



Pearson
BTEC

Hair and Beauty

September 2021 to August 2022

Guidance for:
BTEC QCF Level 1



Last updated 1 September 2021

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Introduction

As COVID-19 may continue to impact upon teaching, learning and assessment through the academic year, affecting those learners who are part-way through their qualifications and those who are commencing this academic year, we have produced this guidance to support the effective delivery of BTEC course content. We are committed to ensuring that learners continue to benefit from the breadth of content of BTEC qualifications through adaptations in teaching and learning.

This document is intended to provide you with guidance for how you **might adapt delivery** for the sector's BTEC qualifications in the academic year of 2021-2022.

We will continue to work with our regulators and relevant sector bodies on any possible adaptations or accommodations in line with the relevant policy and regulatory considerations.

Key aspects such as social distancing, safety, lost teaching time, subject content and practical activities have been considered from a sector perspective for your reference. However, it should be noted that all of the guidance provided here must be considered within the context of any relevant guidance issued by your own centre, relevant governing and industry bodies, local and national government.

For further advice and guidance, please refer to the Teaching, Learning and Assessment pages on [Pearson's website](#) or contact us [via the Customer Support portal](#).

We look forward to continuing to support you and your learners throughout this challenging time and wish you well for the coming year.



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Overview: Hair and Beauty

Adaptations to Assessments in 2021/2022

Please refer to the assessment section on the [2021/2022 Teaching and Assessment page](#), for adaptations to assessments and qualifications for the 2021-2022 Academic Year. Here you will find:

- Tech Award Assessment Evidence Adaptations
- Work Experience and Employer Engagement
- Links to Exam timetables
- FAQs

Please note that not all qualifications can or will be adapted, and it is important that you refer to the relevant adaptation guidance for 2021-2022.

Some qualifications will not be adapted for one of the following reasons:

- An adaptation would impact the reliability and validity of the qualification
- The qualification is a licence to practice or primary purpose is progression to the workplace

Learner eligibility

There are currently no plans to have these adaptations extend to learners who take assessments in 2022/23, regardless of when they are due to certificate.

Adaptations are only available in this academic year, for assessment due to take place between 1 September 2021-31 August 2022.

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Social Distance/Safety

Equipment - For all practical activities, portable or static equipment can be cleaned as per manufacturer's guidelines. HABIA have produced guidance <https://habia.org/covid-19> and it is important to ensure that the government guidelines for close working are adhered to <https://assets.publishing.service.gov.uk/media/5ef2889986650c12970e9b57/working-safely-during-covid-19-close-contact-151020.pdf> Guidance is frequently changing and so should be regularly checked to ensure you are working to the most recent guidance.

Social distancing as per Government guidelines should also be adhered to where possible.

Demonstrations of hair and beauty techniques could be taught remotely through the use of online resources and video conferencing. The specification gives details of how distance learning could be applied to most units. These should also be risk assessed for your own learners.

Lost time teaching

Many learners will have lost significant teaching time between March and September 2020 which may impact achievement in 2021 if completing the qualification over more than one year. Some units may have been half finished but not claimed. Where unit content is more class based, lost time teaching may impact the ability to fully teach and for learners to understand the level of content needed prior to assessment. The use of blended learning, online teaching and face to face teaching would mitigate this, however this would be reliant on provision of suitable access for all learners in order to prevent disadvantage. In terms of skill development, there will be crossover across all units. The use of roleplay scenarios will support the delivery across some, particularly those relating to professional behaviour in a salon. Where treatments are required these could be practiced on each other if the class is part of a support bubble or on members of their own household.

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Flexibility of delivery and assessment

Content and topics should continue to be taught as found in the specification. Centres may wish to revisit schemes of work in light of any adapted timetabling to ensure that the learning of key concepts are supported through face to face teaching wherever possible. The scheduling of unit delivery can be reviewed as necessary in the Assessment Plan for the programme. This is a working document that can flex to reflect the opportunities available and any challenges that may be present within the centre.

All of this will require careful planning, particularly on programmes in which the learners were in other settings during 2019-20 and are likely to have had varied experiences (e.g. those who start BTEC Level 1 Hair and Beauty qualifications in FE in September 2020).

What is important to retain the validity of the sector's qualifications?

The qualification is a practical qualification requiring learners to demonstrate skills that would be used within the sector. By the very nature of hair and beauty, these are skills which require close contact and so all precautions found in professional salons such as masks and visors should be applied. The qualification does still require these skills to be demonstrated to be a valid qualification and offer learners the potential to step up to level 2 vocational qualifications in either hair or beauty.

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Units/ Thematic Guidance	Remote delivery (✓ X)	Socially distanced (✓ X)	Comments
BTEC QCF Entry and L1 Hair and Beauty			
Units 1, 7 and 8	✓	✓	These units can be delivered remotely and are knowledge based.
Units 2 and 9	X	✓	Units 2 and 9 both require learners to demonstrate they can behave professionally in a salon. However, this can be taught and learners prepared for assessment with social distancing measures in place.
Units which require practical skills and close contact Units 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15, 16 and 17.	Partially	X	<p>Many units are practical and involve close contact however the specification does give examples of how practical units could be delivered via an e-learning route using videos showing how treatments and practices are carried out.</p> <p>Practical units will need to follow government guidance for close contact working https://assets.publishing.service.gov.uk/media/5ef2889986650c12970e9b57/working-safely-during-covid-19-close-contact-011020.pdf. This applies to training salons as well as professional salons. Any treatments carried out must be risk assessed for either the salon or whether the learner is able to practice safely in their home environment. An adapted assessment has been released by the sector skills council HABIA:</p> <p><i>“To maintain the rigour and consistency of the assessments against the National Occupational Standards in a workplace setting or realistic working environment (RWE), whilst taking account of government restrictions and guidance in respect of Covid-19 the following existing assessment methods*, additional adaptations/mitigation and guidance may be considered:</i></p>

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			<ul style="list-style-type: none">• <i>Performance criteria assessed by direct observation by an assessor could include:</i><ul style="list-style-type: none">○ <i>practical skills and assessments carried out in the workplace or RWE on 'clients' from the learner's/candidate's household*/educational or workplace bubble.</i>○ <i>evidence collection could be cross referenced from another unit already achieved to cover a range*</i>○ <i>clustering the performance of multiple treatments and services on individual 'clients' to maximise the evidence opportunities of performance criteria and range, limiting close proximity timescales associated with providing treatments or services to increased numbers of clients."</i> <p>For learners at Level 1, practical assessments could be carried out if the class is a bubble so learners could complete treatments on each other, or if the assessor deemed it safe, be filmed completing tasks in their own home on members of their household.</p>
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