is equally valid in the business world, where consultants may be asked to provide feedback in different ways.

## Links

This unit has links with a number of other units within this qualification. Tutors and learners should take into consideration the core operation of the business being investigated and ensure that links with other relevant units are reflected in their work.

## Resources

The principle resource for this unit is access to a range of local business operations who are willing to co-operate with delivery and assessment, in return for practical guidance through the outcome of learners' work. This should be supported by case studies used to illustrate theoretical points and issues, together with current cuttings and reports from the business press, which will contribute to vocational realism.

Tutors should also establish relationships with business consultants and other providers of business support. This can be delivered to learners either as stand-alone presentations of business practice, or as part of a real business health check being provided for a local organisation.

## Support materials

### Books

Bowman C and Asch D — *Managing Strategy* (Macmillan Press, 1995) ISBN 0333608887

Chattell A — *Managing for the Future* (Macmillan Press, 1995) ISBN 0333624890

Cole G — *Management Theory and Practice, Fifth Edition* (Letts Educational, 1996)  
ISBN 1858051665

Dawson S — *Analysing Organisations, Third Edition* (Macmillan Press, 1996)  
ISBN 0333660951

Denham P, Otter R and Martin J — *Law: A Modern Introduction, Fourth Edition* (Hodder and Stoughton Educational, 1999) ISBN 0340704810

Pettinger R — *Introduction to Management, Second Edition* (Macmillan Press, 2000)  
ISBN 0333687450

### Websites

The following websites can be useful in providing information and case study materials:

<a href="http://www.bizcoach.org">www.bizcoach.org</a>	common questions asked by small-business owners
<a href="http://www.bized.ac.uk">www.bized.ac.uk</a>	a business and economics service for learners, teachers and lecturers.
<a href="http://www.business-franchise.org.uk">www.business-franchise.org.uk</a>	the British Franchise Association (the regulatory body for franchising in the UK)
<a href="http://www.cbi.org.uk">www.cbi.org.uk</a>	the UK's leading employers' organisation
<a href="http://www.dfes.gov.uk">www.dfes.gov.uk</a>	Department for Education and Skills
<a href="http://www.enterpriszone.org.uk">www.enterpriszone.org.uk</a>	a list of web-based resources for small firms in the United Kingdom
<a href="http://www.entrepreneur.com">www.entrepreneur.com</a>	the online Small Business Authority
<a href="http://www.lawnewsnetwork.com">www.lawnewsnetwork.com</a>	legal news presence
<a href="http://www.richmis.demon.co.uk/business">www.richmis.demon.co.uk/business</a>	a links page giving websites with information relating to UK small business

# Unit 27: Training and Development

Learning hours: 60

NQF Level 5: BTEC Higher National – H1

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## Description of unit

This unit introduces the learner to the principles and practices of training and will enable the learner to develop the skills required to carry out effective training sessions. Learners will have the opportunity to discuss and explore training strategies in different organisations. They will develop their knowledge and understanding of the factors that contribute to effective training and as a result, they will develop skills in delivering effective training. They will also develop interpersonal skills through providing feedback to trainees.

This unit is common to more than one Higher National. Learners must ensure that their evidence relates to the programme they are undertaking.

## Summary of learning outcomes

**To achieve this unit a learner must:**

- 1 Identify and evaluate a training **strategy**
- 2 Analyse the **training cycle** in a business and services context
- 3 Design, develop and implement elements of a **training and development programme** using appropriate techniques
- 4 **Evaluate implementation** of a training programme using appropriate methods and make recommendations for improvement.

# Content

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## 1 Strategy

*Individuals:* methods (current/future training needs); analysis eg interview, verbal and/or written appraisal, observation, curriculum vitæ; induction

*Establishment:* current/future required skills; existing workforce skills; type of work carried out in the workplace; development plan/policy; contractual requirements; occupational standards

*Methods of delivery:* in-house; off-/on-the-job; short courses; induction programmes; college attendance; private trainers; informal training; government funded programmes

*Benefits of training:* to the trainee eg achievement of nationally recognised qualifications, career and/or personal development, occupational competence; to the establishment eg improved quality of product/service, improved industrial relations, achievement of national awards for quality standards, staff loyalty

## 2 Training cycle

*Cycle:* company needs; team/individual needs eg updating/re-training, identification of training and development needs; prioritising, planning, designing, delivering and supporting training and development to improve performance; assessing and improving training and development; review and evaluation; continuous professional development portfolios; record keeping; cost of training; funding issues; professional trainers/consultants; workforce learning representatives

*Context:* eg hairdressing and beauty therapy, hospitality and catering, sports and leisure, travel and tourism

## 3 Training and development programme

*Programme elements:* induction, planning; identification of training/development objectives; writing/identifying competences; training techniques and skills; evaluation and feedback; performance review; appraisal and personal development; appropriate training records; incentives; venue; resources; importance to the employer/employee; training budget costs

*Techniques and skills:* eg instruction, shadowing, demonstration, lectures, one-to-one/group training, videos, role-play, multi media, online learning, simulation; trainer skills eg coaching, mentoring, motivating

## 4 Evaluate implementation

*Evaluation:* planning; design; delivery; implementation; content; achievement of objectives; performance standards

*Methods:* eg questionnaires, observation, trainee/trainer feedback, customer comments witness statements; internal/external training audits; achievement of awards by trainer/trainee; labour turnover; exit interviews



*Recommendations:* changes and improvements to training and development practices eg training techniques, level and balance of content, framework/structure of programme; level and effectiveness of trainee participation; staff, qualifications eg Craft Trainer Award; group training techniques; resources; support from Sector Skills Council, Learning Skills Council and the Local Enterprise Council; contingency planning; responding to external pressures

## Outcomes and assessment criteria

Outcomes	Assessment criteria for pass <b>To achieve each outcome a learner must demonstrate the ability to:</b>
1 Identify and evaluate a training <b>strategy</b>	<ul style="list-style-type: none"> <li>• explain appropriate methods for identifying individual training needs and the skills required by an establishment</li> <li>• evaluate delivery methods for a training programme and explain the rationale in least two different training situations</li> <li>• describe the benefits of training to a trainee and to an establishment</li> </ul>
2 Analyse the <b>training cycle</b> in a business and services context	<ul style="list-style-type: none"> <li>• use examples from their own organisation to analyse the key components of the training cycle</li> <li>• prepare a training needs analysis appropriate to their own organisation</li> </ul>
3 Design, develop and implement elements of a <b>training and development programme</b> using appropriate techniques	<ul style="list-style-type: none"> <li>• prepare a training plan for teams/individuals within the organisation</li> <li>• select and organise activities which support development objectives</li> <li>• use a range of techniques and skills to implement elements of a training and development programme</li> <li>• develop and maintain appropriate training records</li> </ul>
4 <b>Evaluate implementation</b> of a training programme using appropriate methods and make recommendations for improvement	<ul style="list-style-type: none"> <li>• use a range of methods to evaluate the implementation of elements of a training and development programme</li> <li>• make recommendations for changing or improving elements of a training and development programme based on their evaluation</li> </ul>

## Guidance

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### Delivery

This unit is practically orientated, focusing on staff training and development practice in commercial operations. Case studies or visiting speakers highlighting examples of good practice could support initial delivery. Group discussion on various aspects of the training cycle will develop candidates' knowledge and understanding of training and development issues. The cost of training needs to be considered in relation to the effectiveness of the outcomes. Contributions from candidates reflecting their own experiences will add currency and vocational relevance.

Contact with a supportive commercial organisation will enable learners to gain access to existing training schemes, practice and documentation. Agreement with an employer to deliver the elements of a training programme will add a significant level of vocational realism and avoid the need for simulation.

Delivery should support learners' knowledge and understanding of elements of training programmes. Learners can share their experiences through discussion groups and by exchanging any documentation. Learners should carry out the implementation of elements of a training and development programme with the employer supporting their work, identifying suitable opportunities to apply their techniques and skills, or through a simulated exercise if this is necessary. Tutors should be aware that this would need appropriate planning and support, including liaison with the employers supporting the learners with appropriate briefings. Discussion groups to reflect on candidates' experiences will extend the knowledge, skills and understanding developed in this area.

Discussion groups can evaluate the implementation of training programmes based on candidates' own experiences. Learners should consider the relevance and costs of training in relation to overall business objectives. Visiting speakers can contribute to this area by broadening the issues considered. Case studies can also be used to highlight good practice.

Tutors should also be aware throughout delivery of this award of the pressures faced by small-medium-sized organisations to deliver training and development. This issue will help to clarify learners' thinking on training and development issues and long-term provision by training providers and/or consultants.

### Assessment

Evidence of outcomes may be in the form of assignments, case studies, role-play exercises, examinations, or practical exercises using peer groups. Further evidence could be in the form of training sessions which the learner has planned and delivered. These could include role play, lecture, simulation, seminar, workshops, games, demonstrations, use of audio-visual techniques and self-study techniques.

Such a training session should be of approximately 10 minutes duration and be delivered in the context of a realistic working environment, which may be in the centre or in industry.

## Links

This unit primarily links with the following units:

- *Unit 1: The Developing Manager*
- *Unit 5: Industry Experience*
- *Unit 23: People Management*
- *Unit 28: Research Project.*

## Resources

This unit can be linked to most of the other units, depending on the focus and the context within which the learner chooses to work.

## Support materials

### Further reading

*Commerce Business Magazine* (Commerce Publications)

*Hair and Beauty* (Style Publishing Ltd)

*The Cutting Edge* (Estetica UK)

### Websites

The following websites can be useful in providing information.

<a href="http://www.beauty-guild.co.uk">www.beauty-guild.co.uk</a>	Guild of Professional Beauty Therapists
<a href="http://www.bized.ac.uk">www.bized.ac.uk</a>	A business and economics service for learners, tutors and lecturers.
<a href="http://www.cbi.org.uk">www.cbi.org.uk</a>	The UK's leading employers' organisation
<a href="http://www.cfa.uk.com">www.cfa.uk.com</a>	Council for Administration (National Training Organisation)
<a href="http://www.dfee.gov.uk">www.dfee.gov.uk</a>	Department for Education and Employment
<a href="http://www.ento.co.uk">www.ento.co.uk</a>	ENTO – Standards organisation for employment personnel and health and safety
<a href="http://www.enterprisezone.org.uk">www.enterprisezone.org.uk</a>	a list of web-based resources for small firms in the UK
<a href="http://www.habia.org.uk">www.habia.org.uk</a>	The Hairdressing and Beauty Industry Authority (National Training Organisation)
<a href="http://www.instcustserv.com">www.instcustserv.com</a>	Institute for Customer Service (NTO)
<a href="http://www.the-nhf.org.uk">www.the-nhf.org.uk</a>	National Hairdressers Federation
<a href="http://www.vidalsassoon.co.uk">www.vidalsassoon.co.uk</a>	Commercial site
<a href="http://www.wella.co.uk">www.wella.co.uk</a>	Commercial site

## Unit 28: Research Project

Learning hours: 60

NOF Level 5: BTEC Higher National – H2

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### Description of unit

The unit draws together the learning from other units and enables the learner to integrate them in the context of a research project.

This unit is designed to introduce learners to the techniques and methods of research. The unit addresses a variety of research methodologies, including the opportunity to carry out interventionist or action research.

Learners will be required to produce a project report based on independent research into an area of professional business practice that interests them and will add to their professional development.

The study should use both primary and secondary sources of information, and should be an exploration of a current major issue. The study undertaken should build on knowledge, skills and understanding that have been achieved in other units. Tutor approval should be sought before commencing study.

### Summary of learning outcomes

**To achieve this unit a learner must:**

- 1 Prepare a **research proposal** relating to a specified area of business
- 2 Conduct research using **primary and secondary sources** of information
- 3 Carry out the **research project** into a specified area of business
- 4 **Present and evaluate** the findings with regard to the initial proposal.

# Content

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## 1 Research proposal

*Research methodologies:* intervention; non-intervention; action research

*Hypothesis:* definition; suitability; skills and knowledge to be gained; aims; objective; terms of reference; duration; ethical issues

*Action plan:* rationale for research question or hypothesis; task dates; review dates; monitoring/reviewing process; strategy

## 2 Primary and secondary sources

*Primary:* questionnaires: type; layout; distribution; original research data gathered by the learner; interviews; selecting interviewees; bias; verification of data; time; place; style

*Secondary:* books; journals; library search; use of IT; internet; media

## 3 Research project

*Preparation:* identifying ideas/topics/areas of investigation, research question(s), scope and feasibility; hypothesis; literature search; agreeing the process; targets; milestones; action plan; timetable and procedure; monitoring and revision

*Methodology:* literature search eg library, internet, sector data sources, pure and applied research; developmental; longitudinal; survey; case study; research and development; concepts and theories; terminology; validity and reliability

*Qualitative data analysis:* interpreting transcripts, coding techniques, categorisation, relationships, trends, use of computers, presentation of data

*Quantitative data analysis:* coding/values, manual/electronic methods, specialist software, presentation of data, eg bar/pie charts, graphs, statistical tables, comparison of variables, trends, forecasting

## 4 Present and evaluate

*Presentation:* eg formal written format, by viva voce or oral presentation; diagrammatic or graphical figures

*Methodology:* presentation, eg IT, audio, visual aids, time, pace; delivery critique of the methods use in the study; recommendation, eg using the findings; recommendations for the future; areas for future research

*Evaluation:* planning; objectives; focus; benefits; difficulties

*Criteria:* purpose; editing; format; sequencing success; critical analysis; discussion of evidence and findings

## Outcomes and assessment criteria

Outcomes	Assessment criteria for pass <b>To achieve each outcome a learner must demonstrate the ability to:</b>
1 Prepare a <b>research proposal</b> relating to a specified area of business	<ul style="list-style-type: none"> <li>• identify a research question or hypothesis and justify the choice</li> <li>• justify the chosen methodology in terms of the research question</li> <li>• prepare an action plan with target dates and methods for monitoring and updating</li> <li>• devise a code of ethics for the conduct of the study</li> </ul>
2 Conduct research using <b>primary and secondary sources</b> of information	<ul style="list-style-type: none"> <li>• undertake primary and secondary research relating to the proposal</li> <li>• describe and justify the chosen methodology</li> </ul>
3 Carry out the <b>research project</b> into a specified area of business	<ul style="list-style-type: none"> <li>• prepare for the research project and agree process and action plan with supervisor</li> <li>• monitor and revise schedule when required</li> <li>• collect and review data using appropriate methods, including primary and secondary research techniques</li> <li>• analyse and interpret appropriate qualitative and quantitative data</li> </ul>
4 <b>Present and evaluate</b> the findings with regard to the initial proposal	<ul style="list-style-type: none"> <li>• record findings in an accepted format</li> <li>• present and summarise the findings using suitable methods</li> <li>• evaluate the methodology used and critically analyse the findings</li> <li>• propose recommendations based on the findings which identify and justify areas for future research</li> </ul>

## Guidance

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### Delivery

Learners may have developed a range of investigative skills during the programme of study, but this unit formalises the research into a form similar to a thesis. It is important that learners understand the elements that make up formal research, including the different methodologies, the proposal, action planning, carrying out the research itself and presenting their findings. Tutors will need to cover the theory underpinning formal research to enable learners to complete this unit satisfactorily.

The research project itself is dependent on the learner, the context of their area of learning, their focus of interest and anticipated outcomes. The unit should draw together a range of other areas of content within the programme of study to form a holistic piece of work that makes a positive contribution to commercial practice. Learners will need to establish relationships with commercial and industrial organisations in order to generate data that will lead them to such conclusions. It is essential for the tutor to monitor the development of individual research projects closely to ensure they are following the correct guidelines and working towards agreed objectives.

Learners will need further guidance to support the presentation and evaluation of their work. The presentation of their research should follow formal presentation practice, with correct referencing and bibliography details. Tutors should deliver an appropriate session to underpin this approach, but the teaching of presentation skills should not be the focus of this area of work.

### Assessment

Evidence for this unit should be generated through a written assignment/report, demonstrating a sound understanding of research methods and protocol. The study should show evidence of both primary and secondary research. The study should look at the present day and the current culture and operation of the service, with a view on the issues which impact most strongly on the service. There should be an appreciation of historical events which impact most strongly on current structure and operations. The learner will need to demonstrate the ability to work independently, and to provide evidence of an individual approach in the finished work. Learners will require close supervision and organised tutor support in order to design a study which is realistic, achievable and economically viable within the scope of the unit. Tutor approval should be sought before commencing on the study.

### Links

The project should utilise the full range of skills developed through study of other units in the programme. The knowledge applied may link to one particular unit or to a number of other units. Some topics may relate to topical applications or issues that have only marginal relationships to the knowledge content of the programme.



## Resources

Tutors will need to establish the availability of resources to support the independent study before allowing the learner to proceed with the proposal.

Where learners are engaged in primary research, the tutor must check that access has been negotiated and that ethical research procedures are being followed. Learners will need access to IT and to appropriate commercial organisations.

## Support materials

### Books

Bell J — *Doing your Research* (OUP, 1999) ISBN 0335203884

Cohen L and Manion L — *Research Methods in Education* (RoutledgeFalmer, 2000)  
ISBN 0415195411

Lock D — *Project Management* (Gower publications, 2003) ISBN 0566085518

McNiff J — *Actions Research: Principles and Practice, Second Edition* (Routledge Falmer, 2001)  
ISBN 0415219949

Robson C — *Real World Research* (Blackwell Publications, 2002) ISBN 0631213058



# Annex A

## QCA codes

The QCA National Qualifications Framework (NQF) code is known as a Qualification Accreditation Number (QAN). Each unit within a qualification will also have a QCA NQF unit code.

The QCA qualification and unit codes will appear on the learner's final certification documentation.

The QANs for qualifications in this publication are:

100/4804/2 Higher National Certificate in Beauty Therapy Sciences

100/4805/4 Higher National Diploma in Beauty Therapy Sciences



# Annex B

## Qualification Requirement

This Qualification Requirement should be read in conjunction with overarching guidance from Edexcel.

## Rationale

The BTEC Higher Nationals in Beauty Therapy Sciences have been developed to focus on:

- providing education and training for a range of careers in beauty therapy
- providing opportunities for learners to achieve a nationally recognised Level 5 vocationally specific qualification
- providing opportunities for full-time learners to gain a nationally recognised vocationally specific qualification to enter employment in beauty therapy or progress to higher education vocational qualifications such as a full-time degree in a related area
- developing the knowledge, understanding and skills of learners in the field of beauty therapy
- providing opportunities for learners to focus on the development of higher-level skills in a beauty therapy context
- providing opportunities for learners to develop a range of skills and techniques and attributes essential for successful performance in working life.

## Aims of the qualification

This qualification meets the needs of the above rationale by:

- equipping individuals with knowledge, understanding and skills for success in employment in the beauty therapy industry
- enabling progression to an undergraduate degree or further professional qualification in a related area
- providing opportunities for specialist study relevant to individual vocations and contexts
- supporting individuals employed or entering employment in the beauty therapy industry
- developing the individual's ability in the beauty therapy industry through effective use and combination of the knowledge and skills gained in different parts of the programme
- developing a range of skills and techniques, personal qualities and attributes essential for successful performance in working life and thereby enable learners to make an immediate contribution to employment
- providing flexibility, knowledge, skills and motivation as a basis for future studies and career development in beauty therapy.

## Mandatory curriculum

**Customer Service:** principles and objectives of customer service, nature of customer service culture, quality service, information gathering from customers, relevance to improved delivery of services.

**Health, Safety and Security:** framework of health and safety legislation and requirements, security in the workplace.

**Law for Business and Services Industries:** principles of law, contract law, statutory provisions relating to consumer protection, legal provisions, practical approach to problem solving.

**Industry Experience:** experience of industry with a relevant organisation, issues or problems relevant to the learner and the host organisation, understand and analyse relationships between different parts of host organisation, action plan with aims, objectives and targets, management report, knowledge of working practices and how the organisation operates, review of progress and evaluation of sources of information and assistance.

**Human Physiology:** biology of the human body, structure and function of the skin and keratin-based structures, links between human physiology and the effects of products and therapies.

**Chemistry of Products:** chemistry of products used in hair, beauty and related industries health and safety aspects of using chemicals.

## Optional curriculum

Optional specialist units can be developed to address the following curriculum within a beauty therapy context.

**The Developing Manager:** management principles and practice, theory into practice, potential as future manager, management roles and responsibilities in a service industry context, career development, contribution to future career opportunities.

**People Management:** management of people effectiveness and efficiency of organisation, practices, procedures and constraints which influence management of people within a work environment.

**Management Accounting for Business and Services Industries:** accounting techniques used to control costs and profits, making effective short-term decisions, control systems, income generation, methods of measuring and analysing performance.

**Marketing:** key concepts and functions of marketing, factors affecting marketing environments, role of marketing in different sectors of beauty therapy industries, functional and operational aspects of marketing

**Business Health Check:** tracking the progress of a business, amending its direction, internal/external influences on the business, review of management and staffing skills, new challenges.

**Training and Development:** principles and practices of training, effective training sessions, training strategies, delivering effective training, interpersonal skills, feedback to trainees.

**Research Project:** techniques and methods of research, research methodologies, independent research into an area of professional business practice, primary and secondary sources of information.

**Beauty Therapy Practice:** practical skills in manual, mechanical and electrical body therapies, prescribing and applying treatments, training and communication techniques.

**Beauty Therapy Management:** alternative approaches to clinical management practice, contribution to successful operations, diagnostic and evaluation skills, analysis of quality control, customer care, health and safety procedures, good and bad practice.

**Management of Epilation and Depilation:** diagnosing, prescribing and applying epilation and depilation treatments to recognised professional standard, training others.

**Management of Facial Therapies:** application techniques for manual, mechanical and electrical facial treatments, treatments to the nails, hands and feet, managing a team of operational therapists, review and evaluation techniques.

**Aromatherapy:** holistic, clinical aromatherapy, essential oils, massage, inhalation, compresses, creams and other methods, theoretical background to aromatherapy, recording of data, safe and effective formulation of the essential oil 'blend'.

**Science of Essential Oils:** biology of oil-production plants, chemistry of essential oils, safety and toxicity of essential oils.

**Reflexology:** holistic and therapeutic approaches to reflexology treatment, theoretical background, interpretation of data, application and evaluation of treatment.

**Ethics and Accountability:** ethics and accountability, application to the beauty and related therapies professional, insurance, codes of practice and storage of data.

**Diet and Nutrition:** role of dietary components, causes and effects on the body of deficiencies, current national guidelines and recommendations.

**Kinetics:** understanding of the way in which bones, joints, muscles and nerves allow the body to perform movement.

**Profiling Fitness:** inclusion of health-related activities in individual's lifestyle, profiling and screening for general exercise activities, fitness assessment methods, development of personal training programmes.

**Remedial Massage and Hydrotherapy:** practical skills and knowledge for effective application of remedial massage and hydrotherapy treatments, prescribing, applying and evaluating programmes of treatment, professional and responsive approaches to remedial massage and hydrotherapy.

**Advanced Epilation:** epilation skills, role of the electrologist, prescribing and applying advanced epilation treatments, evaluating outcomes of treatments of telangiectasia and minor cosmetic lesions.

**Physiology of Ageing:** effect of age on human tissues, conditions presented by clients seeking advice and treatment, nature of ageing of cells and tissues, underlying mechanisms of ageing, ageing of the skin, degenerative disorders affecting the human body.

**The Science of Electrotherapy:** physical principles applied in advanced beauty therapy treatments, safe use of equipment.

## Professional body recognition

The BTEC Higher Nationals in Beauty Therapy Sciences have been developed with career progression and recognition by professional bodies in mind, enabling learners to gain the maximum benefit from their programme of study. Recognition from HABIA will secure added value to the qualification.

Further details of professional body recognition and exemptions of BTEC Higher Nationals are contained in the publication *BTEC Professional Recognition* which is available on Edexcel's website ([www.edexcel.org.uk](http://www.edexcel.org.uk)).

## Links to National Standards

There is the opportunity for these qualifications to provide some of the underpinning knowledge, understanding and skills for the Level 4 NVQ in Beauty Therapy or the Level 4 NVQ in Management.

## Entry prerequisites

There are no particular entry requirements for this qualification. Please refer to Edexcel guidance on entry requirements. Learners who enter with at least one of the following are likely to benefit more readily from a Beauty Therapy programme:

- a BTEC National in a related subject, eg Science (Beauty Therapy)
- at least one Advanced GCE pass in a relevant subject with appropriate supporting passes at GCSE
- an Access to Higher Education Certificate awarded by an approved further education institution
- appropriate work experience.

## Higher-level skills and abilities

Learners will be expected to develop the following skills during the programme of study:

- synthesis of a range of concepts, knowledge and skills relating to beauty therapy
- application of complex theories to practical realistic work situations in the beauty therapy environment
- independence of approach to study and the generation of beauty therapy evidence
- ability to engage with complex and/or unpredictable situations in beauty therapy contexts
- ability to take responsibility to manage and direct their own and others' activities
- insight and judgement in relation to the margins and consequences of error
- research and investigative skills
- responsive to change and ability to multitask
- ability to innovate and work in a creative way.



# Annex C

## Wider curriculum mapping

Wider curriculum issue \ HND/C t	Unit 1: The Developing Manager	Unit 2: Customer Service	Unit 3: Health, Safety and Security	Unit 4: Law for Business and Services Industries	Unit 5: Industry Experience	Unit 6: Human Physiology	Unit 7: Chemistry of Products	Unit 8: Beauty Therapy Practice	Unit 9: Beauty Therapy Management	Unit 10: Management of Epilation Depilation	Unit 11: Management of Facial Therapies and Treatments for Nails, Hands and Feet	Unit 12: Aromatherapy	Unit 13: Science of Essential Oils	Unit 14: Reflexology	Unit 15: Ethics and Accountability	Unit 16: Diet and Nutrition	Unit 17: Kinetics	Unit 18: Profiling Fitness	Unit 19: Remedial Massage and Hydrotherapy	Unit 20: Advanced Epilation
Spiritual issues	4	4			4															
Moral issues	4	4	4	4	4			4	4						4					
Ethical issues	4	4	4	4	4			4	4	4	4	4	4	4	4			4	4	4
Social issues		4	4		4				4	4	4	4		4	4			4		4
Cultural issues	4	4			4			4	4	4		4								4
European developments		4		4	4															
Environmental					4		4						4							
Health and safety			4		4		4	4	4	4	4	4	4	4	4			4	4	4
Equal opportunities	4	4	4	4	4			4										4		

Wider curriculum issue	HND/C t																			
	Unit 21: Physiology of Ageing	Unit 22: The Science of Electrothe	Unit 23: People Management	Unit 24: Management Accounting the Business and Service Industrie	Unit 25: Marketing Functions for Services Industries	Unit 26: Business Health Check	Unit 27: Training and Developmen	Unit 28: Research Project												
Spiritual issues	4							4												
Moral issues	4		4	4	4															
Ethical issues			4		4	4	4													
Social issues			4		4		4	4												
Cultural issues	4		4				4	4												
European developments		4	4		4	4	4	4												
Environmental																				
Health and safety		4																		
Equal opportunities			4																	

# Annex D

## National Occupational Standards

### Mapping against the Level 4 NVQ in Beauty Therapy — Advanced Practices

The following grid maps the knowledge covered in the Level 4 NVQ in Beauty Therapy — Advanced Practises against the underpinning knowledge of the Edexcel Level 5 BTEC Higher National Certificate/Diploma in Beauty Therapy Sciences.

HNC/D titles NVQ unit titles	Unit 1: The Developing Manager	Unit 2: Customer Service	Unit 3: Health, Safety and Security	Unit 4: Law for Business and Services Industries	Unit 5: Industry Experience	Unit 6: Human Physiology	Unit 7: Chemistry of Products	Unit 8: Beauty Therapy Practice	Unit 9: Beauty Therapy Management	Unit 10: Management of Epilation Depilation	Unit 11: Management of Facial Therapies and Treatments for Nails Hands and Feet	Unit 12: Aromatherapy	Unit 13: Science of Essential Oils	Unit 14: Reflexology	Unit 15: Ethics and Accountability	Unit 16: Diet and Nutrition	Unit 17: Kinetics	Unit 18: Profiling Fitness	Unit 19: Remedial Massage and Hydrotherapy	Unit 20: Advanced Epilation
Unit G1: Ensure your own actions reduce risks to health and safety			4		4	4	4		4	4	4	4	4	4	4		4	4	4	4
Unit G14: Improve the financial effectiveness of the business					4															
Unit G15: Provide support to the client		4			4			4	4	4	4	4		4	4		4	4	4	4
Unit BT37: Remove hair using light or laser systems		4	4		4			4	4						4					
Unit BT38: Carry out photo rejuvenation using light or laser systems		4	4		4			4	4						4					

<div style="text-align: center;">HNC/D titles</div> <div style="text-align: center;">NVQ unit titles</div>	Unit 1: The Developing Manager	Unit 2: Customer Service	Unit 3: Health, Safety and Security	Unit 4: Law for Business and Services Industries	Unit 5: Industry Experience	Unit 6: Human Physiology	Unit 7: Chemistry of Products	Unit 8: Beauty Therapy Practice	Unit 9: Beauty Therapy Management	Unit 10: Management of Epilation Depilation	Unit 11: Management of Facial Therapies and Treatments for Nails, Hands and Feet	Unit 12: Aromatherapy	Unit 13: Science of Essential Oils	Unit 14: Reflexology	Unit 15: Ethics and Accountability	Unit 16: Diet and Nutrition	Unit 17: Kinetics	Unit 18: Profiling Fitness	Unit 19: Remedial Massage and Hydrotherapy	Unit 20: Advanced Epilation
Unit BT39: Improve client's telangiectasia, skin tag and milium conditions using epilation equipment		4	4	4	4			4	4	4					4					4
Unit BT40: Enhance appearance using skin camouflage for clients that have been clinically referred		4	4	4	4				4						4					
Unit BT41: Enhance facial appearance using micro-pigmentation techniques		4	4	4	4				4						4					

NVQ unit titles	HND/C t		Unit 21: Physiology of Ageing	Unit 22: The Science of Electrothe	Unit 23: People Management	Unit 24: Management Accounting the Business and Service Industrie	Unit 25: Marketing Functions for Services Industries	Unit 26: Business Health Check	Unit 27: Training and Development	Unit 28: Research Project										
Unit G1: Ensure your own actions reduce risks to health and safety	4	4																		
Unit G14: Improve the financial effectiveness of the business					4	4														
Unit G15: Provide support to the client	4	4																		
Unit BT37: Remove hair using light or laser systems																				
Unit BT38: Carry out photo rejuvenation using light or laser systems																				
Unit BT39: Improve client's telangiectasia, skin tag and milium conditions using epilation equipment																				

HND/C t NVQ unit titles	Unit 21: Physiology of Ageing	Unit 22: The Science of Electrothe	Unit 23: People Management	Unit 24: Management Accounting the Business and Service Industrie	Unit 25: Marketing Functions for Services Industries	Unit 26: Business Health Check	Unit 27: Training and Developmen	Unit 28: Research Project												
Unit BT40: Enhance appearance using skin camouflage for clients that have been clinically referred																				
Unit BT41: Enhance facial appearance using micro-pigmentation techniques																				

# Annex E

## Mapping against the new Aromatherapy and Reflexology Standards

### Key

# – Partial Coverage      N – No Coverage

<div style="text-align: center;">HNC/D titles</div> <div style="text-align: left; padding-top: 10px;">New Aromatherapy and Reflexology Standards</div>	Unit 12: Aromatherapy	Unit 13: Science of Essential Oils	Unit 14: Reflexology
A1 – Assess clients’ needs which affect their health and well-being and the contribution of aromatherapy to meeting those needs	#	N	N
A2 – Plan, implement, monitor and review aromatherapy programmes to optimise client health and well-being	#	#	#
R1 – Assess clients’ needs which affect their health and well-being and the contribution of reflexology to meeting those needs	N	N	#
R2 – Plan and review reflexology programmes to optimise client’s health and well-being	N	N	#
PAO2 – Promote people’s equality, diversity and rights	#	N	#
PA1.1 – Develop one’s own professional knowledge and practice	#	N	#
PA1.2 – Contribute to the development of the knowledge and practice of others	N	N	N
PA2.1 – Promote effective communication and relationships	N	N	N
PA7.4 – Evaluate, prioritise and review demands for services	N	N	N
PA7.11 – Promote, monitor and maintain health, safety and security in the workplace	#	N	#
PA9.1 – Determine the concerns, interests and priorities of people in relation to their health and social well-being and how these have been addressed elsewhere	#	N	#
PA9.4 – Enable individuals and families to address issues which affect their health and social well-being	N	N	N
PA10.3 – Support individuals and others through the process of dying	N	N	N
PA10.4 – Enable individuals, their partners, relatives and friends to explore and manage change	N	N	N
PA10.5 – Support individuals when they are distressed	N	N	N

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