

Pearson BTEC Higher Nationals in Hair and Beauty Management Unit Specification

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Unit 1: Management of Health, Safety and Security in the Salon

Unit code: M/601/5347

Level: 4

Credit value: 8

● Aim

This is a preparation for work unit which is based on capability and knowledge. This unit is about the implementation and management of health, safety and security practices in the salon, and is applicable to the hair and beauty sector.

● Unit abstract

This unit gives learners the knowledge, understanding and skills required to manage health, safety and security practices in the salon environment.

Learners will be introduced to the various health, safety and security practices in the salon, informed by current and relevant legislation and codes of practice. Learners will learn how to conduct risk assessments, evaluating the effectiveness of practices in the salon and the risk assessment itself. Learners will have the chance to recommend and implement modifications to practices in the salon.

Learners will also be given the opportunity to manage health, safety and security practices in the salon. They will also evaluate staff's compliance with health, safety and security practices, managing improvements.

This unit gives learners a solid understanding of the importance of health, safety and security practices, compliance with legislation and regulations and regular evaluation of practices in the salon.

● Learning outcomes

On successful completion of this unit a learner will:

- 1 Be able to implement health, safety and security practices in the salon
- 2 Be able to manage health, safety and security practices in the salon.

Unit content

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

Health, safety and security practices: current and relevant legislation eg Health and Safety at Work Act 1974; Control of Substances Hazardous to Health (COSHH); Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR); codes of practice relevant to the salon eg waxing services, nail services; security practices (buildings, equipment, client/staff possessions, stock, cash and equivalents, client data)

Risk assessment: of health, safety and security practices (effectiveness of practices); recommendations and justification for modifications to existing practices; implementing new practices; reliability and effectiveness of risk assessment; importance of practices eg compliance with current and relevant legislation, ensuring health and safety of staff/clients

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

Management of compliance with health, safety and security practices: staff/salon's compliance with practices; improvements to increase compliance; importance of compliance with legislation and regulations eg legal requirements and to reduce risk of negligence; ways of managing improvements to increase compliance eg supervision, monitoring, training staff; importance of regularly evaluating practices in the salon eg maintaining standards, identifying new risks/hazards

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Be able to implement health, safety and security practices in the salon	1.1 conduct a risk assessment of health, safety and security practices 1.2 conduct an assessment of the effectiveness of health, safety and security practices 1.3 recommend modifications to existing health, safety and security practices 1.4 implement new health, safety and security practices based on outcomes of the assessments 1.5 evaluate the reliability and effectiveness of a risk assessment 1.6 analyse the importance of health, safety and security practices 1.7 justify proposals and recommendations for health, safety and security practices
LO2 Be able to manage health, safety and security practices in the salon	2.1 evaluate compliance with newly implemented and existing health, safety and security practices 2.2 manage improvements to increase compliance with health, safety and security practices 2.3 explain the importance of compliance with legislation and regulations relating to health, safety and security practices 2.4 describe how to manage improvements to increase compliance with health, safety and security practices 2.5 explain the importance of regularly evaluating health, safety and security practices in the salon

Guidance

Links

It is strongly recommended that tutors deliver this unit first in the course, to ensure learners have a firm understanding of health, safety and security practices in the salon. This unit has links to the following units:

- Unit 2: Salon Management
- Unit 4: Quality Management of Client Care in the Hair and Beauty Sector
- Unit 35: Work-based Experience.

This unit has links to the NOS in Hairdressing and Beauty Therapy, G22: Monitor procedures to safely control work operations.

Essential requirements

Delivery

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

This unit should be contextualised to the industry within the hair and beauty sector in which learners are specialising, for example beauty therapy or hairdressing. Learners should be taught current and relevant legislation relating to health, safety and security practices. Tutors should deliver the unit content in the order suitable for their learners' needs, and tutors do not have to deliver it in the order of the specification.

Learners should be given the opportunity of supervising the work of others in the RLE/salon, for example lower-Level: learners or junior members of staff, to give them first-hand experience of managing health, safety and security practices.

Assessment

Criteria 1.4 and 2.2 should be assessed through practical observation, evidenced by a signed witness testimony.

Resources

Learners must have access to a Realistic Learning Environment as outlined in *Annexe F*.

Employer engagement and vocational contexts

Work experience in a salon or spa environment would greatly enhance delivery and enable learners to use and develop their management skills.

Unit 2: Salon Management

Unit code: K/601/4469

Level: 4

Credit value: 10

- Aim

This is a preparation for work unit which is based on capability and knowledge. This unit provides the learner with the opportunity to plan the management of products and services in the salon, and develop salon management skills, taking into consideration a wide context of products, services and workplace practices.

- Unit abstract

The unit provides an opportunity to research and analyse different approaches to salon management and how they can contribute to successful business operations. The unit develops evaluative and analytical skills within the wider context of products and services. Learners will plan the management of products and services in the salon. This will include producing a plan with operational objectives, analysing data for management planning, devising and implementing salon requirements for staff and monitoring working practices. Learners will also study the importance of maintaining and increasing salon revenue and will plan methods of achieving this in a hair and beauty business.

The unit also enables learners to put this theory into practice, initially by examining their own potential as future managers and evaluating their own management skills, styles and methods of communication with staff. Learners will have the opportunity to demonstrate their management potential by carrying out management duties within the hair and beauty sector. They will need to manage the salon in a professional manner and implement health and safety working practices with clear recommendations for improvement across the business.

This may be linked to one of the practical units within the programme, where management skills can be demonstrated within the Realistic Learning Environment.

- Learning outcomes

On successful completion of this unit a learner will:

- 1 Be able to plan the management of products and services in the salon
- 2 Be able to undertake salon management duties.

Unit content

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

Operational objectives: resource availability; quality control; product and service design, staff Level: s and allocation eg methods of allocation; work schedules; health and safety; equipment; importance of planning operational objectives

Data for use in management planning: management planning (short, medium, long term); revenue and turnover; staff targets; premises costs; product costs; how data is used in management planning

Salon requirements for staff: personal (appearance, uniform, conduct); preparation of client (consultation techniques, for treatment, client care); preparation of work area (set-up of treatment area, cleaning and hygiene requirements); hospitality (meeting and greeting, offering refreshment, ensuring comfort)

Monitoring working practices: documentation (salon brochures/price lists, record cards, consultation sheets, recording data); consultation techniques (methods, procedure, suitability, client objectives); services (staff effectiveness, treatments, customer care, retail, client bookings); advertising and marketing (public relations, advertising success and costs); criteria for review of consultations, services and client records eg spot checks, discussions, appraisals, observations

Methods of stock control, maintenance and replacement: consumable and non-consumable products; capital equipment; stock control; stock records and inventories; order procedures; security; use of IT; risk assessment; health and safety; maintenance, repair and replacement of tools, equipment and facilities; repair and replacement logistics; stock Level: s, tools, equipment and facilities in relation to clientele

Methods of maintaining and increasing salon revenue: advertising; customer service; selling; promotion; setting sales targets; cutting down unnecessary costs or overheads

2 Be able to undertake salon management duties

Managing salon: aims; objectives; targets; learning programme/activities; action plan; time management; work scheduling; SMART objectives; delegation; decision making; problem solving; staff motivation and incentives (motivational theories); value awareness; conflict management; giving and receiving feedback; influencing skills; self-confidence; positive thinking; communication; presentation; team building; mentoring; counselling; coaching; facilitation; learning cycle; learning styles; action learning sets; management learning contracts; learning log; review/achievement dates; professionalism

Health and safety working practices: clear guidelines for staff and visitors; clear instructional signage; salon health and safety policy; leading by example; keeping staff and clients safe; regular safety drills and risk assessments; named personnel for health and safety matters; appropriate insurance (public liability, buildings and contents); current and relevant legislation and regulations eg Health and Safety at Work Act, Codes of Practice; factors that must be considered when implementing health and safety working practices eg legislative and regulatory requirements

Workforce planning: assessing needs of the organisation; human resource planning; ensuring suitable access to specialist, supervisory, trainee and general staff eg reception, administrative, cleaning, maintenance

Improvement of working practices: clear recommendations; identification of organisation's and staff's strengths and weaknesses eg staff suggestions, client surveys; acting on feedback; target setting; clear improvement plans with milestones and timelines; importance of clear recommendations for improvement of workplace practices

Management and communication style: management/leadership styles; skills audit (management, leadership, practical and technical); communication skills eg open, clear, aggressive, passive, assertive, passive-aggressive, positive, negative, posture and body language; personal skills (interpersonal, motivational, communication skills); organising and planning skills; strengths and weaknesses analysis

Role of appraisal and management schemes: role of appraisal eg improvement, job satisfaction, positive employee relations; role of management schemes eg smooth running of organisation, improvement, increased revenue, increased staff productivity

Working relationships: factors that affect working relationships (lines of authority, role and responsibilities of employees, objectives, team working and building, fairness and consideration to others, equality within the same role)

Employment: contractual obligations of organisation and employee; contract of employment; how legislation affects employment in the salon; subcontractor employment (factors to consider); tax; working rights; insurance

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Be able to plan the management of products and services in the salon	1.1 produce a plan with operational objectives for the management of products and services 1.2 analyse data for use in management planning 1.3 allocate staff to meet operational objectives 1.4 devise and implement salon requirements for staff to prepare themselves, the client and work area for service(s) 1.5 monitor working practices by reviewing different client consultations, services and client records 1.6 evaluate methods of stock control, maintenance and replacement 1.7 evaluate stock Level: s, tools, equipment and facilities with regard to the salon's clientele 1.8 plan methods of maintaining and increasing salon revenue 1.9 explain the importance of planning operational objectives to manage products and services 1.10 explain how data is used in management planning 1.11 explain how to allocate staff to meet operational objectives 1.12 describe the salon requirements for staff to prepare themselves, the client and work area for service(s) 1.13 outline the criteria by which client consultations, services and client records are reviewed 1.14 explain how to maintain stock Level: s, tools, equipment and facilities in a salon 1.15 explain how to maintain and increase salon revenue

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO2 Be able to undertake salon management duties	2.1 manage the salon in a professional manner 2.2 implement health and safety working practices in line with relevant legislation 2.3 use workforce planning to assess employee requirements 2.4 provide clear recommendations for the improvement of working practices 2.5 evaluate own communication and management style 2.6 describe factors that must be considered when implementing health and safety working practices 2.7 explain the role of appraisal and management schemes within the organisation 2.8 describe the factors that influence working relationships, including lines of authority, role and responsibilities of employees, objectives associated with working relationships 2.9 evaluate the importance of providing clear recommendations for the improvement of workplace practices 2.10 describe contractual regulations of employment and how legislation affects employment in the salon 2.11 assess factors to be considered when employing subcontractors

Guidance

Links

This unit has particular links with:

- Unit 1: Management of Health, Safety and Security in the Salon
- Unit 3: Sales Management in the Hair and Beauty Sector
- Unit 4: Quality Management of Client Care in the Hair and Beauty Sector
- Unit 24: Laboratory Management
- Unit 25: Working with and Leading People
- Unit 26: Human Resource Management
- Unit 28: Business Strategy
- Unit 30: Business Decision Making
- Unit 31: Small Business Enterprise

Essential requirements

Delivery

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

Learners should be taught current and relevant legislation relating to salon management. Tutors should deliver the unit content in the order suitable for their learners' needs, and tutors do not have to deliver it in the order of the specification.

Learners should be given the opportunity of supervising the work of others in the RLE/salon, for example lower-Level: learners or junior members of staff, to give them first-hand experience of management in the salon environment.

Assessment

Criteria 1.4, 1.5, 2.1 and 2.2 should be assessed through practical observation, evidenced by a signed witness testimony.

A variety of assessment activities may be used to measure achievement of the criteria. Understanding of theoretical aspects of the unit should be evidenced by means of assignments, projects, case studies and directed tasks relevant to the hair and beauty sector.

Resources

Learners must have access to a Realistic Learning Environment as outlined in *Annexe F*.

Employer engagement and vocational contexts

Input by specialists from the hair and beauty sector may help learners understand management and give them an insight into day-to-day salon activities. Work experience in a salon or spa environment would greatly enhance delivery, and enable learners to use and develop their management skills.

Unit 3: Sales Management in the Hair and Beauty Sector

Unit code: D/601/4467

Level: 4

Credit value: 9

- Aim

This is a preparation for work unit which is based on capability and knowledge. This unit is about sales management in the hair and beauty sector, including how to improve the selling skills of employees and the number of sales within businesses in the hair and beauty sector.

- Unit abstract

This unit enables learners to evaluate and improve the selling skills of employees, leading to improved sales and revenue in a hair and beauty-related business. Selling is such an integral part of any salon or hair and beauty-related business, greatly affecting the potential success or failure of a business venture. Successful selling requires diverse skills and techniques, whilst product and treatment knowledge is essential for achieving high sales and building trust with customers.

This unit not only highlights the importance of negotiation and persuasion, but also of integrity when managing client care during the selling process. Negotiation skills are extremely important when selling and learners will evaluate the impact it has on the selling process. Learners will study ethical and legal requirements when selling products and treatments. They will conduct a competitor analysis to ascertain the strengths and weaknesses of current and potential competitors in the hair and beauty sector. Learners will also investigate when, why, how and where customers buy or do not buy products and treatments and research the impact this has on selling.

This unit also equips learners with the understanding and skills to produce sales targets, based on their sales forecasts, which will enable them to develop successful sales strategies in a hair and beauty-related business. Learners will also evaluate methods of training staff to improve their sales.

- Learning outcomes

On successful completion of this unit a learner will:

- 1 Be able to evaluate how to improve the selling skills of employees in the hair and beauty sector
- 2 Be able to evaluate how to improve sales within businesses in the hair and beauty sector.

Unit content

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

Selling situations and opportunities: situations eg hair/beauty salon, health spa, beauty counters, exhibitions and trade fairs; opportunities eg as part of professional recommendation or aftercare advice, when customer is viewing a retail display

Sales techniques and skills: techniques (outlining features, advantages, benefits selling FABs personal selling, link selling, direct selling, internet selling, consultative selling, needs-based selling, relationship selling, persuasive selling, price-based selling); skills (product and treatment knowledge, communication, client care, persuasion, negotiation, customer and competitor intelligence, managing clients when selling); selection of sales techniques to appropriately match sales purpose and situation eg taking account of consumer behaviour and influences

Communication: forms eg verbal, non-verbal, written, oral; role and importance of communication when selling; model of communication process; appropriate communication techniques to match sales purpose and situation

Techniques and strategies to improve sales skills and performance: techniques and strategies (training, incentives, using customer care as a means of adding value and influencing purchase/repeat purchase behaviour, providing client care following a sale)

Ethical and legal requirements: professional ethics; current and relevant legislation eg Sale of Goods Act 1979, Trade Descriptions Act 1968, Consumer Protection, Consumer Credit Act 2006, Data Protection Act 1998, product/service liability; ethical governance (fairness, equality, support diversity, clear ethical policies, procedures and systems for the business, clear guidance given to staff on legal and ethical requirements)

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

Consumer behaviour: target demographic market and typical behaviour; models of behaviour; decision-making process; push-pull effect; buying stimuli; buying signals; impact of consumer behaviour on selling; importance of knowing target clients and typical consumer behaviour

Competitor analysis: market/product profiles of the competition; brand; market share; characteristics of the competition; market innovator/follower; objectives of the competition; strategies of the competition; strengths and weakness of competition; future behaviour of the competition and their strategic intent; analysis of relevant data

Sales strategy: sales forecast (quantitative, qualitative techniques); use of sales forecast eg plan investments, launch new products, decide when to close or withdraw products or services; sales targets based on sales forecast; importance of producing sales targets eg increase/maintain revenue, monitor and measure success

Training methods to improve selling: induction; ongoing training/CPD; training programmes eg use of simulation and role play, confidence building; sales manual; improving product/service knowledge of staff; staff observation/shadowing of others; manufacturer's training; how training methods can be used to improve sales

Ways to create competitiveness within the business: setting sales targets; incentives/rewards for staff eg bonuses; 'employee of the month' schemes; promotion of top sales staff

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
<p>LO1 Be able to evaluate how to improve the selling skills of employees in the hair and beauty sector</p>	<p>1.1 review the ability to identify selling situations and opportunities</p> <p>1.2 review the selection and use of sales and communication techniques as appropriate during a sales interaction</p> <p>1.3 evaluate the use of different sales and communication techniques</p> <p>1.4 evaluate the use of negotiation skills</p> <p>1.5 evaluate the use of client care skills following a sale</p> <p>1.6 explain how to select the most appropriate sales techniques for the situation</p> <p>1.7 explain the importance of having product/treatment knowledge when selling</p> <p>1.8 suggest techniques and strategies to improve sales skills and performance</p> <p>1.9 analyse the importance of managing clients when selling</p> <p>1.10 explain how negotiation skills can affect a sales interaction</p> <p>1.11 explain the importance of providing client care following a sale</p> <p>1.12 explain the ethical and legal requirements when selling</p>

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO2 Be able to evaluate how to improve sales within businesses in the hair and beauty sector	2.1 investigate consumer behaviour and the impact this has on selling 2.2 conduct a competitor analysis 2.3 produce a sales forecast 2.4 produce sales targets based on the sales forecast 2.5 evaluate training methods used to improve selling 2.6 analyse the importance of knowing the target clients and their typical consumer behaviour 2.7 investigate ways to create competitiveness within the business 2.8 evaluate the use of sales forecasts 2.9 explain the importance of producing sales targets 2.10 explain how training methods can be used to improve sales

Guidance

Links

This unit has particular links with:

- Unit 4: Quality Management of Client Care in the Hair and Beauty Sector
- Unit 28: Business Strategy
- Unit 29: Public Relations (PR) in the Hair and Beauty Sector.

Essential requirements

Delivery

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

Learners should be taught current and relevant legislation relating to sales management. Tutors should deliver the unit content in the order suitable for their learners' needs, and tutors do not have to deliver it in the order of the specification.

Learners should be given the opportunity of supervising the work of others in the RLE/salon, for example lower-Level: learners or junior members of staff, to give them first-hand experience of managing the sales skills of others.

Assessment

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units, where appropriate. Reference to grading criteria should be integrated into the assessment documentation, to ensure criteria have been met.

It is expected that the outcomes will be achieved through a series of assignments, for example the results of theoretical research undertaken and use of case studies.

Resources

Learners must have access to a Realistic Learning Environment as outlined in *Annexe F*, including a well-equipped reception/selling area where products are displayed. This would enhance their understanding of the relationship between the selling process and client care.

Employer engagement and vocational contexts

Input by specialists from the hair and beauty sector may help learners understand the selling process and, for example, give them an insight into the day-to-day activities of a sales representative. Visits to beauty counters and trade fairs/exhibitions so learners can witness sales techniques first-hand are also recommended.

Unit 4: Quality Management of Client Care in the Hair and Beauty Sector

Unit code: M/601/5350

Level: 4

Credit value: 12

- Aim

This is a preparation for work unit which is based on capability and knowledge. This unit is about quality management of client care within the hair and beauty sector. This covers how to review the client service experience as part of quality assurance and implement and monitor client care procedures to improve the client service experience.

- Unit abstract

This unit is intended to equip learners with the knowledge and skills required to manage client care and ensure a high quality of customer experience. Client satisfaction is paramount in the hair and beauty sector due to the high volume of businesses/competition.

Learners will explore the importance of gaining feedback from clients in order to improve client satisfaction and enhance their experience. Learners will also conduct client satisfaction surveys and analyse the impact the results have on businesses. Learners will implement and monitor a quality system to improve the client service experience. Having a clear understanding of quality management and how it affects a hair and beauty-related business will greatly assist learners when working in the hair and beauty sector.

- Learning outcomes

On successful completion of this unit a learner will:

- 1 Be able to review the overall client service experience as part of quality assurance
- 2 Be able to implement and monitor procedures to improve the overall client service experience.

Unit content

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

Client care procedures: improving client service (product and service knowledge, time management, communication, professionalism, empathy, problems, reliability, advice, teamwork, health and safety); evaluation of procedures (client care procedures used, success of procedures, strengths, weaknesses, opportunities, threats – SWOT)

Client satisfaction survey: understanding client needs and expectations; responding to client demand; method of conducting survey eg employee feedback, management observation, mail survey, telephone survey, on-site interview, client comments cards, salon website, mystery shopper, focus groups, qualitative research, quantitative research

Client feedback and complaints: using feedback and complaints to improve client experience; reviewing results; drawing conclusions; value of feedback and client complaints

Client expectations: expectations eg exceptional client care, professional staff and environment, 'value for money', good range of treatments/services/products, safe and clean environment; impact of client satisfaction on business eg repeat business, increased revenue/reputation, free advertising through recommendation; importance of meeting clients' expectations

Quality assurance and inspection processes: importance of processes eg improve quality, reduce risk, measure effectiveness; process considerations (objectives, responsibilities, requirements, staff involvement); methods of quality assurance eg self-assessments, feedback, questionnaires, observations, mystery shopper, staff meetings; methods of inspection eg staff probation periods, formal staff reviews and monitoring, staff observations, trade testing, performance monitoring

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

Ways of improving client service experience: ways eg staff training and CPD, promotional offers and loyalty schemes, renovating/redecorating the salon environment, improved business processes, team building

Staff engagement: methods eg consultation, team/staff meetings, suggestion boxes, questionnaires, trialling of ideas; importance of staff engagement to success of newly implemented schemes eg sense of pride in business and work, encouragement, feeling part of the business, sense of ownership

Quality improvement: evaluating effectiveness of newly implemented procedures; new systems or modifications to existing systems eg Total Quality Management (TQM), quality circles, benchmarking, Zero Defects, SERVQUAL, PDCA; importance of monitoring the effectiveness; factors necessary for 'continuous improvement' eg whole team approach, commitment, careful monitoring and review, adapting as necessary, striving to improve

Quality management of client care: self-assessment of quality management; different approaches to quality management; how quality management can be measured eg comparison with past performance/future plans (business aims and objectives), competitors, industry standards, priorities for action, benchmarking, using quality standards such as British Standards Institution (BSI), International Organization for Standardization (ISO) ISO 9000

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
<p>LO1 Be able to review the overall client service experience as part of quality assurance</p>	<p>1.1 evaluate client care procedures, using quality assurance and inspection processes</p> <p>1.2 conduct a client satisfaction survey</p> <p>1.3 use client feedback and complaints to inform a review of the client service experience</p> <p>1.4 draw conclusions from the client satisfaction survey and client complaints</p> <p>1.5 analyse client expectations</p> <p>1.6 describe different quality assurance and inspection processes used within businesses in the hair and beauty sector</p> <p>1.7 describe how to conduct a client satisfaction survey</p> <p>1.8 explain the value of feedback and client complaints in reviewing the client service experience</p> <p>1.9 analyse the impact of client satisfaction on the business</p> <p>1.10 explain the importance of meeting clients' expectations</p>
<p>LO2 Be able to implement and monitor procedures to improve the overall client service experience</p>	<p>2.1 recommend approaches to or ways of improving the client service experience</p> <p>2.2 engage staff in consultation necessary for effective implementation of a quality scheme</p> <p>2.3 evaluate the effectiveness of newly implemented procedures</p> <p>2.4 propose new systems or modifications to existing systems that could improve the client service experience</p> <p>2.5 evaluate own quality management of client care</p> <p>2.6 describe different approaches to quality management of client care within the hair and beauty sector</p> <p>2.7 explain the importance of staff engagement to the success of newly implemented procedures</p> <p>2.8 explain the importance of monitoring the effectiveness of newly implemented procedures</p>

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
	2.9 explain the factors necessary for 'continuous improvement' 2.10 explain how quality management can be measured

Guidance

Links

This unit has particular links with:

- Unit 2: Salon Management
- Unit 3: Sales Management in the Hair and Beauty Sector
- Unit 29: Public Relations (PR) in the Hair and Beauty Sector.

This unit has links to the following NOS in Hairdressing and Beauty Therapy, G24: Provide support to client.

Essential requirements

Delivery

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

Tutors should deliver the unit content in the order suitable for their learners' needs, and tutors do not have to deliver it in the order of the specification.

Learners should be given the opportunity of supervising the work of others in the RLE/salon, for example lower-Level: learners or junior members of staff, to give them first-hand experience of quality management.

Assessment

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units, where appropriate. Reference to grading criteria should be integrated into the assessment documentation, to ensure criteria have been met.

It is expected that the outcomes will be achieved through a series of assignments, for example the results of theoretical research undertaken and use of case studies. Criterion 2.2 should be assessed through practical observation, evidenced by a signed witness testimony.

Resources

Learners must have access to a Realistic Learning Environment as outlined in *Annexe F*.

Employer engagement and vocational contexts

Visiting speakers, visits to commercial outlets and real case studies will add vocational relevance to the delivery and will provide learners with a greater appreciation of the customer-focused culture within the hair and beauty sector. A period of work experience in a hair and/or beauty business prior to the delivery and assessment of this unit will greatly help learners with no prior experience of the hair and beauty industry.

Unit 5: Research Project

Unit code: K/601/0941

Level: 5

Credit value: 20

● Aim

To develop learners' skills of independent enquiry and critical analysis by undertaking a sustained research investigation of direct relevance to their higher education programme and professional development.

● Unit abstract

This unit is designed to enable learners to become confident using research techniques and methods. It addresses the elements that make up formal research including the proposal, a variety of research methodologies, action planning, carrying out the research itself and presenting the findings. To complete the unit satisfactorily, learners must also understand the theory that underpins formal research.

The hair and beauty sector is evolving and growing daily with developments in services and new products appearing on the market, which could inform this research project. With emotive subjects such as cosmetic enhancements, dermal absorption of products and beauty and personal care during economic recovery, a project could provide incisive and insightful research into a multi-faceted sector. The value of transferable research skills is immense and prepares learners for positions in the sector that require investigative skills, such as for marketing, branding, product design, cosmetic science, retailing and management.

The actual research depends on the learner, the context of their area of learning, their focus of interest and the anticipated outcomes. The unit draws together a range of other areas from within the programme to form a holistic piece of work that will make a positive contribution to the learner's area of interest. Learners should seek approval from their tutors before starting their research project.

● Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand how to formulate a research specification
- 2 Be able to implement the research project within agreed procedures and to specification
- 3 Be able to evaluate the research outcomes
- 4 Be able to present the research outcomes.

Unit content

1 Understand how to formulate a research specification

Research formulation: aims and objectives; rationale for selection; methodology for data collection and analysis; literature review; critique of references from primary sources eg questionnaires, interviews; secondary sources eg books, journals, internet; scope and limitations; implications eg resources

Hypothesis: definition; suitability; skills and knowledge to be gained; aims and objectives; terms of reference; duration; ethical issues

Action plan: rationale for research question or hypothesis; milestones; task dates; review dates; monitoring/reviewing process; strategy

Research design: type of research eg qualitative, quantitative, systematic, original; methodology; resources; statistical analyses; validity; reliability; control of variables

2 Be able to implement the research project within agreed procedures and to specification

Implement: according to research design and method; testing research hypotheses; considering test validity; reliability

Data collection: selection of appropriate tools for data collection; types eg qualitative, quantitative; systematic recording; methodological problems eg bias, variables and control of variables, validity and reliability

Data analysis and interpretation: qualitative and quantitative data analysis – interpreting transcripts; coding techniques; specialist software; statistical tables; comparison of variable; trends; forecasting

3 Be able to evaluate the research outcomes

Evaluation of outcomes: an overview of the success or failure of the research project planning, aims and objectives, evidence and findings, validity, reliability, benefits, difficulties, conclusion(s)

Future consideration: significance of research investigation; application of research results; implications; limitations of the investigation; improvements; recommendations for the future, areas for future research

4 Be able to present the research outcomes

Format: professional delivery format appropriate to the audience; use of appropriate media

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand how to formulate a research specification	1.1 formulate and record possible research project outline specifications 1.2 identify the factors that contribute to the process of research project selection 1.3 undertake a critical review of key references 1.4 produce a research project specification 1.5 provide an appropriate plan and procedures for the agreed research specification
LO2 Be able to implement the research project within agreed procedures and to specification	2.1 match resources efficiently to the research question or hypothesis 2.2 undertake the proposed research investigation in accordance with the agreed specification and procedures 2.3 record and collate relevant data where appropriate
LO3 Be able to evaluate the research outcomes	3.1 use appropriate research evaluation techniques 3.2 interpret and analyse the results in terms of the original research specification 3.3 make recommendations and justify areas for further consideration
LO4 Be able to present the research outcomes	4.1 use an agreed format and appropriate media to present the outcomes of the research to an audience

Guidance

Links

This unit can be linked to several other units in the programme, depending on the research topic and the context of the area of learning. For example, it can be linked to *Unit 35: Work-based Experience* and gives learners the opportunity to carry out research in the same organisation where they undertook their placement.

Essential requirements

Tutors will need to ensure the resources needed to support independent study are available before learners proceed with their proposal.

Employer engagement and vocational contexts

Centres should try to establish relationships with appropriate organisations in order to bring realism and relevance to learners' research projects. Learners' research projects should relate to an aspect of the hair and beauty sector, for example technological developments.

Unit 6: Project Design, Implementation and Evaluation

Unit code: L/601/0995

Level: 5

Credit value: 20

- **Aim**

To develop learners' skills of independent enquiry by undertaking a sustained investigation of direct relevance to their vocational, academic and professional development.

- **Unit abstract**

Skills in project management are vital if learners wish to become effective managers in the hair and beauty sector. Whether they are managers of a team within an organisation or have responsibility for an individual project such as planning an event, they need to develop skills of planning, negotiating, organising and monitoring of the specific project from start to finish, using timelines, action plans and contingencies.

This unit provides opportunities to develop skills in decision making, problem solving and communication integrated with the skills and knowledge developed in many of the other units within the programme to complete a realistic project.

It requires the learner to select, plan, implement and evaluate a project and finally present the outcomes, in terms of the process and the product of the project. It also allows learners to develop the ability to work individually and/or with others, within a defined timescale and given constraints, to produce an acceptable and viable solution to an agreed brief.

If this is a group project, each member of the team must be clear about their responsibilities at the start of the project and supervisors must ensure that everyone is accountable for each aspect of the work and contributes to the end result.

Learners must work under the supervision of programme tutors or work-based managers.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Be able to formulate a project
- 2 Be able to implement the project within agreed procedures and to specification
- 3 Be able to evaluate the project outcomes
- 4 Be able to present the project outcomes.

Unit content

1 Be able to formulate a project

Project selection: researching and reviewing areas of interest; literature review; methods of evaluating feasibility of projects, initial critical analysis of the outline specification, selection of project option, initiating a project logbook/diary, estimating costs and resource implications, identifying goals and limitations; value of project, rationale for selection, agreeing roles and allocating responsibilities (individually with tutor/supervisor and within project group if appropriate)

Project specifications: developing and structuring a list of requirements relevant to project specifications eg costs, time-scales, scale of operation, standards, legislation, ethics, sustainability, quality, fitness for purpose, business data, resource implications

Procedures: planning and monitoring methods; operating methods; lines of communication; risk analysis; structure of groups and collaborative working eg learner groups or roles and responsibilities within a work-based project; targets and aims

Project plan: production of a plan for the project including timescales, deliverables, milestones, quality assurance systems and quality plans; monitoring progress

2 Be able to implement the project within agreed procedures and to specification

Implementation: proper use of resources, working within agreed timescale, use of appropriate techniques for generating solutions, monitoring development against the agreed project plan, maintaining and adapting project plan where appropriate

Recording: systematic recording of relevant outcomes of all aspects and stages of the project to agreed standards

3 Be able to evaluate the project outcomes

Evaluation techniques: detailed analysis of results, conclusions and recommendations; critical analysis against the project specification and planned procedures; use of appropriate evaluation techniques; application of project evaluation and review techniques (PERT); opportunities for further studies and developments

Interpretation: use of appropriate techniques to justify project progress and outcomes in terms of the original agreed project specification

Further consideration: significance of project; application of project results; implications; limitations of the project; improvements; recommendations for further consideration

4 Be able to present the project outcomes

Record of procedures and results: relevant documentation of all aspects and stages of the project

Format: professional delivery format appropriate to the audience; appropriate media

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Be able to formulate a project	1.1 formulate and record possible outline project specifications 1.2 identify the factors that contribute to the process of project selection 1.3 produce a specification for the agreed project 1.4 produce an appropriate project plan for the agreed project
LO2 Be able to implement the project within agreed procedures and to specification	2.1 match resources efficiently to the project 2.2 undertake the proposed project in accordance with the agreed specification 2.3 organise, analyse and interpret relevant outcomes
LO3 Be able to evaluate the project outcomes	3.1 use appropriate project evaluation techniques 3.2 interpret and analyse the results in terms of the original project specification 3.3 make recommendations and justify areas for further consideration
LO4 Be able to present the project outcomes	4.1 produce a record of all project procedures used 4.2 use an agreed format and appropriate media to present the outcomes of the project to an audience

Guidance

Links

This unit is suitable for use in all industries within the hair and beauty sector and should utilise the full range of skills developed through study of other units in the programme. These include planning, practical work, data handling and processing, analysis and presentation skills. The knowledge applied may link to one particular unit or to a number of other units.

Essential requirements

Resources

The required resources will vary significantly with the nature of the project chosen. The identification of the equipment and materials required, and their availability, is a vital part of the planning phase. Learners should therefore have access to a wide variety of physical resources and data sources relevant to the project.

Tutors should ensure that learners do not embark on work that cannot succeed because of lack of access to the required resources.

Employer engagement and vocational contexts

Centres must establish relationships with appropriate organisations from the hair and beauty sector in order to bring realism and relevance to the project.

Unit 7: Manage the Creation of a Hairstyle Collection

Unit code: J/601/4348

Level: 4

Credit value: 10

- Aim

This is a preparation for work unit, which is based on capability and knowledge. This unit is about planning and managing the implementation of a style collection. This will involve project management processes alongside any technical work that is carried out.

To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

- Unit abstract

Many salons engage in regular local and national hair shows or photographic work to promote their salons and demonstrate their team's creative hair fashion skills. This unit will provide the learner with the opportunity to learn how to manage the planning and design of a style collection consisting of complex, even extreme, themed images.

The learner will plan and research ideas to develop a theme for the style collection, project costs, and produce the final style collection. Learners will develop their team leadership skills, allocate duties to team members, work within agreed budgets, present the collection and evaluate the results.

- Learning outcomes

On successful completion of this unit a learner will:

- 1 Be able to plan and research ideas to develop a theme for the style collection
- 2 Be able to project costs for a style collection
- 3 Be able to produce the final style collection.

Unit content

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

Plan the style collection: identifying opportunities for creating a collection eg fashion/hair show; exhibition, hair and beauty event, competition, salon promotion; researching current style collections eg internet, books, magazines, catwalk; designing plan for a theme eg linked to promotional event, season, historical period, current/futuristic fashions, available salon style; factors that influence design plan eg target market/demographic, availability of resources

Action plan: project plan; timeline; resources; available facilities; venue and how it could affect design plans eg space, cost, accessibility; model and suitability; timings; costs; technical skills limitations; health and safety; legal considerations eg local bye laws; SMART objectives; allocation of roles; agreeing design plan; meetings to inform others; documenting and recording outcomes of meetings eg minutes; importance of accurate planning, attention to detail and working to timescales

Methods of presenting a style collection: ways eg video, weblog, photographic, catwalk show, exhibition, style book, demonstration

Remedies to problems that may occur: contingency plans eg modifying the planned design, researching alternative venues

2 Be able to project costs for a style collection

Determine budget: identifying needs; calculating projected costs eg products, equipment, accessories, other resources; obtaining quotes; justifying expenditure, value for money, proportion of overall business costs; modifications to plan; end costs; areas of over/under spending

Potential commercial benefits of style collection: increased consumer spending; increased revenue; enhanced reputation; business branding

3 Be able to produce the final style collection

Managing the style collection: demonstrating technical skills and producing styles; supporting others in style creation eg coaching, team support; sequencing events; conducting rehearsals; monitoring performance; managing problem solving

Evaluation: methods; purpose; benefits; qualitative; quantitative; recommendations eg team appraisal and feedback

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Be able to plan and research ideas to develop a theme for the style collection	1.1 identify opportunities for creating a style collection 1.2 research and evaluate current style collections 1.3 create and provide a detailed design plan for a theme to base the style collection upon 1.4 develop an action plan for the style collection 1.5 identify the role of others involved with the style collection 1.6 agree design plan with others involved in a manner which promotes good working relationships 1.7 arrange meetings, record minutes to keep others informed of developments and progress 1.8 explain how to research and develop ideas for creating a style collection 1.9 describe ways of presenting a style collection 1.10 explain the importance of accurate planning, attention to detail and working to timescales 1.11 explain how the venue could affect design plans 1.12 describe how to remedy problems that may occur with the different opportunities for creating a style collection
LO2 Be able to project costs for a style collection	2.1 set a budget for the style collection 2.2 recognise the impact of the budget for the style collection on the overall budget for the business 2.3 quantify products, equipment, accessories and other resources that may have to be budgeted for 2.4 evaluate the end costs making reference to areas of over or under spending 2.5 explain the potential commercial benefits of developing and creating the style collection 2.6 outline how to set a budget
LO3 Be able to produce the final style collection	3.1 manage the style collection production in line with the action plan 3.2 evaluate the success of the final style collection

Guidance

Links

This unit has particular links with:

- Unit 8: Hair and Scalp Specialist Services.

This unit also has links to the following NOS in Hairdressing:

- GH21: Develop and enhance your creative hairdressing skills
- H32: Contribute to the planning and implementation of promotional activities.

Essential requirements

Delivery

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

Tutors should deliver the unit content in the order suitable for their learners' needs, and tutors do not have to deliver it in the order of the specification.

Learners should be given the opportunity of supervising the work of others in the RLE/salon, for example lower-Level: learners or junior members of staff, to give them first-hand experience of managing others.

Learners should explore a variety of themes and styles and consider the most effective method of presenting the style collection. It is essential that learners grasp budgetary control.

Assessment

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units, where appropriate. Reference to grading criteria should be integrated into the assessment documentation, to ensure criteria have been met.

It is expected that the outcomes will be achieved through a series of assignments, for example researching, planning, designing and presenting a style collection. Criteria 1.6, 1.7 and 3.1 should be assessed through practical observation, evidenced by a signed witness testimony.

Resources

Learners must have access to a Realistic Learning Environment as outlined in *Annexe F*. Access to trade magazines and specialist resources are essential for the delivery of this unit.

Employer engagement and vocational contexts

Demonstrations by visiting creative fashion stylists or videos/DVDs of fashion style presentations would be advantageous.

Unit 8: Hair and Scalp Specialist Services

Unit code: D/601/5344

Level: 4

Credit value: 9

- Aim

This is a preparation for work unit which is based on capability and knowledge. The unit is about specialist hair and scalp consultancy services and treatments. It requires a detailed understanding of the conditions, diseases and disorders that may affect the hair, skin and scalp as well as the procedures for diagnosing, treating or referring these conditions.

This unit applies to both hairdressing and barbering salons.

- Unit abstract

Many salons do not have stylists qualified to provide specialist treatment services for clients, so clients have to be referred to a medical practitioner or qualified trichologist. However, with specialist knowledge of the structure and properties of the hair, skin and scalp, together with an in-depth knowledge of the appearance and causes of hair and scalp disorders and the treatments that can be offered, some hair and scalp conditions can be successfully treated in the salon.

This unit will enable the learner to develop the skills and knowledge required to provide a specialised hair and scalp treatment service for a range of conditions that would otherwise be unavailable to clients in a busy commercial salon. Learners who acquire particular skills in this area and wish to develop their knowledge further may, in time, undertake further training enabling them to pursue a career as a qualified trichologist.

- Learning outcomes

On successful completion of this unit a learner will:

- 1 Be able to provide specialist consultation services
- 2 Be able to recognise hair and scalp conditions
- 3 Be able to treat hair and scalp conditions
- 4 Understand developments in the diagnosis and treatment of hair and scalp conditions, diseases and disorders.

Unit content

1 Be able to provide specialist consultation services

Setting for consultation: to put client at ease; establishing a non-threatening environment; ensuring client privacy; importance of creating a comfortable setting eg, putting client at ease leads to more open consultation

Consultation techniques: techniques (questioning, visual, manual examination, reference to client records); gaining the client's trust and confidence; empathic attitude and its importance; listening skills; questioning techniques; establishing client needs, expectations, concerns; recording information in client records and importance of doing so; managing client's expectations eg ensuring they are realistic; importance of allowing time for clients' questions eg reassurance, clarify, manage expectations; checking that clients understand information they have been given eg asking questions, reiterating main points, informed signed consent for service

Legislation, guidelines and ethical requirements: current and relevant legislation eg Data Protection Act, Disability Discrimination Act, Health and Safety at Work Act, COSHH, PPE, other requirements eg client confidentiality, medical referral where necessary, awareness of non-treatable conditions and limitations of services, minimising cross-infection/contamination, awareness of limits of authority

Types of expectation, concerns and needs: expectations eg complete treatment of condition; concerns eg embarrassment/anxiety about condition; needs eg to be treated with professionalism and sensitivity; how to deal with expectations, concerns, needs eg professional client consultation, provide specialist service, medical or specialist referral

Additional/alternative sources of support: GP or medical practitioner; registered trichologist; pharmacist

2 Be able to recognise hair and scalp conditions

Establishing client hair and scalp condition: visual examination of the hair and scalp condition; nature and extent of condition; medical and family history; lifestyle eg environmental, chemical, physical influences, homecare routine; results of diagnostic testing eg porosity, elasticity, incompatibility; prognosis; contraindications to treatment eg preventative such as infectious or restrictive such as product allergies

Safe and hygienic working practices: practices eg salon policies, use of Personal Protective Equipment (PPE), protective clothing for client; methods to minimise cross-infection and infestation, sterilisation of tools

Differential diagnosis: factors identifying conditions with similar appearances eg shape of lesion, inflammation present or none, presence elsewhere on the body; recognising key identifiers eg new hair versus broken hair shaft, alopecia areata versus cicatricial alopecia, dandruff versus psoriasis

Proposed action: recommending and agreeing proposed action with client; costs; duration; likely outcomes; confirming client understanding; informed, signed consent and its importance; referral to medical practitioner or registered trichologist; importance of not naming specific conditions when referring clients for medical advice

Anatomical and physiological structure of the hair, skin and scalp: skin, epidermis (stratum corneum, stratum lucidum, stratum granulosum, stratum spinosum, stratum germinativum), dermis, subcutaneous layer, blood supply, sensory nerves (touch, pressure, heat, cold, pain), melanocytes; appendages, pilo-sebaceous unit (follicle, sebaceous gland, hair shaft, arrector pili muscle), sudoriferous glands (eccrine, apocrine); hair growth cycle

Functions of the hair, skin and scalp: hair eg protection, warmth; skin (sensation, heat regulation, absorption, protection, excretion, secretion, SHAPES)

Treatable hair, skin and scalp conditions: pityriasis capitis; seborrhoea, acne; dry scalp; oily scalp; scaly scalp; sensitised scalp; trichorrhexis nodosa; fragilitas crinium; diffuse alopecia; physically damaged hair; chemically damaged hair; environmentally damaged hair

Factors affecting healthy growth of hair: diet; age; environment; hormonal (endocrine disorders, pregnancy, menopause); genetic eg male pattern baldness; stress; general health; trauma (physical, mental)

Non-treatable hair, skin and scalp conditions: psoriasis; dermatitis/eczema; sebaceous cyst; albinism; monilethrix; alopecia (areata, cicatricial, androgenic, totalis, traction); trichotillomania; bacterial infections (impetigo, folliculitis, furunculosis, sycosis barbae); fungal (tinea capitis, tinea barbae); viral infections (conjunctivitis, herpes simplex, verrucae)

Causes of different conditions, diseases and disorders: causes eg genetic, infection, infestation, environmental

3 Be able to treat hair and scalp conditions

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

Preparation: of self eg PPE; of client eg gown/cape, towel; of work area eg tools and equipment to hand, safe and clean environment; salon's requirements

Products, tools and equipment: products eg specialist shampoos, treatment conditioners, creams, spirit based lotions, oils, water based lotions; tools and equipment eg high frequency, vibro massage, heat accelerators, steamers; manufacturers' instructions

Providing treatment: selecting and using suitable products, tools and equipment; treatment methods eg wet and dry treatments, electrical and manual treatments; remedy problems eg contra-actions, client unhappy with service results, lack of necessary time/products; monitoring and maintaining client comfort throughout

Aftercare advice: restrictions to future hairdressing services; contra-actions and response; homecare; retail opportunities (products, future services and frequency)

Benefits to hair and scalp: increased vasodilation; erythema; improved circulation; keratolytic; stimulating; soothing; reducing sensitivity; moisturising; drying; astringent; lubricating; anti-bacterial; temporary restructuring of hair shaft

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

Current developments in diagnosis and treatment: research eg causes of pityriasis capitis, alopecia, genetic influences, environmental influences, lifestyle influences, product developments, technological developments

New treatments and products: product and treatment developments (salon requirements, client benefits)

Maintaining currency: up-to-date knowledge of developments eg CPD, manufacturer training

Roles and responsibilities: of trichologist versus hairdresser in relation to diagnosis and treatment (skills, knowledge, CPD, research, training and courses, limits of authority)

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Be able to provide specialist consultation services	1.1 create the right setting in which client feels comfortable enough to express their needs, expectations and concerns 1.2 use suitable consultation techniques that enable the client to express their concerns and expectations without embarrassment 1.3 comply with all relevant legislation, guidelines and ethical requirements 1.4 complete client records 1.5 explain the importance of creating a setting in which clients feel comfortable and which ensures privacy 1.6 describe consultation techniques used to identify service objectives 1.7 explain why it is important to encourage and allow time for clients to ask questions 1.8 explain the types of expectations, concerns and needs that the clients may have and how to deal with them 1.9 explain how to check that clients understand verbal and written information that they have been given 1.10 state the additional/alternative sources of support for clients with hair and scalp conditions 1.11 explain the importance of treating clients with sensitivity and empathy 1.12 outline the main legislation and ethical considerations that affect the service 1.13 state the importance of recording all treatment details

<p>Learning outcomes</p> <p>On successful completion of this unit a learner will:</p>	<p>Assessment criteria for pass</p> <p>The learner can:</p>
<p>LO2 Be able to recognise hair and scalp conditions</p>	<p>2.1 use visual and questioning techniques to identify</p> <ul style="list-style-type: none"> - the client's hair and scalp condition - the nature and extent of the problem - the client's medical and family history - any contraindications to treatment - the most suitable course of action <p>2.2 conduct relevant tests on the client's hair following recognised industry procedures and salon policy</p> <p>2.3 follow safe and hygienic working practices</p> <p>2.4 differentiate between disorders of similar appearance</p> <p>2.5 recommend and agree the proposed course of treatment with clients</p> <p>2.6 provide the client with clear recommendation for referral to a medical practitioner or registered trichologist</p> <p>2.7 describe the anatomical and physiological structure and function of the hair, skin and scalp</p> <p>2.8 explain how to differentiate between different hair, skin and scalp conditions, diseases and disorders that are similar in appearance</p> <p>2.9 outline the hair, skin and scalp conditions and disorders that may be treated in the salon</p> <p>2.10 explain the factors that may adversely affect the growth and maintenance of healthy hair</p> <p>2.11 explain the causes of the different conditions, diseases and disorders that may affect the hair and scalp</p> <p>2.12 outline the tests required during hair and scalp specialist services</p> <p>2.13 outline safe and hygienic working practices</p> <p>2.14 explain the importance of obtaining client agreement prior to the course of treatment proposed</p> <p>2.15 explain the reasons for not naming specific contraindications when referring clients to seek medical advice</p>

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO3 Be able to treat hair and scalp conditions	3.1 communicate and behave in a professional manner 3.2 prepare themselves, the client and the work area for hair and scalp specialist services 3.3 select and use suitable products, tools and equipment in accordance with manufacturers' instructions 3.4 use treatment methods that support improvements in hair and scalp conditions 3.5 remedy problems that occur during the treatment process 3.6 monitor and maintain client comfort throughout the treatment process 3.7 provide suitable aftercare advice, including any restrictions to future hairdressing services 3.8 state how to communicate and behave within a salon environment 3.9 describe the salon's requirements for client preparation, preparing themselves and the work area 3.10 explain how treatment methods and products may benefit the hair and scalp 3.11 describe how to remedy problems identified during the treatment process
LO4 Understand developments in the diagnosis and treatment of hair and scalp conditions, diseases and disorders	4.1 investigate current developments in the diagnosis and treatment of different hair and scalp conditions, diseases and disorders 4.2 evaluate the use of new treatments and products against salon requirements and potential client benefits 4.3 describe how to maintain an up-to-date knowledge of developments in the diagnosis and treatment of hair and scalp conditions, diseases and disorders 4.4 explain the roles and responsibilities of the trichologist and the hairdresser in relation to the diagnosis and treatment of hair and scalp conditions, diseases and disorders

Guidance

Links

This unit has particular links with:

- Unit 7: Manage the Creation of a Hairstyle Collection.

This unit also has links to the following NOS in Hairdressing:

- GH24: Provide specialist consultation services for hair and scalp conditions
- GH25: Provide specialist hair and scalp treatments.

Essential requirements

Delivery

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

Tutors should deliver the unit content in the order suitable for their learners' needs, and tutors do not have to deliver it in the order of the specification. It is recommended that learners have access to a range of clients with different hair and scalp conditions. Use of pictures and videos of conditions would also develop learners' knowledge.

Assessment

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units, where appropriate. Reference to grading criteria should be integrated into the assessment documentation, to ensure criteria have been met.

It is expected that the outcomes will be achieved through a series of assignments, for example practical activities (client consultations, providing specialist hair services) and theoretical activities (researching conditions, influencing factors). Criteria 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 and 3.7 should be assessed through practical observation, evidenced by a signed witness testimony.

Resources

Learners must have access to a Realistic Learning Environment as outlined in *Annexe F*. Access to trade magazines and specialist resources as well as a private area for client consultations is essential for the delivery of this unit.

Employer engagement and vocational contexts

Visits to product manufacturers would be beneficial for the delivery of this unit. Centres are encouraged to develop links with hairdressing and barbering salons that can offer periods of work experience. Guest talks by industry professionals about the importance of maintaining healthy hair and scalp would also benefit learners.

Unit 9: Advanced Epilation Techniques

Unit code: F/601/5658

Level: 4

Credit value: 7

● Aim

This is a preparation for work unit, which is based on capability and knowledge. The unit is about providing advanced epilation treatment. The knowledge and skills gained in this unit include preparing for and providing advanced epilation to treat skin imperfections to include the following milia, skin tags, telangiectasia, spider naevi and blood spots.

To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

● Unit abstract

Advanced epilation is the development of epilation skills beyond Level: 3 to an advanced Level: . This unit provides learners with the knowledge, understanding and skills required to perform advanced epilation techniques to treat milia, skin tags, telangiectasia, spider naevi and blood spots.

Learners will develop their ability to communicate and behave in a professional manner. Learners will study how to prepare for advanced epilation treatments, including performing client consultations to identify treatment objectives and create a suitable treatment plan. Learners will also carry out preparatory activities, for example selecting products, tools and equipment, and create the right environmental conditions for treatments.

Learners will perform advanced epilation treatments, following health and safety practices, adapting techniques to suit the client's needs, completing treatments to the client's satisfaction and providing suitable aftercare advice.

This unit also introduces learners to the underpinning theory associated with advanced epilation treatments, including legislation relating to piercing the skin, consequences of inaccurate probing of needles, principles, uses and benefits of short wave diathermy, as well as relevant anatomy and physiology.

To take this unit, learners must have achieved the Level: 3 unit, *Provide Electrical Epilation Treatments*.

● Learning outcomes

On successful completion of this unit a learner will:

- 1 Be able to prepare for advanced epilation
- 2 Be able to provide advanced epilation.

Unit content

1 Be able to prepare for advanced epilation

Preparation: of therapist (personal hygiene/presentation, Personal Protective Equipment (PPE)); of client (protective attire, secure hair, skin preparation); of work area (sanitisation and sterilisation, environmental conditions eg heating, lighting, ventilation, atmosphere); salon requirements

Client consultation: client consultation techniques (questioning, visual, manual, reference to client records); skin analysis; relevant tests eg patch test; influencing factors eg medical history, skin classification, skin condition, sensitivity and emotional state, areas to be treated, client suitability for treatment; contraindications (abnormal blood pressure, heart condition, skin disease/disorders, varicose veins, late stages of pregnancy, swelling, broken skin, sunburn, fever, nervous conditions, history of thrombosis, embolism, epilepsy, diabetes, recent breaks or fractures, bruising); clear recommendation; client confidentiality

Products, tools and equipment: products eg antiseptic, cooling lotion; tools and equipment eg machine, needles, needle holder

Advanced epilation techniques: needle depth and pressure; current intensity; duration of current flow; needle selection; treatment area and spacing

Legislation: current and relevant legislation eg Health and Safety at Work Act 1974, Local Government (Miscellaneous Provisions) Act 1982, Local Government Act 2003

2 Be able to provide advanced epilation

Communication and behaviour: professional manner; communication (speaking, listening, body language, written); behaviour eg polite, tactful, client rapport; awareness of limits of responsibility/authority eg referral to medical practitioner when necessary

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

Advanced epilation treatments: positioning of therapist and client; use of products, tools and equipment to suit client's treatment needs; adapting techniques to client; working on different treatment areas; treating skin imperfections (telangiectasia, milia, spider naevi, blood spots, skin tags); completing treatment to client's satisfaction; contra-actions and response record and evaluating results; methods of evaluating treatments eg client feedback, skin response

Advanced epilation theory: consequences of inaccurate probing of needle; principles, uses and benefits of short wave diathermy

Aftercare advice: homecare (ways of avoiding contra-actions, suitable methods of dealing with reappearance of skin condition between treatments); retail opportunities (products, future services)

Anatomy and physiology: structure and function of skin; principles of skin healing; structure and function of endocrine system; effect of endocrine system on skin conditions; structure and function of circulatory system; structure and function of lymphatic system

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Be able to prepare for advanced epilation	1.1 prepare themselves, client and work area for advanced epilation treatment 1.2 use suitable consultation techniques to identify treatment objectives 1.3 carry out skin analysis and any relevant tests to identify any influencing factors 1.4 provide clear recommendations to the client based on outcomes of skin analysis 1.5 select products, tools and equipment to suit client treatment needs, skin types and conditions 1.6 explain salon requirements for preparing themselves, the client and work area 1.7 explain the environmental conditions suitable for advanced epilation techniques 1.8 explain the different consultation techniques used to identify treatment objectives 1.9 explain the importance of carrying out a detailed skin analysis and relevant tests 1.10 explain how to select advanced epilation techniques to suit client skin types and conditions 1.11 evaluate the different techniques used for advanced epilation treatments 1.12 explain the contraindications that prevent or restrict advanced epilation treatment 1.13 explain the required legislation for skin piercing

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO2 Be able to provide advanced epilation	2.1 communicate and behave in a professional manner 2.2 follow health and safety working practices 2.3 position themselves and client correctly throughout the treatment 2.4 use products, tools, equipment to suit client's treatment needs 2.5 adapt the advanced epilation techniques to suit client needs and skin conditions 2.6 complete the treatment to the satisfaction of the client 2.7 record and evaluate the results of the treatment 2.8 provide suitable aftercare advice 2.9 explain how to communicate and behave in a professional manner 2.10 explain health and safety working practices 2.11 explain the importance of positioning themselves and the client correctly throughout treatment 2.12 explain the importance of using products, tools, equipment and techniques to suit client's treatment needs, skin types and conditions 2.13 explain how to work on different treatment areas 2.14 explain the consequences of inaccurate probing 2.15 explain the principles, uses and benefits of short wave diathermy 2.16 describe how treatments can be adapted to suit client treatment needs and skin conditions 2.17 explain the contra-actions that may occur during and following treatments 2.18 explain the methods of evaluating the effectiveness of the treatment 2.19 summarise the aftercare advice that should be provided to prevent post-treatment damage 2.20 explain the suitable methods of dealing with reappearance of skin condition between treatments 2.21 explain different skin types, conditions, diseases and disorders

<p>Learning outcomes</p> <p>On successful completion of this unit a learner will:</p>	<p>Assessment criteria for pass</p> <p>The learner can:</p>
	<p>2.22 explain the structure and functions of the skin</p> <p>2.23 explain the principles of skin healing</p> <p>2.24 explain the structure and function of the endocrine system and its effect on skin conditions</p> <p>2.25 explain the structure and function of circulatory and lymphatic systems</p>

Guidance

Links

Learners should undertake *Unit 1: Management of Health, Safety and Security in the Salon* prior to undertaking this unit. Learners must have achieved the Level: 3 unit, *Provide Electrical Treatments* prior to undertaking this unit.

This unit also links to the following unit:

- Unit 10: Laser and Light Treatments for Skin Rejuvenation.

This unit has links to the following NOS in Beauty Therapy:

- B33: Treat skin imperfections using advanced electrical techniques.

Essential requirements

Delivery

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

Learners must be taught how to safely perform advanced epilation treatments on the following skin conditions: milia, skin tags, telangiectasia, spider naevi and blood spots.

Assessment

Criteria 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 and 2.8 require learners to prepare for and perform advanced epilation techniques. They must be assessed through practical observation, evidenced by a signed witness testimony. Supplementary evidence could be provided in the form of client consultation record cards, photographs of learners performing treatments, before and aftershots of clients' skin conditions. Learners must demonstrate techniques to treat the following conditions: milia, skin tags, telangiectasia, spider naevi and blood spots.

Resources

Learners must have access to a Realistic Learning Environment, as outlined in *Annexe F*. Learners must also have access to products, tools and equipment suitable for performing advanced epilation techniques. It is strongly recommended that learners have access to different clients, with varying treatment objectives, to give them experience of identifying and meeting individual treatment objectives.

Employer engagement and vocational contexts

Delivery of this unit would be enhanced by employer engagement with local salons and clinics, with local practitioners acting as guest speakers. Learners could develop their advanced epilation skills with clients in the workplace, as part of a work experience placement.

Unit 10: Laser and Light Treatments for Skin Rejuvenation

Unit code: T/601/5656

Level: 4

Credit value: 10

● Aim

This is a preparation for work unit, which is based on capability and knowledge. The unit is about providing laser and intense pulsed light treatment. The knowledge and skills gained in this unit include preparing for and providing laser and intense pulsed light treatment to treat the following skin imperfections to include the following - telangiectasia, spider naevi-blood spots, fine lines, photo ageing, uneven pigmentation, colour and texture on the following areas – face, neck, chest, hands, other body areas with lesions suitable for treatment.

To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

● Unit abstract

Laser and light therapy is the development of electrotherapy skills beyond Level: 3 to an advanced Level: . This unit investigates the safe, practical application of laser and light therapy in the treatment of telangiectasia, spider naevi, blood spots, fine lines, photo ageing, uneven pigmentation, colour and texture on the face, neck, chest, hands and other body areas with lesions suitable for treatment.

The unit develops the learner's awareness of professional ethics, communication skills and skin analysis. It will also teach them how to record data and formulate treatment plans to treat the skin conditions presented safely and effectively.

This unit will help learners develop the practical and theoretical skills to prepare for and provide laser and light treatments. It also covers the skin and body systems to enable learners to evaluate the effectiveness of treatment.

To take this unit, the learner will have to study either the health and safety unit first or have prior industry experience. To take this unit, the learner will need to have achieved the facial electrotherapy unit at Level: 3.

● Learning outcomes

On successful completion of this unit a learner will:

- 1 Be able to prepare for skin rejuvenation treatment
- 2 Be able to provide laser and light treatment for skin rejuvenation.

Unit content

1 Be able to prepare for skin rejuvenation treatment

Preparation: of therapist (personal protective equipment); of client (protective equipment); of work area (environmental conditions suitable for treatments, tools and equipment ready for use and close to hand); salon requirements

Client consultation: consultation techniques to identify treatment objectives (questioning, visual, manual, reference to client records); skin analysis eg Fitzpatrick scale, skin colour; relevant tests to ensure suitability of laser and light treatment and equipment eg sensitivity, patch test; importance of detailed skin analysis and relevant tests; identify contraindications eg pregnancy, tendency to hyper-pigment, previous reaction to laser or IPL treatment, malignancy, recent chemical/glycolic peel/micro-dermabrasion treatment, broken skin or open cuts; providing clear recommendations to client; management of client expectations; completing client records; client confidentiality

Products, tools and equipment: products; tools and equipment (laser, single and multi application systems, intense pulsed light therapy, flashlamp); how to select laser or IPL equipment to suit clients (applications limitations of equipment, treatment objectives, skin types and conditions)

Legislation: current and relevant legislation eg Care Standards Act 2000; Care Quality Standards Commission Briefing 2010; registration with Care Quality Standards Commission; Health and Safety at Work Act 1974, Control of Substances Hazardous to Health (COSHH) Regulations 2002; Reporting of Injuries Diseases and Dangerous Occurrences Act 1995; health and safety policy; risk assessment; insurance; importance of compliance with legislation

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

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

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

Providing treatment: positioning of therapist and client and importance; use of products, tools and equipment to suit client needs and importance; adapting treatment to suit client needs and skin conditions (telangiectasia, spider naevi-blood spots, fine lines, photo ageing, uneven pigmentation, colour and texture on the following areas – face, neck, chest, hands, other body areas with lesions suitable for treatment); contra-actions and response eg stages of redness, inflammation, swelling, infection, irritation, blistering, stinging; completing treatment to client's satisfaction; recording and evaluating results of treatment eg asking for client feedback, checking with supervisor, comparing results with treatment objectives

Aftercare advice: homecare; normal reactions; contra-actions and response eg medical referral; methods of dealing with reappearance of condition between treatments; retail opportunities (products, future treatments and frequency)

Anatomy and physiology: structure and function of skin; skin types (dry, normal, combination, oily, dehydrated, young, mature); skin conditions and disorders eg acne vulgaris, acne rosacea, scarring, sun damage, age spots, lines and wrinkles, thread veins, stretch marks, skin tags and moles, cellulite, loose skin; diseases (bacterial, fungal, viral); effects and benefits of laser or IPL on skin and underlying tissues; consequences of inaccurate identification of client skin type/labouring according to Fitzpatrick scale eg burning, carring; principles of skin healing; how natural ageing, lifestyle and environmental factors affect skin condition and underlying structures eg lines, wrinkles, loss of collagen and elastin, loss of muscle tone; structure and function of endocrine system and its effect of skin conditions; structure and function of circulatory and lymphatic systems

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Be able to prepare for skin rejuvenation treatment	1.1 prepare themselves, client and work area for laser or light treatment for skin rejuvenation 1.2 use suitable consultation techniques to identify treatment objectives 1.3 carry out skin analysis and any relevant tests to identify any influencing factors 1.4 provide clear recommendations to the client based on outcomes of skin analysis 1.5 select products, tools and equipment to suit client treatment needs, skin types and conditions 1.6 select personal protective equipment that should be worn by client and therapist during laser and intense pulsed light treatments 1.7 explain salon requirements for preparing themselves, the client and work area 1.8 explain the environmental conditions suitable for laser and light treatments for skin rejuvenation 1.9 explain the different consultation techniques used to identify treatment objectives 1.10 explain the importance of carrying out a detailed skin analysis and relevant tests 1.11 explain how to select laser or intense pulsed light equipment to suit client skin types and conditions 1.12 identify the range of equipment used for laser and intense pulsed light treatment for skin rejuvenation 1.13 explain the contraindications that prevent or restrict advanced laser or intense pulsed light treatment for skin rejuvenation 1.14 explain the required legislation for laser and intense pulsed light treatments and the importance of compliance with regulations

<p>Learning outcomes</p> <p>On successful completion of this unit a learner will:</p>	<p>Assessment criteria for pass</p> <p>The learner can:</p>
<p>LO2 Be able to provide laser and light treatment for skin rejuvenation</p>	<p>2.1 communicate and behave in a professional manner</p> <p>2.2 position themselves and client correctly throughout the treatment</p> <p>2.3 use products, tools, equipment and techniques to suit client treatment needs</p> <p>2.4 follow health and safety working practices</p> <p>2.5 adapt treatment to suit client needs and skin conditions</p> <p>2.6 complete the treatment to the satisfaction of the client</p> <p>2.7 record and evaluate the results of the treatment</p> <p>2.8 provide suitable aftercare advice</p> <p>2.9 explain how to communicate and behave in a professional manner</p> <p>2.10 explain health and safety working practices</p> <p>2.11 explain the importance of positioning themselves and the client correctly throughout treatment</p> <p>2.12 explain the importance of using products, tools, equipment and techniques to suit client's treatment needs, skin types and conditions</p> <p>2.13 explain how to work on different treatment areas</p> <p>2.14 explain the consequences of inaccurate identification of client skin type/labouring according to Fitzpatrick scale</p> <p>2.15 describe how treatments can be adapted to suit client treatment needs and skin conditions</p> <p>2.16 explain the contra-actions that may occur during and following treatments</p> <p>2.17 explain the methods of evaluating the effectiveness of the treatment</p> <p>2.18 summarise the aftercare advice that should be provided to prevent post-treatment damage</p> <p>2.19 explain the suitable methods of dealing with reappearance of skin condition between treatments</p> <p>2.20 explain the effects and benefits of laser or intense pulsed light on the skin and underlying tissues</p>

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
	2.21 explain different skin types, conditions, diseases and disorders 2.22 explain the structure and functions of the skin 2.23 explain the principles of skin healing 2.24 explain how natural ageing, lifestyle and environmental factors affect the condition of the skin and underlying structures 2.25 explain the structure and function of the endocrine system and its effect on skin conditions 2.26 explain the structure and function of circulatory and lymphatic systems

Guidance

Links

Learners should undertake *Unit 1: Management of Health, Safety and Security in the Salon* prior to undertaking this unit. This unit links to the following units:

- Unit 9: Advanced Epilation Techniques

This unit has links to the following NOS in Beauty Therapy:

B32: Carry out photo rejuvenation of the skin using intense light or laser systems.

Essential requirements

To take this unit, the learner will need to have achieved facial electrotherapy at Level: 3.

Delivery

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

It is advised that tutors deliver the theoretical aspects of the unit before any practical application takes place to ensure a sound and thorough background understanding of the skills, health and safety involved in laser and light treatments.

After this learners should watch a series of demonstrations and then participate actively in various workshop techniques involved in laser and light treatments by assisting the specialist. This should also include the techniques involved with specific health and safety considerations. Small group sizes are also advised so that attention to detail and accurate and safe application of laser and light is maintained whilst under the close, constant supervision of the educator.

Learners must be taught how to safely perform laser and IPL skin rejuvenation treatments, including for: telangiectasia, spider naevi-blood spots, fine lines, photo ageing, uneven pigmentation, colour and texture on the following areas – face, neck, chest, hands and other body areas with lesions suitable for treatment.

Assessment

Criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 and 2.8 require learners to prepare for and perform laser and IPL treatments. This must be assessed through practical observation, evidenced by a signed witness testimony.

Learners must demonstrate techniques to treat the following conditions: telangiectasia, spider naevi blood spots, fine lines, photo ageing, uneven pigmentation, colour and texture on the following areas – face, neck, chest, hands and other body areas with lesions suitable for treatment.

Resources

Learners must have access to a Realistic Learning Environment, as outlined in *Annexe F*. Learners must also have access to products, tools and equipment suitable for performing laser and IPL treatments.

Employer engagement and vocational contexts

Delivery of this unit would be enhanced by employer engagement with local salons and clinics, with local practitioners acting as guest speakers. Learners could develop their skills with clients in the workplace, as part of a work experience placement.

Unit 11: Physical Activity, Lifestyle and Wellbeing

Unit code: L/601/1869

Level: 4

Credit value: 15

- Aim

The aim of this unit is to give learners the skills, knowledge and understanding to assist individuals with positive lifestyle changes in order to improve personal health.

- Unit abstract

Lifestyle plays a very important role in the health and wellbeing of an individual. Individuals who lead a healthy lifestyle are likely to live longer and cope better with the daily demands of life. A poor lifestyle can also increase the risk of a number of diseases including coronary heart disease, cancer and obesity.

An understanding of the effects lifestyle can have upon health and how to improve the lifestyle of an individual is important to those working in the Hair and Beauty sector. This unit is particularly relevant for individuals wanting to work in health promotion and beauty/spa therapy.

The unit covers exercise, diet, stress, smoking and alcohol consumption and the ways that these factors can affect the quality of life of an individual. In this unit, learners will examine the relationship between lifestyle and health and look at current recommended dietary guidelines as well as methods of weight management. Learners will also explore strategies to manage stress, reduce alcohol consumption and stop smoking, analysing their success and effect on the 'health of the nation'. This unit provides opportunities for learners to plan, cost and manage a lifestyle improvement programme for a selected individual.

This unit is imported from the Higher Nationals in Sport.

- Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand the role of physical activity in maintaining health and wellbeing
- 2 Understand dietary guidelines and the maintenance of desirable body weight
- 3 Understand the relationship between health and wellbeing and stress, smoking and alcohol consumption
- 4 Be able to plan lifestyle improvement programmes for selected individuals.

Unit content

1 Understand the role of physical activity in maintaining health and wellbeing

Benefits: prevention and management of disease eg coronary heart disease, hypertension, obesity, arthritis, osteoporosis; weight management and quality of life; psychological and social benefits eg reducing anxiety and stress; effect on self-esteem, social effects, reducing depression

Assess Level: s of activity: using recommendations and guidelines eg Health Development Agency guidelines, American College of Sports Medicine (ACSM) guidelines

2 Understand dietary guidelines and the maintenance of desirable body weight

Diet: nutrients (fat, carbohydrate, protein, vitamins, minerals, water); dietary guidelines eg World Health Organisation, Health Development Agency, British Dietetics Association, percentage nutrient intake, Recommended Daily Allowance – RDA); food groups

Analysis of diet: analysis (using relevant theories and recognised guidelines); signs and symptoms of poor nutrition eg weight loss, anorexia, bulimia, obesity, inability to perform simple activities, anaemia, type II diabetes, high cholesterol, fatigue

Strategies: to change/improve diet

Energy balance: energy balance eg basic metabolic rate, metabolic rate, energy requirements of different activities, calorific value of foods, thermic effect of food

Weight management: methods eg diet, exercise, diet and exercise combined, behaviour therapy

3 Understand the relationship between health and wellbeing and stress, smoking and alcohol consumption

Analysis: analysis (using relevant theories and current data)

Excessive stress: causes eg emotional, environmental, work, life; personality; the need for stress; stress management techniques; stress hormones (fight or flight); analysis of effects of stress on health using data and relevant theories

Smoking: health risks eg lung cancer, bronchitis, emphysema, coronary heart disease; techniques and aids used to stop smoking; analysis of effects of smoking on health using data and relevant theories

Excessive alcohol consumption: health risks eg hypertension, liver damage, psychological and emotional problems; techniques and aids to reduce alcohol consumption; analysis of alcohol consumption on health using data and relevant theories

Methods and government strategies: designed to manage stress; designed to reduce alcohol consumption; designed to stop smoking; evaluation eg success, failure, effect on the health of the nation

4 Be able to plan lifestyle improvement programmes for selected individuals

Lifestyle improvement programmes: programmes eg physical activity, dietary guidelines, stress, smoking, alcohol consumption, motivational strategies for maintaining participation, aims, objectives, monitoring, evaluation; lifestyle assessment eg questionnaires, consultation, communication skills, confidentiality; behaviour change eg stages of change model, barriers to change, motivational interviewing

Plan programme: lifestyle assessment; appropriate for selected individual; resources eg facilities, time, specialist equipment

Implement programme: implementation in line with plan; following guidelines

Review programme: review eg outcomes against plan, strengths, areas for improvement

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the role of physical activity in maintaining health and wellbeing	1.1 assess the relationship between physical activity and the prevention and management of disease 1.2 discuss the relationship between physical activity, weight management and quality of life 1.3 analyse the psychological and social benefits of exercise 1.4 assess the Level: of activity of selected individuals in line with recommendations and guidelines for physical activity
LO2 Understand dietary guidelines and the maintenance of desirable body weight	2.1 analyse the diets of selected individuals 2.2 suggest strategies to manage improvements or change to the diets of selected individuals 2.3 discuss the concept of energy balance and evaluate methods of weight management
LO3 Understand the relationship between health and wellbeing and stress, smoking and alcohol consumption	3.1 analyse the relationship between excessive stress Level: s, excessive alcohol consumption, smoking and health at local and national Level: 3.2 evaluate methods and government strategies to manage stress, reduce alcohol consumption and stop smoking
LO4 Be able to plan lifestyle improvement programmes for selected individuals	4.1 plan a lifestyle improvement programme for a selected individual 4.2 implement a lifestyle improvement programme for a selected individual 4.3 review a lifestyle improvement plan and recommend improvements

Guidance

Links

This unit has particular links with:

- Unit 12: Human Health and Nutrition
- Unit 18: Sport and Exercise Massage
- Unit 19: Sport and Exercise Rehabilitation
- Unit 20: Physiology of Aging.

This unit is designed to be vocationally relevant and also has links to the Level: 3 National Occupational Standards (NOS) for:

- *Coaching, Teaching and Instructing*
- *Instructing Physical Activity and Exercise.*

Essential requirements

The Health Development Agency produces a range of videos, books, booklets and questionnaires which would assist delivery. These are available from local health promotion agencies and NHS walk-in centres. The following websites: Department of Health (www.doh.gov.uk), The World Health Organisation (www.who.int), the British Nutrition Foundation (www.nutrition.org.uk) and Food Standards Agency (www.eatwell.gov.uk) provide very useful information.

For learning outcome 4, the lifestyle improvement programme must be long enough to cover the required content and see improvements and learners may choose themselves as the selected individual.

Employer engagement and vocational contexts

Centres are encouraged to develop links with health and fitness centres and Primary Care Trusts. This could be via talks, demonstrations, workshops or visits.

Unit 12: Human Health and Nutrition

Unit code: F/601/0234

Level: 4

Credit value: 15

- Aim

This unit provides an understanding of the fundamental role of nutrients in maintaining health in relation to the biological functioning of the body and relates nutrient function to specific individual requirements.

- Unit abstract

This unit will enable learners to develop an understanding of how nutrients are structured and the function that each one has in the human body. It allows learners to investigate how each nutrient fulfils its own specific role within the human body. Health and nutrition is important to the condition of hair, skin and nails. During client consultations, questions are often asked about their health and nutrition, so that treatment plans can be developed and advice given by therapists, for the best interests of the client.

Learners will explore the nutritional value of foods and their components, and the role of diet in providing the essential elements for the body to function. Different dietary needs will be investigated and 'good nutrition' emphasised. Current recommended daily intake information from specialist organisations will be applied to the dietary requirements of different individuals with regard to life cycle, lifestyle and health.

The source, role, digestion and assimilation of nutrients will be studied and current research, controversial and topical aspects investigated.

The knowledge learned in this unit could serve as an introduction to further study for alternative careers, such as that of a dietician.

This unit is imported from the Higher Nationals in Applied Biology.

- Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand the sources, functions and uses of macro and micro-nutrients in the diet
- 2 Understand the fate of nutrients after consumption
- 3 Understand the nutritional requirements of individuals in relation to food choice, lifestyle, life cycle and health
- 4 Understand the role of nutrition in health and diet-related diseases.

Unit content

1 Understand the sources, functions and uses of macro and micro-nutrients in the diet

Sources and types of carbohydrates: simple and complex sugars; glycogen; starches; non-starch polysaccharides; food sources

Use and function of carbohydrates: as a source of energy; role of dietary fibre

Use and types of protein: nitrogen balance; growth and maintenance; enzymes; hormones; antibodies; as a source of energy

Source and types of lipids: fats; oils; phospholipids and steroids; triglycerides; omega 3 and 6 trans-fats; saturated, monounsaturated and polyunsaturated; food source

Use and function of lipids: as a source of energy; source of fat-soluble vitamins; role of cholesterol and phospholipids; essential fatty acids

Sources of water: food; metabolism

Uses and functions of water: temperature regulation; excretion; hydration and water balance

Vitamins and their sources: water soluble and fat-soluble food sources; losses and destruction; fortification and enhancement

Uses and functions of vitamins: physiological roles; antioxidants

Sources of minerals: mineral elements and trace elements; food sources; fortification and enhancements

Uses and functions of minerals: role in energy production; physiological role; antioxidants

Diet analysis: how to analyse nutritional content of diets; use of food tables

2 Understand the fate of nutrients after consumption

Digestion: mechanical and chemical digestion; the role of enzymes in the breakdown of foods

Absorption: absorption and transportation of digested nutrients

Metabolism: catabolism; enzymic production of co-enzymes; co-factors; excretion; role of hormones

Assimilation: anabolism; storage of nutrients

3 Understand the nutritional requirements of individuals in relation to food choice, lifestyle, life cycle and health

Recommended intakes: recommended dietary allowance (RDA); recommended daily intake (RDI); dietary reference values (DRVs); nutrition and guidelines; healthy eating suggestions (COMA, NACNE, WHO); government policy on nutrition

Factors affecting food choice: stages of life eg childhood, adolescence, pregnancy, old age; factors affecting requirements of individuals; requirements of communities; bioavailability of nutrients; assessing nutritional status; tools and techniques for interpreting nutritional status; work of nutritionists and dieticians

Nutritional labelling: uses; regulations and format

4 Understand the role of nutrition in health and diet-related diseases

Deficiencies: malnutrition; symptoms of deficiencies; causes of deficiencies eg poor intakes, poor bioavailability, presence of anti-nutrients

Diet-related disease: health factors interacting with nutrition eg stress, exercise; cause, effect and prevention of common diseases related to nutrition (coronary heart disease, osteoporosis, over nutrition, allergies)

Weight management: weight gain and loss; use of fat replacers; artificial sweeteners

Achieving optimal nutrition: how to use guidelines to modify and adapt diets to improve health; use of supplements

Study current related areas: topics eg role of phytochemicals and future foods

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the sources, functions and uses of macro and micro-nutrients in the diet	1.1 explain the difference between macro and micro-nutrients 1.2 evaluate the sources of nutrients from the diet, foods and other sources 1.3 explain the uses and functions of nutrients in the body 1.4 compare the nutritional content of foods and diets using food tables for nutritional data
LO2 Understand the fate of nutrients after consumption	2.1 explain the digestion, absorption, metabolic and assimilation processes 2.2 discuss how the body uses nutrients once digested 2.3 examine the factors which affect each process
LO3 Understand the nutritional requirements of individuals in relation to food choice, lifestyle, life cycle and health	3.1 compare RDAs, RDIs and DRVs in setting nutritional requirements 3.2 review codes of practice, legislation and EU regulations with regard to nutritional requirements 3.3 explain the different lifestyle, life choice and health factors affecting food choice of individuals and selected groups 3.4 explain the use and control of nutritional labelling with reference to legal requirements and the provision of information to consumers
LO4 Understand the role of nutrition in health and diet-related diseases	4.1 explain the relationship between diet and health 4.2 discuss factors affecting incidences of diet-related disease 4.3 review current nutritional research relating to weight management and optimal nutrition 4.4 discuss selected health and diet topics currently under controversy

Guidance

Links

This unit has particular links with:

- Unit 11: Physical Activity, Lifestyle and Wellbeing
- Unit 19: Sport and Exercise Rehabilitation
- Unit 20: Physiology of Aging.

Delivery

Throughout delivery emphasis must be placed on the evaluation of controversial areas, using up-to-date research material, encompassing related lifestyle issues and addressing bioavailability of nutrients, together with how to obtain nutritional information from a variety of sources. The role of nutritionists and dieticians is an integral part of the unit and a visiting speaker or visit to a dietetic department would be beneficial.

Wherever possible, practical investigations should be used to confirm theoretical concepts.

Assessment

Learners need to demonstrate a clear understanding of the sources of nutrients from the diet and their role in human health. Fundamental to this is a thorough knowledge of the functions of nutrients within the body and how they relate to the nutritional requirements of an individual.

The consequences of poor nutrition should be appreciated, together with an awareness of the information available to help prevent diet-related disease.

Resources

Learners require access to laboratory facilities, standard food tables and diet analysis computer software.

Employer engagement and vocational contexts

Learners would benefit from visits to dietetic specialist departments and also from visiting speakers who deal with dietetics within industry, for example a nutritional coach/adviser, food manufacturer or health practitioner.

Unit 13: Provide Indian Head Massage

Unit code: D/601/4095

Level: 3

Credit value: 6

- Aim

This is a preparation for work unit which is based on capability and knowledge. The knowledge gained in this unit includes preparing for and providing Indian head massage. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

- Unit abstract

This unit will give learners the knowledge, understanding and skills required to prepare for and perform Indian head massage treatments.

This unit introduces learners to the theory underpinning Indian head massage treatments, including the effects and benefits of Indian head massage and relevant anatomy and physiology.

Learners will appreciate how to prepare for Indian head massage treatments, including preparing themselves, the client and the work area. Learners will also develop skills in carrying out client consultations to identify individual client needs, assessing the hair and scalp for any diseases/disorders before treatment, as well as identifying contraindications to the treatment.

Learners will be expected to communicate and behave in a professional manner throughout this unit. They will be taught how to perform Indian head massage treatments, following health and safety practices, completing treatments to clients' satisfaction. Learners will also study how to provide suitable aftercare advice to clients.

This unit is imported from the BTEC Level: 3 Nationals in Beauty Therapy.

- Learning outcomes

On successful completion of this unit a learner will:

- 1 Be able to prepare for Indian head massage
- 2 Be able to provide Indian head massage.

Unit content

1 Be able to prepare for Indian head massage

Preparation: of therapist (personal hygiene/presentation, protective attire); of client (protective attire, removal of glasses/jewellery and shoes, brush hair)

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

Client consultation: consultation techniques (questioning, visual, manual, reference to client records); treatment objectives; assessing hair and scalp for any diseases and disorders; contraindications eg alcohol consumption, infectious skin disease, cuts/abrasions/bruising, high fever, scalp infection, head/neck injury; clear recommendations; client confidentiality

Products: range of carrier and essential or pre-blended oils for each dosha and purpose; sterilising solution

Tools and equipment: towels; comfortable chair; mirror; brush/comb

2 Be able to provide Indian head massage

Communication and behaviour: professional manner; communication (speaking, listening, body language, written); behaviour eg polite, tactful, client rapport; professional ethics eg handling referral data from professionals, doctor's referral letter, quality assurance, maintaining effective working relationships, responsibilities to self and others; awareness of limits of own responsibility eg follow instructions

Health and safety working practices: sterilisation and sanitation methods; safe use of tools and equipment; Health and Safety at Work Act (HASAWA) 1974; The Personal Protective Equipment (PPE) at Work Regulations 1992; Control of Substances Hazardous to Health (COSHH) Regulations 2002; waste disposal

Treatment: positioning of therapist and client; use of products, tools, equipment and techniques to suit client; massage movements (effleurage, petrissage, tapotement, vibration, friction, champi); ways of adapting treatments to suit client; complete treatment to client's satisfaction; contra-actions and response eg headache, nausea, dizziness, fainting; record and evaluate results (methods of evaluation)

Aftercare advice: homecare (ways of avoiding contra-actions, how to maximise treatment benefits); retail opportunities (products, future services)

Effects and benefits: physiological; physical; psychological

Anatomy and physiology: structure and function of skin; skin types, conditions, diseases and disorders; structure and function of hair; structure of neck, upper back and arms; position and action of muscles in upper back, neck and arms; structure and function and supply of blood and lymph to head

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the Level: of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 prepare themselves, client and work area for Indian head massage		
P2 use suitable consultation techniques to identify treatment objectives	M1 explain the importance of preparation and pre-treatment activities for Indian head massage	D1 evaluate pre-treatment preparations for Indian head massage
P3 provide clear recommendations to the client		
P4 select products, tools and equipment to suit client treatment needs		
P5 describe salon requirements for preparing themselves, the client and work area	M2 explain salon requirements for preparing themselves, the client and work area	
P6 describe the environmental conditions suitable for Indian head massage		
P7 describe the different consultation techniques used to identify treatment objectives		
P8 describe the importance of assessing the hair and scalp for any diseases and disorders prior to treatment		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P9 explain how to select products, tools and equipment to suit client treatment needs		
P10 explain the contraindications that prevent or restrict Indian head massage		
P11 communicate and behave in a professional manner		
P12 follow health and safety working practices		
P13 position themselves and client correctly throughout the treatment		
P14 use products, tools, equipment and techniques to suit the client's treatment needs	M3 use products, tools, equipment and techniques to suit two different clients' treatment needs	
P15 complete the treatment to the satisfaction of the client		
P16 record and evaluate the results of the treatment		
P17 provide suitable aftercare advice	M4 provide suitable aftercare advice to different clients	
P18 explain how to communicate and behave in a professional manner		
P19 describe health and safety working practices		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P20 explain the importance of positioning themselves and the client correctly throughout the treatment		
P21 explain the importance of using products, tools, equipment and techniques to suit client's treatment need	M5 compare the suitability of selected products, tools, techniques used to suit two clients' treatment needs	D2 evaluate the suitability of products, tools, techniques used to suit two clients' treatment needs
P22 explain the effects and benefits of Indian head massage		
P23 describe how treatments can be adapted to suit client treatment needs	M6 explain how treatments can be adapted to suit client treatment needs	
P24 state the contra-actions that may occur during and following treatments and how to respond		
P25 explain the importance of completing the treatment to the satisfaction of the client		
P26 explain the importance of completing treatment records		
P27 explain the methods of evaluating the effectiveness of the treatment		
P28 describe the aftercare advice that should be provided	M7 explain the aftercare advice provided	D3 evaluate the aftercare advice provided

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P29 describe the structure and functions of the skin	M8 explain the effects of Indian head massage on the skin, hair, and underlying anatomical and physiological structures	
P30 describe skin types, conditions, diseases and disorders		
P31 describe the structure and function of the hair		
P32 describe the structure of the neck, upper back and arms		
P33 explain the position and action of the muscles in the upper back, neck and arms		
P34 describe the structure, function and supply of the blood and lymph to the head		

Guidance

Links

This unit has particular links with:

- Unit 14: Aromatherapy for Beauty Therapy
- Unit 15: Reflexology for Beauty Therapy
- Unit 16: Provide Spa Treatments
- Unit 18: Sport and Exercise Massage

This unit has particular links with the following units in the Level: 3 BTEC Nationals in Beauty Therapy:

- Unit 10: Provide Body Massage
- Unit 22: Aromatherapy Massage for Beauty Therapy.

This unit links to the following NOS in Beauty Therapy: B23 Provide Indian head massage.

Essential requirements

Delivery

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

This unit is intended to develop the knowledge, understanding and skills required for the preparation and application of Indian head massage treatments. Delivery of this unit should be mainly practical to engage and motivate learners. Tutors are advised to use a variety of teaching methods and aids when delivering the underpinning theory of this unit.

Tutors should introduce learners to Indian head massage treatments. Learners must be taught how to prepare for and perform these Indian head massage treatments, following health and safety practices. It is recommended that tutors provide an initial full demonstration to learners. Learners should then be given the opportunity to practise the techniques themselves on each other, before progressing onto clients. The benefit of this is that learners will gain first hand experience of Indian head massage treatments and will be more informed when performing treatments.

Learners need to be taught how to carry out preparatory activities, such as preparing the work area, performing client consultations and selecting appropriate products, tools and equipment. It is essential that learners are able to create treatment plans suitable for the individual client. Ideally, learners should have an opportunity to practise on different clients, so they can appreciate the differing treatment objectives and ways of adapting treatments to suit individual clients.

In order to perform treatments safely, learners will also need knowledge of the different contraindications which could prevent or restrict treatment and the contra-actions which may result.

Tutors must introduce learners to the theory associated with Indian head massage treatments, for example the effects and benefits, and anatomy and physiology, using a range of delivery methods such as lectures, seminars, group discussions and presentations. Tutors could explore the use of internet video clips, DVDs, trade publications, trade exhibitions and guest speakers to aid learners' understanding and generate group discussions considering the historical background and Eastern/Western perspectives.

The importance of providing suitable aftercare advice should be stressed. Learners should be encouraged to take advantage of retail opportunities presented by giving aftercare advice, as part of the client care experience.

Learners are expected to communicate and behave in a professional manner throughout this unit, especially when it comes to communicating about potentially sensitive matters. This is an essential skill that will serve learners well when they go into employment in the hair and beauty sector, where the client-hairdresser/therapist relationship is of paramount importance.

While learners are not expected to perform treatments within commercial timescales for assessment purposes, it is strongly recommended that learners intending to go onto employment within the industry are able to perform within commercial timescales to advance their employment prospects.

Outline learning plan

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

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Tutor introduction to unit – including outline of unit content, overview of how unit will be assessed (number of assignments and deadlines), range of recommended resources.
Assignment 1: Indian Head Massage Treatments (P1, P2, P3, P4, P11, P12, P13, P14, P15, P16, P17, M3, M4). Tutor introduction to assignment brief.
Expected communication and behaviour. Health and safety practices, current and relevant legislation. Promotional opportunities to encourage clients to visit for Indian head massage treatments.
Skin, hair and scalp conditions. Reasons for Indian head massage treatments, historical background, Eastern/Western perspectives, auras, chakras. Respective client requirements and necessary adaptations.
Preparation procedures. Preparation of therapist, client and work area. Client consultation and treatment planning. Selection of products, tools and equipment.

Topic and suggested assignments/activities and/assessment

Indian head massage treatments – full demonstration by tutor, practise on peers, case studies. Treatment. Aftercare advice – designing a homecare leaflet for client following Indian head massage treatments. Practical workshops focusing on different themes each week, for example working cost effectively, commercial timings.

Anatomy and physiology, such as effects of treatments, and reflection on effects of Indian head massage treatments over a period of time – use of diagrams/textbooks, case studies. Evaluating effects and benefits, reflective log by learners.

Assignment 2: Indian Head Massage Case Study (P5, P6, P7, P8, P9, P10, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, P30, P31, P32, P33, P34, M1, M2, M5, M6, M7, M8, D1, D2, D3). Tutor introduction to assignment brief.

Assignment workshop(s)

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

Assessment

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

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

The theoretical aspects of assessment for this unit can be achieved through learners completing centre-devised assignments, a portfolio of evidence or through adaptation of Edexcel assignments where available. Practical assessment criteria will require observation and completion of relevant documentary evidence by the assessor.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units, where appropriate. Reference to grading criteria should be made in the assessment documentation, to ensure the criteria have been met.

P1, P2, P3, P4, P11, P12, P13, P14, P15, P16, P17, M3 and M4 require learners to prepare for and perform Indian head massage treatments safely. Learners need to carry out treatments on two different clients. This must be assessed via practical observation and evidenced with a signed witness testimony. Learners will be assessed on their communication and behaviour throughout the treatments. Learners must be aware of the limits of their authority and responsibility, for example when to refer clients for medical advice and not diagnose conditions.

Learners will be expected to carry out preparation procedures before treatments, for example performing client consultations and selecting appropriate products, tools and equipment. Learners will also need to carry out associated post-treatment procedures, including providing aftercare advice.

P5, P6, P7, P8, P9, P10, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, P30, P31, P32, P33, P34, M1, M2, M5, M6, M7, M8, D1, D2 and D3 assess the underpinning theory associated with Indian head massage treatments. These criteria can be assessed in a variety of ways. A recommended holistic method of assessment would be for learners to produce a report on Indian head massage treatments they have provided.

Alternatively, theoretical assessment and grading criteria can be assessed in the form of a short-answer paper, or a number of smaller assignments, such as the examples below:

- an Indian head massage reference handbook for themselves/new starters (P5, P6, P7, P8, P9, P10, P18, P19, P20, P21, P23, P24, P25, P26, P27, P28, M1, M2, M6)
- a homecare leaflet for clients (P24, P28, M4, M7)
- an article investigating the effects of Indian head massage treatments (P22, P24, M8)
- reflective logs and case studies (P16, P27, M5, D1, D2, D3)
- worksheets/annotated diagrams of anatomy and physiology (P29, P30, P31, P32, P33, P34).

It is essential that learners are given opportunities to achieve all the assessment and grading criteria through the assignments. Theoretical aspects of this unit, such as anatomy and physiology, lend themselves to cross-unit assessment.

It is recommended good practice for tutors to hold regular assignment workshops where learners bring in their assignment work and work on it, consulting with the tutor when necessary.

Signed witness testimonies and observation records must be retained for verification purposes. Supplementary evidence in the form of photographs and consultation record cards could also be provided.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P11, P12, P13, P14, P15, P16, P17, M3, M4	Indian Head Massage Treatments	Prepare for and provide Indian head massage treatments for two different clients, following health and safety practices.	Practical observation, with a signed witness testimony Photographs as supplementary evidence marked and authenticated by the assessor
P5, P6, P7, P8, P9, P10, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, P30, P31, P32, P33, P34, M1, M2, M5, M6, M7, M8, D1, D2, D3	Indian Head Massage Case Study	Produce a report, reflecting on Indian head massage and on the treatments provided.	Written report Photographs and diagrams as supplementary evidence marked and authenticated by the assessor

Resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in *Annexe F*. Learners will also require access to products, tools and equipment suitable for providing Indian head massage treatments, for example couches, trolleys, stool, mechanical equipment and appropriate consumables.

Indicative reading for learners

Textbooks

Burnham-Airey M and O'Keefe A – *Indian Head Massage: A Practical Guide, 2nd Edition* (Thompson Learning, 2005) ISBN 9781844803293

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

McGuinness H – *Indian Head Massage* (Hodder Arnold, 2004) ISBN 9780340782187

Journals and magazines

Guild Gazette (Guild of Professional Beauty Therapists)

Habia News (Seed Publishing)

Websites

www.beautyguild.com

Guild of Professional Beauty Therapists

www.habia.org

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

www.professionalbeauty.co.uk

Professional Beauty

Employer engagement and vocational contexts

Centres are encouraged to develop links with healthcare professionals, such as medical centres, and to use guest speakers such as masseurs and beauty/spa therapists who perform Indian head massage treatments professionally.

Unit 14: Aromatherapy for Beauty Therapy

Unit code: T/601/9707

Level: 5

Credit value: 15

● Aim

This unit provides an introduction to holistic, clinical aromatherapy, which is used in beauty therapy. Learners will gain an understanding of the therapeutic values and uses of essential oils, carrier oils and other base products used in beauty therapy. Learners will also develop skills in performing client consultations, blending and applying essential oils in accordance with current legislation. Learners will also be able to evaluate the treatment plan and provision of aftercare advice.

● Unit abstract

Aromatherapy is the systematic use of essential oils and absolutes in holistic treatments to improve physical and emotional wellbeing, and is often used in beauty therapy treatments.

This unit 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 practise; 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.

● Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand the therapeutic values and uses of essential oils, carrier oils and other base products used in beauty therapy
- 2 Be able to perform client consultations for aromatherapy treatments used in beauty therapy
- 3 Be able to blend and apply essential oils to the client during beauty therapy treatments in accordance with current legislation
- 4 Be able to evaluate the treatment plan and provision of aftercare advice.

Unit content

1 Understand the therapeutic values and uses of essential oils, carrier oils and other base products used in beauty therapy

Essential oil knowledge: types; therapeutic properties; use of essential oils; Latin names; chemotypes; safety; contraindications; toxicity; chemical components

Carrier oil and base product knowledge: types; therapeutic properties; uses; safety; contraindications; toxicity; chemical components

Blends: strength and suitability (value, use, safety, chemical components, toxicity)

2 Be able to perform client consultations for aromatherapy treatments used in beauty therapy

Client consultation: communication and interpersonal skills; consultation techniques (questioning, visual, manual, reference to client records); establishing rapport with client; obtaining personal details (age, gender, medical conditions, contraindications); assessment of physical and psychological condition; dealing with queries from client; professional ethics (managing client expectations, client confidentiality, client privacy, explaining limitations of treatment); record keeping (use of record cards, recording effects of each treatment, accuracy, blending sheet, current and relevant legislation eg Data Protection Act); treatment plans (treatment objectives, proposed aromatherapy treatment, method of application suitable for client, agreeing plan with client)

3 Be able to blend and apply essential oils to the client during beauty therapy treatments in accordance with current legislation

Blends: blending methods; dilution of oils; use of a blending sheet; client's details (age, size, general wellbeing); method of application; health and safety considerations eg Health and Safety at Work Act 1974, Control of Substances Hazardous to Health (COSHH) Regulations 2002

Application methods: massage; inhalation; compress; creams; other methods

Treatment records: accuracy

Aftercare advice: homecare (ways to avoid contra-actions, maintaining treatment's benefits); retail opportunities (products, future services)

4 Be able to evaluate the treatment plan and provision of aftercare advice

Evaluation: benefits of session; contra-actions; client feedback; adaptations to techniques used; treatment plan; aftercare advice

Improvements: treatment plan; aftercare advice

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the therapeutic values and uses of essential oils, carrier oils and other base products used in beauty therapy	1.1 create a 'therapeutic index' of indications for uses and properties of individual essential oils, carrier oils and other base products 1.2 discuss the relevance of Latin names and chemotypes, in relation to therapeutic value and use, when purchasing essential oils from suppliers 1.3 explain the relevance of the strength and suitability of 'blends' of oils in terms of value and use, taking into consideration, safety data, chief chemical components and toxicity
LO2 Be able to perform client consultations for aromatherapy treatments used in beauty therapy	2.1 perform client consultations 2.2 explain limitations of aromatherapy treatment to the client 2.3 create treatment plans, which are agreed with clients 2.4 maintain client records and data in accordance with regulations and legislation
LO3 Be able to blend and apply essential oils to the client during beauty therapy treatments in accordance with current legislation	3.1 create blends of oils using the correct percentage of dilution in accordance with the age, size, method of application chosen and general wellbeing of the client 3.2 apply essential oils via a method that meets the client's needs 3.3 complete accurate records of all treatment sessions 3.4 provide aftercare advice to the client
LO4 Be able to evaluate the treatment plan and provision of aftercare advice	4.1 evaluate the treatment plan and provision of aftercare advice 4.2 recommend improvements to the treatment plan and aftercare advice provided

Guidance

Links

This unit has particular links with:

- Unit 13: Provide Indian Head Massage
- Unit 15: Reflexology for Beauty Therapy
- Unit 16: Provide Spa Treatments.

This unit links to the following NOS for aromatherapy:

CNH4: Provide aromatherapy to clients.

Essential requirements

Delivery

Aromatherapy treatments should be carried out using recognised techniques and hygiene practices in accordance with current legislation.

The word 'client' can relate to friends and peers, and does not mean that treatments need to be carried out on paying clients, or within commercial timescales.

Assessment

It is expected that the learner would evidence their practical treatment sessions/case studies with at least eight completed consultation forms, blending sheets, homecare details and feedback on a total of eight individual treatments.

Learners must record 40 different essential oils and the use of at least five different carrier oils in their therapeutic index.

Resources

Learners should have access to a Realistic Learning Environment where they can carry out client consultations and treatments, as outlined in *Annexe F*. Learners should also have access to aromatherapy products, tools and equipment, including a minimum of 40 different essential oils, five carrier oils, and base products.

Employer engagement and vocational contexts

Delivery of this unit would be enhanced by visiting local aromatherapists as guest speakers. Learners could develop their aromatherapy skills with clients in the workplace, as part of a work experience placement, or in a realistic work environment.

Unit 15: Reflexology for Beauty Therapy

Unit code: K/601/9705

Level: 5

Credit value: 15

- Aim

This unit provides an introduction to holistic, clinical reflexology, which is used in beauty therapy.

- Unit abstract

Reflexology is the study and practice of treating reflex points and areas in the hands and feet that relate to corresponding parts of the body, and is an increasingly popular treatment that is requested in beauty therapy. Using precise hand and finger techniques, a reflexologist can help improve circulation, induce relaxation and enable homeostasis.

This unit covers both the holistic and therapeutic approaches to reflexology treatment. Learners will also develop their practical ability in reflexology, through interpreting data, applying skills and evaluating 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 practise, 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.

- Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand the principles behind reflexology used in beauty therapy
- 2 Be able to perform client consultations for reflexology treatments used in beauty therapy
- 3 Be able to perform reflexology treatments, in accordance with health and safety practices
- 4 Be able to evaluate the treatment session and provision of aftercare advice.

Unit content

1 Understand the principles behind reflexology used in beauty therapy

Reflex areas: feet

Relationships: link between reflex areas in feet and the anatomical structures; physiological systems; emotional functioning of the human body

Theories: current and relevant theories eg Chinese Meridian theory, Zone theory, Ingham method, Bayly method

2 Be able to perform client consultations for reflexology treatments used in beauty therapy

Client consultations: communication skills (questioning, listening); interpersonal skills; establishing a rapport with the client (empathy); consultation techniques (questioning, visual, manual, reference to client records); obtaining personal details (age, gender, medical conditions, contraindications); assessment of physical and psychological condition (observation of client's feet); dealing with queries from client; professional ethics (managing client expectations, client confidentiality, client privacy, explaining limitations of treatment); record keeping (Data Protection Act 1998, use of record cards, recording effects of each treatment, accuracy); treatment plans (proposed reflexology treatment, agreeing plan with client)

Client referral procedures: when to refer clients to healthcare professionals; importance of doing so (client's wellbeing, establishing good relationships with medical community, limits of reflexologist's authority)

3 Be able to perform reflexology treatments, in accordance with health and safety practices

Reflexology treatments: sanitation procedures (soaking/cleansing feet); positioning of client and self; use of supporting hand; foot massage to both feet suited to client's needs and underlying anatomical structures (confident handling, sequence, rhythm and flow); health and safety practices eg Health and Safety at Work Act 1974

Monitoring client's reactions and wellbeing throughout: identification of reactions/imbbalances found during treatment; contra-actions to treatment; changes in emotion or behaviour; making necessary adjustments to treatment eg incorporation of pressure circles over area to redress energy blockages

Completion of records: accuracy; cross-referencing of findings back to details obtained during the consultation

Aftercare advice: homecare (ways to avoid contra-actions, maintaining treatment's benefits); retail opportunities (products, future services)

4 Be able to evaluate the treatment session and provision of aftercare advice

Evaluation: benefits of session; contra-actions; client feedback; adaptations to techniques used; treatment plan; aftercare advice

Improvements: treatment plan; aftercare advice

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the principles behind reflexology used in beauty therapy	1.1 outline the reflex areas in the feet 1.2 explain the relationships between the reflex areas in the feet and the anatomical structures, physiological systems and emotional functioning of the human body 1.3 explain theories behind reflexology
LO2 Be able to perform client consultations for reflexology treatments used in beauty therapy	2.1 perform client consultations 2.2 assess client's feet, using observation techniques 2.3 complete client consultation records in accordance with regulations and legislation 2.4 create treatment plans, which are agreed with clients 2.5 explain client referral procedures and their importance
LO3 Be able to perform reflexology treatments, in accordance with health and safety practices	3.1 perform reflexology treatments safely 3.2 monitor client's reactions throughout the treatment session 3.3 complete accurate records of all treatment sessions 3.4 provide aftercare advice to the client
LO4 Be able to evaluate the treatment session and provision of aftercare advice	4.1 evaluate the treatment session and provision of aftercare advice 4.2 recommend improvements to the treatment session and aftercare advice provided

Guidance

Links

This unit has particular links with:

- Unit 13: Indian Head Massage
- Unit 14: Aromatherapy for Beauty Therapy
- Unit 16: Provide Spa Treatments.

This unit links to the following National Occupational Standards for reflexology:

- CNH11: Provide reflexology to clients.

Delivery

Reflexology treatments should be carried out using recognised techniques and hygiene practices in accordance with current legislation.

The word 'client' can relate to friends and peers, and does not mean that treatments need to be carried out on paying clients or within commercial timescales.

Whilst learners should be introduced to the main theories behind reflexology, they are not expected to demonstrate practical ability in different methods.

Assessment

Learners are expected to evidence their practical treatment sessions/case studies with at least eight completed consultation forms, supported by treatment record cards detailing treatment reactions from each individual client session.

Resources

Learners should have access to a Realistic Learning Environment where they can carry out client consultations and treatments, as outlined in *Annexe F*.

Employer engagement and vocational contexts

Delivery of this unit would be enhanced by inviting local reflexologists as guest speakers. Learners could develop their reflexology skills with clients in the workplace, as part of a work experience placement, or in a realistic work environment.

Unit 16: Provide Spa Treatments

Unit code: K/601/4116

Level: 3

Credit value: 7

- Aim

This is a preparation for work unit which is based on capability and knowledge. The unit is about providing spa treatments. The knowledge and practical skills gained in this unit include preparing and providing a range of spa treatments to include sauna, steam, hydrotherapy, flotation and body wraps.

To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

- Unit abstract

Spa body treatments have evolved over time and increased in popularity due to the increasingly busy lives that people live. Learners need to understand the breadth and depth of the treatment available. This unit will give learners the knowledge, understanding and skills required for preparing for and performing spa treatments.

Learners will study the preparatory activities that need to be carried out to provide spa treatments, from preparing the work area to performing client consultations to identify individual client treatment objectives. This will include carrying out a body assessment and relevant tests, as well as identifying contraindications.

Throughout delivery of this unit, learners are expected to communicate and behave in a professional manner. Learners will develop skills in providing spa treatments, following health and safety practices. On completion of this unit, learners will be also able to provide suitable aftercare advice to clients, including ways to avoid potential contra-actions to spa treatments.

Learners will also be introduced to the underpinning theory behind spa treatments, including relevant anatomy and physiology.

This unit has been imported from the BTEC Level: 3 Nationals in Beauty Therapy.

- Learning outcomes

On successful completion of this unit a learner will:

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

Unit content

1 Be able to prepare for spa treatments

Preparation: of therapist (personal hygiene/presentation, protective attire); of client (protective attire, secure hair, skin preparation eg exfoliation/pre-heat treatments)

Preparation of work area: environmental conditions eg heating, lighting, ventilation, atmosphere; salon and client requirements; health and safety checks eg non-slip mat

Client consultation: consultation techniques (questioning, visual, manual, reference to client records); treatment objectives; body assessment; relevant tests; contraindications eg deep vein thrombosis, chemotherapy, radiotherapy, contagious skin diseases/infections, epilepsy, pregnancy, heart disease, severe skin conditions (acute eczema), high and low blood pressure, lymphatic disorders (medical oedema), respiratory conditions (asthma), liver, kidney or pancreatic conditions, recent alcohol consumption, migraine, claustrophobia, highly anxious client, menstruation, body piercings, diabetes, recent wax depilation/epilation, sunburn; clear recommendations; client confidentiality

Products: body products (algae/seaweed, oils, mud, gels, cream); distilled water; shower gels

Tools and equipment: steam; sauna; spa pool/bath; flotation tank; relaxation room; showers; wrapping materials eg fabric, plastic, foil; slip boards; water testing kit; towels; gowns; slippers; shower caps

Spa treatments: sauna; steam; hydrotherapy; flotation; body wraps

2 Be able to provide spa treatments

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

Health and safety working practices: sterilisation and sanitation methods; risks and hazards (equipment temperature, slippery surfaces, fainting, heat exhaustion, dehydration) safe use of tools and equipment; Health and Safety at Work Act (HASAWA) 1974; The Personal Protective Equipment (PPE) at Work Regulations 1992; Control of Substances Hazardous to Health (COSHH) Regulations 2002; waste disposal; use of chemicals; spa records (cleaning, temperature testing and pH)

Treatment: positioning of therapist and client; ways of adapting treatments to suit client; keeping clients under observation while using spa equipment; complete treatment to client's satisfaction; contra-actions and response; record and evaluate results (methods of evaluation eg measurements before and after treatments, asking for client feedback)

Aftercare advice: homecare; ways of avoiding contra-actions (nosebleed, skin reaction, burning/scalding, cramp, heat exhaustion); lifestyle guidance; retail opportunities (products, future services including repeat treatments)

Anatomy and physiology: structure, growth and repair of skin; skin conditions, diseases and disorders (impetigo, verruca, tinea, malignant melanoma, eczema, psoriasis, scar tissue); structure and function of circulatory system in the body; structure and function of lymphatic system in the body; structure and function of nervous system in the body; effect of ageing, lifestyle and environmental factors on the body; effects and benefits of spa equipment, therapy and products on skin and underlying structures eg improve skin condition, induce relaxation, sense of wellbeing, preventative, improved blood circulation, increased or decreased metabolism, de-stressing, increased activity of sebaceous and sudiferous glands, increased desquamation, improved lymphatic circulation

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the Level: of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 prepare themselves, client and work area for spa treatments		
P2 use suitable consultation techniques to identify treatment objectives	M1 explain preparation and pre-treatment activities for spa treatments	D1 evaluate pre-treatment preparations for spa treatments
P3 carry out body assessment and relevant tests		
P4 provide clear recommendations to the client		
P5 select products, tools and equipment to suit client treatment needs		
P6 describe salon requirements for preparing themselves, the client and work area	M2 explain salon requirements for preparing themselves, the client and work area	
P7 describe the environmental conditions suitable for spa treatments		
P8 describe the different consultation techniques used to identify treatment objectives		
P9 explain the importance of carrying out a detailed body assessment and relevant tests		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P10 describe how to select products, tools and equipment to suit client treatment needs	M3 explain how to select products, tools and equipment to suit client treatment needs	
P11 explain the contraindications that prevent or restrict spa treatments		
P12 communicate and behave in a professional manner		
P13 follow health and safety working practices		
P14 position themselves and client correctly throughout the treatment		
P15 use products, tools, equipment and techniques to suit client's treatment needs	M4 use products, tools, equipment and techniques to suit different clients' treatment needs	
P16 complete the treatment to the satisfaction of the client		
P17 record and evaluate the results of the treatment		
P18 provide suitable aftercare advice	M5 provide suitable aftercare advice to different clients	
P19 explain how to communicate and behave in a professional manner		
P20 describe health and safety working practices		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P21 explain the importance of positioning themselves and the client correctly throughout the treatment		
P22 explain the importance of using products, tools, equipment and techniques to suit the client's treatment needs	M6 compare the suitability of selected products, tools and techniques used to suit two clients' treatment needs	D2 evaluate the suitability of products, tools and techniques used to suit two clients' treatment needs
P23 describe the effects and benefits of spa equipment and products on the skin and underlying structures		
P24 describe how treatments can be adapted to suit client treatment needs	M7 explain how treatments can be adapted to suit client treatment needs	
P25 explain the importance of keeping clients under observation while using spa equipment		
P26 state the contra-actions that may occur during and following treatments and how to respond		
P27 explain the importance of completing the treatment to the satisfaction of the client		
P28 explain the importance of completing treatment records		
P29 describe the methods of evaluating the effectiveness of the treatment		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P30 describe the aftercare advice that should be provided	M8 explain the aftercare advice provided	D3 evaluate the aftercare advice provided
P31 describe the structure, growth and repair of the skin	M9 explain the physiological and psychological effects of spa treatments	D4 evaluate the physiological and psychological effects of spa treatments
P32 describe skin conditions, diseases and disorders		
P33 describe the structure and function of the circulatory and lymphatic systems for the body		
P34 describe the structure and function of the nervous system for the body		
P35 describe how the ageing process, lifestyle and environmental factors affect the skin, body conditions and underlying structures		

Guidance

Links

This unit has particular links with:

- Unit 14: Aromatherapy for Beauty Therapy
- Unit 15: Reflexology for Beauty Therapy
- Unit 17: Monitor and Maintain Spa Area.

This unit has links with the following units from the Level: 3 BTEC Nationals in Beauty Therapy:

- Unit 10: Provide Body Massage.

This unit links to the following NOS in Spa Therapy: S3 Provide body wrapping and flotation treatments.

Essential requirements

Delivery

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

Learners should complete *Unit 10: Provide Body Massage Treatments*, before undertaking this unit. This unit is intended to develop the knowledge, understanding and skills required for the preparation and application of spa therapy treatments. Delivery of this unit should be mainly practical to engage and motivate learners. Tutors are advised to use a variety of teaching methods and aids when delivering the underpinning theory of this unit.

Tutors should introduce learners to spa therapy treatments. Learners must be taught how to prepare for and perform these spa therapy treatments, including sauna, steam, hydrotherapy, flotation, body wraps, while following health and safety practices. Learners should then be given the opportunity to practise using the techniques. It would also be beneficial for learners if they had knowledge of other treatments available within a spa.

Learners need to be taught how to carry out preparatory activities, such as preparing the work area, performing client consultations and selecting appropriate products, tools and equipment. It is essential that learners are able to create treatment plans suitable for the individual client. Ideally, learners should have an opportunity to practise on different clients with various body types, so they can appreciate the different treatment objectives and ways of adapting techniques to suit individual clients. Learners will need product knowledge, for example the benefits of mud and seaweed and the method of wrapping the client to keep them warm and help product penetration.

In order to perform treatments safely, learners will also need knowledge of the different contraindications which could prevent or restrict treatment and the contra-actions which may result. It is essential that learners understand the importance of hygiene within a spa and how diseases/bacteria can spread within this area.

Tutors must introduce learners to the theory associated with spa therapy treatments, for example anatomy and physiology, using a range of delivery methods such as lectures, seminars, group discussions and presentations. Tutors could explore the use of internet video clips, DVDs, trade publications, trade exhibitions and guest speakers to aid learners understanding of the latest spa treatments and therapies.

The importance of providing suitable aftercare advice should be stressed. Learners should be encouraged to take advantage of retail opportunities presented by giving aftercare advice, as part of the client care experience. Tutors could use role play to achieve this.

Learners are expected to communicate and behave in a professional manner throughout this unit, especially when it comes to dealing with matters of a sensitive nature. This is an essential skill that will serve learners well when they go into employment in the hair and beauty sector, where the client/therapist relationship is of paramount importance.

While learners are not expected to perform treatments within commercial timescales for assessment purposes, it is strongly recommended that learners intending to go onto employment within the industry are able to perform within commercial timescales to advance their employment prospects.

Outline learning plan

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

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Tutor introduction to unit.
Assignment 1: Spa Therapy Treatments (P1, P2, P3, P4, P5, P12, P13, P14, P15, P16, P17, P18, M4, M5). Tutor introduction to assignment brief.
Expected communication and behaviour. Health and safety practices, current and relevant legislation. Promotional opportunities to encourage clients to visit for spa therapy treatments.
Different spa treatments and therapies available (sauna, steam, hydrotherapy, flotation, body wraps). Relevant tests. Respective client requirements and necessary adaptations (body types and conditions).
Preparation procedures. Preparation of therapist, client and work area. Client consultation and treatment planning (relevant tests). Selection of products, tools and equipment.
Spa therapy treatments (sauna, steam, hydrotherapy, flotation, body wraps) – full demonstration by tutor, practise on peers, case studies. Treatment. Aftercare advice – designing a homecare leaflet for client following spa therapy treatments. Practical

workshops focusing on different themes each week, for example working cost effectively.

Topic and suggested assignments/activities and/assessment
Anatomy and physiology, such as effects and benefits of treatments, and reflection on effects of spa therapy treatments – use of diagrams/textbooks, case studies. Evaluating effects and benefits, reflective log by learners.
Assignment 2: Spa Therapy Case Study (P6, P7, P8, P9, P10, P11, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, P30, P31, P32, P33, P34, P35, M1, M2, M3, M6, M7, M8, M9, D1, D2, D3, D4). Tutor introduction to assignment brief.
Assignment workshop(s)
Tutor recap of unit, using games and quizzes as memory aids.

Assessment

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

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

The theoretical aspects of assessment for this unit can be achieved through learners completing centre-devised assignments, a portfolio of evidence or through adaptation of Edexcel assignments where available. Practical assessment criteria will require observation and completion of relevant documentary evidence by the assessor.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units, where appropriate. Reference to grading criteria should be made in the assessment documentation, to ensure the criteria have been met.

P1, P2, P3, P4, P5, P12, P13, P14, P15, P16, P17, P18, M4 and M5 require learners to prepare for and perform spa therapy treatments safely. Learners need to carry out treatments on two different clients, which must include sauna, steam, hydrotherapy, flotation and body wraps. This must be assessed via practical observation and evidenced with a signed witness testimony. Learners will be assessed on their communication and behaviour throughout the treatments. Learners must be aware of the limits of their authority and responsibility, for example when to refer clients for medical advice and not diagnose conditions.

Learners will be expected to carry out preparation procedures before treatments, for example performing client consultations and selecting appropriate products, tools and equipment. Learners will also need to carry out associated post-treatment procedures, including providing aftercare advice.

P6, P7, P8, P9, P10, P11, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, P30, P31, P32, P33, P34, P35, M1, M2, M3, M6, M7, M8, M9, D1, D2, D3 and D4 assess the underpinning theory associated with spa therapy treatments. These criteria can be assessed in a variety of ways. A recommended holistic method of assessment would be for learners to produce a report on spa therapy treatments they have provided.

Alternatively, theoretical assessment and grading criteria can be assessed in the form of a short-answer paper, or a number of smaller assignments, such as the examples below:

- a spa therapy reference handbook for themselves/new starters (P6, P7, P8, P9, P10, P11, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, P30, P31, P32, M1, M2, M3, M7, M9)
- a homecare leaflet for clients (P26, P30, M5, M8)
- reflective logs and case studies (M6, D1, D2, D3, D4)
- worksheets/annotated diagrams of anatomy and physiology (P31, P32, P33, P34, P35).

It is essential that learners are given opportunities to achieve all the assessment and grading criteria through the assignments. Theoretical aspects of this unit, such as anatomy and physiology, lend themselves to cross-unit assessment.

It is recommended good practice for tutors to hold regular assignment workshops where learners bring in their assignment work and work on it, consulting with the tutor when necessary.

Signed witness testimonies and observation records must be retained for verification purposes. Supplementary evidence in the form of photographs and consultation record cards could also be provided.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P12, P13, P14, P15, P16, P17, P18, M4, M5	Spa Therapy Treatments	Prepare for and provide spa therapy treatments, for at least two different clients, following health and safety practices. This must include sauna, steam, hydrotherapy, flotation and body wraps.	Practical observation, with signed witness testimony Photographs as supplementary evidence marked and authenticated by the assessor
P6, P7, P8, P9, P10, P11, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, P30, P31, P32, P33, P34, P35, M1, M2, M3, M6, M7, M8, M9, D1, D2, D3, D4	Spa Therapy Case Study	Produce a report on spa therapy and the treatments provided.	Written report marked and authenticated by the assessor Diagrams and photographs as supplementary evidence marked and authenticated by the assessor

Resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in *Annexe F*. Learners will also require access to products, tools and equipment suitable for providing spa treatments, including a spa area, sauna cabinet, steam room/bath, hydrotherapy area, shower and relaxation section.

Indicative reading for learners

Textbooks

Bodeker G and Cohen M – *Understanding the Global Spa Industry: Spa Management* (Heinemann, 2008) ISBN 9780750684644

Burkholder P – *Start Your Own Day Spa and More* (Entrepreneur Press, 2007) ISBN 9781599181226

Champneys and Wilson E – *Champneys Spa secrets for body and soul: Your inspirational seasonal guide including recipes, beauty treatments, fitness tips and well-being trends from the luxury spa experts* (Infinite Ideas Limited, 2008) ISBN 978-1905940950

Crebbin-Bailey J, Harcup Dr J and Harrington J – *The Spa Book: The Official Guide to Spa Therapy* (Cengage, 2005) ISBN 9781861529176

D'Angelo J M – *Spa Business Strategies 2nd Edition* (Milady, 2009) ISBN 9781435482098

Journals and magazines

Guild Gazette (Guild of Professional Beauty Therapists)

Habia News (Seed Publishing Limited)

Spa Management Journal (www.spamanagement.com)

Websites

www.champneys.com	Champneys health, spa and detox resorts
www.habia.org	Habia, the Standards Setting Body for the hair and beauty sector
www.professionalbeauty.co.uk	Professional Beauty
www.ragdalehall.co.uk	Ragdale Hall health hydro and spa
www.thermaebathspa.com	Thermae Bath Spa

Employer engagement and vocational contexts

Centres are encouraged to develop links with spa professionals. Guest talks by industry professionals from the spa sector would also benefit the learner, talking on the importance of setting up and maintaining a spa area correctly and of completing spa treatments in a professional manner.

Unit 17: Monitor and Maintain Spa Area

Unit code: D/601/4212

Level: 3

Credit value: 5

- Aim

This is a preparation for work unit which is based on capability and knowledge. The unit is about monitoring and maintaining the spa area. The knowledge and practical skills achieved in this unit includes monitoring and maintaining spa equipment to include a range of spa equipment sauna, steam, hydrotherapy and flotation.

To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

- Unit abstract

This unit will allow the learner to gain understanding and skills in monitoring and maintaining the spa area. Learners will investigate risks and hazards associated with spa treatments and the importance of preparing and maintaining equipment used in spa therapy.

This unit covers why health and safety is essential in the spa and how to prepare, monitor and maintain the spa area. It is strongly recommended that learners also take *Unit 16: Provide Spa Treatments*.

- Learning outcomes

On successful completion of this unit a learner will:

- 1 Be able to prepare and monitor the spa area
- 2 Be able to maintain the spa area.

Unit content

1 Be able to prepare and monitor the spa area

Preparation of spa area and equipment: spa area eg sauna cabinets, steam baths/room, spa/whirlpool baths, swimming pool, plunge pool, foam aerated baths, ice room, plunge pool/shower and flotation tank; environmental conditions for spa and treatment areas; organisational/salon requirements for preparation of area and equipment; equipment eg water testing kit, distilled water, slip boards, cleaning and maintenance equipment; relevant equipment tests and their importance eg no loose wiring, temperature settings work; manufacturers' instructions

Monitoring: monitoring clients eg check comfort; importance of monitoring spa environment and equipment eg to ensure continued safe working and operation, to prolong life of equipment, to maintain hygiene and ambience; importance of monitoring clients' safety and wellbeing eg ensure safety of client, instil confidence

2 Be able to maintain the spa area

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

Health and safety practices: sterilisation and sanitation methods; safe use of tools and equipment; Health and Safety at Work Act (HASAWA); personal protective equipment (PPE); Control of Substances Hazardous to Health (COSHH); waste disposal; use of chemicals; records eg cleaning, testing for temperature and pH values; following manufacturers' and organisational requirements; risk assessment

Maintain spa area: use of products, tools and equipment and their importance; carrying out relevant tests (recording results, methods of evaluating results, importance)

Effects and benefits of regular spa equipment maintenance: prolongs equipment life; easier to clean and maintain on a regular basis; prevents invalidation of insurance; maintains safety and wellbeing of staff and clients; prevents breakage or breakdown

Reasons why spa area should be maintained: reasons eg hygiene, health and safety of clients, to prepare for next client/use, compliance with legislative and organisational policy

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Be able to prepare and monitor the spa area	1.1 prepare spa area and equipment 1.2 carry out relevant tests on equipment and record results according to organisational requirements and manufacturers' instructions 1.3 describe the spa environment and equipment according to organisational requirements and manufacturers' instructions 1.4 monitor client safety and wellbeing 1.5 describe salon requirements for preparing spa equipment and treatment area 1.6 describe environmental conditions suitable for the spa treatment area 1.7 explain the importance of carrying out detailed relevant tests according to organisational requirements and manufacturers' instructions 1.8 explain the importance of monitoring the spa environment and equipment according to organisational requirements and manufacturers' instructions 1.9 explain the importance of monitoring clients' safety and wellbeing in the spa area
LO2 Be able to maintain the spa area	2.1 communicate and behave in a professional manner 2.2 follow health and safety working practices 2.3 use products, tools, equipment according to organisational requirements and manufacturers' instructions 2.4 evaluate and record the results of the spa equipment tests 2.5 explain how to communicate and behave in a professional manner 2.6 describe health and safety working practices 2.7 explain the importance of using products, tools, equipment according to organisational requirements and manufacturer's instructions

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
	2.8 describe the effects and benefits of regular spa equipment maintenance 2.9 explain the importance of completing spa equipment tests and keeping relevant records 2.10 describe the methods of evaluating the effectiveness of the spa equipment tests 2.11 explain why the spa area should be maintained following a spa session

Guidance

Links

To take this unit, learners need to take either Unit 1: *Management of Health, Safety and Security in the Salon*, or have prior industry experience.

This unit has links with the following unit:

- Unit 16: Provide Spa Treatments.

This unit has links with the following units in the Level: 3 BTEC Nationals In Beauty Therapy:

- Unit 1: Monitor and Maintain Health and Safety Practice in the Salon
- Unit 3: Workplace Practices and Procedures in Beauty-related Industries.

Essential requirements

Delivery

This unit should be delivered in a Realistic Learning Environment (RLE), see *Annexe F*. The word 'client' can relate to friends and peers and does not mean that monitoring and maintaining the spa area has to be done for paying clients or within commercial timescales.

Learners must be taught how to monitor and maintain the spa area.

Assessment

Criteria 1.1, 1.2, 1.4, 2.1, 2.2 and 2.3 require learners to prepare, monitor and maintain the spa area. This must be assessed through practical observation, evidenced by a signed witness testimony.

The theoretical criteria can be covered through centre-devised assignments, such as project work or research.

Resources

Learners must have access to a Realistic Learning Environment, as outlined in *Annexe F*. This unit requires access to a spa area and equipment, including for sauna, steam, hydrotherapy and flotation.

Employer engagement and vocational contexts

Centres are encouraged to develop links with spa professionals. Guest talks by industry professionals from the spa sector about the importance of setting up and maintaining a spa would benefit the learner.

Unit 18: Sport and Exercise Massage

Unit code: L/601/1872

Level: 4

Credit value: 15

- Aim

The aim of this unit is to develop learners' practical skills in sport and exercise massage techniques, and their understanding of the wider considerations relating to sport and exercise massage.

- Unit abstract

Sport and exercise massage is a very popular and growing therapeutic intervention that draws on both understanding and application of practical skills. It is a treatment modality that is used by many different types of athlete, whether it is the amateur, semi-professional or the elite athlete preparing for world-class competitions. The increased demand for pre-event, inter-event and post-event massage is becoming an essential aspect of the athlete's regime, not only during training but also in preparing for competition.

The sport and exercise masseur is now a key member of the sports multi-disciplinary team, working alongside the sports therapist, physiotherapist, nutritionist, coach and sports psychologist. For this reason, this unit encourages learners to develop their theoretical skills whilst integrating them in a practical sport and exercise massage treatment on a variety of athletes.

Sport and exercise massage services are also commonly available within spas, as well as clinics offering complementary therapies, as it further promotes good health as well as providing additional services designed to improve holistic wellbeing.

Within this unit there is the opportunity to develop skills and work not only as an individual but also as part of a team. Learners will develop their therapeutic skills in providing pre-event and post-event massage not only in a therapeutic environment, but also in a sporting setting. Learners will also complete the relevant supporting written documentation that must accompany practical treatments, whilst recognising the importance of working in a safe and appropriate manner.

The knowledge and skills gained from this unit will provide a good basis for those wanting to pursue further study or sport and exercise-related careers such as sports science, sports therapy, rehabilitation, physical activity, personal training and fitness testing.

This unit is imported from the Higher Nationals in Sport.

- Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand professional ethics in sport and exercise massage
- 2 Understand sport and exercise massage treatment
- 3 Be able to apply sport and exercise massage techniques
- 4 Understand the outcomes of sport and exercise massage treatments.

Unit content

1 Understand professional ethics in sport and exercise massage

Professional appearance: short nails; no jewellery; clean; appearance; personal hygiene; confidentiality

Health and safety: current legislation; Health and Safety at Work Act 1974; Control of substances hazardous to health (COSHH) 1988; Local Government (Miscellaneous Provisions) Act 1976; local authority byelaws; Data Protection Act 1998; professional indemnity insurance; sterilisation of equipment (cold bleach, autoclave, ultra-violet cabinets, surgical spirit)

Liaison with medical practitioners: referral to an accident and emergency ward

General practitioner; osteopath; physiotherapist; chiropractor: seeking written permission from medical practitioner for clients with contra-indications

2 Understand sport and exercise massage treatment

Planning treatments: type of treatment; duration and frequency of massage; target areas of massage; planning for individual and group treatment; planning for different venues

Purpose of treatment: improved circulation, improved lymphatic drainage, increased cellular function, removal of waste products, soothes, stimulates, increased range of movement, therapeutic effects

Medium: talcum; oil; cream; reasons for selection; benefits of each medium

3 Be able to apply sport and exercise massage techniques

Client consultation: personal details; previous and existing injuries; figure and posture analysis; height; weight; fitness test result if appropriate; contra-indications check; accurate recording eg devise a recording system, written, computer-based, importance for insurance, retrieving and updating records, correspondence from medical practitioners

Venues: treatment room; trackside; ringside; football pitch; rugby pitch; health club; leisure centre; poolside

Techniques: effleurage; petrissage; percussion/tapotement; vibrations; thumb-kneading; ulnar border; frictions; rehabilitation; scar tissue massage; neuro-muscular

Adapting massage: techniques adapted for pre-event, inter-event, post-event; rate and depth of massage; techniques selected; duration of treatment

4 Understand the outcomes of sport and exercise massage treatments

Athlete feedback: effectiveness of treatment, areas treated, speed of treatment, depth of treatment

Benefits: effects on nervous and muscular tissue; psychological benefits; effects of treatment on injuries, athlete performance

Outcomes of treatments: long-term goals, short-term goals, post-massage effects, wellbeing, tiredness, relaxation, exercise/training plans; subsequent treatments, timing of treatments

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand professional ethics in sport and exercise massage	1.1 discuss professional conduct in sport and exercise massage 1.2 discuss the importance of health and safety within a sport and exercise massage treatment 1.3 assess the importance of liaising with qualified medical practitioners for client referral
LO2 Understand sport and exercise massage treatment	2.1 discuss the purpose of specific sport and exercise massage techniques 2.2 select sport and exercise massage techniques for different clients 2.3 justify the selected sport and exercise massage techniques for different clients
LO3 Be able to apply sport and exercise massage techniques	3.1 carry out pre-treatment consultations with different clients 3.2 perform sport and exercise massage treatments for different clients 3.3 demonstrate adaptations to sport and exercise massage techniques
LO4 Understand the outcomes of sport and exercise massage treatments	4.1 analyse treatments given to clients 4.2 discuss the benefits of different treatments for clients 4.3 review the outcomes of client treatments, providing recommendations on how treatment can be improved

Guidance

Links

This unit has particular links to the following units:

- Unit 19: Sport and Exercise Rehabilitation.

This unit could also link directly to personal development and skills relating to employability, particularly if supervised placements are used for sports massage.

Essential requirements

In order to deliver this unit successfully, centres must have appropriately qualified tutors to deliver the understanding and skills aspect of the unit. Access to practical resources to complete the massage skills is essential though this could be provided in an area related to sport.

On starting this unit, learners must be introduced to the health and safety aspects of providing treatments to different athletes and the importance of professional ethics especially when liaising with members of the healthcare professions or medical practitioners.

Employer engagement and vocational contexts

The inclusion of guest lectures, or workshops from different members of sports teams may be of additional benefit to learners. Alternatively, visiting sporting events to see therapists at work could provide a link to local employers. Liaison with qualified therapists who work in local sports clubs and teams may provide placement opportunities to enable learners to collect evidence whilst under supervision.

Unit 19: Sport and Exercise Rehabilitation

Unit code: T/601/1882

Level: 5

Credit value: 15

- Aim

In this unit learners will develop the knowledge and practical skills required for sport and exercise rehabilitation, including the planning, delivery, and evaluation of rehabilitation programmes.

- Unit abstract

Why are some sports elite performers always getting injured? At any Level: of sport, whether it be the elite performers or recreational performers, there is a high incidence of sport-related injury. Depending on the type and severity of the injury, these sports performers may or may not receive effective rehabilitation. Ultimately ineffective sports rehabilitation can lead to further injury or even permanent damage such as a loss of function and mobility.

This unit offers a combination of both theoretical and practical learning contexts. Learners will develop clinical reasoning skills relevant to this Level: through assessment of clients and by applying key theory to practice. The unit also focuses on the key theory behind tissue healing and rehabilitation in order for learners to fully understand the science that underpins good rehabilitation practice. By planning, demonstrating, and evaluating a rehabilitation programme from the initial phase until the sports performer is ready to return to sport, learners will develop real world skills and knowledge that can be applied in a variety of settings. It is expected that alongside this applied learning environment, learners will start to adopt an evidence-based practice approach to their work which will help them to prepare for the rigours of further education and careers within sports therapy, sports rehabilitation, and other related areas.

Many beauty therapists specialising in massage and body treatments may find this unit relevant if they plan to follow a career in the therapeutic or rehabilitation areas of sport, whereby they would prevent, manage and treat injuries. The knowledge and skills gained through this unit will be useful for learners wishing to progress into further education in sport and healthcare-related programmes, or careers based around sports injury, sports therapy, sports rehabilitation, and other healthcare professions. This unit links with the professional body standards of The Society of Sports Therapists and the British Association of Sport Rehabilitators and Trainers (BASRaT).

This unit is imported from the Higher Nationals in Sport.

- Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand sport and exercise rehabilitation programmes
- 2 Understand the phases of sport and exercise rehabilitation
- 3 Be able to plan sport and exercise rehabilitation programmes
- 4 Be able to evaluate sport and exercise rehabilitation programmes.

Unit content

1 Understand sport and exercise rehabilitation programmes

Subjective/objective assessment: client details; history of the injury; posture; gait; bilateral comparison of strength and mobility; joint assessment eg shoulder, knee, hip, ankle, vertebrae; clinical reasoning

Individual factors: age; gender; previous injury history; psychology; Level: of performance; pressure from coaches; pre or post-surgery; medical history

Professionals involved in sports rehabilitation: sports therapist; sports massage therapist; physiotherapist; podiatrist; osteopath; chiropractor; general practitioner; surgeon; referral

2 Understand the phases of sport and exercise rehabilitation

Stages of soft tissue healing: inflammatory stage; proliferation stage; remodelling stage; acute; sub-acute; chronic

Phases of rehabilitation: surgical rehabilitation; conservative rehabilitation; initial phase; intermediate phase; advanced phase; return to sport phase; relapse

Forms of exercise: land-based rehabilitation eg muscle conditioning, proprioception, balance, stability, endurance, stretching, mobility, functional exercise, sport specific movements; aqua-based rehabilitation eg hydrotherapy, deep water running

Treatment modalities: cyrotherapy; heat treatments; electrotherapy; the effect of medication; walking aids; sports massage

3 Be able to plan sport and exercise rehabilitation programmes

Aims: programme aims at each phase of rehabilitation; short-term; medium-term; long-term; client expectations; adherence; realistic time-scales

Safe exercise: contraindications to rehabilitation; correct technique; preparing the exercise environment eg ventilation, safety equipment, exercise equipment/accessories; preparing the client eg warm up, cool down, intensity, pain parameters

Devise a rehabilitation programme: for each phase of rehabilitation; for particular muscle groups; for particular joints; for particular sport-related injuries; utilising appropriate modalities

Demonstrate exercise: demonstration of correct technique; accurate teaching points; monitoring intensity/pain; effective communication

4 Be able to evaluate sport and exercise rehabilitation programmes

Benefits of the programme: physiological; mechanical; psychological; prevention of further injury

In session evaluation: function; mobility; flexibility; posture; verbal feedback to client

Programme evaluation: outcome measures; progression; criteria for return to sport; timescales; feedback to clients in appropriate format

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand sport and exercise rehabilitation programmes	1.1 discuss different factors that can affect sport and exercise rehabilitation 1.2 discuss the roles of the professionals working within sport and exercise rehabilitation 1.3 demonstrate effective client assessments
LO2 Understand the phases of sport and exercise rehabilitation	2.1 discuss the stages of soft tissue healing 2.2 discuss the phases of sport and exercise rehabilitation 2.3 discuss activities that can be used at each phase of sport and exercise rehabilitation 2.4 explain the role of treatment modalities at each phase of sport and exercise rehabilitation
LO3 Be able to plan sport and exercise rehabilitation programmes	3.1 design sport and exercise rehabilitation programmes for different clients 3.2 justify the design of sport and exercise rehabilitation programmes 3.3 conduct rehabilitation sessions that are part of a sport and exercise rehabilitation programme
LO4 Be able to evaluate sport and exercise rehabilitation programmes	4.1 evaluate the progress of clients whilst conducting rehabilitation sessions 4.2 explain the benefits of rehabilitation programmes to clients 4.3 give feedback to clients regarding progress

Guidance

Links

This unit has particular links to the following units:

- Unit 18: Sport and Exercise Massage.

It also has links to the requirements of British Association of Sports Rehabilitators and Trainers and The Society of Sports Therapists.

Essential requirements

Tutors must allow learners to experience a range of remedial exercise and use treatment modalities to support their understanding of rehabilitation, therefore the appropriate resources need to be available. It is envisaged learners will have access to a clinic-type environment throughout this unit to conduct client assessments and treatment. Specialist resources such as massage couches, therabands, ice treatments, heat treatments, electrotherapy, and wobble boards will enhance the teaching of this unit. Learners should have the opportunity to work in a fitness suite setting using resistance machines, free weights, stability balls, and CV equipment. External visits can be arranged so that learners can experience hydrotherapy and deep water running in addition to learning about it in the classroom.

Employer engagement and vocational contexts

A selection of guest speakers from different rehabilitations will ideally be used to enhance learners' knowledge of their role, treatment they offer, and limitations of practice. Visits to external facilities will also enhance the learning experience in this unit and give a context to learning.

Unit 20: Physiology of Ageing

Unit code: A/601/5349

Level: 4

Credit value: 10

- Aim

This is a preparation for work unit which is based on knowledge and understanding. This unit is about the nature of ageing, causes and effects of ageing on the body systems, and the beauty treatments and products that may delay the ageing process.

- Unit abstract

This unit provides the learner with the opportunity to explore the concept of ageing, by investigating theories and the effects of age on various systems of the human body. This in turn will develop their understanding of the conditions presented by clients seeking advice and treatment, including treatment which may assist in delaying the ageing process. The underlying mechanisms of ageing are investigated with specific consideration given to factors contributing to the ageing of the skin, and degenerative disorders affecting body systems.

- Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand the nature of ageing
- 2 Understand the causes and effects of ageing of the skin
- 3 Understand the causes and effects of degenerative disorders as a result of the ageing process
- 4 Understand how beauty therapy treatments and products may delay the ageing process.

Unit content

1 Understand the nature of ageing

Characteristics of ageing: senescence eg chemical damage, natural ageing; increased vulnerability to disease, muscle weakness, gene mutation; age-related confusion and memory loss; slower recovery rates from injury or illness; cognitive decline

Environmental effects: intrinsic; extrinsic

Theories of ageing: current and relevant theories eg Gompertz–Makeham law of mortality, evolution of ageing, apoptosis, DNA damage theory, telomeres, genetically programmed cell division, free radicals, role of glucose, autoimmune response

Ageing process in cells and tissues: cell renewal; mutation; damage; cell differentiation and mitotic ability

2 Understand the causes and effects of ageing of the skin

Changes to the repair mechanisms of the skin: collagen reduction and oestrogen production; ROS molecules; antioxidant defence; reduction in hormones and chemicals for repair

How ageing causes microscopic changes to the structure of skin: epidermal ageing and thinning; connective tissue reduces skin strength and elasticity eg elastosis and solar elastosis; fragile blood vessels of the dermis eg senile purpura and bruising; melanocytes enlarge and reduce in number; reduction in efficiency of sebaceous and oil gland eg dryness, dehydration and risk of overheating and heatstroke; subcutis thins eg injury and hypothermia; cell structure eg turnover, size, shape, thickness, appearance; inflammatory response; rate of healing; barrier function

Causes of changes to the skin: true ageing; premature; environmental factors eg smoking, UV; cultural; biological eg gender, hereditary, genetics

Pathological conditions of the skin: pathological conditions eg pruritus, eczematous dermatitis, purpura, ulcers, malignant melanoma, basal cell and squamous cell carcinoma, solar keratosis, lentigens, skin tags, moles, Kaposi's sarcoma, skin cancer, ulcers, herpes zoster, senile pruritus

Ageing effect of UV on the skin: depth of penetration of UV rays (A, B, C); cellular damage; immunosuppression; photoageing; DNA damage; solar erythema; keratinocytes; skin cancer; solar keratoses; degradation of collagen and elastin; accelerated ageing; solar elastosis

Precautions to minimise damage caused by UV light: adherence to recommended exposure times; avoiding mid-day sun; minimising exposure during childhood; avoiding incidence of burning; understanding the electromagnetic spectrum and UV penetration and strength; consideration of SPF and star ratings; use of SPF in tanning products, skincare and makeup and year round protection; covering up eg hats, t-shirts; being skin aware (checking skin regularly); GP referral (changes in moles, appearance of new and unrecognisable blemishes and growths)

3 Understand the causes and effects of degenerative disorders as a result of the ageing process

Causes of degenerative disorders: causes eg hereditary, genetic, environmental

Effects on body systems: skeletal system eg decalcification, joint changes, osteoporosis, osteoarthritis, Paget's disease, osteosarcoma, gout, arthritis; muscular system eg atrophy of mass; nervous system eg loss of neural tissue, Alzheimer's, Parkinson's, Huntington's disease, motor neurone disease, multiple sclerosis; cardiovascular system eg myocardial infarction, stroke, hypertension; immune system eg decline in humoral immunity, autoimmune disease; respiratory eg senile emphysema

Contraindications to beauty therapy treatments: contraindications that prevent or restrict a treatment due to a degenerative disorder

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

Ways treatments and products can delay the skin ageing process: stimulates the dermal circulation; tones superficial muscle fibres; reduces the appearance of fine lines; hydrates the surface of the skin; reduces the appearance of pigmentation; stimulates sensory nerve endings; nourishes and delivers moisture to the epidermis

Performance of beauty therapy treatments and products: methods of evaluation eg test and consumer trials, market research, case studies, client reviews, surveys/questionnaires, comparing results against research claims, comparison of electrical versus manual treatments

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the nature of ageing	1.1 describe the characteristics of ageing 1.2 explain the differences between intrinsic and extrinsic environmental effects on the skin which contribute to the ageing process 1.3 critically compare different theories of ageing 1.4 explain the ageing process in cells and tissues
LO2 Understand the causes and effects of ageing of the skin	2.1 analyse the changes which occur to the repair mechanisms of the skin with ageing 2.2 explain how ageing causes microscopic changes to the structure of skin 2.3 evaluate the causes of changes to the skin when ageing 2.4 explain pathological conditions of the skin which may occur as a result of ageing 2.5 explain the ageing effect of UV on the skin 2.5 recommend precautions to minimise damage caused by UV light
LO3 Understand the causes and effects of degenerative disorders as a result of the ageing process	3.1 explain possible causes of degenerative disorders and their effects on the: <ul style="list-style-type: none"> • skeletal system • muscular system • nervous system • cardiovascular system • immune system • respiratory system 3.2 describe contraindications to beauty therapy treatments when a degenerative disorder is present
LO4 Understand how beauty therapy treatments and products may delay the ageing process	4.1 justify how beauty therapy treatments and products may delay the skin ageing process 4.2 evaluate the performance of beauty therapy treatments and products considered to delay the ageing process

Guidance

Links

This unit has particular links to the following units:

- Unit 10: Laser and Light Treatments for Skin Rejuvenation
- Unit 12: Human Health and Nutrition
- Unit 21: Chemistry of Hair and Beauty Products.

Essential requirements

Delivery

Tutors should deliver the unit content in the order suitable for their learners' needs, and tutors do not have to deliver it in the order given within the unit content.

Assessment

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units, where appropriate. Reference to grading criteria should be integrated into the assessment documentation, to ensure criteria have been met.

It is expected that the outcomes will be achieved through a series of assignments, for example the results of theoretical research undertaken and use of case studies.

Resources

Learners will benefit from a well resourced teaching laboratory in order to view slides under a microscope, carry out tests and observe basic dissection.

Employer engagement and vocational contexts

A presentation by a cosmetic surgeon or dermatologist will expand the learners' understanding of the structure and function of the skin, and the desire to reverse the signs of ageing. A visit to a laser treatment clinic, a facial skincare company or skincare clinic will raise awareness of the treatments available within the industry.

Unit 21: Chemistry of Hair and Beauty Products

Unit code: K/601/5346

Level: 4

Credit value: 14

- Aim

This is a preparation for work unit which is based on knowledge and understanding. This unit is about developing an understanding relating to the chemistry of products used in the hair and beauty sector through theoretical research. It underpins the health and safety aspects of using chemicals and the importance of using appropriate packaging materials.

- Unit abstract

This unit provides the learner with the opportunity to carry out detailed research into the active ingredients used in hair and beauty products and their packaging, in terms of their chemical structures and properties and uses in the hair and beauty industry. This will enable the learner to understand the importance of ingredient selection in relation to the specific requirements of a product.

The effects of product ingredients and UV light on packaging will also be studied and learners will explore properties of different packaging materials in relation to their structure.

Safe working practices in the use and manufacture of products is essential to the industry and by studying this unit, the learner will understand how safe practice is maintained and monitored.

- Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand the chemistry of active ingredients in hair and beauty products
- 2 Understand the effects and safe use of active ingredients in hair and beauty products
- 3 Understand the properties of packaging materials in relation to their structure
- 4 Understand the properties and effects of ultra-violet radiation on hair and beauty products and their packaging materials.

Unit content

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

Chemical compounds: 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; ketenes; 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

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

Effect of functional groups on molecular reactivity: terpenes; oxygenated alcohols; phenols; aldehydes; esters; lactones; ketones

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

Effects of products: moisturising; volumising; drying; cleansing; smoothing; temporary restructuring of the hair shaft; keratolytic; changing hair structure; changing skin and hair pigment (natural and artificial); nail strengthening

Safe working practices: client contraindications eg skin and hair analysis, client history, testing skin and hair, medical referral, medical authorisation; use and storage of products eg manufacturers' instructions; risk assessment; use of ingredient data sheets; Cosmetic Products (Safety) Regulations; Lethal Dose 50 (LD50) testing; current and relevant legislation eg Control of Substances Hazardous to Health (COSHH)

Organisations responsible for monitoring safety: Health and Safety Executive (HSE); other organisations eg Registration, Evaluation, Authorisation and Restriction of Chemicals (REACH)

Problems associated with use of oils as active ingredients: adulterated and synthetic oils (allergic reaction, risk of serious skin irritation, sensitisation)

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

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

Structure: crystalline; atomic arrangement; long chain; amorphous; cross-links; giant; bonding (ionic, covalent, hydrogen, van der Waals forces)

Effects of tensile and compressive forces: stress; strain; Hooke's Law; stiffness; ductile and brittle substances; yield strain; work hardening; effects eg fracture of metals, reorientation of fibres, weakness

Effect of shape and temperature: shape effects (beams, girders, arches, corrugations, tubular structures); heat effects (molecular movement, rupture of bonding, Curie temperature, flow, viscosity)

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

Properties: photon energy; wavelength; UVA, UVB and UVC; photoelectric effect; energy

Level: s; ionisation

Effect on chemical composition: effect on bonds; absorption; opacity; light sensitivity; decomposition

Effect on packaging: discolouration of products and packaging; structural changes; transmission and absorption spectrum of glass; effect of colour of glass on UV light transmission

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the chemistry of active ingredients in hair and beauty products	1.1 explain the differences between chemical compounds found in hair and beauty products 1.2 explain the chemical reaction process that occurs in ingredients found in hair and beauty products and their effects on the hair and scalp 1.3 describe the active ingredients found in different hair and beauty products 1.4 explain the effect of functional groups on the reactivity of molecules in products
LO2 Understand the effects and safe use of active ingredients in hair and beauty products	2.1 explain the desired effects of products in relation to their chemical composition 2.2 explain how to follow safe working practices with regard to contraindications presented by the client 2.3 explain how to follow safe working practices with regard to the storage, handling and application of hair and beauty products 2.4 identify the organisations responsible for monitoring the safety, standardisation and Lethal Dose (LD 50) testing of hair and beauty products 2.5 explain the problems associated with the use of oils as active ingredients
LO3 Understand the properties of packaging materials in relation to their structure	3.1 explain the chemical properties of packaging materials in relation to their chemical structure 3.2 explain the effects of tensile and compressive forces on metals, glasses, elastomers, thermoplastics, thermosets and ceramics, fibrous materials 3.3 explain the effects of shape and temperature on the properties of packaging materials
LO4 Understand the properties and effects of ultra-violet radiation on hair and beauty products and their packaging materials	4.1 explain the properties and categories of ultra-violet radiation 4.2 explain how ultra-violet radiation can affect the chemical composition of hair and beauty products 4.3 explain how the exposure and transmission of ultra-violet radiation can affect packaging materials for hair and beauty products

Guidance

Links

This unit has particular links with:

- Unit 22: Analysis of Scientific Data and Information
- Unit 23: Chemical Laboratory Techniques
- Unit 24: Laboratory Management.

Essential requirements

Delivery

This unit should be delivered in as practical a way as possible to engage and motivate learners. Tutors should contextualise this unit to the hair and beauty sector, enabling learners to apply chemistry to hair and beauty-related products.

Assessment

It is expected that the learning outcomes will be achieved through a series of assignments comprising reports documenting the results of theoretical research undertaken, including reports on any practical activities undertaken.

Resources

Learners will need access to sources of specialist reference material in order to conduct their research. Examples of material that will be required include: research papers, reports, European cosmetic safety regulations and cosmetic ingredients data sheets.

Learners will also benefit from access to a well-equipped applied science (chemistry) laboratory for testing products and evaluating product ingredients. This would enhance their understanding of the relationship between the properties and uses of a range of cosmetic product ingredients.

Employer engagement and vocational contexts

It would be beneficial for learners to seek work experience in cosmetic manufacturing laboratories. Alternatively, a shorter educational visit programme would give an insight into the day-to-day activities of a cosmetic scientist.

Input by specialists from the cosmetics manufacturing industry may also help learners understand the safety regulations in place to ensure product formulations are safe to use.

Unit 22: Analysis of Scientific Data and Information

Unit code: F/601/0220

Level: 4

Credit value: 15

- Aim

This unit develops skills in mathematical and statistical techniques used in the analysis of scientific data, together with an understanding of the limitations in reporting results.

- Unit abstract

In the 21st century, a considerable amount of data analysis is performed by computers. The importance of understanding how and in what circumstances to use individual mathematical and statistical techniques, and the significance of the results, is not diminished by the availability of computational facilities. The primary outcome of scientific experimentation frequently comprises data, the volume of which varies significantly depending on the type of work undertaken. Analysis of the data which is obtained needs to be processed in some way to extract meaning.

This unit aims to develop previous knowledge and understanding gained in learning about scientific data analysis and extend it to a Level: appropriate for use in industry and research. Products manufactured for the hair and beauty sector are now highly sophisticated and manufacturers are constantly researching new ones to improve the quality and range of cosmetic products offered to consumers. Manufacturers' product trials and cosmetic science developments need to be based on analysis and understanding of scientific principles and trials presented as statistical data.

Starting with the fundamental procedures of displaying information and data to standards expected in the field of science, the majority of the unit focuses on the use of mathematical and statistical techniques in appropriate contexts. Treatment of these techniques is practical rather than theoretical.

Learners will examine how the outcomes of processing are used, in terms of values generated and their associated errors, to generate valid conclusions.

This unit is imported from the Higher Nationals in Applied Biology.

- Learning outcomes

On successful completion of this unit a learner will:

- 1 Be able to present information and data to scientific standards
- 2 Be able to process data using numerical analysis
- 3 Be able to process data using statistics
- 4 Understand limitations in concluding results.

Unit content

1 Be able to present information and data to scientific standards

Presentation of information: target audience; fitness for purpose of media used; clarity of information; communication of work carried out

Display data: tabulation; bar charts; pie charts; frequency polygons; ogives; histograms; scatter diagrams

Graphical methods: linear axes; non-linear axes eg logarithmic, exponential; curve fitting; linear regression eg least squares method

2 Be able to process data using numerical analysis

Algebraic methods: transposing equations; linear equations; simultaneous linear equations; quadratic equations; roots of quadratic equations

Use of calculus: standard differentiation; first order derivatives of equations; applications of differential equations eg reaction rates; standard integration; definite integration; application of definite integration eg area under a curve

Errors in data: classification of sources of errors eg random, systematic, gross; difference between accuracy and precision; handling errors in data processing eg absolute, relative, compound

3 Be able to process data using statistics

Descriptive statistics: measures of central tendency eg mode, median, mean; measures of dispersion eg variance, standard deviation; coefficient of variation

Normal distributions: probability distributions; normal distributions; standardising; tests for normality; percentiles; samples of populations; standard error of the mean; confidence limits

Hypothesis testing: null hypothesis; alternative hypothesis

Statistical tests: type eg z-test, student's t-test, F-test, Pearson's chi-squared (χ^2) test, Pearson's product moment correlation coefficient; significance Level: s; power of the test; one-tailed and two-tailed

4 Understand limitations in concluding results

Total error in results: combination of component errors; representation of numbers; round-off errors; truncation errors; Level: of confidence in results obtained

Conclusions from the work: values of measured parameters; validity of hypotheses; support for theoretical models; confirmation of model developed; accuracy; precision of measurements

Information on the problem studied: fitness for purpose of the methods used; validity of conclusions; information provided on the systems studied; compatibility of results with those from other sources

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Be able to present information and data to scientific standards	1.1 create a plan for the presentation of scientific information 1.2 display data to scientific standards using planned methods 1.3 carry out graphical methods of displaying scientific data
LO2 Be able to process data using numerical analysis	2.1 perform numerical analysis on scientific data using an algebraic method 2.2 demonstrate numerical analysis using calculus on standard polynomial equations 2.3 evaluate absolute errors in scientific data
LO3 Be able to process data using statistics	3.1 perform descriptive statistics on a sample of continuous scientific data 3.2 demonstrate the nature of normal distributions using a sample of continuous scientific data 3.3 carry out hypothesis testing using standard statistical tests and draw conclusions
LO4 Understand limitations in concluding results	4.1 evaluate the total error in a sample of continuous scientific data 4.2 assess the accuracy of a model using the outcomes of processing carried out on experimental data 4.3 justify the validity of conclusion(s) from the information on a problem studied

Guidance

Links

This unit has particular links with the following units:

- Unit 21: Chemistry of Hair and Beauty Products
- Unit 23: Chemical Laboratory Techniques
- Unit 24: Laboratory Management.

Essential requirements

Delivery

Delivery needs to focus on the application of mathematical or statistical techniques in science, rather than on the techniques themselves. Emphasis must be on the selection and implementation of methods appropriate to given scientific contexts, and on the evaluation of the significance of the results and conclusions obtained. Delivery should draw on data from experimental units within the programme of study and use experiments as models for design and analysis. Learners must be taught to use software correctly, and to appreciate both the strengths and limitations of the methods used.

Delivery teams should analyse the mathematical requirements of their programmes and select the set of techniques learners will need to derive meaning from the information and data they will encounter during their studies.

Assessment

Learning outcome 1 involves presenting information and data to standards expected in the science industry.

Learning outcomes 2 and 3 involve the mathematical and statistical techniques commonly used in the process of scientific data analysis. Emphasis should be on the accurate application of the methods covered, rather than on demonstrating understanding of the mathematical concepts. Evidence should include case studies or experimental studies, where appropriate.

Learning outcome 4 involves the generation of a formal conclusion based on the outcome of the data analysis. Evidence may be integrated with evidence from the other three learning outcomes.

Resources

Learners will need access to IT facilities and appropriate software to enable them to tackle realistic problems. Many of the operations relevant to applied science programmes can be implemented using a generic spreadsheet package (such as Microsoft Excel). Ideally, this will be supplemented by dedicated mathematical or statistical packages, for example Minitab, PASW Statistics or MATLAB.

Employer engagement and vocational contexts

Learners will benefit from visits to industrial and research facilities to observe practical applications of data analysis, or to gain access to learning materials

Unit 23: Chemical Laboratory Techniques

Unit code: H/601/0355

Level: 4

Credit value: 15

- Aim

This unit gives learners the opportunity to practise and become proficient in a range of practical skills and data analysis commonly used in analytical and preparative chemistry.

- Unit abstract

Science learners need to acquire a breadth and depth of practical skills in order to become proficient at experimental work across the range of disciplines embraced by the subject of chemistry. In this unit learners will become familiar with titrimetric, spectroscopic and chromatographic techniques in addition to techniques needed to prepare pure samples of compounds. They will also develop the ability to present experimental results in a variety of formats and to write different styles of report. Learners will also learn how to assess the risks associated with particular practical techniques.

Learners wishing to follow a career in cosmetic science or equipment and product manufacture and design within the hair and beauty sector will benefit enormously from completion of this unit, whereby they will learn about wavelengths and light, techniques for separation of mixtures and quantitative analysis of substance concentration.

On completion of the unit, learners should have developed the flexibility to use unfamiliar techniques by following given instructions and be able to report on and assess the reliability of the techniques.

This unit is imported from the Higher Nationals in Applied Chemistry.

- Learning outcomes

On successful completion of this unit a learner will:

- 1 Be able to use a range of techniques in the synthesis of substances
- 2 Be able to use spectroscopic techniques
- 3 Be able to use chromatographic techniques
- 4 Be able to use titrimetric techniques.

Unit content

1 Be able to use a range of techniques in the synthesis of substances

Minimising risks: hazards associated with chemicals eg flammable, toxic, harmful; other hazards eg high temperatures, use of glass equipment; risk minimisation eg use of alternative substances, reduction of quantities, selection of method of heating, selection of location, use of fume cupboard, wearing gloves, lab coat, safety glasses, methods for handling hot objects

Preparative techniques: common procedures eg vacuum filtration, recrystallisation, simple distillation, fractional distillation, vacuum distillation, steam distillation, rotary evaporation, solvent extraction, drying

Substances: solid organic compounds eg DNP and semicarbazone derivatives, aspirin, paracetamol, antifebrin; a liquid organic compound eg ethyl ethanoate, cyclohexene, heptene; inorganic compounds eg complexes of copper or nickel, tin (IV) iodide, organometallic compounds such as 1,1 - diacetylferrocene

Tests to determine purity: melting points; boiling points eg Siwoloboff's method and simple distillation; spectroscopic techniques eg infrared spectroscopy, ultraviolet/visible spectroscopy; chromatographic techniques eg thin layer chromatography

Yields: theoretical and percentage yields

Report: formal laboratory report; other methods of reporting eg completion of a proforma, oral presentation, preparation of a PowerPoint presentation, making a poster, writing an article

2 Be able to use spectroscopic techniques

Guidelines: format eg instruction sheets, verbal instructions, instruction manuals

Spectroscopic techniques: infrared (IR) spectroscopy; ultraviolet (UV) spectroscopy; visible (Vis) spectroscopy; other techniques eg flame emission, atomic absorption (AA), nuclear magnetic resonance spectroscopy (NMR), mass spectroscopy (MS), x-ray fluorescence (XRF)

Analyses: use of spectra to determine purity; use of Beer-Lambert law to determine concentrations of solutions

Appropriate degree of accuracy: in quantitative determinations eg comparison with reference value with given tolerance, use of class results/statistical treatments to establish appropriate tolerance

Present: format eg poster, documented verbal account including use of diagrams, part of a report, separate written account, PowerPoint presentation slides, verbal presentation

Principles behind techniques: component representation using block diagrams eg source of radiation, means of wavelength selection, nature of sample, sample container, detection method, scanning, fixed wavelength applications; Beer-Lambert law; range of standard solutions; calibration graph; methods of calculation of unknown concentrations

Report: formal laboratory report; other methods of reporting eg completion of a pro forma, oral presentation, preparation of a PowerPoint presentation, making a poster, writing an article

3 Be able to use chromatographic techniques

Assess the risks: formal risk assessment for thin layer chromatography (TLC) involving a liquid mobile phase and a locating agent; formal risk assessment for an instrumental technique

Chromatographic separations: TLC; column chromatography; other techniques as available eg gas chromatography (GC), high performance liquid chromatography (HPLC), electrophoresis, ion-exchange; use of locating agents eg iodine, ninhydrin, cerium sulfate

Quantitative techniques: interpretation of results from GC; HPLC; integration of peak area; composition of a mixture or concentration of a solution

Present: format eg poster, documented verbal account including use of diagrams, part of a report, separate written account, PowerPoint presentation slides, verbal presentation

Principles: mobile phase eg solvent, carrier gas; stationary phase eg water within paper, silica, viscous liquid on GC capillary/support; sorption mechanism eg adsorption, partition, ion-exchange; column eg GC, HPLC, ion-exchange; layer eg paper and thin layer; detection of components eg colour of components, locating agent, flame ionisation detector (FID), absorption of ultraviolet light; calculation of R_f values; retention time; features of specific techniques eg oven in GC, pump and degassing of solvents in HPLC; block diagrams of instrumental techniques

Report: formal laboratory report; other methods of reporting eg completion of a pro forma, oral presentation, preparation of a PowerPoint presentation, making a poster, writing an article

4 Be able to use titrimetric techniques

Quantitative methods: balances eg top pan, analytical; volumetric equipment eg automated pipettes, syringes, burettes, volumetric flasks; use of primary standard solutions; dilution techniques

Range of titrimetric methods: acid-base; redox eg use of potassium manganate (VII), thiosulfate/iodine; complexometric eg use of ethylene diamine tetra-acetic acid (EDTA) to determine Cu^{2+} concentration; precipitation eg titration of chloride with silver nitrate; potentiometry eg use of a pH electrode; indicators; forward titrations; backward titrations

Identify the risks: formal risk assessment for a titrimetric procedure; identify aspects of given procedures which minimise the inherent risks

Report: formal laboratory report; other methods of reporting eg completion of a pro forma, oral presentation, preparation of a PowerPoint presentation, making a poster, writing an article

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Be able to use a range of techniques in the synthesis of substances	1.1 assess the risks inherent in syntheses 1.2 demonstrate competence in a range of preparative techniques, using safe practices 1.3 perform appropriate tests to determine the purity of synthesised substances 1.4 determine the yield of compounds prepared 1.5 report on the syntheses
LO2 Be able to use spectroscopic techniques	2.1 prepare and calibrate instruments for use following given guidelines 2.2 perform analyses using spectroscopic techniques to an appropriate degree of accuracy, using safe practices 2.3 explain the principles behind the techniques used 2.4 report on the analyses
LO3 Be able to use chromatographic techniques	3.1 assess the risks and carry out chromatographic separations, using safe practices 3.2 use results from chromatographic techniques quantitatively 3.3 explain the principles of chromatography 3.4 report on analyses that use chromatography
LO4 Be able to use titrimetric techniques	4.1 identify the risks associated with titrimetric procedures 4.2 routinely and accurately use equipment to prepare solutions using quantitative methods 4.3 use a range of titrimetric methods to determine the concentrations of solutions, using safe practices 4.4 report on the titrations

Guidance

Links

This unit has particular links with the following units:

- Unit 21: Chemistry of Hair and Beauty Products
- Unit 22: Analysis of Scientific Data and Information
- Unit 24: Laboratory Management.

Essential requirements

Delivery

This unit should be delivered through a well-planned programme of practical work. Learners should learn about chemical and non-chemical hazards, and be able to identify how given procedures minimise the risks associated with hazards. Learners must learn how to undertake a risk assessment of a procedure. Tutors should encourage learners to use the correct risk and safety terminology and appropriate websites.

The centre should select the most appropriate synthetic techniques to use. Learners must prepare two organic solids. One could be a derivative, such as a dinitrophenyl hydrazone or semi-carbzone derivative of an aldehyde or ketone. The other should be a compound other than a derivative. Learners must prepare one organic liquid and two inorganic solids. These could be transition metal complexes or organometallic compounds. In selecting the syntheses, learners must have the opportunity to use TLC to follow the progress of one of the syntheses. Learners should use chromatographic, spectroscopic and titrimetric methods to estimate the purity of the compounds made, in addition to melting point and boiling point measurements. Yield must be measured for each compound prepared.

Learners should be able to use scanning infrared and ultraviolet/visible spectroscopy and relate the spectra to the structure and bonding of the compounds. Learners should also use fixed wavelength applications, based on the Beer-Lambert Law to determine concentrations. Learners need access to Excel spreadsheets to construct calibration graphs and use the equation of the calibration graphs to calculate the unknown concentrations.

Learners must be able to use column chromatography and thin layer chromatography.

Learners require access to infrared and ultraviolet visible spectrometers, gas chromatographs and high performance liquid chromatographs. Where centres do not have these instruments visits should be arranged for learners to use the spectroscopic techniques and see the chromatographic techniques in action. Learners should be given chromatograms to interpret. Learners must be able to use, or observe the use of, as many spectroscopic techniques as possible. The operation of instruments in relation to block diagrams should be explained.

Learners should learn how to identify components of chromatograms from GC and HPLC in relation to retention time. The integration of the area under the peaks should be introduced as a quantitative measure.

Assessment

Producing a formal report for each synthetic or analytical procedure is likely to be too time consuming. A limited number of formal reports should be produced (see below). Learners should present the results from their work in a variety of ways eg using formal presentations, completion of proformas, construction of posters and articles. The emphasis should be on recording and reporting all results, calculations and conclusions in an appropriate format.

In identifying how the risks inherent in syntheses may be minimised, learners must identify the chemical and non-chemical hazards for at least two syntheses. Learners need to record ways of minimising the risks from these hazards which they could do by producing a formal risk assessment for the two syntheses.

Learners need to undertake five preparatory techniques ie, two organic solids, one organic liquid and two inorganic or organometallic compounds.

Learners must measure melting points of solid compounds prepared and boiling points of the liquids prepared and interpret the results from these tests as part of the reporting of results. Depending on the facilities of the centre, learners should perform additional tests to determine the purity of substances prepared and report on the results. As part of the reporting of results, there should be a calculation of the % yield of substance prepared, based on the number of moles expected and actually produced. Learners must produce one formal report on a synthesis carried out.

Analyses using spectroscopic techniques could be qualitative or quantitative. Learners could carry out qualitative analysis in relation to synthetic techniques. Qualitative spectroscopy may simply involve identification of the functional groups present in a sample and matching spectra of unknown compounds with those of known compounds. Quantitative spectroscopy involves use of the Beer-Lambert law. Learners could either use a given method or develop a method where standards of known concentration are made and used to find the concentration of a sample at a fixed wavelength. A colorimeter could be used for this if the centre does not have regular access to a visible spectrometer.

Learners must produce one formal report for a spectroscopic technique. This should include a description of the underlying principles and a consideration of the reliability of results. Each technique used must be reported using an appropriate format, for example by a pro forma or producing a report. Where a pro forma is used for calculations and consideration of the reliability of results, learners must produce an additional account of the principles of the technique. It is up to the centre to ensure that learners carry this out in a meaningful way.

Learners must be observed carrying out competent separations using column chromatography and thin layer chromatography. Since many such separations involve mobile phases and possibly locating agents with significant chemical hazards, learners must carry out at least one recorded formal risk assessment for such a procedure and one risk assessment for an instrumental procedure.

Learners could carry out GC and HPLC quantitatively or be given results to interpret. They must produce at least one formal report for a chromatographic technique including the principles of the technique. The results and conclusions from the other techniques may be presented as a report, pro forma, presentation or other document.

There must be a record of the titrimetric procedures that learners have carried out. When reporting on titrations, learners must consider the reliability of the results obtained. They must produce at least one formal report on a titrimetric technique and one formal risk assessment for a titrimetric procedure. Learners need to show evidence of considering the risks associated with other procedures.

Resources

Access to practical laboratory facilities, technical support, library facilities and IT resources are essential.

Royal Society of Chemistry online access to sites such as: Chemistry Hazards in Industry and the Analytical Cookbook database.

Employer engagement and vocational contexts

Where learners work in the chemical industry, discussion about the use of techniques should be encouraged. For full time learners visits should be arranged to local industry and to local higher education institutions to see the techniques in action. Guidance on assessment may be contextualised with reference to techniques used routinely in local industry.

Unit 24: Laboratory Management

Unit code: L/601/0222

Level: 4

Credit value: 15

- Aim

This unit enables learners to gain an understanding of the organisation of different types of laboratory and compare the processes associated with their management.

- Unit abstract

Many learners studying at this Level: will either have supervisory duties or may move into such a role in the future. This unit examines the typical responsibilities of laboratory managers. Types of laboratories considered include contract analytical laboratories, project laboratories supporting innovation in and efficiency of a manufacturing process, quality control laboratories associated with manufacturing, and educational laboratories.

Management roles within these laboratories vary widely. With contract analysis, the emphasis is on providing accurate, accredited and legally defensible results. Project laboratories may carry out pilot studies on how products or production processes may be altered. By focusing on quality control they ensure that products made and supplied have properties within the tolerances specified by the customer. They may also test raw materials to ensure that they are processed into products of the correct quality. Laboratories in education may support learning or have a research focus, as in many universities. All laboratory managers need to ensure that their staff are trained appropriately and understand the tasks they have to perform. They have to ensure that the laboratory is fully resourced and that due regard is given to health and safety. They are also likely to have specific skills, for example expertise in carrying out particular procedures correctly, the ability to work to a project brief and knowledge of statistics and systems.

This unit provides high value in terms of laboratory disciplines and health and safety compliance issues for those wishing to work within hair and beauty product manufacture, whether as a manager or a cosmetic scientist, as the effective organisation and management of a laboratory is reliant on the high standards and attention to detail from all, to ensure that processes conform to regulations and EU directives.

This unit is imported from the Higher Nationals in Applied Biology.

- Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand the typical duties of laboratory managers in different types of laboratory
- 2 Understand aspects of laboratory organisation
- 3 Understand how laboratories comply with health and safety legislation
- 4 Understand features of managing a quality system.

Unit content

1 Understand the typical duties of laboratory managers in different types of laboratory

Functions of a contract analytical laboratory: production of high quality data; working for a client; low cost; accuracy; reproducibility; traceability; importance of booking in samples; barcoding; legally defensible data; part of an accreditation scheme; ability to respond to customer needs; assessing the quality of data; reporting and discussing results; examples of types of analysis performed by contract laboratories eg oil, food, forensic samples, medical samples, soil, water; possible duties of a laboratory manager in the context of a contract analytical laboratory

Role of an industrial project laboratory: product innovation; investigation of aspects of the operation of a manufacturing plant; producing materials on a pilot scale; project management; importance of timescale; deadlines depending on the project; record keeping – may be non-standard; reporting in a number of formats; possible duties of a laboratory manager in the context of an industrial project laboratory

Role of a quality control laboratory: sampling techniques; storage; testing raw materials; testing product; results within given tolerances for different grades of product; reporting results to production staff; testing product during production and after production; possible duties of a laboratory manager in the context of a quality control laboratory

How an educational laboratory may differ: less likely to use standard protocols/methods; may support research; may support learner's learning; fewer routine activities; possible duties of a laboratory manager in an educational laboratory in comparison to those of other laboratory managers

2 Understand aspects of laboratory organisation

Sources of reference: equipment manuals; staff training records; company policies; staff intranet; CLEAPSS material for school/college technicians

Purchasing: lists of approved suppliers; budget; internal order forms; ordering procedures; need for signatures on orders; approved suppliers; the need to obtain quotes

Stock control systems: inventories of chemicals and other consumables; equipment lists; receiving stock; checking stock; storing stock; stock rotation; stock taking; maintaining records; control of stationery; special storage eg refrigeration, vented storage

Laboratory design: purpose of laboratory; special features relating to purpose; space needed by individuals; water; gas; electricity; sinks; waste; safety features eg extraction, safety shower, solvent sink; lighting; sample entry; space occupied by equipment; areas for writing/use of computer; storage for eg glassware, chemicals, stationery, labels, waste, samples; work surfaces

3 Understand how laboratories comply with health and safety legislation

Legislation: Health and Safety at Work Act (1974); duties of employers; duties of employees

Regulations: eg the Management of Health and Safety at Work Regulations (1999), COSHH Regulations (2002), Workplace (Health, Safety and Welfare) Regulations (1992); approved codes of practice; guidance

Responsibilities of laboratory managers: management of health and safety eg provision/maintenance of safe systems of work, risk assessment, training, enforcing local laboratory rules, health and safety policy, first aid provision, accident/incident and near miss reporting, health and safety systems, audits, housekeeping

4 Understand features of managing a quality system

Company policies: functions eg health and safety, data management, reporting, customer service, training

Standard operating procedures: procedures eg testing; calibration, assessing data, reporting; consequences of not following standard procedures

Staff training: accreditation requirements; minimisation of random error; training record; being trained to approved standard; self-confidence; pride

Data management: unique sample numbers; sample entry; paper-based systems; computer-based systems; LIMS; back up; worksheets; hard back notebooks; signatures; initialling of errors; results; reports; traceability; training records; standard procedures; calibration records; inventories of equipment and materials; internal quality checks; external quality checks eg details of inter-laboratory testing, accreditation information and records

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the typical duties of laboratory managers in different types of laboratory	1.1 explain how a laboratory manager may contribute to the functions of a contract analytical laboratory 1.2 explain how a laboratory manager supports the role of an industrial project laboratory 1.3 explain how a laboratory manager may facilitate the smooth running of a quality control laboratory 1.4 discuss how the role of an educational laboratory manager may differ from that of an industrial laboratory manager
LO2 Understand aspects of laboratory organisation	2.1 evaluate commonly used sources of reference on laboratory management 2.2 investigate key areas for consideration when purchasing equipment and consumables 2.3 explain the operation of a stock control system 2.4 discuss features of laboratory design
LO3 Understand how laboratories comply with health and safety legislation	3.1 explain the duties of employers and employees under the Health and Safety at Work Act (1974) 3.2 investigate regulations which are relevant to working in laboratories 3.3 explain typical responsibilities of a laboratory manager in terms of managing health and safety
LO4 Understand features of managing a quality system	4.1 discuss the function of company policies 4.2 analyse the importance of following standard procedures 4.3 justify the need for staff training 4.4 review how data are managed in the laboratory

Guidance

Links

This unit has particular links with the following units:

- Unit 21: Chemistry of Hair and Beauty Products
- Unit 22: Analysis of Scientific Data and Information
- Unit 23 Chemical Laboratory Techniques.

This unit also links with the following NOS:

- NVQ L4 Laboratory and Associated Technical Activities (LATA).

Essential requirements

Delivery

Literature on laboratory organisation and management is limited. The best resource is the experience of trained laboratory technicians and managers. Where learners are working in laboratories, they should discuss the different functions and roles of their laboratories. Learners who do not work in laboratories must have the opportunity to visit laboratories and/or talk to staff working in a range of laboratories. Where access to a range of laboratories is difficult to obtain, tutors could prepare case study material for learners to use. Learners should be encouraged to discuss features of laboratories that they know well and to evaluate whether the laboratory design is fit for purpose.

There are several excellent textbooks dealing with health and safety legislation. The Health and Safety Executive publishes many free leaflets. Learners need to become familiar with the nature of health and safety legislation in general and then think of how it is applied to a laboratory. Again, there is scope for specialist input from health and safety managers and health and safety representatives.

Learning outcome 4 requires understanding of a quality system. Learners may use general information about quality systems and the use of standard procedures to support these systems.

Assessment

For learning outcome 1, learners could research the work that different types of laboratories carry out. This would make use of visits and case studies. Learners can then explain typical duties of managers in each type of laboratory or explain duties common to all functions and analyse specific differences in roles.

For learning outcome 2, learners should make use of information from their workplace, visits, guest speakers and centre technicians. Learners could design an ideal laboratory or they could present a plan of a laboratory that they know and discuss its design and features.

Learners have more reference material to use in approaching learning outcome 3. More-able learners will be able to contextualise general information to the laboratory setting and to envisage the role of the laboratory manager.

For learning outcome 4, tutors should give learners a realistic scenario such as a picture of a failing laboratory and then for learners to explain how using a quality system would enable the laboratory to succeed.

Resources

Case study material relating to a variety of laboratories is essential. Learners should have the opportunity to use the centre technicians as a resource. Library resources on health and safety are important as is access to the internet.

Employer engagement and vocational contexts

Learners must engage with common practice used in industrial and educational laboratories. This could be through visits, guest speakers, case studies or discussion with other learners.

Unit 25: Working with and Leading People

Unit code: M/601/0908

Level: 5

Credit value: 15

- Aim

The aim of this unit is to develop the skills and knowledge needed for working with and leading others, through understanding the importance of recruiting the right people for the job.

- Unit abstract

An organisation's success depends very much on the people working in it, and recruiting the right people is a key factor. Organisations with effective recruitment and selection processes and practices in place are more likely to make successful staffing appointments. In competitive labour markets this is a major advantage that well-organised businesses will have over their competitors. It is important, therefore, for learners to appreciate that the processes and procedures involved in recruitment and selection to meet the organisation's human resource needs are legal. This unit aims to develop learner knowledge and understanding of the impact of the regulatory framework on the recruitment process.

There are many benefits for both the individual and the organisation of working in teams for both the individual and the organisation, most importantly that the task is carried out better and more efficiently. An understanding of team development and the leadership function is crucial when working with others. A motivated workforce is more likely to be efficient and can contribute to the long-term profitability of the business. In this unit learners will examine these key areas and appreciate how an effective team leader can motivate and develop individuals within teams. Sometimes when people work in teams they have their own types of communication, which can affect others and cause conflict or tension. In this unit learners will have the opportunity to develop their own leadership skills as well as building on the skills and knowledge needed to manage and lead people and teams in an organisation. Learners will explore ways to manage teams and individuals as well as motivating staff to perform better whilst meeting the aims of the organisation.

Within the hair and beauty sector, the use of well-developed leadership and management skills will assist in motivating and influencing staff to ensure personal development and success and a positive working environment, therefore good leadership is vital. Poor leadership can impact upon the business as a whole, those working within it and the contribution to the day-to-day running of a salon.

This unit is imported from the Higher Nationals in Business.

- Learning outcomes

On successful completion of this unit a learner will:

- 1 Be able to use recruitment, selection and retention procedures
- 2 Understand the styles and impact of leadership
- 3 Be able to work effectively in a team
- 4 Be able to assess the work and development needs of individuals.

Unit content

1 Be able to use recruitment, selection and retention procedures

Legislation and requirements relating to recruitment and selection: internal and external recruitment processes; selection processes including job descriptions, person specifications, interviewing, use of CVs, assessment centres; diversity issues, including legal requirements and obligations and business and ethical cases regarding diversity; legislation and requirements relating to employment, workers' welfare and rights, health and safety, retention, succession planning

2 Understand the styles and impact of leadership

Theories, models and styles of leadership and their application to different situations: impact of leadership styles; theories and practices of motivation eg Maslow, McGregor, Herzberg; influencing and persuading others; influence of cultural environment within the organisation; differences between leadership and management; leadership power and control eg French and Raven; delegation; emotional intelligence eg Higgs and Dulewicz

3 Be able to work effectively in a team

Teamworking and development: flexible working practices; team formation eg Tuckman, structures and interactions eg Belbin's Team Role Theory, Adair's Action Centred Leadership model; benefits of team working; politics of working relationships; diversity issues; working cultures and practices; promotion of anti-discriminatory practices and behaviours; team building processes; conflict resolution; delegation and empowerment; coaching, support, mentoring; training, supervision, monitoring and evaluation

4 Be able to assess the work and development needs of individuals

Identifying development needs: learning styles and processes; supporting individual learning and encouraging lifelong learning; planning, recording, monitoring and evaluating; group development processes and behaviour

Planning, work orientation and job design: application of motivation theories and empowerment techniques; communication styles and techniques; delegation techniques and processes; supervision styles, working culture and practices, regulations and codes of practice, diversity issues

Performance monitoring and assessment: measuring effective performance; providing feedback; appraisal processes; benchmarking performance processes; mentoring and counselling; methods of correcting under-performance; legislation, codes of practice and procedures relating to disciplinary situations; diversity issues; management principles; promotions of anti-discriminatory practices and behaviours

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO.1 Be able to use recruitment, selection and retention procedures	1.1 prepare documentation to select and recruit a new member of staff 1.2 assess the impact of legal, regulatory and ethical considerations to the recruitment and selection process 1.3 take part in the selection process 1.4 evaluate own contribution to the selection process
LO.2 Understand the styles and impact of leadership	2.1 explain the skills and attributes needed for leadership 2.2 explain the difference between leadership and management 2.3 compare leadership styles for different situations 2.4 explain ways to motivate staff to achieve objectives
LO.3 Be able to work effectively in a team	3.1 assess the benefits of teamworking for an organisation 3.2 demonstrate working in a team as a leader and member towards specific goals, dealing with any conflict or difficult situations 3.3 review the effectiveness of the team in achieving the goals
LO.4 Be able to assess the work and development needs of individuals	4.1 explain the factors involved in planning the monitoring and assessment of work performance 4.2 plan and deliver the assessment of the development needs of individuals 4.3 evaluate the success of the assessment process

Guidance

Links

The unit has particular links with the following units:

- Unit 2: Salon Management
- Unit 26: Human Resource Management
- Unit 33: Personal and Professional Development.

This unit also links to the Management and Leadership NOS.

Essential requirements

There are no essential or unique resources required for the delivery of this unit.

Employer engagement and vocational contexts

Centres should develop links with local businesses. Many businesses and Chambers of Commerce want to promote local business and are often willing to provide work placements, visit opportunities, information about businesses and the local business context and visiting speakers. For this unit it would be useful for learners to investigate the recruitment and selection processes in different organisations, as well as the functions and performance of different types of team.

Unit 26: Human Resource Management

Unit code: K/601/1264

Level: 4

Credit value: 15

- Aim

This unit provides an introduction to the concepts and practices of human resource management within the United Kingdom and focuses on the management of recruitment, retention and employment cessation.

- Unit abstract

Recruiting and retaining staff of the right calibre contributes to the achievement of organisational purposes. Staff must make a valued contribution to the work of the organisation. Eventually they will leave, more often than not because they find alternative employment or retire. Occasionally, however, employment has to be terminated. This unit considers how human resource management deals with these aspects of working. However, the focus of human resource management has moved beyond personnel management towards a more proactive approach that, in addition to the traditional roles associated with staff management, also considers how to get the best people and the best out of people so that they work in roles and ways that are closely aligned to organisational objectives. This often leads to the assertion by many senior managers that 'Our employees are our most valuable resource'.

Human resource management takes place against a background of organisational needs, policies and procedures that are themselves shaped by legal and regulatory requirements. Organisations with effective human resource management policies, processes and practices will have committed, skilled employees who contribute effectively to the organisation. In competitive business contexts this is a significant contribution to maintaining a competitive advantage.

In the hair and beauty sector, staff retention can be quite low and organisations that have positive, supportive human resource managers retain more staff which leads to enhanced reputation amongst clients as well as reduced costs of recruitment. In addition, as the hair and beauty sector develops so fast to keep up with emerging trends, it is important that human resource managers put employee development plans and work objectives in place so that they expand their knowledge and skills in line with the sector as well as for job enhancement and to support the business.

This unit is imported from the Higher Nationals in Business.

- Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand the difference between personnel management and human resource management
- 2 Understand how to recruit employees
- 3 Understand how to reward employees in order to motivate and retain them
- 4 Know the mechanisms for the cessation of employment.

Unit content

1 Understand the difference between personnel management and human resource management

Personnel management and human resource management: development of personnel management; change in contexts leading to human resource management

Human resource management function: tasks (selection, recruitment, payroll administration, employee motivation, reward management, employment termination); training and development; performance management (planning, monitoring, recording, actioning); employee relations; working in partnership with functional areas; involvement of line managers (selection, recruitment, training, coaching, mentoring, appraisal, grievance, discipline, termination); ethical issues; equality of opportunity

Employment legislation: Sex Discrimination Act 2008; Race Relations Act 1976; Race Relations Amendment Act 2003; Equal Pay Act 1970; Disability Discrimination Acts 1995 and 2005; European Working Time Directive; Employment Act 2008; Employment Relations Act 2004; Equality Act 2010; Work and Families Act 2006; national minimum wage; Data Protection Act 1998; employment tribunals

2 Understand how to recruit employees

Human resource planning: definition, links (organisational purposes, organisational strategy, senior management); purpose (increased volume of business, changes to the required skills sets, employee turnover; labour cost control); time horizon (short term, medium term, long term); internal planning factors (organisational needs, demand for products and services, new products and services, new markets, technological change, location of production); workforce profiles (age, gender, ethnicity, ability, skills); external planning factors (supply and demand for labour (local, national international); government policy; labour market competition; changing nature of work; impact of technology

Recruitment and selection: recruitment policies, recruitment procedures, aims and objectives of the selection process; job analysis, job description (eg purpose, standard formats, responsibilities, scope of post, education and qualifications, experience); person specification (purpose, standard formats, job title, location in management line; essential and desirable attributes); recruitment methods (advertising vacancies, application methods including web-based methods, agencies, head hunters); interviews; assessment centres; tests (psychological, psychometric, aptitude, practical); resumés (CV); letters of application; references

3 Understand how to reward employees in order to motivate and retain them

Motivation: theories of motivation eg Taylor, Mayo, Maslow, Herzberg, McGregor, McClelland, Vroom; relationship between motivation theories and reward; employee involvement techniques; membership of work groups board, works councils, quality circles, intra-organisational groups (transnational, national, site specific); devolved authority and responsibility; open communications; organisational culture (ethos, values, mission);

national accreditation (Investors in People (IIP), Charter Mark, International Standards Organisation (ISO)

Monitoring: probation; appraisal, feedback; performance indicators (achievement against targets); goal theory; SMART (specific, measurable, achievable, realistic, time-constrained) targets (sales, growth, financial, waiting times, pass rates, punctuality, attendance); benchmarking

Reward management: job evaluation; factors determining pay, reward systems; pay; performance-related pay; pension schemes; profit sharing; employee share options; mortgage subsidies; relocation fees; bonuses; company vehicles; loans/advances; child care; school fees; corporate clothes; staff discounts; flexible working; leave; health care; extended parental leave, career breaks; cafeteria incentive schemes; salary sacrifice schemes; contracts of employment

4 Know the mechanisms for the cessation of employment

Reasons: dismissal (wrongful, unfair, justified); termination of employment (resignation, retirement, termination of contract); redundancy; redeployment; retraining

Management of exit: procedures (retirement, resignation, dismissal, redundancy); legal and regulatory framework; counselling, training; employment tribunals (role, composition, powers and procedures)

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the difference between personnel management and human resource management	1.1 distinguish between personnel management and human resource management 1.2 assess the function of the human resource management in contributing to organisational purposes 1.3 evaluate the role and responsibilities of line managers in human resource management 1.4 analyse the impact of the legal and regulatory framework on human resource management
LO2 Understand how to recruit employees	2.1 analyse the reasons for human resource planning in organisations 2.2 outline the stages involved in planning human resource requirements 2.3 compare the recruitment and selection process in two organisations 2.4 evaluate the effectiveness of the recruitment and selection techniques in two organisations
LO3 Understand how to reward employees in order to motivate and retain them	3.1 assess the link between motivational theory and reward 3.2 evaluate the process of job evaluation and other factors determining pay 3.3 assess the effectiveness of reward systems in different contexts 3.4 examine the methods organisations use to monitor employee performance
LO4 Know the mechanisms for the cessation of employment	4.1 identify the reasons for cessation of employment with an organisation 4.2 describe the employment exit procedures used by two organisations 4.3 consider the impact of the legal and regulatory framework on employment cessation arrangements

Guidance

Links

The unit has particular links with the following units:

- Unit 2: Salon Management
- Unit 25: Working with and Leading People
- Unit 33: Personal and Professional Development.

The unit also has links with the Management and Leadership NOS.

Essential requirements

Access to business HR documentation, speakers and relevant legislation will be required.

Employer engagement and vocational contexts

Centres can develop links with local employers. Many businesses look to employ learners when they finish their programmes of study and may provide advice on recruitment, selection and employment practices. Colleges and universities will be responsible for all aspects of their own recruitment and selection so will have a human resources department on site that can provide first-hand information. Many learners are, or have been, employed and will be able to draw on their experience in employment and their dealings with the human resource management function.

Unit 27: Managing Financial Resources and Decisions

Unit code: H/601/0548

Level: 4

Credit value: 15

● Aim

The unit aim is to provide learners with an understanding of where and how to access sources of finance for a business, and the skills to use financial information for decision making.

● Unit abstract

This unit is designed to give learners a broad understanding of the sources and availability of finance for a business organisation. Learners will learn how to evaluate these different sources and compare how they are used.

They will learn how financial information is recorded and how to use this information to make decisions for example in planning and budgeting.

Decisions relating to pricing and investment appraisal are also considered within the unit. Finally, learners will learn and apply techniques used to evaluate financial performance.

Businesses in the hair and beauty sector tend to offer in the most part individual customer facing treatments and services which can be costly in terms of time and resource, so it is vital that financial resources are managed well and financially viable decisions taken with regard to product and equipment sourcing, stock levels and staff salaries. It would be at great detriment to any business within the hair and beauty sector to fail to plan and manage finance which could very quickly result in loss of revenue and jobs.

This unit is imported from the Higher Nationals in Business.

● Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand the sources of finance available to a business
- 2 Understand the implications of finance as a resource within a business
- 3 Be able to make financial decisions based on financial information
- 4 Be able to evaluate the financial performance of a business.

Unit content

1 Understand the sources of finance available to a business

Range of sources: sources for different businesses; long term such as share capital; retained earnings; loans; third-party investment; short/medium term such as hire purchase and leasing; working capital stock control; cash management; debtor factoring

Implications of choices: legal, financial and dilution of control implications; bankruptcy

Choosing a source: advantages and disadvantages of different sources; suitability for purpose eg matching of term of finance to term of project.

2 Understand the implications of finance as a resource within a business

Finance costs: tangible costs eg interest, dividends; opportunity costs eg loss of alternative projects when using retained earnings; tax effects

Financial planning: the need to identify shortages and surpluses eg cash budgeting; implications of failure to finance adequately; overtrading

Decision making: information needs of different decision makers

Accounting for finance: how different types of finance and their costs appear in the financial statements of a business; the interaction of assets and liabilities on the balance sheet and on international equivalents under the International Accounting Standards (IAS)

3 Be able to make financial decisions based on financial information

Budgeting decisions: analysis and monitoring of cash and other budgets

Costing and pricing decisions: calculation of unit costs, use within pricing decisions; sensitivity analysis

Investment appraisal: payback period; accounting rate of return; discounted cash flow techniques ie net present value; internal rate of return

Nature of long-term decisions: nature of investment importance of true value of money; cash flow; assumptions in capital investment decisions; advantages and disadvantages of each method

4 Be able to evaluate the financial performance of a business

Terminology: introduction to debit, credit, books of prime entry, accounts and ledgers, trial balance, final accounts and international equivalents under the International Accounting Standards (IAS)

Financial statements: basic form, structure and purpose of main financial statements ie balance sheet, profit and loss account, cash flow statement, notes, preparation not required; changes to reporting requirements under the International Accounting Standards (IAS) eg statement of comprehensive income, statement of financial position; distinctions between different types of business ie limited company, partnership, sole trader

Interpretation: use of key accounting ratios for profitability, liquidity, efficiency and investment; comparison both external ie other companies, industry standards and internal ie previous periods, budgets

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the sources of finance available to a business	1.1 identify the sources of finance available to a business 1.2 assess the implications of the different sources 1.3 evaluate appropriate sources of finance for a business project
LO2 Understand the implications of finance as a resource within a business	2.1 analyse the costs of different sources of finance 2.2 explain the importance of financial planning 2.3 assess the information needs of different decision makers 2.4 explain the impact of finance on the financial statements
LO3 Be able to make financial decisions based on financial information	3.1 analyse budgets and make appropriate decisions 3.2 explain the calculation of unit costs and make pricing decisions using relevant information 3.3 assess the viability of a project using investment appraisal techniques
LO4 Be able to evaluate the financial performance of a business	4.1 discuss the main financial statements 4.2 compare appropriate formats of financial statements for different types of business 4.3 interpret financial statements using appropriate ratios and comparisons, both internal and external

Guidance

Links

This unit has particular links with the following units:

- Unit 2: Salon Management
- Unit 28: Business Strategy
- Unit 30: Business Decision Making
- Unit 31: Small Business Enterprise

This unit also covers some of the underpinning knowledge and understanding for the NVQ in Accounting.

The unit covers financial topics essential for learners who would like a career in this field and wish to gain membership of a professional accounting body.

Essential requirements

Learners will require access to financial and company reports.

Employer engagement and vocational contexts

Centres should develop links with local businesses. Many businesses and Chambers of Commerce want to promote local business and are often willing to provide work placements, visit opportunities, information about businesses and the local business context and guest speakers.

- www.businessbritainuk.co.uk/ – provides information about business in Britain and has extensive links to other business and business news sites.
- www.fsb.org.uk/ – The Federation of Small Businesses provides information, support and guidance about small businesses in the UK.

Unit 28: Business Strategy

Unit code: A/601/0796

Level: 5

Credit value: 15

- Aim

The aim of this unit is to give learners the knowledge and understanding of how a business unit can strategically organise and plan for likely future outcomes in order to be successful.

- Unit abstract

One of the aims of this unit is to build on the learners' existing knowledge of the basic tools of business analysis such as PESTLE and draw it together so that the learners think strategically.

Learners will be introduced to further analysis tools needed for the process of strategic planning. They will be able to explain the significance of stakeholder analysis and carry out an environmental and organisational audit of a given organisation.

Learners will learn how to apply strategic positioning techniques to the analysis of a given organisation and prepare a strategic plan based on previous analysis. They will also learn how to evaluate possible alternative strategies (such as substantive growth, limited growth or retrenchment) and then select an appropriate future strategy for a given organisation.

Finally, learners will compare the roles and responsibilities for strategy implementation and evaluate resource requirements for the implementation of a new strategy for a given organisation. Learners will then be able to propose targets and timescales for implementation and monitoring of the strategy in a given organisation.

The hair and beauty sector relies on repeat business on a regular basis and it is not enough to accept a steady clientele. Unless organisations conduct strategic planning activities to increase or maintain clients and turnover a business could very quickly fail. Likewise due to the spiked growth of the hair and beauty sector, competition is fierce so planning ahead to formulate new strategies and assessing market influence and demographic is vital in order to stay ahead of other similar businesses for treatments, services and retail.

This unit is imported from the Higher Nationals in Business.

- Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand the process of strategic planning
- 2 Be able to formulate a new strategy
- 3 Understand approaches to strategy evaluation and selection
- 4 Understand how to implement a chosen strategy.

Unit content

1 Understand the process of strategic planning

Strategic contexts and terminology: role of strategy; missions; visions; strategic intent; objectives; goals; core competencies; strategic architecture; strategic control

Strategic thinking: future direction of the competition; needs of customers; gaining and maintaining competitive advantage; Ansoff's growth-vector matrix; portfolio analysis

Planning systems: informal planning; top-down planning; bottom-up planning; behavioural approaches

Strategic planning issues: impact on managers; targets; when to plan; who should be involved; role of planning

Strategic planning techniques: BCG growth-share matrix; directional policy matrices; SPACE, PIMS

2 Be able to formulate a new strategy

Stakeholder analysis: stakeholder significance grid; stakeholder mapping

Environment auditing: political, economic, socio-cultural, technological, legal and environmental analysis (PESTLE); Porter's 5 force analysis; the threat of new entrants; the power of buyers; the power of suppliers; the threat of substitutes; competitive rivalry and collaboration

Strategic positioning: the Ansoff matrix; growth; stability; profitability; efficiency; market leadership; survival; mergers and acquisitions; expansion into the global marketplace

The organisational audit: benchmarking; SWOT analysis; product positions; value-chain analysis; demographic influences; scenario planning; synergy culture and values

3 Understand approaches to strategy evaluation and selection

Market entry strategies: organic growth; growth by merger or acquisition; strategic alliances; licensing; franchising

Substantive growth strategies: horizontal and vertical integration; related and unrelated diversification

Limited growth strategies: do nothing; market penetration; market development; product development; innovation

Disinvestment strategies: retrenchment; turnaround strategies; divestment; liquidation

Strategy selection: considering the alternatives; appropriateness; feasibility; desirability

4 Understand how to implement a chosen strategy

The realisation of strategic plans to operational reality: communication (selling the concepts); project teams; identification of team and individual roles, responsibilities and targets; programme of activities; benchmark targets at differing Levels of the organisation

Resource allocation: finance; human resources; materials; time

Review and evaluation: an evaluation of the benchmarked outcomes in a given time period in relation to corporate, operational and individual targets

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the process of strategic planning	1.1 explain strategic contexts and terminology – missions, visions, objectives, goals, core competencies 1.2 review the issues involved in strategic planning 1.3 explain different planning techniques
LO2 Be able to formulate a new strategy	2.1 produce an organisational audit for a given organisation 2.2 carry out an environmental audit for a given organisation 2.3 explain the significance of stakeholder analysis
LO3 Understand approaches to strategy evaluation and selection	3.1 analyse possible alternative strategies relating to substantive growth, limited growth or retrenchment 3.2 select an appropriate future strategy for a given organisation
LO4 Understand how to implement a chosen strategy	4.1 compare the roles and responsibilities for strategy implementation 4.2 evaluate resource requirements to implement a new strategy for a given organisation 4.3 discuss targets and timescales for achievement in a given organisation to monitor a given strategy

Guidance

Links

This unit has particular links with the following units:

- Unit 2: Salon Management
- Unit 3: Sales Management in Hair and Beauty
- Unit 27: Managing Financial Resources and Decisions
- Unit 30: Business Decision Making
- Unit 31: Small Business Enterprise.

Essential requirements

There are no essential or unique resources required for the delivery of this unit.

Employer engagement and vocational contexts

Centres should try to develop links with local businesses. Many businesses and Chambers of Commerce are keen to promote local business and are often willing to provide visit opportunities, guest speakers and information about business and the local business context.

Unit 29: Public Relations (PR) in the Hair and Beauty Sector

Unit code: L/601/4464

Level: 4

Credit value: 10

- Aim

This is a preparation for work unit which is based on capability and knowledge. This unit is about public relations and the impact it has on the hair and beauty sector.

- Unit abstract

Public relations (PR) is increasingly vital to businesses within the hair and beauty sector, in the face mounting increasing competition. Businesses in the hair and beauty sector rely on positive press and recommendations from others. The brand plays a large role in this.

This unit provides the learner with the opportunity to perform a PR campaign within the hair and beauty sector. There are many objectives for conducting PR activities, from creating awareness to reinforcing a brand. Learners will evaluate how these objectives can benefit a hair and beauty business and look at the role and responsibilities of a PR officer. They will investigate the advantages and disadvantages of different PR activities/tools used in the hair and beauty sectors and the current PR trends.

Learners will investigate issue management and the impact this has on PR activities. They will also analyse PR ethics and codes of practice that need to be adhered to when conducting PR activities. Learners will examine how communication plays an important role in crisis management.

- Learning outcomes

On successful completion of this unit a learner will:

- 1 Be able to carry out PR activities in the hair and beauty sector
- 2 Understand how to manage a PR crisis in the hair and beauty sector.

Unit content

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

PR campaign: process (setting goals and strategies, setting objectives, budget planning, identifying target audience, selecting media, implementation, evaluation process, recommendations)

PR officer: roles; responsibilities

PR activities: activities eg internal, external, financial, investor, corporate social, government, lobbying, corporate advertising, charity work, open days, sponsorship; advantages eg reach target audience; disadvantages eg limitations, cost

Trends in PR: trends eg blogs, discussion forums, RSS feeds, pod casting, search engine optimisation

Ways PR objectives benefit a business: benefits eg contribute to sales, open up new markets, identify new products and suppliers, develop a national or global profile of a company, motivate staff, develop an image, recruit new staff, add value to other marketing activities, build product/treatment awareness, create interest, provide information, reinforcing the brand

Marketing, Advertising, PR: differences between marketing and PR; differences between advertising and PR

PR tools: tools eg posters, calendars, brochures, case studies, press releases, interviews, photography, case studies, press conferences, word of mouth, publicity stunts, meet and greet, special events, speeches, internet, website, email, radio, television, newspapers, magazines, tabloids

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

Issue management: issue management (identifying issues, analysing issues, setting priorities, selecting strategy, implementing strategy, communicating, evaluating); crisis management model (planning-prevention, the crisis, post-crisis); establishing a crisis team eg PR officer, legal representation

PR ethics and code of practice: current and relevant guidelines

Importance of communication in a crisis: dealing with media; ensuring clear messaging; influence public opinion; reassuring clientele; keeping stakeholders informed

Legislative issues in a crisis: threat of legal action eg being sued for financial compensation; necessity to adhere to current and relevant legislation eg Data Protection Act

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Be able to carry out PR activities in the hair and beauty sector	1.1 conduct a PR campaign within the hair and beauty sector 1.2 investigate the roles and responsibilities of a PR officer 1.3 investigate the advantages and disadvantages of different PR activities 1.4 investigate current trends in PR 1.5 evaluate how PR objectives can benefit a business 1.6 evaluate the difference between marketing and PR, and advertising and PR 1.7 evaluate PR tools and the PR campaign process
LO2 Understand how to manage a PR crisis in the hair and beauty sector	2.1 investigate issue management and the impact this has on PR activities 2.2 analyse PR ethics and the code of practice 2.3 assess the importance of communication in a crisis 2.4 analyse the legal issues resulting from a crisis

Guidance

Links

This unit has particular links with:

- Unit 3: Sales Management in the Hair and Beauty Sector
- Unit 28: Business Strategy.

Essential requirements

Delivery

Tutors delivering this unit have the opportunity to use a wide range of teaching methods: lectures, group discussion, seminar presentation, practical work, and research methods using the Internet and library resources.

Tutors should deliver the unit content in the order suitable for their learners' needs, and tutors do not have to deliver it in the order of the specification.

Assessment

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units, where appropriate. Reference to grading criteria should be integrated into the assessment documentation, to ensure criteria have been met.

It is expected that the outcomes will be achieved through a series of assignments, for example the results of theoretical research undertaken, use of case studies. Criterion 1.1 should be assessed through practical observation, evidenced by a signed witness testimony.

Resources

Learners should have access to relevant specialist trade magazines relating to PR and the hair and beauty sector, to stay up to date with developments.

Employer engagement and vocational contexts

Centres are encouraged to develop links with marketing professionals, such as public relations managers. Guest talks by industry professionals from the hair and beauty sector about the importance of PR would benefit learners.

Unit 30: Business Decision Making

Unit code: D/601/0578

Level: 5

Credit value: 15

- Aim

The aim of this unit is to give learners the opportunity to develop techniques for data gathering and storage, an understanding of the tools available to create and present useful information, in order to make business decisions

- Unit abstract

In business, good decision making requires the effective use of information. This unit gives learners the opportunity to examine a variety of sources and develop techniques in relation to four aspects of information: data gathering, data storage, and the tools available to create and present useful information.

ICT is used in business to carry out much of this work and an appreciation and use of appropriate ICT software is central to completion of this unit. Specifically, learners will use spreadsheets and other software for data analysis and the preparation of information. The use of spreadsheets to manipulate numbers, and understanding how to apply the results, are seen as more important than the mathematical derivation of formulae used.

Learners will gain an appreciation of information systems currently used at all Level: s in an organisation as aids to decision making.

Day-to-day management issues and tasks in hair and beauty businesses require skills in problem solving, in relation to people, technology, facilities, equipment, information and finance. This can take the form of data analysis or face-to-face decision making skills. Decision making affects the organisation as a whole, poor decisions can impact on the whole organisation, skills of supervising, leading staff meetings, conflict resolution and delegation within a hair and beauty-related business could result in loss of trust, respect and confidence, leading to business failure. Businesses are now operating in a global marketplace with large business chains and groups that require central decision making and analysis rather than individual decisions, therefore the use of software and management information systems (MIS) is necessary to assist in informing managers.

This unit is imported from the Higher Nationals in Business.

- Learning outcomes

On successful completion of this unit a learner will:

- 1 Be able to use a variety of sources for the collection of data, both primary and secondary
- 2 Understand a range of techniques to analyse data effectively for business purposes
- 3 Be able to produce information in appropriate formats for decision making in an organisational context
- 4 Be able to use software-generated information to make decisions in an organisation.

Unit content

1 Be able to use a variety of sources for the collection of data, both primary and secondary

Primary sources: survey methodology; questionnaire design; sample frame; sampling methods; sample error

Secondary sources: internet research; government and other published data; by-product data

Storage: security of information; data protection issues; ethical issues

2 Understand a range of techniques to analyse data effectively for business purposes

Representative values: mean, median, mode; calculation from raw data and frequency distributions using appropriate software; using the results to draw valid conclusions

Measures of dispersion: standard deviation for small and large samples; typical uses (statistical process eg control, buffer stock Level: s)

Calculation: use of quartiles, percentiles, correlation coefficient

3 Be able to produce information in appropriate formats for decision making in an organisational context

Creation and interpretation of graphs using spreadsheets: line, pie, bar charts and histograms

Scatter (XY) graphs and linear trend lines: extrapolation for forecasting (reliability)

Presentations and Report Writing: Use of appropriate formats; presentation software and techniques

4 Be able to use software-generated information to make decisions in an organisation

Management information systems: computers and information processing tools for operational, tactical and strategic Level: s of the organisation

Project management: networking and critical path analysis, Gantt and Pert charts

Financial tools: net present value; discounted cash flow; internal rates of return

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Be able to use a variety of sources for the collection of data, both primary and secondary	1.1 create a plan for the collection of primary and secondary data for a given business problem 1.2 present the survey methodology and sampling frame used 1.3 design a questionnaire for a given business problem.
LO2 Understand a range of techniques to analyse data effectively for business purposes	2.1 create information for decision making by summarising data using representative values 2.2 analyse the results to draw valid conclusions in a business context 2.3 analyse data using measures of dispersion to inform a given business scenario 2.4 explain how quartiles, percentiles and the correlation coefficient are used to draw useful conclusions in a business context.
LO3 Be able to produce information in appropriate formats for decision making in an organisational context	3.1 produce graphs using spreadsheets and draw valid conclusions based on the information derived 3.2 create trend lines in spreadsheet graphs to assist in forecasting for specified business information 3.3 prepare a business presentation using suitable software and techniques to disseminate information effectively 3.4 produce a formal business report.
LO4 Be able to use software-generated information to make decisions in an organisation	4.1 use appropriate information processing tools 4.2 prepare a project plan for an activity and determine the critical path 4.3 use financial tools for decision making.

Guidance

Links

This unit has particular links with:

- Unit 2: Salon Management
- Unit 3: Sales Management in the Hair and Beauty Sector
- Unit 27: Managing Financial Resources and Decisions
- Unit 28: Business Strategy
- Unit 31: Small Business Enterprise.

This unit also links to the Management and Leadership NOS.

Essential requirements

It is essential that learners have access to computers and the internet and specialist packages for statistical analysis and network planning.

Employer engagement and vocational contexts

Centres should try to develop links with local businesses. Many businesses and Chambers of Commerce are keen to promote local business and are often willing to provide visit opportunities, guest speakers, information about business and the local business context.

Unit 31: Small Business Enterprise

Unit code: H/601/1098

Level: 5

Credit value: 15

- Aim

The aim of this unit is to give learners the opportunity to focus on the processes involved, through change management, of reviewing and improving the performance of a small business enterprise.

- Unit abstract

This unit is designed primarily for learners who are interested in small business enterprises and looks at the development and expansion of these businesses. The unit will be particularly appropriate for learners currently working in a small business enterprise. The unit is also appropriate for learners who have had work placements or work experience in small businesses and for learners who wish to pursue careers in the small business sector of the economy.

The government's vision is for more people in the UK to have the opportunity, aspiration and motivation to use their talent and initiative to be enterprising, and to have an increased proportion of people starting a business. The Department for Business, Innovation and Skills is responsible for small business and enterprise policy. Statistics from the Federation of Small Businesses website show that there are almost five million small businesses in the UK, almost 14 million people are employed in small- and medium-sized enterprises and over half a million people start up their own businesses every year. The small business sector provides employment and career opportunities which may appeal to many learners not attracted to a career in large organisations.

The unit draws together many of the topics covered in other units and allows learners to practise the business skills needed in reviewing and managing the performance of a small enterprise.

This unit has value to anyone aiming to set up a small business within the hair and beauty sector. From initial investigation of a current business learners will consider and propose changes based on their investigation which will inform future business set up. This hopefully will help to forge a more successful small business with clear ideals and objectives, amongst a very competitive field.

This unit is imported from the Higher Nationals in Business.

- Learning outcomes

On successful completion of this unit a learner will:

- 1 Be able to investigate the performance of a selected small business enterprise
- 2 Be able to propose changes to improve management and business performance
- 3 Be able to revise business objectives and plans to incorporate proposed changes
- 4 Be able to examine the impact of change management on the operations of the business.

Unit content

1 Be able to investigate the performance of a selected small business enterprise

Business profile: components of the business; objectives of the business; internal and external factors affecting business performance; performance measures; constraints and restrictions on business; responsibilities and liabilities of owner-manager

Comparative measures of performance: comparisons with other similar-sized businesses in same geographical area; comparisons with businesses in same or similar industry; comparisons with industry averages; comparisons should cover all areas (financial, production, marketing, sales, human resources, use of technology)

Analysis of business information: analysis of past and current business information (financial, marketing information, sales, production, human resource efficiency, management effectiveness) using ratios budget information, market research results, SWOT analysis; business reports eg production efficiency

2 Be able to propose changes to improve management and business performance

Overcoming weaknesses: problem-solving strategies; sources and availability of professional advice in appropriate areas; finding solutions and alternatives; availability and use of outsourcing for specific functions eg payroll, debt collection

Maintaining and strengthening existing business: maintaining appropriate performance records; building on business strengths; maintaining market share/position; importance of good customer/supplier/adviser relationships

New opportunities: identifying areas for expansion eg niche markets and export opportunities where appropriate; research techniques; evaluating projects; assessing project requirements; costing and finding finance for new projects; risk assessment

Evaluation of management and personnel: skills audit; self-evaluation; development of self and associated personnel; assessing costs and benefits of self and staff development

3 Be able to revise business objectives and plans to incorporate proposed changes

Business objectives: structure of business objectives; assessment of business objectives in the light of current performance; making changes to business objectives; impact of changes on business plans

Business plans: structure of integrated business plans (financial, sales and marketing, production/output, personnel), use of business plans; evaluation of plans against business objectives; incorporating changes to plans; budgeting for changes; preparation of business forecasts

Action plans: plans to implement changes; systems to manage; monitor and evaluate changes; performance measures; milestones; setting deadlines

4 Be able to examine the impact of change management on the operations of the business

Impact of change: effects of change on all areas of business (finance, workloads, morale, job roles, physical aspects eg office space, production methods); use of technology; anticipating possible obstacles/problems

Management of change: monitoring effects of change; maintaining systems and records to evaluate impact of change; appropriate revision of plans in response to actual results

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Be able to investigate the performance of a selected small business enterprise	1.1 produce a profile of a selected small business identifying its strengths and weaknesses 1.2 carry out an analysis of the business using comparative measures of performance.
LO2 Be able to propose changes to improve management and business performance	2.1 recommend with justification, appropriate actions to overcome the identified weaknesses in the business 2.2 analyse ways in which existing performance could be maintained and strengthened 2.3 recommend with justification, new areas in which the business could be expanded.
LO3 Be able to revise business objectives and plans to incorporate proposed changes	3.1 produce an assessment of existing business objectives and plans 3.2 revise business plans to incorporate appropriate changes 3.3 prepare an action plan to implement the changes.
LO4 Be able to examine the impact of change management on the operations of the business.	4.1 report on the impact of the proposed changes on the business and its personnel 4.2 plan how the changes will be managed in the business 4.3 monitor improvements in the performance of the business over a given timescale.

Guidance

Links

This unit has particular links with:

- Unit 2: Salon Management
- Unit 3: Sales Management in the Hair and Beauty Sector
- Unit 28: Business Strategy
- Unit 30: Business Decision Making.

The unit also links with the Management and Leadership NOS.

Essential requirements

Some learners will be able to use their own experience of small business as a basis for their work in this unit. Other learners will need to be given realistic case studies.

Local government reports and statistics relating to small businesses are available in most public libraries and will be needed.

Employer engagement and vocational contexts

Learners will be encouraged to use their own organisation for research. Learners will require access to research facilities and the internet. Guest speakers with experience of small business management can provide valuable input to support the underpinning knowledge and understanding of the unit.

Unit 32: Business Psychology

Unit code: F/601/1027

Level: 5

Credit value: 15

- Aim

The aim of this unit is to develop an understanding of the contribution that psychology makes to the investigation of human behaviour in the workplace and how it is used in key aspects of management.

- Unit abstract

This unit builds on some of the psychological aspects of *Unit 3: Organisations and Behaviour*. Firstly, learners will explore the major theoretical approaches to the study of human behaviour and how this body of knowledge has been developed through the use of psychological enquiries.

Learners will then study the different types of individual differences and how the tools are used in the workplace to assist in selecting and developing staff.

Learners will explore the impact of change on individuals in the workplace and how change can be managed to reduce negative impact on the organisation and the staff.

The remaining topic is a study of organisational culture and climate and the impact of both on individual and organisational performance.

Overall the unit seeks to combine theoretical study with the application of learning to business organisations.

In the hair and beauty sector, the psychology of colour, ambience and working environment is vital to mood. Sensory perception including effect of colour on a subliminal Level: , relating to the senses, voluntary and involuntary responses and psychological well-being are renowned. Surroundings are important to human behaviour, whether it is the ambience, people or job performance. Mood and wellbeing will improve if positive psychology has been applied.

This unit is imported from the Higher Nationals in Business.

- Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand the different perspectives in psychology
- 2 Understand the role of psychology in the assessment of individual differences in the workplace
- 3 Be able to apply knowledge of impact of change in business
- 4 Understand the impact of culture and climate on performance.

Unit content

1 Understand the different perspectives in psychology

Major theoretical approaches in the study of human behaviour: behaviourist; cognitive; humanistic; their application in the development of occupational psychology

The contribution of other disciplines: eg sociology, developments in social psychology

Methods used in psychological enquiry: key terms (theory, hypothesis, scientific methods, surveys and interviews, participant observation, role play and simulation); methods to be considered with reference to validity and control

2 Understand the role of psychology in the assessment of individual differences in the workplace

Application of assessment of individual differences: specifically to understanding of learning, memory, attitudes, personality and ability testing

Use of psychometric testing in assessment and selection: reliability and validity of psychometric instruments

Emotional intelligence in assessment and development of staff: reliability and validity; use of tools

3 Be able to apply knowledge of impact of change in business

Impact of organisational change on individuals: reactions of individuals to change; process model eg John Fisher or Kubler Ross; reasons for individual resistance to change; individual variations in responses to change

Methods of managing change: eg unfreezing, moving, refreezing (Lewin), resistance to change, actions to overcome resistance, methods of managing change

Attitudes: importance of attitudes amongst employees; customers and other stakeholders; attitude formation; attitude change

4 Understand the impact of culture and climate on performance

Culture: culture as shared values, practices and customs, definition of organisational culture; culture at ascending Level: s; sub-cultures; professional cultures; organisational culture; industry culture; national culture; models of culture eg Trompenaars' Implicit-Explicit factors, Schein's three Level: s

Organisational culture: models of organisational culture eg Handy's power, role, person and task cultures, Johnson and Scholes cultural web; impact of organisational culture on behaviour, culture change programmes

Climate: how climate is defined; difference between culture and climate; key aspects of organisational climate eg flexibility, responsibility, standards, rewards, clarity, team commitment; impact of management practices on climate; characteristics of a healthy climate; impact of climate on efficiency and effectiveness; methods of improving climate

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the different perspectives in occupational psychology	1.1 describe the major theoretical approaches 1.2 assess the contribution of a scientific approach to investigating workplace behaviour 1.3 assess strengths and limitations of quantitative and qualitative approaches to understanding workplace behaviour.
LO2 Understand the role of psychology in the assessment of individual differences in the workplace	2.1 describe the type of individual differences which have been the subject of assessment 2.2 assess the usefulness of psychometric instruments with particular reference to reliability and validity 2.3 make justified recommendations for the use of two types of measures of individual differences in making business decisions.
LO3 Be able to apply knowledge of impact of change in business	3.1 use theory to explain human reactions to change 3.2 make justified recommendations for implementing change in a selected organisation 3.3 make justified recommendations for achieving attitude change amongst a group of stakeholders in a selected organisation.
LO4 Understand the impact of culture and climate on performance	4.1 explain how culture influences performance in a selected organisation 4.2 evaluate the climate for a selected work group 4.3 make justified recommendations for improving performance for a selected work group.

Guidance

Links

This unit has particular links with:

- Unit 26: Human Resource Management
- Unit 28: Business Strategy
- Unit 29: Public Relations in the Hair and Beauty Sector.
- Unit 30: Business Decision Making.

Essential requirements

There are no essential or unique resources required for the delivery of this unit.

Employer engagement and vocational contexts

Contact with an occupational psychologist or with a specialist in any of the areas covered by the learning outcomes.

Unit 33: Personal and Professional Development

Unit code: T/601/0943

Level: 5

Credit value: 15

● Aim

This unit aims to help the learner become an effective and confident self-directed employee. This helps the learner become confident in managing own personal and professional skills to achieve personal and career goals.

● Unit abstract

This unit is designed to enable learners to assess and develop a range of professional and personal skills in order to promote future personal and career development. It also aims to develop learners' ability to organise, manage and practise a range of approaches to improve their performance as self-directed learners in preparation for work or further career development.

The unit emphasises the needs of the individual but within the context of how the development of self-management corresponds with effective team management in meeting objectives.

Learners will be able to improve their own learning, be involved in teamwork and be more capable of problem solving through the use of case studies, role play and real-life activities.

Recognised hair and beauty-related training and qualifications equip therapists and hairdressers with initial skills for working life, but in industries within the hair and beauty sector, there is huge capacity for staff to improve and increase their capability as new products, treatments and services are introduced almost daily. Personal and professional development not only improves career enhancement and prospects but promotes self esteem, client satisfaction, business reputation and career transferability to related industries.

This unit is imported from the Higher Nationals in Business.

● Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand how self-managed learning can enhance lifelong development
- 2 Be able to take responsibility for own personal and professional development
- 3 Be able to implement and continually review own personal and professional development plan
- 4 Be able to demonstrate acquired interpersonal and transferable skills.

Unit content

1 Understand how self-managed learning can enhance lifelong development

Self-managed learning: self-initiation of learning processes; clear goal setting, eg aims and requirements, personal orientation achievement goals, dates for achievement, self-reflection

Learning styles: personal preferences; activist; pragmatist; theorist; reflector, eg reflexive modernisation theory; Kolb's learning cycle

Approaches: learning through research; learning from others, eg mentoring/coaching, seminars, conferences, secondments, interviews, use of the internet, social networks, use of bulletin boards, news groups

Effective learning: skills of personal assessment; planning, organisation and evaluation

Lifelong learning: self-directed learning; continuing professional development; linking higher education with industry, further education, Recognition of Prior Learning, Apprenticeships, Credit Accumulation and Transfer Schemes

Assessment of learning: improved ability range with personal learning; evidence of improved Level: s of skill; feedback from others; learning achievements and disappointments

2 Be able to take responsibility for own personal and professional development

Self-appraisal: skills audit (personal profile using appropriate self-assessment tools); evaluating self-management; personal and interpersonal skills; leadership skills

Development plan: current performance; future needs; opportunities and threats to career progression; aims and objectives; achievement dates; review dates; learning programme/activities; action plans; personal development plan

Portfolio building: developing and maintaining a personal portfolio

Transcripts: maintaining and presenting transcripts including curriculum vitae

3 Be able to implement and continually review own personal and professional development plan

Learning styles and strategies: types of styles; awareness of own personal style; impact of personal style and interactions with others

Learning from others: formal learning and training; observation; mentoring; supervision; tutorials; informal networks; team members; line managers; other professionals

Evaluation of progress: setting and recording of aims and objectives; setting targets; responding to feedback; re-setting aims and targets; establishing and recognising strengths and weaknesses; directions for change; cycles of activity (monitoring, reflecting and planning)

4 Be able to demonstrate acquired interpersonal and transferable skills

Transferable skills: personal effectiveness (ability to communicate effectively at all Levels, initiative, self-discipline, reliability, creativity, problem solving)

Verbal and non-verbal communication: effective listening, respect for others' opinions; negotiation; persuasion; presentation skills; assertiveness; use of ICT

Delivery formats: ability to deliver transferable skills using a variety of formats

Working with others: team player; flexibility/adaptability; social skills

Time management: prioritising workloads; setting work objectives; using time effectively; making and keeping appointments; reliable estimates of task time

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand how self-managed learning can enhance lifelong development	1.1 evaluate approaches to self-managed learning 1.2 propose ways in which lifelong learning in personal and professional contexts could be encouraged 1.3 evaluate the benefits of self-managed learning to the individual and organisation
LO2 Be able to take responsibility for own personal and professional development	2.1 evaluate own current skills and competencies against professional standards and organisational objectives 2.2 identify own development needs and the activities required to meet them 2.3 identify development opportunities to meet current and future defined needs 2.4 devise a personal and professional development plan based on identified needs
LO3 Be able to implement and continually review own personal and professional development plan	3.1 discuss the processes and activities required to implement the development plan 3.2 undertake and document development activities as planned 3.3 reflect critically on own learning against original aims and objectives set in the development plan 3.4 update the development plan based on feedback and evaluation
LO4 Be able to demonstrate acquired interpersonal and transferable skills	4.1 select solutions to work-based problems 4.2 communicate in a variety of styles and appropriate manner at various Level: s 4.3 evaluate and use effective time management strategies

Guidance

Links

The unit has particular links with:

- Unit 34: Employability Skills.

This unit also links to the Management and Leadership NOS.

Essential requirements

Activities carried out in this unit could be part of the mainstream academic activity and could be integrated into the whole programme of study. Learners would benefit from links with the learning outcomes of other units and if review meetings are held regularly.

A personal development portfolio or progress file should be put together, which contains all information and personal records 'owned' by the learner, including planning and monitoring progress towards the achievement of personal objectives. This could be web based, paper based or another format. Potentially this could form the basis of an extended record of a lifelong record of learning and achievement.

Tutors should be aware that textbooks are updated frequently and that they should use the latest editions where available. This is a practical unit and textbook materials should be used for reference purposes.

Unit 34: Employability Skills

Unit code: A/601/0992

Level: 5

Credit value: 15

- **Aim**

This unit provides learners with the opportunity to acquire honed employability skills required for effective employment.

- **Unit abstract**

All learners at all Levels of education and experience require honed employability skills as a prerequisite to entering the job market. This unit gives learners an opportunity to assess and develop an understanding of their own responsibilities and performance in, or when entering, the workplace.

It considers the skills required for general employment, such as interpersonal and transferable skills, and the dynamics of working with others in teams or groups including leadership and communication skills.

It also deals with the everyday working requirement of problem solving which includes the identification or specification of the 'problem', strategies for its solution and then evaluation of the results through reflective practices.

Whilst the essential employability skills such as team working and communication are highly valued in the hair and beauty sector, there are a wide range of exciting and different jobs that interrelate to the sector that require more diverse skills to ensure job mobility, for example in media, fashion and retail. As a manager, learners will at some time be required to develop their own as well as others' interpersonal and transferable skills by developing strategies for improvement and development, to ensure employability skills live up to employers' expectations.

This unit is imported from the Higher Nationals in Business.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Be able to determine own responsibilities and performance
- 2 Be able to develop interpersonal and transferable skills
- 3 Understand the dynamics of working with others
- 4 Be able to develop strategies for problem solving.

Unit content

1 Be able to determine own responsibilities and performance

Own responsibilities: personal responsibility; direct and indirect relationships and adaptability, decision-making processes and skills; ability to learn and develop within the work role; employment legislation, ethics, employment rights and responsibilities

Performance objectives: setting and monitoring performance objectives

Individual appraisal systems: uses of performance appraisals eg salary Level: s and bonus payments, promotion strengths and weaknesses, training needs; communication; appraisal criteria eg production data, personnel data, judgemental data; rating methods eg ranking, paired comparison, checklist, management by objectives

Motivation and performance: application and appraisal of motivational theories and techniques, rewards and incentives, manager's role, self-motivational factors

2 Be able to develop interpersonal and transferable skills

Effective communication: verbal and non-verbal – awareness and use of body language, openness and responsiveness, formal and informal feedback to and from colleagues; ICT as an effective communication medium; team meetings

Interpersonal skills: personal effectiveness; working with others; use of initiative; negotiating skills; assertiveness skills; social skills

Time management: prioritising workload; setting work objectives; making and keeping appointments; working steadily rather than erratically; time for learning; reliable estimate of task time

Problem solving: problem analysis; researching changes in the workplace; generating solutions; choosing a solution

3 Understand the dynamics of working with others

Working with others: nature and dynamics of team and group work; informal and formal settings, purpose of teams and groups eg long-term corporate objectives/strategy; problem solving and short-term development projects; flexibility/adaptability; team player

Teams and team building: selecting team members eg specialist roles, skill and style/approach mixes; identification of team/work group roles; stages in team development eg team building, identity, loyalty, commitment to shared beliefs, team health evaluation; action planning; monitoring and feedback; coaching skills; ethics; effective leadership skills eg, setting direction, setting standards, motivating, innovative, responsive, effective communicator, reliability, consistency

4 Be able to develop strategies for problem solving

Specification of the problem: definition of the problem; analysis and clarification

Identification of possible outcomes: identification and assessment of various alternative outcomes

Tools and methods: problem-solving methods and tools

Plan and implement: sources of information; solution methodologies; selection and implementation of the best corrective action eg timescale, stages, resources, critical path analysis

Evaluation: evaluation of whether the problem was solved or not; measurement of solution against specification and desired outcomes; sustainability

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Be able to determine own responsibilities and performance	1.1 develop a set of own responsibilities and performance objectives 1.2 evaluate own effectiveness against defined objectives 1.3 make recommendations for improvement 1.4 review how motivational techniques can be used to improve quality of performance
LO2 Be able to develop interpersonal and transferable skills	2.1 develop solutions to work-based problems 2.2 communicate in a variety of styles and appropriate manner at various Level: s 2.3 identify effective time management strategies
LO3 Understand the dynamics of working with others	3.1 explain the roles people play in a team and how they can work together to achieve shared goals 3.2 analyse team dynamics 3.3 suggest alternative ways to complete tasks and achieve team goals
LO4 Be able to develop strategies for problem solving	4.1 evaluate tools and methods for developing solutions to problems 4.2 develop an appropriate strategy for resolving a particular problem 4.3 evaluate the potential impact on the business of implementing the strategy

Guidance

Links

This unit has particular links with:

- Unit 5: Research Project
- Unit 33: Personal and Professional Development
- Unit 35: Work-based Experience.

It also links with the following Asset Skills cross-sectoral Employability Matrix:

B2.4: Plan and manage time, money and other resources to achieve goals

B3.3: Find and suggest new ways to achieve goals and get the job done and achieve goals

B4.5: Plan for and achieve your learning goals

C1.1: Understand the roles people play in a group and how you can best work with them

C1.7: Lead or support and motivate a team to achieve high standards

C2.6: Find new and creative ways to solve a problem.

Essential requirements

Resources

Access to a range of work-related exemplars (for example, appraisal and development systems, team health checks, job descriptions, action plans, communication strategies) will help in delivering this unit. Case studies based on relevant sectors, workshops, career talks or work-based mentors will also be useful in the teaching and learning aspect of the unit.

Assessment

Learners should generate assessment evidence through a range of possible activities including individual work placements, project management, research reports, development of case studies, working with others (for example employee – supervisor roles, teamwork, group work) and everyday communication within the workplace.

Unit 35: Work-based Experience

Unit code: D/601/0998

Level: 5

Credit value: 15

- Aim

This unit aims to enable learners to experience the scope and depth of learning which may take place in a work-based context by planning, monitoring and evaluating the work experience.

- Unit abstract

A significant amount of learning can be achieved by carrying out practical activities in a workplace. Learning may be enhanced by taking a more formal approach to work-based activities – by planning, carrying out the activities and reflecting on the benefits of the activities to the business and to the learner.

This unit is designed to allow flexibility of study for part-time and full-time students. It is expected that learners will be supervised in the workplace in addition to the supervision provided by their academic supervisor.

Learners will have the opportunity, supported by their supervisors, to negotiate and perform activities which will allow them to fulfil the assessment criteria for this unit. They will recognise the scope of what they have achieved by recording evidence from carrying out the activities. They will also gain maximum benefit by reflection on and evaluation of the work they undertake.

Much beauty and hairdressing training takes place in realistic working or learning environments and therefore it is vital that learners are adequately prepared for the world of work having experienced time in an actual salon, spa or clinic where they can watch, assist and develop in preparation for future employment within the sector. A therapist or hairdresser who has experienced the world of work prior to employment is in many cases more able to relate sufficiently to people, processes or timings.

- Learning outcomes

On successful completion of this unit a learner will:

- 1 Be able to negotiate industry experience
- 2 Understand the specific requirements of the placement
- 3 Be able to undertake work experience as identified
- 4 Be able to monitor and evaluate own performance and learning.

Unit content

1 Be able to negotiate industry experience

Suitable organisation and location: types of establishments for placement eg industry-related work for a client brief at college, existing work environment, different departments within current employer's business

Negotiation: methods of contacting organisations; methods of undertaking negotiations

Nature of duties: type of undertaking eg routine duties and tasks, project work, development of new procedures/protocol

Supervisors: roles and responsibilities of academic and industrial mentors

Expectations of learning: aims eg proficiency in new tasks and procedures, time-management and problem-solving skills, reflection, discuss progress with others, teamwork

Business constraints: consideration of possible limitations eg need to be fully trained, adherence to quality systems, health and safety considerations, supervision time, workload, customer satisfaction, limited staffing, cost of materials

2 Understand the specific requirements of the placement

Tasks: details of activities eg specific hourly, daily, weekly routine and non-routine tasks; breakdown of a project into stages; new procedures/protocol

Prioritise: reasons for rationalisation of the order of tasks; methods of prioritising work

Plan for the work experience: methods used to develop detailed plan with schedule of tasks; proposed dates for reviews; expected input from supervisors

Benefits to organisation and learner: advantages to business eg allowing more routine tasks to be carried out, allowing procedures/techniques to be developed, increasing responsiveness, identifying cost saving measures; advantages to learner eg understanding how a business operates, understanding importance of teamwork, learning new techniques, development of problem-solving and time-management skills

3 Be able to undertake work experience as identified

Carry out the planned activities: realisation eg carrying out tasks and project work according to relevant legislation, training and codes of practice; developing new procedures or protocol

Record activities in the appropriate manner: systematic and appropriate recording of relevant activities eg logbook, diary, portfolio, spreadsheets, databases; list of resources

Revise the initial plan as required: methods used to review activities at the appropriate time to see if they meet requirements, make alterations as needed

4 Be able to monitor and evaluate own performance and learning

Evaluation of the quality of the work undertaken: meeting industry standards and evaluating own performance against original proposal; comments/testimony from supervisors

Account of learning during the work experience: details of experience gained eg new procedures, interpersonal skills, time-management, problem-solving, teamwork; details of evidence eg portfolio of evidence, scientific report, management report

Recommendations on how the learning experience could have been enhanced: alternative ideas eg different location, different brief, different time period, more/less support, better time-management, better preparation

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Be able to negotiate industry experience	1.1 research and evaluate suitable organisations that could provide industry experience 1.2 negotiate with work and academic supervisors a proposal for the work experience 1.3 recognise the business constraints on the work experience offered
LO2 Understand the specific requirements of the placement	2.1 agree and prioritise the tasks and responsibilities involved in the work experience 2.2 produce a plan for the work experience 2.3 analyse the benefits of the proposed activities to the business and the learner
LO3 Be able to undertake work experience as identified	3.1 fulfil specified requirements of placement conforming to all related codes of practice 3.2 produce systematic records of work undertaken 3.3 revise the initial plan as required 3.4 make suggestions for improvement and review these with appropriate supervisor
LO4 Be able to monitor and evaluate own performance and learning	4.1 monitor progress against original proposal 4.2 evaluate the quality of own performance 4.3 analyse the learning which has taken place during the work experience using suitable reflections 4.4 make recommendations on how the experience could have been enhanced

Guidance

Links

This unit has possible links with all units in the programme, especially:

- Unit 33: Personal and Professional Development
- Unit 34: Employability Skills.

This unit has links to the Management and Leadership NOS.

Essential requirements

Given the work-based nature of this unit, the majority of resources will be those available to the learner in the workplace. The work will normally be planned to be achievable within the resource constraints of the employer. Therefore knowledge of company structures and daily routines and expectations are essential. Learners should also have access to a wide range of research facilities including careers library and/or careers services.

Tutor support and guidance are essential. Learners should remain in touch with tutors during the work-experience – email is often the best way but some colleges may have access to a virtual learning environment where learners can share information and experiences with each other and the tutor.