BTEC Level 3

Specification

BTEC Nationals

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Edexcel BTEC Level 3 Subsidiary Diploma in Beauty Therapy Techniques (QCF) and Edexcel BTEC Level 3 Diploma in Beauty Therapy (QCF)

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A PEARSON COMPANY

Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

We deliver 9.4 million exam scripts each year, with more than 90% of exam papers marked onscreen annually. As part of Pearson, Edexcel continues to invest in cutting-edge technology that has revolutionised the examinations and assessment system. This includes the ability to provide detailed performance data to teachers and students which helps to raise attainment.

This specification is Issue 3. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

Contents

The units for the BTEC Nationals in Beauty Therapy (QCF) are on the CD ROM contained within the specification pack.

BTEC National qualification titles covered by this specification

Edexcel BTEC Level 3 Subsidiary Diploma in Beauty Therapy Techniques (QCF)

Edexcel BTEC Level 3 Diploma in Beauty Therapy (QCF)

These qualifications have been accredited to the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DCSF and the regularly updated website www.dcsf.gov.uk/. The QCF Qualifications Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on the learners' final certification documentation.

The QANs for the qualifications in this publication are:

Edexcel BTEC Level 3 Subsidiary Diploma in Beauty Therapy Techniques (QCF)	501/0110/9
Edexcel BTEC Level 3 Diploma in Beauty Therapy (QCF)	501/0256/4

These qualification titles will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

What are BTEC Nationals?

BTEC National qualifications are undertaken in further education and sixth-form colleges, schools and other training providers, and have been since they were introduced in 1984. Their purpose, approaches to teaching, learning and assessment are established and understood by teaching professionals, employers and learners alike.

The BTEC National qualifications within this specification have been revised for the Qualifications and Credit Framework (QCF). As such, the revised titles are:

Edexcel BTEC Level 3 Subsidiary Diploma in Beauty Therapy Techniques (QCF)

Edexcel BTEC Level 3 Diploma in Beauty Therapy (QCF)

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

Predecessor BTEC Nationals (accredited 2007)	QCF BTEC Nationals (for delivery from September 2010)
Not applicable	Edexcel BTEC Level 3 Certificate
Edexcel Level 3 BTEC National Award	Edexcel BTEC Level 3 Subsidiary Diploma
Edexcel Level 3 BTEC National Certificate	Edexcel BTEC Level 3 Diploma
Edexcel Level 3 BTEC National Diploma	Edexcel BTEC Level 3 Extended Diploma

BTEC Nationals are QCF Level 3 qualifications designed to provide highly specialist work-related qualifications in a range of vocational sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work, and through articulation to higher education, degree and professional development programmes provide progression opportunities within the same cognate or related areas of study within universities and other institutions. BTEC Nationals accredit the achievement for courses and programmes of study for full-time or part-time learners in schools, colleges and other training provider organisations.

BTEC Nationals provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Sector Skills Councils (SSCs) and/or Standards Setting Bodies (SSBs). Certain BTEC Nationals are recognised as Technical Certificates and form part of the Apprenticeship Framework. They attract UCAS points that equate to similar-sized general qualifications within education institutions within the UK.

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

It should be noted that the titling conventions for the revised QCF versions of the BTEC Firsts have also changed; see the relevant BTEC First specifications on our website (www.edexcel.com).

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

There are three sizes of qualifications in the QCF:

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

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

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

The credit value of a unit is based on:

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

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

Edexcel BTEC Level 3 Subsidiary Diploma – 60 credits

The 60-credit BTEC Level 3 Subsidiary Diploma extends the specialist work-related focus and covers the key knowledge and practical skills required in the appropriate vocational sector. The BTEC Level 3 Subsidiary Diploma offers greater flexibility and a choice of emphasis through the optional units. It is usually broadly equivalent to one GCE A Level.

The BTEC Level 3 Subsidiary Diploma offers an engaging programme for those who are clear about the area of employment that they wish to enter. These learners may wish to extend their programme through the study of a general qualifications such as GCE AS Levels, additional specialist learning (for example through another BTEC qualification) or a complementary NVQ. These learning programmes can be developed to allow learners to study related and complementary qualifications without duplication of content.

For adult learners the BTEC Level 3 Subsidiary Diploma can extend their experience of work in a particular sector. It may also be a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

The predecessor qualification to the BTEC Level 3 Subsidiary Diploma is the Edexcel Level 3 BTEC National Award accredited onto the National Qualifications Framework, which has the same equivalences, overall size and focus as the revised QCF-accredited qualification.

Edexcel BTEC Level 3 Diploma – 120 credits

The 120-credit BTEC Level 3 Diploma broadens and expands the specialist work-related focus from the BTEC Level 3 Subsidiary Diploma. There is potential for the qualification to prepare learners for employment in the appropriate vocational sector and it is suitable for those who have decided that they wish to enter a particular area of work. It is usually broadly equivalent to two GCE A Levels.

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

The predecessor qualification to the BTEC Level 3 Diploma is the Edexcel Level 3 BTEC National Certificate accredited onto the National Qualifications Framework, which has the same equivalences, overall size and focus to the revised QCF-accredited qualification.

Key features of the BTEC Nationals in Beauty Therapy Techniques/ Beauty Therapy

The BTEC Nationals in Beauty Therapy Techniques/Beauty Therapy have been developed in the beauty therapy sector to:

- provide education and training for beauty therapy employees

- give opportunities for beauty therapy employees to achieve a nationally recognised, Level 3 vocationally-specific qualification that is supported by Habia, the Standards Setting Body for the hair and beauty sector

- give learners the opportunity to develop a range of skills and techniques and attributes essential for successful performance in working life.

Rationale for the BTEC Nationals in Beauty Therapy Techniques/ Beauty Therapy

The new BTEC Nationals in Beauty Therapy Techniques/Beauty Therapy are intended to:

- give learners the opportunity to gain a preparation for work qualification, which is informed by the National Occupational Standards in beauty therapy

- give learners the opportunity to gain and develop practical capability in Level 3 beauty therapy skills, including providing facial and body electrotherapy treatments and body massage

- give learners the opportunity to take optional units to specialise in valued skills in the sector, such as providing electrical epilation and providing self-tanning

- give learners the knowledge, understanding and skills relating to important areas of study in beauty therapy, including health and safety, client care and communication and promoting and selling products and services

- give full-time learners the opportunity to enter employment in the beauty therapy sector or to progress to vocational qualifications such as the BTEC Level 4 and 5 qualifications in hair and beauty management, or foundation degrees in a related area.

National Occupational Standards

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

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

The Edexcel BTEC Level 3 Nationals in Beauty Therapy Techniques/Beauty Therapy relate to the beauty and spa therapy NOS.

Rules of combination for Edexcel BTEC Level 3 National qualifications

The rules of combination specify the:

● total credit value of the qualification

● minimum credit to be achieved at the level, or above of the qualification

● mandatory unit credit

● optional unit credit

● maximum credit that can come from other QCF BTEC units.

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

Edexcel BTEC Level 3 Subsidiary Diploma in Beauty Therapy Techniques

1   Qualification credit value: a minimum of 60 credits.

2   Minimum credit to be achieved at, or above, the level of the qualification: 60 credits.

3   Mandatory unit credit: 47 credits.

4   Optional unit credit: 13.

Edexcel BTEC Level 3 Diploma in Beauty Therapy

1   Qualification credit value: a minimum of 120 credits.

2   Minimum credit to be achieved at, or above, the level of the qualification: 88 credits.

3   Mandatory unit credit: 74 credits.

4   Optional unit credit: a minimum of 46.

5   A maximum of 10 optional credits can come from other QCF BTEC units to meet local needs.

Edexcel BTEC Level 3 Diploma in Beauty Therapy (Sciences)

1   Qualification credit value: a minimum of 120 credits.

2   Minimum credit to be achieved at, or above, the level of the qualification: 88 credits.

3   Mandatory unit credit: 85 credits.

4   Optional unit credit: a minimum of 35.

5   A maximum of 5 optional credits can come from other QCF BTEC units to meet local needs.

Edexcel BTEC Level 3 Subsidiary Diploma in Beauty Therapy Techniques (QCF)

The Edexcel BTEC Level 3 Subsidiary Diploma in Beauty Therapy Techniques (QCF) is a minimum 60-credit and 496 to 534-guided-learning-hour (GLH) qualification that consists of seven mandatory units **plus** optional units that provide for a combined minimum total of 60 credits.

> **The units for the BTEC Nationals in Beauty Therapy Techniques/Beauty Therapy are on the CD ROM contained within the specification pack.**

Edexcel BTEC Level 3 Subsidiary Diploma in Beauty Therapy Techniques (QCF)			
Unit	**Mandatory units**	**Credit**	**Level**
1	Monitor and Maintain Health and Safety Practice in the Salon	4	3
2	Client Care and Communication in Beauty-related Industries	3	3
3	Workplace Practices and Procedures in Beauty-related Industries	5	3
4	Promote and Sell Products and Services to Clients	4	3
10	Provide Body Massage	9	3
11	Provide Facial Electrotherapy Treatments	11	3
12	Provide Body Electrotherapy Treatments	11	3
Unit	**Optional units**		
13	Provide Electrical Epilation	11	3
14	Provide Indian Head Massage	6	3
15	Provide Self-Tanning	3	3
16	Provide UV Tanning	2	3
17	Make-up for Performers	10	3
19	Apply and Maintain Nail Enhancements	15	3
20	Apply Stone Therapy Massage	9	3
21	Provide Spa Treatments	7	3
22	Aromatherapy Massage for Beauty Therapy	15	4
23	Reflexology for Beauty Therapy	15	4
25	Maintaining Personal Health and Wellbeing	7	3
26	Nutrition for Beauty Therapy	10	3
27	Sport and Exercise Massage	10	3
29	IT and Data Handling in the Hair and Beauty Sector	5	3
30	Research in the Hair and Beauty Sector	7	3
31	Working with Colleagues within Beauty-related Industries	2	3
32	Human Resource Management within the Hair and Beauty Sector	7	3
33	Starting a Small Business	10	3
34	Salon Design for the Hair and Beauty Sector	5	3
35	Marketing in the Hair and Beauty Sector	6	3
36	Explore Technological Developments within the Hair, Beauty and Associated Areas	7	3
37	Scientific Principles for Beauty Therapy	6	3

Edexcel BTEC Level 3 Subsidiary Diploma in Beauty Therapy Techniques (QCF)		Credit	Level
Unit	Mandatory units		
38	Dermatology and Microbiology	5	3
41	Make and Test Beauty Therapy Products	5	3

Edexcel BTEC Level 3 Diploma in Beauty Therapy (QCF)

The Edexcel BTEC Level 3 Diploma in Beauty Therapy (QCF) is a minimum 120-credit and 930 to 1054-guided-learning-hour (GLH) qualification that consists of 12 mandatory units **plus** optional units that provide for a combined minimum total of 120 credits (where at least 88 credits must be at Level 3 or above).

> The units for the BTEC Nationals in Beauty Therapy Techniques/Beauty Therapy are on the CD ROM contained within the specification pack.

Unit	Mandatory units	Credit	Level
1	Monitor and Maintain Health and Safety Practice in the Salon	4	3
2	Client Care and Communication in Beauty-related Industries	3	3
3	Workplace Practices and Procedures in Beauty-related Industries	5	3
4	Promote and Sell Products and Services to Clients	4	3
5	Provide Facial Skincare	7	2
6	Apply Make-up	5	2
7	Provide Eyelash and Brow Treatments	4	2
8	Provide Manicure Treatments	5	2
9	Remove Hair Using Waxing Techniques	6	2
10	Provide Body Massage	9	3
11	Provide Facial Electrotherapy Treatments	11	3
12	Provide Body Electrotherapy Treatments	11	3
Unit	**Optional units**		
13	Provide Electrical Epilation	11	3
14	Provide Indian Head Massage	6	3
15	Provide Self-tanning	3	3
16	Provide UV Tanning	2	3
17	Make-up for Performers	10	3
18	Make-up Application Skills and Creative Uses in Performance	10	3
19	Apply and Maintain Nail Enhancements	15	3
20	Apply Stone Therapy Massage	9	3
21	Provide Spa Treatments	7	3
22	Aromatherapy Massage for Beauty Therapy	15	4
23	Reflexology for Beauty Therapy	15	4
24	Research in Complementary Therapies for the Beauty Industry	15	4
25	Maintaining Personal Health and Wellbeing	7	3
26	Nutrition for Beauty Therapy	10	3
27	Sport and Exercise Massage	10	3
28	Sports Injuries	10	3
29	IT and Data Handling in the Hair and Beauty Sector	5	3
30	Research in the Hair and Beauty Sector	7	3

Edexcel BTEC Level 3 Diploma in Beauty Therapy (QCF)			
Unit	Mandatory units	Credit	Level
31	Working with Colleagues within Beauty-related Industries	2	3
32	Human Resource Management within the Hair and Beauty Sector	7	3
33	Starting a Small Business	10	3
34	Salon Design for the Hair and Beauty Sector	5	3
35	Marketing in the Hair and Beauty Sector	6	3
36	Explore Technological Developments within the Hair, Beauty and Associated Areas	7	3
37	Scientific Principles For Beauty Therapy	6	3
38	Dermatology and Microbiology	5	3
39	Scientific Investigations	10	3
40	Scientific Practical Techniques	10	3
41	Make and Test Beauty Therapy Products	5	3
42	Provide Pedicure Treatments	5	2

Edexcel BTEC Level 3 Diploma in Beauty Therapy (Sciences) (QCF)

The Edexcel BTEC Level 3 Diploma in Beauty Therapy (Sciences) (QCF) is a minimum 120-credit and 930 to 1054-guided-learning-hour (GLH) qualification that consists of 14 mandatory units **plus** optional units that provide for a combined minimum total of 120 credits (where at least 88 credits must be at Level 3 or above).

> **The units for the BTEC Nationals in Beauty Therapy Techniques/Beauty Therapy are on the CD ROM contained within the specification pack.**

Edexcel BTEC Level 3 Diploma in Beauty Therapy (Sciences) (QCF)			
Unit	**Mandatory units**	**Credit**	**Level**
1	Monitor and Maintain Health and Safety Practice in the Salon	4	3
2	Client Care and Communication in Beauty-related Industries	3	3
3	Workplace Practices and Procedures in Beauty-related Industries	5	3
4	Promote and Sell Products and Services to Clients	4	3
5	Provide Facial Skincare	7	2
6	Apply Make-up	5	2
7	Provide Eyelash and Brow Treatments	4	2
8	Provide Manicure Treatments	5	2
9	Remove Hair Using Waxing Techniques	6	2
10	Provide Body Massage	9	3
11	Provide Facial Electrotherapy Treatments	11	3
12	Provide Body Electrotherapy Treatments	11	3
37	Scientific Principles for Beauty Therapy	6	3
38	Dermatology and Microbiology	5	3
Unit	**Optional units**		
13	Provide Electrical Epilation	11	3
14	Provide Indian Head Massage	6	3
15	Provide Self-tanning	3	3
16	Provide UV Tanning	2	3
17	Make-up for Performers	10	3
18	Make-up Application Skills and Creative Uses in Performance	10	3
19	Apply and Maintain Nail Enhancements	15	3
20	Apply Stone Therapy Massage	9	3
21	Provide Spa Treatments	7	3
22	Aromatherapy Massage for Beauty Therapy	15	4
23	Reflexology for Beauty Therapy	15	4
24	Research in Complementary Therapies for the Beauty Industry	15	4
25	Maintaining Personal Health and Wellbeing	7	3
26	Nutrition for Beauty Therapy	10	3
27	Sport and Exercise Massage	10	3

Edexcel BTEC Level 3 Diploma in Beauty Therapy (Sciences) (QCF)			
Unit	Mandatory units	Credit	Level
28	Sports Injuries	10	3
29	IT and Data Handling in the Hair and Beauty Sector	5	3
30	Research in the Hair and Beauty Sector	7	3
31	Working with Colleagues within Beauty-related Industries	2	3
32	Human Resource Management within the Hair and Beauty Sector	7	3
33	Starting a Small Business	10	3
34	Salon Design for the Hair and Beauty Sector	5	3
35	Marketing in the Hair and Beauty Sector	6	3
36	Explore Technological Developments within the Hair, Beauty and Associated Areas	7	3
39	Scientific Investigations	10	3
40	Scientific Practical Techniques	10	3
41	Make and Test Beauty Therapy Products	5	3
42	Provide Pedicure Treatments	5	2

Assessment and grading

In BTEC Nationals all units are internally assessed.

All assessment for BTEC Nationals is criterion referenced, based on the achievement of specified learning outcomes. Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction:

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

Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'.

Grading domains

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

There are four BTEC National grading domains:

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

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

Guidance

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

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

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

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

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

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

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

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

Calculation of the qualification grade

Pass qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade (see *Rules of combination for Edexcel BTEC Level 3 National qualifications*).

Qualification grades above pass grade

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

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

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

Unit QCF level	Points per credit		
	Pass	**Merit**	**Distinction**
Level 2	5	6	7
Level 3	**7**	**8**	**9**
Level 4	9	10	11

Learners who achieve the correct number of points within the ranges shown in the 'qualification grade' table will achieve the qualification merit or distinction or distinction* grade (or combinations of these grades appropriate to the qualification).

Qualification grade

BTEC Level 3 Certificate

Points range above pass grade	Grade	
230-249	Merit	M
250-259	Distinction	D
260 and above	Distinction*	D*

BTEC Level 3 Subsidiary Diploma

Points range above pass grade	Grade	
460-499	Merit	M
500-519	Distinction	D
520 and above	Distinction*	D*

BTEC Level 3 Diploma

Points range above pass grade	Grade
880-919	MP
920-959	MM
960-999	DM
1000-1029	DD
1030-1059	DD*
1060 and above	D*D*

BTEC Level 3 Extended Diploma

Points range above pass grade	Grade
1300-1339	MPP
1340-1379	MMP
1380-1419	MMM
1420-1459	DMM
1460-1499	DDM
1500-1529	DDD
1530-1559	DDD*
1560-1589	DD*D*
1590 and above	D*D*D*

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

Quality assurance of centres

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

Approval

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

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

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

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

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre and must have approval for programmes or groups of programmes that it is operating

- the centre agrees as part of gaining approval to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery

- Edexcel makes available to approved centres a range of materials and opportunities intended to exemplify the processes required for effective assessment and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment

- an approved centre must follow agreed protocols for standardisation of assessors and verifiers; planning, monitoring and recording of assessment processes; and for dealing with special circumstances, appeals and malpractice.

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

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

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

- requiring all centres to appoint a Lead Internal Verifier for designated groups of programmes and to ensure that this person is trained and supported in carrying out that role

- requiring that the Lead Internal Verifier completes compulsory online standardisation related to assessment and verification decisions for the designated programme

- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation

- overarching review and assessment of a centre's strategy for assessing and quality assuring its BTEC programmes.

Edexcel Quality Assurance Handbook

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

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

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

Programme design and delivery

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

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

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

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

Mode of delivery

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

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

- liaising with employers to ensure a course relevant to learners' specific needs

- accessing and using non-confidential data and documents from learners' workplaces

- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment

- linking with company-based/workplace training programmes

- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

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

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

Delivery approach

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

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

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

Meeting local needs

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

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

Limitations on variations from standard specifications

The flexibility to import standard units from other BTEC Nationals is limited to a total of 25 per cent of the qualification credit value (see *Rules of combination for Edexcel BTEC Level 3 National qualifications*).

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

Additional and specialist learning

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

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

Functional Skills

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

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

Personal, learning and thinking skills

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

Access and recruitment

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

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

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

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a Level 3 qualification. For learners who have recently been in education, the profile is likely to include one of the following:

- a BTEC Level 2 qualification in beauty therapy services/beauty therapy or a related vocational area

- a standard of literacy and numeracy supported by a general education equivalent to four GCSEs at grade A*-C

- other related Level 2 qualifications

- related work experience.

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

Restrictions on learner entry

These BTEC National qualifications are accredited on the QCF for learners aged 16 years and over.

In the hair and beauty sector,there are restrictions set by Habia regarding activities which are deemed unsuitable for learners aged under 16 years to undertake.

Edexcel BTEC Level 3 Nationals are listed on the DfE funding lists under Section 96 and Section 97 of the Learning and Skills Act 2000.

Access arrangements and special considerations

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

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

Recognition of Prior Learning

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

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be valid and reliable.

Unit format

All units in Edexcel BTEC Level 3 National qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

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

QCF level

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

Credit value

Each unit in BTEC National qualifications has a credit value; learners will be awarded credits for the successful completion of whole units.

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

Guided learning hours

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

Aim and purpose

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

Unit introduction

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

Learning outcomes

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

Unit content

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

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

Relationship between content and assessment criteria

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

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

Content structure and terminology

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

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

Assessment and grading grid

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

Shading is used in the grading grid to differentiate the assessment criteria between the Learning Outcomes.

Essential guidance for tutors

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

- *Delivery* – explains the content's relationship with the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.

- *Outline learning plan* – the outline learning plan has been included in every unit as guidance and demonstrates one way in planning the delivery and assessment of a unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.

- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to pass the unit or achieve the higher grades. This section should be read in conjunction with the grading criteria.

- *Suggested programme of assignments* – the table shows how the suggested assignments match and cover the assessment grading criteria.

- *Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications* – sets out links with other units within the qualification. These links can be used to ensure that learners make connections between units, resulting in a coherent programme of learning. The links show opportunities for integration of learning, delivery and assessment.

- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.

- *Employer engagement and vocational contexts* – provides a short list of agencies, networks and other useful contacts for employer engagement and for sources of vocational contexts.

- *Indicative reading for learners* – gives a short list of learner resource material that benchmarks the level of study.

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website (www.edexcel.com).

Useful publications

Further copies of this document and related publications can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Nottinghamshire NG18 4FN

Telephone: 01623 467 467
Fax: 01623 450 481
Email: publication.orders@edexcel.com

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- Functional Skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally-related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Most of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

Habia
Oxford House
Sixth Avenue
Sky Business Park
Robin Hood Airport
Doncaster
DN9 3GG

Website: www.habia.org
Telephone: 0845 230 6080

Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building Functional Skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A

The Edexcel BTEC qualification framework for the hair and beauty sector

Progression opportunities within the framework.

Level	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
5	BTEC Level 5 HND Diploma in Hair and Beauty Management (QCF)		
4	BTEC Level 4 HNC Diploma in Hair and Beauty Management (QCF)		
3	BTEC Diploma in Beauty Therapy/Beauty Therapy (Sciences) (QCF) BTEC Subsidiary Diploma in Beauty Therapy Techniques (QCF)		Edexcel Level 3 NVQ Diploma in Hairdressing/Barbering/Hairdressing (Combined Hair Types) (QCF) Edexcel Level 3 NVQ Diploma in Beauty Therapy – General/Make-up/Massage (QCF) Edexcel Level 3 NVQ Diploma in Spa Therapy (QCF) Edexcel Level 3 NVQ Diploma in Nail Services (QCF)

Level	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
2	BTEC Level 2 Diploma in Beauty Therapy (QCF) BTEC Level 2 Extended Certificate in Beauty Therapy Services (QCF)	BTEC Level 2 Diploma in Hairdressing (QCF) BTEC Level 2 Diploma in Hairdressing Services (QCF)	Edexcel Level 2 NVQ Diploma in Hairdressing/Barbering/Hairdressing (Combined Hair Types) (QCF) Edexcel Level 2 NVQ Diploma in Beauty Therapy – General/Make-up (QCF) Edexcel Level 2 NVQ Certificate in Nail Services (QCF)
1	BTEC Level 1 Award/Certificate/Diploma in an Introduction to Hair and Beauty (QCF)	BTEC Level 1 Certificate in Hairdressing Services (QCF)	Edexcel Level 1 NVQ Certificate in Hairdressing and Barbering (QCF) Edexcel Level 1 NVQ Diploma in Hairdressing and Beauty Therapy (QCF) Edexcel Level 1 NVQ Certificate in Beauty Therapy (QCF)
Entry	BTEC Entry Award/Certificate in an Introduction to Hair and Beauty Entry 3 (QCF)		

Annexe B

Grading domains: BTEC Level 3 generic grading domains

Grading domain 1	Indicative characteristics – merit	Indicative characteristics – distinction
Application of knowledge and understanding (Learning outcome stem *understand* or *know*)	• Shows depth of knowledge and development of understanding in familiar and unfamiliar situations (for example explain why, makes judgements based on analysis). • Applies and/or selects concepts showing comprehension of often complex theories. • Applies knowledge in often familiar and unfamiliar contexts. • Applies knowledge to non-routine contexts (eg assessor selection). • Makes reasoned analytical judgements. • Shows relationships between pass criteria.	• Synthesises knowledge and understanding across pass/merit criteria. • Evaluates complex concepts/ideas/ actions and makes reasoned and confident judgements. • Uses analysis, research and evaluation to make recommendations and influence proposals. • Analyses implications of application of knowledge/understanding. • Accesses and evaluates knowledge and understanding to advance complex activities/contexts. • Shows relationships with p/m criteria. • Responds positively to evaluation.
Grading domain 2	**Indicative characteristics – merit**	**Indicative characteristics – distinction**
Development of practical and technical skills (Learning outcome stem *be able to*)	• Deploys appropriate advanced techniques/processes/skills. • Applies technical skill to advance non-routine activities. • Advances practical activities within resource constraints. • Produces varied solutions (including non-routine). • Modifies techniques/processes to situations. • Shows relationship between p criteria.	• Demonstrates creativity/originality/own ideas. • Applies skill(s) to achieve higher order outcome. • Selects and uses successfully from a range of advanced techniques/ processes/skills. • Reflects on skill acquisition and application. • Justifies application of skills/methods. • Makes judgements about risks and limitations of techniques/processes. • Innovates or generates new techniques/ processes for new situations. • Shows relationship with p and m criteria.

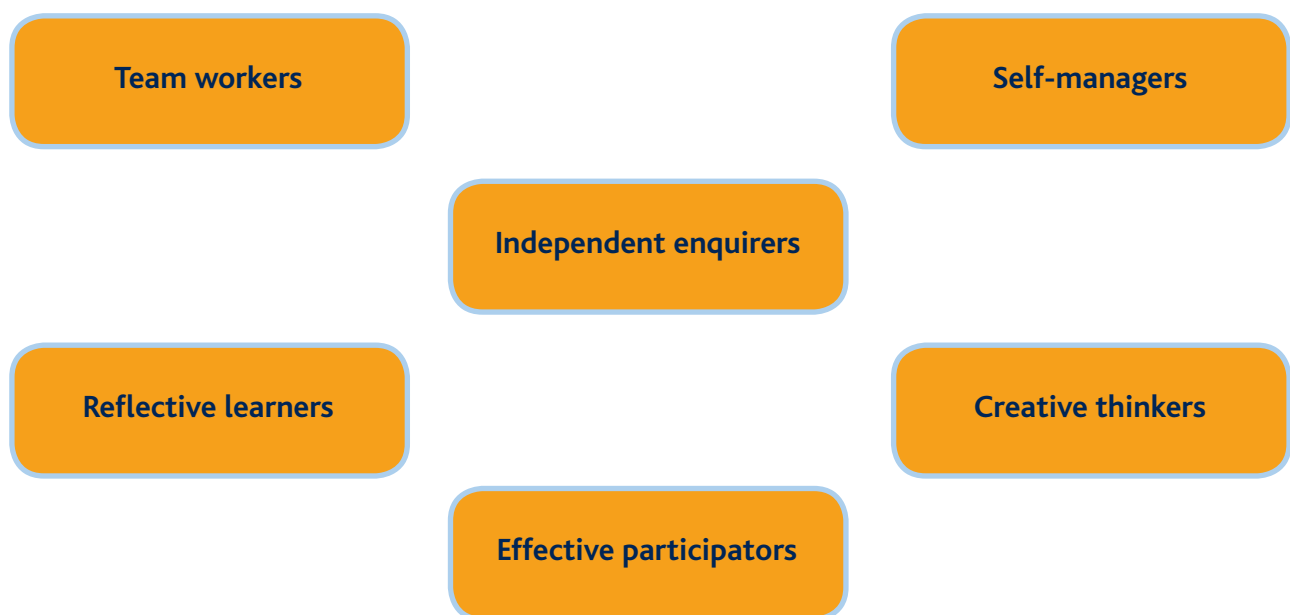| Grading domain 3	Indicative characteristics – merit	Indicative characteristics – distinction
Personal development for occupational roles (Any learning outcome stem)	• Takes responsibility in planning and undertaking activities. • Reviews own development needs. • Finds and uses relevant information sources. • Acts within a given work-related context showing understanding of responsibilities. • Identifies responsibilities of employers to the community and the environment. • Applies qualities related to the vocational sector. • Internalises skills/attributes (creating confidence).	• Manages self to achieve outcomes successfully. • Plans for own learning and development through the activities. • Analyses and manipulates information to draw conclusions. • Applies initiative appropriately. • Assesses how different work-related contexts or constraints would change performance. • Reacts positively to changing work-related contexts • Operates ethically in work-related environments. • Takes decisions related to work contexts. • Applies divergent and lateral thinking in work-related contexts. • Understands interdependence.
Grading domain 4	**Indicative characteristics – merit**	**Indicative characteristics – distinction**
Application of generic skills (Any learning outcome stem)	• Communicates effectively using appropriate behavioural and language registers. • Communicates with clarity and influence. • Makes judgements in contexts with explanations. • Explains how to contribute within a team. • Demonstrates positive contribution to team(s). • Makes adjustments to meet the needs/expectations of others (negotiation skills). • Selects and justifies solutions for specified problems.	• Presents self and communicates information to meet the needs of a variety of audience. • Identifies strategies for communication. • Shows innovative approaches to dealing with individuals and groups. • Takes decisions in contexts with justifications. • Produces outputs subject to time/resource constraints. • Reflects on own contribution to working within a team. • Generates new or alternative solutions to specified problems. • Explores entrepreneurial attributes.

Annexe C

Personal, learning and thinking skills

A FRAMEWORK OF PERSONAL, LEARNING AND THINKING SKILLS 11–19 IN ENGLAND

The framework comprises six groups of skills that, together with the Functional Skills of English, mathematics and ICT, are essential to success in learning, life and work. In essence the framework captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work. It is these skills that will enable young people to enter work and adult life confident and capable.

The titles of the six groups of skills are set out below.

Team workers		Self-managers
	Independent enquirers	
Reflective learners		Creative thinkers
	Effective participators	

For each group there is a focus statement that sums up the range of skills. This is followed by a set of outcome statements that are indicative of the skills, behaviours and personal qualities associated with each group.

Each group is distinctive and coherent. The groups are also inter-connected. Young people are likely to encounter skills from several groups in any one learning experience. For example an independent enquirer would set goals for their research with clear success criteria (reflective learner) and organise and manage their time and resources effectively to achieve these (self-manager). In order to acquire and develop fundamental concepts such as organising oneself, managing change, taking responsibility and perseverance, learners will need to apply skills from all six groups in a wide range of learning contexts 11-19.

The Skills

Independent enquirers

Focus:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:
- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence.

Creative thinkers

Focus:

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:
- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change.

Reflective learners

Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:
- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences.

Team workers

Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young people:
- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership role
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

Self-managers

Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:
- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed
- manage their emotions, and build and maintain relationships.

Effective participators

Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:
- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.

PLTS performance indicator (suggested recording sheet)

Name:	Date:				
	Level of success 1 = low, 5 = high				
Independent enquirers					
Identify questions to answer and problems to resolve	1	2	3	4	5
Plan and carry out research, appreciating the consequences of decisions	1	2	3	4	5
Explore issues, events or problems from different perspectives	1	2	3	4	5
Analyse and evaluate information, judging its relevance and value	1	2	3	4	5
Consider the influence of circumstances, beliefs and feelings on decisions and events	1	2	3	4	5
Support conclusions, using reasoned arguments and evidence	1	2	3	4	5
Creative thinkers					
Generate ideas and explore possibilities	1	2	3	4	5
Ask questions to extend their thinking	1	2	3	4	5
Connect their own and others' ideas and experiences in inventive ways	1	2	3	4	5
Question their own and others' assumptions	1	2	3	4	5
Try out alternatives or new solutions and follow ideas through	1	2	3	4	5
Adapt ideas as circumstances change	1	2	3	4	5
Reflective learners					
Assess themselves and others, identifying opportunities and achievements	1	2	3	4	5
Set goals with success criteria for their development and work	1	2	3	4	5
Review progress, acting on the outcomes	1	2	3	4	5
Invite feedback and deal positively with praise, setbacks and criticism	1	2	3	4	5
Evaluate experiences and learning to inform future progress	1	2	3	4	5
Communicate their learning in relevant ways for different audiences	1	2	3	4	5

Team workers					
Collaborate with others to work towards common goals	1	2	3	4	5
Reach agreements, managing discussions to achieve results	1	2	3	4	5
Adapt behaviour to suit different roles and situations, including leadership roles	1	2	3	4	5
Show fairness and consideration to others	1	2	3	4	5
Take responsibility, showing confidence in themselves and their contribution	1	2	3	4	5
Provide constructive support and feedback to others	1	2	3	4	5
Self-managers					
Seek out challenges or new responsibilities and show flexibility when priorities change	1	2	3	4	5
Work towards goals, showing initiative, commitment and perseverance	1	2	3	4	5
Organise time and resources, prioritising actions	1	2	3	4	5
Anticipate, take and manage risks	1	2	3	4	5
Deal with competing pressures, including personal and work-related demands	1	2	3	4	5
Respond positively to change, seeking advice and support when needed	1	2	3	4	5
Manage their emotions, and build and maintain relationships.	1	2	3	4	5
Effective participators					
Discuss issues of concern, seeking resolution where needed	1	2	3	4	5
Present a persuasive case for action	1	2	3	4	5
Propose practical ways forward, breaking these down into manageable steps	1	2	3	4	5
Identify improvements that would benefit others as well as themselves	1	2	3	4	5
Try to influence others, negotiating and balancing diverse views to reach workable solutions	1	2	3	4	5
Act as an advocate for views and beliefs that may differ from their own	1	2	3	4	5

Note to learner: The circled number represents an indication of your PLTS performance so far.

Note to tutor: Indicate the level of success by circling the appropriate number during your feedback with the learner.

Summary of the PLTS coverage throughout the programme

Personal, learning and thinking skills	Unit 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Independent enquirers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Creative thinkers	✓	✓	✓	✓	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reflective learners	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Team workers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Self-managers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Effective participators	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
✓ – opportunities for development																					

Personal, learning and thinking skills	Unit 22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
Independent enquirers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Creative thinkers	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reflective learners	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Team workers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Self-managers	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
Effective participators	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓
✓ – opportunities for development																				

Annexe D

Wider curriculum mapping

Study of the Edexcel BTEC Level 3 Nationals in Beauty Therapy Techniques/Beauty Therapy gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

The Edexcel BTEC Level 3 Nationals in Beauty Therapy Techniques/Beauty Therapy make a positive contribution to wider curricular areas as appropriate.

Spiritual, moral, ethical, social and cultural issues

The qualifications contribute to an understanding of:

● spiritual issues – for example how moral and ethical issues relate to client confidentiality and health and safety practices in beauty therapy

● social and cultural issues – for example dealing with a range of different clients and the impact of latest trends on beauty therapy treatments.

Citizenship issues

Learners undertaking the Edexcel BTEC Level 3 Nationals in Beauty Therapy Techniques/Beauty Therapy will have the opportunity to develop their understanding of citizenship issues, for example ways of communicating and behaving in a professional manner, and establishing a rapport with clients, as well as providing good customer service.

Environmental issues

Learners undertaking the Edexcel BTEC Level 3 Nationals in Beauty Therapy Techniques/Beauty Therapy will have the opportunity to develop their understanding of environmental issues, for example disposing of waste materials and the Control of Substances Hazardous to Health (COSHH) Regulations.

European developments

Much of the content of the Edexcel BTEC Level 3 Nationals in Beauty Therapy Techniques/Beauty Therapy applies throughout Europe even though delivery is in a UK context.

Health and safety considerations

The Edexcel BTEC Level 3 Nationals in Beauty Therapy Techniques/Beauty Therapy are practically based and health and safety issues are encountered throughout the units.

Equal opportunities issues

Equal opportunities issues are implicit throughout the Edexcel BTEC Level 3 Nationals in Beauty Therapy Techniques/Beauty Therapy.

Wider curriculum mapping

	Spiritual	Moral and ethical	Social and cultural	Citizenship issues	Environmental issues	European developments	Health and safety	Equal opportunities
Unit 1	✔	✔	✔	✔	✔		✔	
Unit 2	✔	✔	✔	✔			✔	✔
Unit 3	✔	✔	✔	✔	✔	✔	✔	✔
Unit 4	✔	✔	✔	✔		✔	✔	✔
Unit 5	✔	✔	✔	✔	✔		✔	✔
Unit 6	✔	✔	✔	✔	✔		✔	✔
Unit 7	✔	✔	✔	✔	✔		✔	✔
Unit 8	✔	✔	✔	✔	✔		✔	✔
Unit 9	✔	✔	✔	✔	✔		✔	✔
Unit 10	✔	✔	✔	✔	✔		✔	✔
Unit 11	✔	✔	✔	✔	✔		✔	✔
Unit 12	✔	✔	✔	✔	✔		✔	✔
Unit 13	✔	✔	✔	✔	✔		✔	✔
Unit 14	✔	✔	✔	✔	✔		✔	✔
Unit 15	✔	✔	✔	✔	✔		✔	✔
Unit 16	✔	✔	✔	✔	✔		✔	✔
Unit 17	✔	✔	✔	✔			✔	✔
Unit 18	✔	✔	✔	✔			✔	✔
Unit 19	✔	✔	✔	✔	✔		✔	✔
Unit 20	✔	✔	✔	✔	✔		✔	✔
Unit 21	✔	✔	✔	✔	✔		✔	✔
Unit 22	✔	✔	✔	✔	✔		✔	✔
Unit 23	✔	✔	✔	✔	✔		✔	✔
Unit 24	✔	✔	✔	✔			✔	✔
Unit 25	✔	✔	✔	✔			✔	✔
Unit 26	✔	✔	✔	✔			✔	
Unit 27	✔	✔	✔	✔			✔	
Unit 28	✔	✔	✔	✔			✔	
Unit 29		✔	✔	✔		✔	✔	✔
Unit 30	✔	✔	✔	✔	✔	✔	✔	✔
Unit 31	✔	✔	✔	✔			✔	✔
Unit 32	✔	✔	✔	✔			✔	✔

	Spiritual	Moral and ethical	Social and cultural	Citizenship issues	Environmental issues	European developments	Health and safety	Equal opportunities
Unit 33	✓	✓	✓	✓	✓		✓	
Unit 34	✓	✓	✓	✓				
Unit 35	✓	✓	✓	✓	✓	✓	✓	
Unit 36	✓	✓	✓	✓	✓	✓	✓	
Unit 37		✓			✓		✓	
Unit 38		✓			✓		✓	
Unit 39		✓			✓		✓	
Unit 40		✓			✓		✓	
Unit 41		✓	✓	✓	✓	✓	✓	

Annexe E

National Occupational Standards mapping

The grid below maps the knowledge covered in the Edexcel BTEC Level 3 Subsidiary Diploma and Diploma in Beauty Therapy Techniques/Beauty Therapy against the underpinning knowledge of the beauty and spa therapy National Occupational Standards.

KEY

✓ indicates that the BTEC National covers all of the underpinning knowledge of the NOS unit

\# indicates partial coverage of the NOS unit

a blank space indicates no coverage of the underpinning knowledge

NOS	Units																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
B4 Provide facial skincare treatment					#																
B5 Enhance the appearance of eyebrows and lashes							#														
B6 Carry out waxing services									#												
B7 Carry out ear piercing																					
B8 Provide make-up services						#															
B9 Instruct clients in the use and application of skincare products and make-up						#															

Units

NOS	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
B4 Provide facial skincare treatment																				
B5 Enhance the appearance of eyebrows and lashes																				
B6 Carry out waxing services																				
B7 Carry out ear piercing																				
B8 Provide make-up services																				
B9 Instruct clients in the use and application of skincare products and make-up																				

Units

NOS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
B10 Enhance appearance using skin camouflage																					
B11 Design and create fashion and photographic make-up																					
B12 Plan and provide airbrush make-up																					
B13 Provide body electrical treatments												#									
B14 Provide facial electrical treatments											#										
B15 Provide single eyelash extension treatments																					
B16 Prepare to change the performer's appearance (Skillset HM1)																	#				
B17 Assist with the continuity of the performer's appearance (Skillset HM19)																	#				
B18 Apply make-up to change the performer's appearance (Skillset HM6)																	#				

Units

NOS	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
B10 Enhance appearance using skin camouflage																				
B11 Design and create fashion and photographic make-up																				
B12 Plan and provide airbrush make-up																				
B13 Provide body electrical treatments																				
B14 Provide facial electrical treatments																				
B15 Provide single eyelash extension treatments																				
B16 Prepare to change the performer's appearance (Skillset HM1)																				
B17 Assist with the continuity of the performer's appearance (Skillset HM19)																				
B18 Apply make-up to change the performer's appearance (Skillset HM6)																				

Units

NOS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
B19 Apply special effects (Skillset HM7)																	#	#			
B20 Provide body massage treatments										#											
B21 Provide UV tanning services																#					
B22 Provide specialist skin camouflage services																					
B23 Provide Indian head massage														#							
B24 Carry out massage using pre-blended aromatherapy oils																					
B25 Provide self-tanning services															#						
B26 Provide female intimate waxing services																					

Units

NOS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
B27 Provide male intimate waxing services																					
B28 Provide stone therapy treatments																				#	
B29 Provide electrical epilation treatments														#							
G11 Contribute to the financial effectiveness of the business			#																		
G18 Promote additional services or products to clients (ICS Unit 10)				#																	

Units

NOS	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
B19 Apply special effects (Skillset HM7)																				
B20 Provide body massage treatments																				
B21 Provide UV tanning services																				
B22 Provide specialist skin camouflage services																				
B23 Provide Indian head massage																				
B24 Carry out massage using pre-blended aromatherapy oils																				
B25 Provide self-tanning services																				
B26 Provide female intimate waxing services																				
B27 Provide male intimate waxing services																				
B28 Provide stone therapy treatments																				
B29 Provide electrical epilation treatments																				
G11 Contribute to the financial effectiveness of the business																				
G18 Promote additional services or products to clients (ICS Unit 10)																				

NOS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
G22 Monitor procedures to safely control work operations (ENTO HSS3)	#																				
G23 Check the likely success of a business idea (SFEDI BD1)																					
G25 Undertake freelance work (SFEDI Unit B12)																					
H32 Contribute to the planning and implementation of promotional activities	#																				
N2 Provide manicure services								#													
N3 Provide pedicure services																					
N6 Enhance and maintain nails using UV gel																			#		
N7 Enhance and maintain nails using liquid and powder																			#		
N8 Enhance and maintain nails using wraps																			#		
N9 Plan and create nail art designs																					
N10 Develop a range of creative nail images																					

NOS	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
G22 Monitor procedures to safely control work operations (ENTO HSS3)																				
G23 Check the likely success of a business idea (SFEDI BD1)												#								
G25 Undertake freelance work (SFEDI Unit B12)																				
H32 Contribute to the planning and implementation of promotional activities																				
N2 Provide manicure services																				

Units

NOS	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
N3 Provide pedicure services																				
N6 Enhance and maintain nails using UV gel																				
N7 Enhance and maintain nails using liquid and powder																				
N8 Enhance and maintain nails using wraps																				
N9 Plan and create nail art designs																				
N10 Develop a range of creative nail images																				

Units

NOS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
N11 Plan and provide airbrush designs for nails																					
N12 Prepare and finish nail overlays using electric files																					
S1 Assist with spa operations																					
S2 Monitor clients and the operation of sauna, steam and hydrotherapy treatments																					#
S3 Provide body wrapping and flotation treatments																					#

NOS	Units																			
	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
N11 Plan and provide airbrush designs for nails																				
N12 Prepare and finish nail overlays using electric files																				
S1 Assist with spa operations																				
S2 Monitor clients and the operation of sauna, steam and hydrotherapy treatments																				
S3 Provide body wrapping and flotation treatments																				

Annexe F

Realistic Learning Environment

Units in the Edexcel BTEC Level 3 Subsidiary Diploma in Beauty Therapy Techniques/Diploma in Beauty Therapy should be delivered in a Realistic Learning Environment (RLE).

Requirements for a Realistic Learning Environment

Below are the requirements for a Realistic Learning Environment as laid out by the *Companion Document for The Diploma in Hair and Beauty Studies* (Version 2, January 2010).

- A Realistic Learning Environment must be established in schools, colleges, private training providers and other premises approved for the delivery and assessment of preparation for work type qualifications that contain a practical skills element.

- Approved centres must develop realistic management procedures that incorporate a salon image and a sales and marketing policy.

- The space per working area must conform to health and safety legislation and commercial practice.

- The range of services, professional products, tools, materials and equipment must be up to date and available for use. They must enable learners to meet the requirements of the relevant preparation for work qualification.

- A reception area where models are greeted and general enquiries and appointments can be made by telephone or in person must be available. Ideally, industry-specific ICT facilities should also be provided. The reception area must also include a payment facility (artificial money may be used).

- The RLE must take full account of any by-laws, legislation or local authority requirements that have been set down in relation to the type of work that is being carried out there.

- Learners must work in a professional manner taking into account industry establishment requirements, such as:

  ◇ appearance and dress code

  ◇ personal conduct

  ◇ client service, hospitality and communication

  ◇ hygiene

  ◇ reliability

  ◇ punctuality.

Annexe G

Unit mapping overview

BTEC National in Beauty Therapy Sciences legacy (specification end date 31/12/2010)/new QCF versions of the BTEC National qualifications in Beauty Therapy Techniques/Beauty Therapy (specification start date 01/01/2011) – the BTEC Level 3 Subsidiary Diploma in Beauty Therapy Techniques and BTEC Level 3 Diploma in Beauty Therapy.

New units \ Old units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27
Unit 1																											
Unit 2																											
Unit 3			P																								
Unit 4			P																								
Unit 5								P																			
Unit 6				P																							
Unit 7				P																							
Unit 8				P																							
Unit 9				P																							
Unit 10									P																		

Old units \ New units	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26
Unit 1																
Unit 2																
Unit 3																
Unit 4																
Unit 5																
Unit 6																
Unit 7																
Unit 8	P															
Unit 9																
Unit 10		P														
Unit 11			P													
Unit 12																
Unit 13											P					
Unit 14																
Unit 15																
Unit 16																
Unit 17																
Unit 18														P		
Unit 19				P												
Unit 20																
Unit 21																
Unit 22									P							
Unit 23																F
Unit 24											P					
Unit 25																
Unit 26																
Unit 27						P										

New units \ Old units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27
Unit 27																									P		
Unit 28																										P	
Unit 29																				F							
Unit 30																											
Unit 31																											
Unit 32							P																				
Unit 33																											
Unit 34															P												
Unit 35																					P						
Unit 36																											
Unit 37	P																										
Unit 38						F																					
Unit 39												F															
Unit 40																											
Unit 41																	F										

KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

Unit mapping in depth

BTEC National in Beauty Therapy Sciences legacy (specification end date 31/12/2010)/new QCF versions of the BTEC National qualifications in Beauty Therapy (specification start date 01/01/2011) – the BTEC Level 3 Subsidiary Diploma in Beauty Therapy Techniques and BTEC Level 3 Diploma in Beauty Therapy.

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 1	Monitor and Maintain Health and Safety Practice in the Salon	NEW		
Unit 2	Client Care and Communication in Beauty-related Industries	NEW		
Unit 3	Workplace Practices and Procedures in Beauty-related Industries	Unit 3 Partial	Workplace Practices within the Beauty Therapy Industry	Commonality Acts and regulations old LO2, new LO1 Business options old LO1, new LO1 Organisational structure old LO1, new LO1 Finance old LO1, new LO2 **New topics** Effects of non-compliance with acts LO1 Operational workplace practices and procedures LO2
Unit 4	Promote and Sell Products and Services to Clients	Unit 3 Partial	Workplace Practices within the Beauty Therapy Industry	**Commonality** Sales of hair and beauty products Old LO3 and LO4, new LO1 **New topics** Review and evaluation of selling techniques LO2 Sales legislation LO1
Unit 5	Provide Facial Skincare	Unit 8 Partial	Facial Therapy for Beauty Therapists	**Commonality** Preparation and treatment (manual) old LO1 and LO2, new LO1 and LO2 **New topics** Anatomy and physiology LO2

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 6	Apply Make-up	Unit 4 Partial	Essential Skills for Beauty Therapy	**Commonality** Prepare and apply make-up old LO3, new LOI and LO2 **New content** Health and safety LO2, anatomy and physiology LO2, communication LO2
Unit 7	Provide Eyelash and Brow Treatments	Unit 4 Partial	Essential Skills for Beauty Therapy	**Commonality** Prepare and provide eyelash and brow treatment old LOI, New LOI and LO2 **New content** Health and safety LO2, anatomy and physiology LO2, communication LO2
Unit 8	Provide Manicure Treatments	Unit 4 Partial	Essential Skills for Beauty Therapy	**Commonality** Prepare and provide manicure treatments old LO2, new LOI and LO2 **New content** Health and safety LO2, anatomy and physiology LO2, communication LO2
Unit 9	Remove Hair Using Waxing Techniques	Unit 4 Partial	Essential Skills for Beauty Therapy	**Commonality** Prepare and remove hair Using waxing techniques old LOI, new LOI and LO2 **New content** Health and safety LO2, anatomy and physiology LO2, communication LO2

New units		Old units		Mapping/comments (new topics in italics)
Number	**Name**	**Number**	**Name**	
Unit 10	Provide Body Massage	Unit 9 Partial	Massage Therapy for Beauty Therapists	**Commonality** Body Types Old LO1, New LO1 Preparation and Pre-treatment procedures Old LO2 and LO3, New LO1 **New content** Health and safety LO2, anatomy and physiology LO2, communication LO2
Unit 11	Provide Facial Electrotherapy Treatments	Unit 8 Partial	Facial Therapy for Beauty Therapists	**Commonality** Preparation for treatment old LO3, new LO1 Mechanical and electrical treatments (electrotherapy) old LO3, new LO2 **New content** Health and safety LO2, anatomy and physiology LO2, communication LO2
Unit 12	Provide Body Electrotherapy Treatments	Unit 10 Partial	Body Therapy for Beauty Therapists	**Commonality** Body analysis old LO1, new LO1 (consultation) Preparation for treatment old LO3, new LO1 Mechanical and electrical treatments (electrotherapy) old LO3, new LO2 **New content** Health and safety LO2, anatomy and physiology LO2, communication LO2

New units		Old units		Mapping/comments (new topics in italics)
Number	**Name**	**Number**	**Name**	
Unit 13	Provide Electrical Epilation	**Unit 11 Partial**	Epilation Therapy for Beauty Therapists	**Commonality** Anatomy and physiology old LO1, new LO2 Types of current old LO2, new LO2 Client consultation/evaluation old LO3, new LO1 Treatment planning/suitability old LO4, new LO2 **New content** Health and safety LO2, communication LO2
Unit 14	Provide Indian Head Massage	**Unit 19 Partial**	Indian Head Massage for Beauty Therapy	**Commonality** Professional ethics old LO1, new LO2 Health and safety old LO1, new LO2 Anatomy and physiology old LO2, new LO2 Effects and benefits old LO4, new LO2 Treatment and aftercare old LO3, new LO2 Products old LO3, new LO1
Unit 15	Provide Self-Tanning	**NEW**		
Unit 16	Provide UV Tanning	**Unit 27 Partial**	Light Irradiation Treatments for Beauty Therapy	**Commonality** Effects and benefits old LO1, new LO1 Electro-magnetic spectrum old LO1, new LO2 Client Consultation old LO3, new LO1 Preparation old LO3, new LO1 Aftercare old LO3, new LO2 Health and safety old LO3, new LO2 **New content** Anatomy and physiology LO2
Unit 17	Make-up for Performers	**NEW**		
Unit 18	Make-up Application Skills and Creative Uses in Performance	**NEW**		

New units		Old units		Mapping/comments (new topics in italics)
Number	**Name**	**Number**	**Name**	
Unit 19	Apply and Maintain Nail Enhancements	**Unit 22 Partial**	Nail Technology for Beauty Therapy	**Commonality** Different types of enhancements old LO1, new LO2 consultation old LO3, new LO1 preparation old LO3, new LO1 service/treatment old LO3, new LO2 aftercare old LO3, new LO2 health and safety old LO2, new LO2 **New content** Communication LO2

New units		Old units		Mapping/comments (new topics in italics)
Number	**Name**	**Number**	**Name**	
Unit 20	Apply Stone Therapy Massage	**NEW**		
Unit 21	Provide Spa Treatments	**Unit 24 Partial**	Spa Body Treatments for Beauty Therapy	**Commonality** Health and safety old LO2, new LO2 Spa treatments old LO3 and LO1, new LO1 and LO2 Aftercare old LO3, new LO2 Effects old LO3, new LO1 **New content** Anatomy and physiology LO2, communication LO2
Unit 22	Aromatherapy Massage for Beauty Therapy	**Unit 13 Partial**	Aromatherapy Massage for Beauty Therapy	**Commonality** Health and safety old LO1, new LO3 Extraction and chemistry old LO2, new LO1 Therapeutic use old LO3, new LO2 Prepare and carry out old LO4, new LO3 (including consultation and aftercare)

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 23	Reflexology for Beauty Therapy	NEW		
Unit 24	Research in Complementary Therapies for the Beauty Industry	Unit 18 Partial	Explore Complementary Therapies	**Commonality** Research design/methodology old LO4, new LO1 **New content** Data collection LO2, implement LO2 review LO3 and present research LO4
Unit 25	Maintaining Personal Health and Wellbeing	NEW		
Unit 26	Nutrition for Beauty Therapy	Unit 23 Full	Nutrition for Beauty Therapy	**Commonality** Nutrients required for healthy diet Old LO1, new LO2 Concept of energy balance old LO2, new LO2 Importance of healthy diet and promotion initiatives Old LO3, New LO3 Food safety and human health old LO4, new LO4
Unit 27	Sport and Exercise Massage	Unit 25 Partial	Sport Massage for Beauty Therapy	**Commonality** Role of sport and massage professionals old LO1, new LO2 Contra-indications old LO3, new LO3 Massage techniques Old LO3, mew LO4 Massage mediums old LO3, new LO4 post treatment procedures and documentation old LO3, new LO4
Unit 28	Sports Injuries	Unit 26 Partial	Prevention of Injuries for Beauty Therapy	**Commonality** Sports Injuries and their symptoms old LO1, new LO2 Tissue response to injuries old LO2, new LO2 Risk factors old LO3, new LO1 Preventing dports Injuries Old LO4, New LO1 **New content** First Aid LO3, Applying Methods of Treating Sports Injuries LO3

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 29	IT and Data Handling in the Hair and Beauty Sector	Unit 20 Full	IT and Data Handling for Beauty Therapy	**Commonality** Use word processing software to produce documents old LOI, new LOI Spreadsheets and database packages Old LO2, New LO2 Presentations old LO3, new LO3 Email and internet od LO4, new LO4
Unit 30	Research in the Hair and Beauty Sector	NEW		
Unit 31	Working with Colleagues within Beauty-related Industries	NEW		
Unit 32	Human Resource Management within the Hair and Beauty Sector	Unit 7 Partial	Organisational Practices and Procedures for a Beauty Therapy Business	**Commonality** Human resource Management Old LO4, New LOI **New content** Employment legislation, rights and responsibilities LOI Industry associations LOI presentation LO2
Unit 33	Starting a Small Business	Unit 14 Partial	Developing a Beauty Therapy Business	**Commonality** Initial business idea old LOI, new LOI Legal and financial aspects old LO2 and 3, new LO3 Start-up proposal Old LO4, new LO4 **New content** Skills and personal development needed LOI
Unit 34	Salon Design for the Hair and Beauty sector	Unit 15 Partial	Clinic Design for Beauty Therapists	**Commonality** Plan a Salon Design Old LO3, New LOI Design a Salon Old LO4, New LO2 Research and Planning Factors Old LOI, New LOI **New content** Scaled Floor Plans LO2

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 35	Marketing in the Hair and Beauty Sector	Unit 21 Partial	Marketing and Retail in the Beauty Industry	**Commonality** Market Research Old LO2, New LO1 Communication, Promotion, Advertising and PR Old LO3, New LO2
Unit 36	Explore Technological Developments within Hair, Beauty and Associated Areas	NEW		
Unit 37	Scientific Principles For Beauty Therapy	Unit 1 Partial	Scientific Principles for Beauty Therapy	**Commonality** Physics and Electricity Old LO2, New LO3
Unit 38	Dermatology and Microbiology	Unit 6 Full	Dermatology and Microbiology	**Commonality** Structure of Skin, Hair and Nails Old LO1, New LO1 Growth of Hair and Nails Old LO2, New LO1 Diseases and Disorders of Skin, Hair and Nails Old LO2, New LO2 Culture of Bacteria Old LO4, New LO3 Structure and Lifestyle of Bacteria Old LO3, New LO4
Unit 39	Scientific Investigation	Unit 12 Full	Scientific Method in Beauty Therapy	**Commonality** Planning a Scientific Investigation Old LO1, New LO1 Undertake Investigation Old LO2, New LO2 Data Analysis and Collation Old LO3, New LO3 Scientific Investigation Report Old LO4, New LO4
Unit 40	Scientific Practical Techniques	NEW		

New units			Old units			Mapping/comments (new topics in italics)
Number	**Name**		**Number**	**Name**		
Unit 41	Make and Test Beauty Therapy Products		**Unit 17 Full**	Cosmetic Science for Beauty Therapy		**Commonality**
						Functions and Ingredients Old LO1, New LO1
						Prepare, Make and Test Products Old LO2 and LO3, New LO2
						Health, Safety and Regulations Old LO3, New LO2

Annexe H

Examples of calculation of qualification grade above pass grade

Edexcel will automatically calculate the qualification grade for your learners when your learner unit grades are submitted.

The generic examples below demonstrate how the qualification grade above pass is calculated using the following two tables which are also shown in the section earlier on in the specification *Calculation of the qualification grades above pass grade*.

Points available for credits achieved at different QCF levels and unit grades

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

Unit QCF level	Points per credit		
	Pass	Merit	Distinction
Level 2	5	6	7
Level 3	**7**	**8**	**9**
Level 4	9	10	11

Learners who achieve the correct number of points within the ranges shown in the 'qualification grade' table below will achieve the qualification merit, distinction or distinction* grades (or combinations of these grades appropriate to the qualification).

Qualification grade

BTEC Level 3 Certificate

Points range above pass grade	Grade	
230-249	Merit	M
250-259	Distinction	D
260 and above	Distinction*	D*

BTEC Level 3 Subsidiary Diploma

Points range above pass grade	Grade	
460-499	Merit	M
500-519	Distinction	D
520 and above	Distinction*	D*

BTEC Level 3 Diploma

Points range above pass grade	Grade
880-919	MP
920-959	MM
960-999	DM
1000-1029	DD
1030-1059	DD*
1060 and above	D*D*

BTEC Level 3 Extended Diploma

Points range above pass grade	Grade
1300-1339	MPP
1340-1379	MMP
1380-1419	MMM
1420-1459	DMM
1460-1499	DDM
1500-1529	DDD
1530-1559	DDD*
1560-1589	DD*D*
1590 and above	D*D*D*

Example 1

Achievement of pass qualification grade

A learner completing a 30-credit Edexcel BTEC Level 3 Certificate **does not** achieve the points required to gain a merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	3	10	Pass	7	10 × 7 = 70
Unit 2	3	10	Pass	7	10 × 7 = 70
Unit 3	3	10	Merit	8	10 × 8 = 80
Qualification grade totals		**30**	**Pass**		**220**

Example 2

Achievement of merit qualification grade

A learner completing a 30-credit Edexcel BTEC Level 3 Certificate achieves the points required to gain a merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	3	10	Pass	7	10 × 7 = 70
Unit 2	3	10	Merit	8	10 × 8 = 80
Unit 3	3	10	Merit	8	10 × 8 = 80
Qualification grade totals			**Merit**		**230**

Example 3

Achievement of distinction qualification grade

A learner completing a 60-credit Edexcel BTEC Level 3 Subsidiary Diploma achieves the points required to gain a distinction qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	3	10	Merit	8	10 × 8 = 80
Unit 2	3	10	Distinction	9	10 × 9 = 90
Unit 3	3	10	Distinction	9	10 × 9 = 90
Unit 5	3	10	Merit	8	10 × 8 = 80
Unit 6	2	10	Distinction	7	10 × 7 = 70
Unit 11	3	10	Distinction	9	10 × 9 = 90
Qualification grade totals		**60**	**Distinction**		**500**

Example 4

Achievement of distinction merit qualification grade

A learner completing a 120-credit Edexcel BTEC Level 3 Diploma achieves the points required to gain a distinction merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	3	10	Merit	8	10 × 8 = 80
Unit 2	3	10	Distinction	9	10 × 9 = 90
Unit 3	3	10	Distinction	9	10 × 9 = 90
Unit 4	3	10	Merit	8	10 × 8 = 80
Unit 5	3	10	Merit	8	10 × 8 = 80
Unit 6	2	10	Distinction	7	10 × 7 = 70
Unit 11	3	10	Distinction	9	10 × 9 = 90
Unit 15	4	10	Merit	10	10 × 10 = 100
Unit 17	3	10	Pass	7	10 × 7 = 70
Unit 18	3	10	Pass	7	10 × 7 = 70
Unit 25	3	20	Merit	8	20 × 8 = 160
Qualification grade totals		**120**	**Distinction Merit**		**980**

Example 5

Achievement of merit merit merit qualification grade

A learner completing a 180-credit Edexcel BTEC Level 3 Extended Diploma achieves the points required to gain a merit merit merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	3	10	Merit	8	10 × 8 = 80
Unit 2	3	10	Pass	7	10 × 7 = 70
Unit 3	3	10	Distinction	9	10 × 9 = 90
Unit 4	3	10	Merit	8	10 × 8 = 80
Unit 5	3	10	Pass	7	10 × 7 = 70
Unit 6	2	10	Distinction	7	10 × 7 = 70
Unit 11	3	10	Distinction	9	10 × 9 = 90
Unit 12	3	10	Merit	8	10 × 8 = 80
Unit 15	4	10	Pass	9	10 × 9 = 90
Unit 17	3	10	Pass	7	10 × 7 = 70
Unit 18	3	10	Pass	7	10 × 7 = 70
Unit 20	3	10	Pass	7	10 × 7 = 70
Unit 22	3	10	Merit	8	10 × 8 = 80
Unit 25	3	20	Pass	7	20 × 7 = 140
Unit 35	3	10	Distinction	9	10 × 9 = 90
Unit 36	3	10	Merit	8	10 × 8 = 80
Unit 38	3	10	Distinction	9	10 × 9 = 90
Qualification grade totals		**180**	**Merit Merit Merit**		**1410**

Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Rewarding Learning