

# Unit 36: Explore Technological Developments within the Hair, Beauty and Associated Areas

<b>Unit code:</b>	<b>F/601/3568</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>7</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

This is a preparation for work unit, which is based on capability and knowledge. The aim of this unit is to allow the learner to research the technological innovations within hair, beauty and associated areas in recent years.

## ● Unit introduction

The hair and beauty sector is constantly changing, with new developments in services and products appearing on the market. Consumers and clients have increasingly high expectations of hair and beauty-related products and services. This unit gives learners the knowledge, understanding and skills they need to explore recent technological developments within and associated with the hair and beauty sector.

Learners will carry out research and produce a report on technological developments. As part of their research, learners will explore advantages and disadvantages associated with a range of technological developments, their respective popularity, the licensing and monitoring regulations that affect these technological developments, innovations in the hair and beauty sector and consumer demands. Learners will then have the opportunity to present their findings.

## ● Learning outcomes

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

- 1 Be able to research and produce a report on technological developments
- 2 Be able to present research results on technological developments.

# Unit content

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## 1 Be able to research and produce a report on technological developments

*Technological developments:* micro-pigmentation (enhancement to eyebrows, eyes, lips, beauty spots); hair transplants (strips to follicle unit transportation); hair extensions (clipped-in, sewn-in, glued-in, bonded-in); laser and light pulsed equipment (vascularity, pigmentation, removal of epidermal layers/wrinkles, photo-rejuvenation, hair removal); injectibles (dermal fillers, Botox); chemical skin peeling (developments in chemical solutions); tooth whitening (professional, home kits); facial cosmetic surgery (plastic surgery, ancient civilisations, blepharoplasty (eyelid surgery), rhinoplasty (nose surgery), otoplasty (ear surgery), rhytidectomy (face lift))

*Report on technological developments:* benefits; drawbacks; relevant qualifications; licensing and monitoring regulations; popularity; average price and availability of such innovation; consumer demand

*Report writing:* terms of reference; planning eg title page, contents page, acknowledgements, abstract, introduction, review of literature, methodology, hypothesis, results, discussion, conclusions, references (Harvard referencing system) and appendices; style (active or passive voice); collecting information; organisation and structure of the information; first draft; checking and re-drafting

## 2 Be able to present research results on technological developments

*Presentation methods:* written report; PowerPoint; oral presentation; suitable for audience and purpose

## Assessment and grading criteria

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

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> research into technological developments in hair, beauty and associated areas [IE2, CT1]	<b>M1</b> assess the advantages and disadvantages of technological developments in hair, beauty and associated areas	<b>D1</b> evaluate technological developments in hair, beauty and associated areas
<b>P2</b> produce a report on technological developments [SM1, SM2, SM3, SM4, SM5, CT1, CT2, CT3, CT4, CT5, CT6]		
<b>P3</b> describe the technological developments within hair, beauty and associated areas [IE4]	<b>M2</b> explain the technological developments within hair, beauty and associated areas	
<b>P4</b> describe the benefits and drawbacks of technological developments [IE4]		
<b>P5</b> describe details of the qualifications relevant to each technological development [IE4]		
<b>P6</b> describe the licensing and monitoring regulations that apply to each technological development [IE4]		
<b>P7</b> outline the popularity of each technological development		
<b>P8</b> outline the average innovation [IE1]		
<b>P9</b> describe the consumer demand for technological developments [IE4]		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P10</b> present research results into technological developments using a variety of presentation methods, including ICT [IE1, IE3, IE4, IE6]	<b>M3</b> assess the suitability of different presentation methods to present research results on technological developments.	<b>D2</b> evaluate the choice of presentation methods used.
<b>P11</b> describe different presentation methods. [IE4]		

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

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

## Delivery

This is a unit based on research of listed technological developments within the hair and beauty sector and associated areas. Learners should be encouraged to consider technological developments related to those listed and to be aware of current developments.

Tutors are advised to use a variety of teaching methods to deliver this unit, to stimulate learners' interest and motivate them. These could include lectures, class/group discussions, visits to trade shows and exhibitions and demonstrations of latest products/services by professionals in the hair and beauty sector.

Tutors should introduce learners to the latest technological developments in the hair and beauty sector, in terms of products, tools/equipment and services/treatments. Given the specialist nature of these technological developments, this should not be delivered using practical demonstrations. Instead, tutors are advised to lead discussions about the developments, exploring their history, advantages and disadvantages. Learners could debate some of the controversies surrounding these technological developments, for example regarding contra-actions, necessity of treatments, the pressure on society to look youthful or possible dangers if not licensed or regulated properly.

Ideally, learners should have the opportunity to attend trade shows and exhibitions to see developments and stay up to date with the latest technological developments. Guest speakers from the hair and beauty sector, discussing the latest trends and developments, such as the impact of a particular development, would also be beneficial for learners.

Learners could split into small groups and each research a particular technological development, presenting their findings to the rest of the class.

Learners will be expected to produce and present a report on technological developments. To do this, learners need to be taught how to write reports, from the planning stage to referencing sources (using the Harvard referencing system). Learners also need to be familiar with different presentation methods and their expected formats/requirements.

## Outline learning plan

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

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

Topic and suggested assignments/activities and/assessment
Tutor introduction to the unit.
Preliminary research in groups into the technological developments listed in the unit content to give an overview.
Presentation of findings lasting 10-15 minutes using PowerPoint, followed by group discussion as formative assessment.
<b>Assignment 1: Technological Developments in the Hair and Beauty Sector (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, M1, M2, M3, D1 and D2).</b>
Tutor introduction to assignment brief.
Report writing tutorial to give an insight into the requirements of a formal report layout/format.

## Topic and suggested assignments/activities and/assessment

Research into technological developments that interest learners. Collating information from a variety of sources. Guest speakers. Visits to trade shows and exhibitions. Use of industry professionals, textbooks and internet.

Reviewing information to determine terms of reference/aim of the report.

Write draft proposal.

Individual tutorial on report proposal.

Further research and collating of required information as a result of the tutorial.

Assignment work to produce written report on technological developments.

Individual tutorial on report progress and review of first draft.

Assignment work to re-draft report in light of advice given.

Presentation methods tutorial to guide learners in choosing a method to present their findings/results.

Learners research viability of a suitable presentation method.

Preparation of presentation of report findings/results.

Publication/presentation of report findings/results online.

Review of own and peers' reports.

Assignment workshop(s).

Unit review.

## Assessment

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

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

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

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

Learners could achieve all the assessment and grading criteria in a holistic assignment, such as a research report investigating technological developments in the hair and beauty sector, which is then presented to others. For example, P2 requires learners to produce a report on technological developments in the hair and beauty sector. The report could be used as a vehicle for achieving the other grading criteria.

This report must cover all the developments listed in the unit content: micro-pigmentation; hair transplants; hair extensions; laser and light pulsed equipment; injectibles; chemical skin peeling; tooth whitening; facial cosmetic surgery. Learners could, if they wished research technological developments in addition to the ones listed. This report should also cover the other criteria and provide:

- describe/explain of technological developments (P3 and M2)
- describe the benefits and drawbacks of technological developments (P4)
- describe details of qualifications relevant to each technological development (P5)
- describe the licensing and monitoring regulations that apply to each technological development (P6)
- outline the popularity of each technological development (P7)

- outline the average price and availability for each innovation (P8)
- describe the consumer demand for technological developments (P9)
- assess of the advantages and disadvantages of technological developments in the hair and beauty sector (M1)
- evaluate technological developments, which could include strengths/weaknesses, and details of controversies/debates surrounding them (D1).

The inclusion of a bibliography and references would provide evidence for P1. In the report, the introduction should include details of the methodologies used, including the different presentation methods needed for P1, and an assessment of the suitability of different presentation methods. The report must be presented using ICT and at least one other method, for example PowerPoint slides or an oral presentation to achieve P10. If an oral presentation is made, a signed witness testimony must be provided as evidence.

Learners' conclusions at the end of the report could include an evaluation of the methodologies used, including the choice of presentation methods (M3 and D2). Alternatively, this could be an oral presentation. Learners could gain feedback from the audience or peers to help them evaluate their choice of presentation methods.

It is essential that learners are given opportunities to achieve all the assessment and grading criteria through the assignments. The theoretical aspects of this unit can be assessed across units.

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

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

This unit could be co-assessed with *Unit 30: Research in the Hair and Beauty Sector*.

### Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, M1, M2, M3, D1 and D2	Technological Developments in the Hair and Beauty Sector	Research technological developments in the hair and beauty sector. Produce and present a report.	Written report and presentation of findings/results marked and authenticated by the tutor.

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

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

Level 1	Level 3	Level 3
Working in Beauty-related Industries	Research in the Hair and Beauty Sector	Research in Complementary Therapies for the Beauty Industry

## Essential resources

Learners require access to research materials and ICT in order to achieve this unit.

## Employer engagement and vocational contexts

Guest speakers from the hair and beauty sector, delivering presentations on the latest trends and technological developments, would be beneficial for learners research. It is strongly recommended that learners are given the opportunity to visit trade shows and exhibitions to find out about the latest technological developments in the hair and beauty sector.

## Indicative reading for learners

### Textbooks

Ford G and Stewart H – *Level 3 Diploma/NVQ/SVQ Hairdressing 2nd Edition* (Heinemann, 2009)  
ISBN 9780435468606

Giele H and Cassel O – *Plastic and Reconstructive Surgery* (Oxford University Press, 2008)  
ISBN 9780192632227

Hiscock J, Stoddard E and Connor J – *Level 3 NVQ/SVQ Diploma Beauty Therapy Candidate Handbook 2nd Edition* (Heinemann, 2010) ISBN 9780435027018

### Journals and magazines

*Guild Gazette* (Guild of Professional Beauty Therapists)

*Habia News* (Seed Publishing Limited)

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

*Journal of Investigative Dermatology* (Blackwell Publishing)

*International Therapist* (Federation of Holistic Therapists)

### Websites

[www.cosmeticdoctors.co.uk/chemical\\_peels.asp](http://www.cosmeticdoctors.co.uk/chemical_peels.asp)

British Association of Cosmetic Doctors

[www.the-dermatology-centre.co.uk/ipfacialskinrejuvenation.html](http://www.the-dermatology-centre.co.uk/ipfacialskinrejuvenation.html)

The London Dermatology Centre

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

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

[www.hair-transplant.org.uk](http://www.hair-transplant.org.uk)

HDC Medical Trichology Centre

[www.skinabrasion.net](http://www.skinabrasion.net)

The Ultimate Microdermabrasion Guide

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

Plastic surgery

## Delivery of personal, learning and thinking skills

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

Skill	When learners are ...
<b>Independent enquirers</b>	<p>carrying out research into technological developments in hair, beauty and associated areas [IE2]</p> <p>analysing and evaluating the technological developments within hair, beauty and associated areas, the benefits and drawbacks of technological developments, the details of the qualifications relevant to each technological development, the licensing and monitoring regulations that apply to each technological development and the consumer demand for technological developments [IE4]</p> <p>identifying questions to answer and problems to resolve while undertaking innovation [IE1]</p> <p>identifying questions, exploring issues, considering the influence and supporting conclusions while presenting research results into technological developments using a variety of presentation methods, including ICT [IE1, IE3, IE4, IE6]</p> <p>analysing the different presentation methods [IE4]</p>
<b>Creative thinkers</b>	<p>exploring possibilities in technological developments in hair, beauty and associated areas [CT1]</p> <p>exploring possibilities, asking questions, connecting ideas, questioning assumptions, trying out alternatives and adapting ideas to produce a report on technological developments [CT1, CT2, CT3, CT4, CT5, CT6]</p>
<b>Self-managers</b>	<p>seeking challenges, working towards goals, organising time and resources, managing risks and dealing with pressure while producing a report on technological developments. [SM1, SM2, SM3, SM4, SM5]</p>

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

Skill	When learners are ...
<b>Reflective learners</b>	<p>evaluating their choice of presentation method [RL3, RL5, RL6]</p>
<b>Team workers</b>	<p>researching sources of information on technological developments [TW1, TW2, TW3, TW5]</p>
<b>Self-managers</b>	<p>researching and producing a report on technological developments [SM1, SM2, SM3, SM4, SM5]</p>
<b>Effective participators</b>	<p>presenting results/findings of research on technological developments. [EP3, EP4]</p>

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – using ICT</b>	
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	researching and writing their reports and preparing their presentations
Manage information storage to enable efficient retrieval	writing their reports on technological developments
<b>ICT – finding and selecting information</b>	
Use appropriate search techniques to locate and select relevant information	researching their chosen technological development
Select information from a variety of sources to meet requirements of a complex task	researching their chosen technological development
<b>ICT – developing, presenting and communicating information</b>	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	collating and entering information for their reports on technological developments
Use appropriate software to meet the requirements of a complex data-handling task	researching and writing their reports on technological developments
Use communications software to meet requirements of a complex task	presenting their report findings/results
Combine and present information in ways that are fit for purpose and audience	writing their reports presenting their report findings/results
Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	evaluating their chosen presentation method
<b>English – Speaking, Listening and Communication</b>	
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	receiving instruction and feedback, asking questions to clarify issues, presenting their preliminary research and their report findings
<b>English – Reading</b>	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	researching and collating evidence for their report and presentation
<b>English – Writing</b>	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	writing their report proposal and formal report and drawing conclusions from their findings/results.