

# **City & Guilds Level 2 Awards/Certificates/Diplomas in Beauty Therapy (3003)**

**Qualification handbook for centres**



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# City & Guilds Level 2 Awards/Certificates/Diplomas in Beauty Therapy (3003)

## Qualification handbook for centres

<b>Level 2 Diplomas</b>		
City & Guilds Level 2 Diploma in Beauty Therapy Services 14+	3003-60	500/8778/2
City & Guilds Level 2 Diploma in Beauty Therapy 16+	3003-63	500/9076/8
City & Guilds Level 2 Diploma in Nail Technology Enhancement 16+	3003-65	500/8775/7
City & Guilds Level 2 Diploma in Hair and Media Make-up 16+	3003-66	500/8845/2
<b>Level 2 Certificates</b>		
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City & Guilds Level 2 Certificate in Make-up 16+	3003-43	500/9845/7
City & Guilds Level 2 Certificate in Nail Technology 16+	3003-49	500/9201/7
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<b>Level 2 Awards</b>		
City & Guilds Level 2 Award in Auricular Therapy	3003-92	600/2365/X
City & Guilds Level 2 Award in Threading	3003-92	600/1203/1
City & Guilds Level 2 Award in Working in the Beauty-Related Industry	3003-92	600/5707/5
City & Guilds Level 2 Award in Beauty Salon Reception 14+	3003-92	500/8642/X
City & Guilds Level 2 Award in Award Make-up 16+	3003-92	500/8652/2
City & Guilds Level 2 Award in Manicure 16+	3003-92	500/8713/7
City & Guilds Level 2 Award in Pedicure 16+	3003-92	500/8630/3
City & Guilds Level 2 Award in Nail Art 16+	3003-92	500/8711/3
City & Guilds Level 2 Award in Nail Technology 16+	3003-92	500/8684/4
City & Guilds Level 2 Award in Health and Safety for the Hair and Beauty Sector 16+	3003-92	500/8640/6

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
3.2 Mar 2012	Amend reference to carbon monoxide to carbon dioxide in the range for outcome 2, unit 202	Units
4.0 August 2012	Added Structure – 3003-82 Information added to section 3 and 5	Qualification Structure
4.1 March 2014	Amended title of: 500/8640/6 - 3003-92 500/8637/6 - 3003-92 500/8712/5 - 3003-92 500/8953/5 - 3003-46-92  Registration and certification end dates deleted.	Introduction and qualification structure  Introduction
5.0 September 2014	Added correct credit values for unit 206 (page 54) unit 211 (page 79) units 227 and 310 (page 16)	Qualification Structure and Units
5.1 March 2016	Added to range for outcome 1 , unit 221 (page 117)	Units
5.2 August 2017	Added GLH and TQT details	Qualification Structure
6.0 March 2022	Qualification titles updated with 'City & Guilds' City and Guilds address updated Removed references to GOLLA and updated to Evolve	Throughout
6.1 November 2022	GLH changed for 3003-25 Level 2 Diploma in Nail Technology Enhancement	Qualification Structure
7.0 January 2023	All images removed	Throughout
7.1 July 2023	Removal of expired qualifications	Qualification Structure

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# 1 Introduction to the qualifications

This document contains the information that centres need to offer the following qualifications:

Consult the Walled Garden/Online Catalogue for last registration and certification dates.	Qualification titles and level	City & Guilds qualification numbers	Ofqual accreditation numbers
	City & Guilds Level 2 Diploma in Beauty Therapy Services	3003-60	500/8778/2
	City & Guilds Level 2 Diploma in Beauty Therapy	3003-63	500/9076/8
	City & Guilds Level 2 Diploma in Nail Technology Enhancement	3003-65	500/8775/7
	City & Guilds Level 2 Diploma in Hair and Media Make up	3003-66	500/8845/2
	City & Guilds Level 2 Certificate in Beauty Therapy Services	3003-40	500/8940/7
	City & Guilds Level 2 Certificate in Beauty Consultancy Services	3003-41	500/8938/9
	City & Guilds Level 2 Certificate in Make-up	3003-43	500/9845/7
	City & Guilds Level 2 Certificate in Nail Technology	3003-49	500/9201/7
	City & Guilds Level 2 Award in Auricular Therapy	3003-92	600/2365/X
	City & Guilds Level 2 Award in Threading	3003-92	600/1203/1
	City & Guilds Level 2 Award in Beauty Salon Reception	3003-92	500/8642/X
	City & Guilds Level 2 Award in Make-up	3003-92	500/8652/2
	City & Guilds Level 2 Award in Manicure	3003-92	500/8713/7
	City & Guilds Level 2 Award in Pedicure	3003-92	500/8630/3
	City & Guilds Level 2 Award in Nail Art	3003-92	500/8711/3
	City & Guilds Level 2 Award in Nail Technology	3003-92	500/8684/4
	City & Guilds Level 2 Award in Health and Safety for the Hair and Beauty Sector	3003-92	500/8640/6

## Qualifications summary

These qualifications are based on the National Occupational Standards. They are preparation for work qualifications which require learners to develop the skills and knowledge required in the hair industry.

## Opportunities for progression

The Level 2 Diplomas/Certificates/Awards in Beauty Therapy are suitable for people who have taken a level 2 or level 1 qualification, and/or have been working in the industry and are looking to accredit their skills and knowledge. These qualifications provide progression opportunities for those with intentions of progressing into a supervisory or more technical role or onto a level 3 qualification.

## Age restrictions

Within the suite of qualifications at Level 2, there are some qualifications that have been identified as **not** suitable for candidates under the age of 16. Age ranges are stated for each qualification in Section 2

Centres and candidates should be fully aware of minimum age requirements and any implications on completing assessments.

### Qualifications suitable for 14+ candidates

- 3003-60 City & Guilds Level 2 Diploma in Beauty Therapy services
- 3003-40 City & Guilds Level 2 Certificate in Beauty Therapy Services
- 3003-92 City & Guilds Level 2 Award in Beauty Salon Reception

### All other qualifications are suitable for 16+ candidates

The following documents contain essential information on City & Guilds qualifications and should be referred to in conjunction with this handbook. These documents are available online from [www.cityandguilds.com](http://www.cityandguilds.com).

Publication	Content
<i>Providing City &amp; Guilds qualifications – a guide to centre and qualification approval</i>	This provides detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification.
<i>Ensuring quality</i>	This has updates on City & Guilds assessment and policy issues
<i>Walled Garden</i>	This contains details of the qualification structure, registration and certification procedures and fees.



## 2 Qualification structure

### 3003-60 City & Guilds Level 2 Diploma in Beauty Therapy Services with Evolve

A minimum of **39** credits is required to achieve this qualification. **All** mandatory units must be achieved which total **35** credits and a minimum of **4** credits from the optional units. **328** guided learning hours are recommended.

		<b>GLH</b>	<b>Credits</b>
<b>Mandatory Generic Units (all must be completed)</b>			
<b>Unit 201</b>	Working in beauty related industries	<b>31</b>	<b>4</b>
<b>Unit 202</b>	Follow health and safety in the salon	<b>24</b>	<b>3</b>
<b>Unit 203</b>	Client care and communication in beauty related industries	<b>20</b>	<b>2</b>
<b>Mandatory Technical Units (all must be completed)</b>			
<b>Unit 204</b>	Provide facial skincare	<b>56</b>	<b>7</b>
<b>Unit 207</b>	Provide manicure treatments	<b>48</b>	<b>5</b>
<b>Unit 208</b>	Provide pedicure treatments	<b>48</b>	<b>5</b>
<b>Unit 209</b>	Apply make-up	<b>41</b>	<b>5</b>
<b>Unit 225</b>	Shaping and colouring eyebrows	<b>30</b>	<b>4</b>
<b>Optional Units (minimum 4 credits required)</b>			
<b>Unit 212</b>	Create an image based on a theme within the hair and beauty sector	<b>60</b>	<b>7</b>
<b>Unit 215</b>	Provide nail art	<b>24</b>	<b>3</b>
<b>Unit 216</b>	Salon reception duties	<b>24</b>	<b>3</b>
<b>Unit 220</b>	The art of photographic make- up	<b>30</b>	<b>5</b>
<b>Unit 221</b>	Body art design	<b>30</b>	<b>4</b>
<b>Unit 222</b>	Head massage	<b>30</b>	<b>4</b>
<b>Unit 223</b>	Apply skin tanning techniques	<b>30</b>	<b>4</b>
<b>Unit 224</b>	Facial care for men	<b>30</b>	<b>4</b>

**3003-40 City & Guilds Level 2 Certificate in Beauty Therapy Services**  
**3003-80 City & Guilds Level 2 Beauty Therapy Evolve tests only (not full qualifications)**

A minimum of **26** credits is required to achieve this qualification. **All** mandatory units must be achieved which total **26** credits. **227** guided learning hours are recommended.

<b>Mandatory Generic Units (all must be completed)</b>		<b>GLH</b>	<b>Credits</b>
<b>Unit 201</b>	Working in beauty related industries	<b>31</b>	<b>4</b>
<b>Unit 202</b>	Follow health and safety in the salon	<b>24</b>	<b>3</b>
<b>Unit 203</b>	Client care and communication in beauty related industries	<b>20</b>	<b>2</b>
<b>Mandatory Technical Units (all must be completed)</b>			
<b>Unit 204</b>	Provide facial skincare	<b>56</b>	<b>7</b>
<b>Unit 207</b>	Provide manicure treatments	<b>48</b>	<b>5</b>
<b>Unit 208</b>	Provide pedicure treatments	<b>48</b>	<b>5</b>

**3003-63 City & Guilds Level 2 Diploma in Beauty Therapy with Evolve**

A minimum of **54** credits is required to achieve this qualification. **All** mandatory units must be achieved which total **42** credits and a minimum of **12** credits from the optional units. **468** guided learning hours are recommended.

<b>Mandatory Generic Units (all must be completed)</b>		<b>GLH</b>	<b>Credits</b>
<b>Unit 201</b>	Working in beauty related industries	<b>31</b>	<b>4</b>
<b>Unit 202</b>	Follow health and safety in the salon	<b>24</b>	<b>3</b>
<b>Unit 203</b>	Client care and communication in beauty related industries	<b>20</b>	<b>2</b>
<b>Unit 205</b>	Promote products and service to clients in a salon	<b>28</b>	<b>3</b>
<b>Unit 216</b>	Salon reception duties	<b>24</b>	<b>3</b>
<b>Mandatory Technical Units (all must be completed)</b>			
<b>Unit 204</b>	Provide facial skincare	<b>56</b>	<b>7</b>
<b>Unit 206</b>	Remove hair using waxing techniques	<b>57</b>	<b>6</b>
<b>Unit 207</b>	Provide manicure treatments	<b>48</b>	<b>5</b>
<b>Unit 208</b>	Provide pedicure treatments	<b>48</b>	<b>5</b>

<b>Unit 210</b>	Provide eyelash and brow treatments	<b>36</b>	<b>4</b>
<b>Optional Units (minimum 12 credits required)</b>			
<b>Unit 209</b>	Apply make-up	<b>41</b>	<b>5</b>
<b>Unit 212</b>	Create an image based on a theme within the hair and beauty sector	<b>60</b>	<b>7</b>
<b>Unit 214</b>	Provide and maintain nail enhancement	<b>46</b>	<b>7</b>
<b>Unit 215</b>	Provide nail art	<b>24</b>	<b>3</b>
<b>Unit 217</b>	Provide ear piercing	<b>17</b>	<b>2</b>
<b>Unit 218</b>	Eyelash perming	<b>20</b>	<b>2</b>
<b>Unit 219</b>	Provide threading services for hair removal	<b>29</b>	<b>4</b>
<b>Unit 222</b>	Head massage	<b>30</b>	<b>4</b>
<b>Unit 223</b>	Apply skin tanning techniques	<b>30</b>	<b>4</b>
<b>Unit 224</b>	Facial care for men	<b>30</b>	<b>4</b>

## 3003-65 City & Guilds Level 2 Diploma in Nail Technology Enhancement with Evolve

A minimum of **55** credits is required to achieve this qualification. **All** mandatory units must be achieved which total **42** credits and a minimum of **13** credits from the optional units. **457** guided learning hours are recommended.

<b>Mandatory Generic Units (all must be completed)</b>		<b>GLH</b>	<b>Credits</b>
<b>Unit 201</b>	Working in beauty related industries	<b>31</b>	<b>4</b>
<b>Unit 202</b>	Follow health and safety in the salon	<b>24</b>	<b>3</b>
<b>Unit 203</b>	Client care and communication in beauty related industries	<b>20</b>	<b>2</b>
<b>Unit 205</b>	Promote products and service to clients in a salon	<b>28</b>	<b>3</b>
<b>Unit 212</b>	Create an image based on a theme within the hair and beauty sector	<b>60</b>	<b>7</b>
<b>Unit 216</b>	Salon reception duties	<b>24</b>	<b>3</b>
<b>Mandatory Technical Units (all must be completed)</b>			
<b>Unit 207</b>	Provide manicure treatments	<b>48</b>	<b>5</b>
<b>Unit 208</b>	Provide pedicure treatments	<b>48</b>	<b>5</b>
<b>Unit 214</b>	Provide and maintain nail enhancement	<b>60</b>	<b>7</b>
<b>Unit 215</b>	Provide nail art	<b>24</b>	<b>3</b>
<b>Optional Units (minimum 13 credits required)</b>			
<b>Unit 204</b>	Provide facial skincare	<b>56</b>	<b>7</b>
<b>Unit 209</b>	Apply make-up	<b>41</b>	<b>5</b>
<b>Unit 210</b>	Provide eyelash and brow treatments	<b>36</b>	<b>4</b>
<b>Unit 213</b>	Display stock to promote sales in salon	<b>24</b>	<b>3</b>
<b>Unit 220</b>	The art of photographic make-up	<b>30</b>	<b>5</b>
<b>Unit 221</b>	Body art design	<b>30</b>	<b>4</b>
<b>Unit 223</b>	Apply skin tanning techniques	<b>30</b>	<b>4</b>

### 3003-66 City & Guilds Level 2 Diploma in Hair and Media Make-up with Evolve

A minimum of **57** credits is required to achieve this qualification. **All** mandatory units must be achieved. **452** guided learning hours are recommended.

<b>Mandatory Generic Units (all must be completed)</b>		<b>GLH</b>	<b>Credits</b>
<b>Unit 201</b>	Working in beauty related industries	<b>31</b>	<b>4</b>
<b>Unit 202</b>	Follow health and safety in the salon	<b>24</b>	<b>3</b>
<b>Unit 203</b>	Client care and communication in beauty related industries	<b>20</b>	<b>2</b>
<b>Mandatory Technical Units (all must be completed)</b>			
<b>Unit 209</b>	Apply make-up	<b>41</b>	<b>5</b>
<b>Unit 210</b>	Provide eyelash and brow treatments	<b>36</b>	<b>4</b>
<b>Unit 212</b>	Create an image based on a theme within the hair and beauty sector	<b>60</b>	<b>7</b>
<b>Unit 220</b>	The art of photographic make- up	<b>30</b>	<b>5</b>
<b>Unit 221</b>	Body art design	<b>30</b>	<b>4</b>
<b>Unit 223</b>	Apply skin tanning techniques	<b>30</b>	<b>4</b>
<b>Unit 226</b>	The art of colouring hair	<b>60</b>	<b>7</b>
<b>Unit 227</b>	The art of dressing hair	<b>30</b>	<b>5</b>
<b>Unit 310</b>	Make and style a hair addition	<b>60</b>	<b>7</b>

### 3003-43 City & Guilds Level 2 Certificate in Make-up

### 3003-80 City & Guilds Level 2 Beauty Therapy Evolve tests only (not full qualifications)

A minimum of **18** credits is required to achieve this qualification. **All** mandatory units must be achieved which total **18** credits. **150** guided learning hours are recommended.

<b>Mandatory Units (all must be completed)</b>		<b>GLH</b>	<b>Credits</b>
<b>Unit 201</b>	Working in beauty related industries	<b>31</b>	<b>4</b>
<b>Unit 202</b>	Follow health and safety in the salon	<b>24</b>	<b>3</b>
<b>Unit 203</b>	Client care and communication in beauty related industries	<b>20</b>	<b>2</b>
<b>Unit 209</b>	Apply make-up	<b>41</b>	<b>5</b>
<b>Unit 210</b>	Provide eyelash and brow treatments	<b>36</b>	<b>4</b>

**3003-49 City & Guilds Level 2 Certificate in Nail Technology**  
**3003-80 City & Guilds Level 2 Beauty Therapy Evolve tests only (not full qualifications)**

A minimum of **19** credits is required to achieve this qualification. **All** mandatory units must be achieved which total **19** credits. **149** guided learning hours are recommended.

<b>Mandatory Units (all must be completed)</b>		<b>GLH</b>	<b>Credits</b>
<b>Unit 201</b>	Working in beauty related industries	<b>31</b>	<b>4</b>
<b>Unit 202</b>	Follow health and safety in the salon	<b>24</b>	<b>3</b>
<b>Unit 203</b>	Client care and communication in beauty related industries	<b>20</b>	<b>2</b>
<b>Unit 205</b>	Promote products and service to clients in a salon	<b>28</b>	<b>3</b>
<b>Unit 214</b>	Provide and maintain nail enhancement	<b>60</b>	<b>7</b>

**3003-92 City & Guilds Level 2 Awards in Beauty Therapy, Nails and Spa**

The unit included in each qualification is shown below.

If a candidate has not completed any previous accredited related qualification or has not got prior work experience within the beauty therapy/nail services industry then the Level 2 Award in Health and Safety must be taken along side the technical award.

<b>Title</b>	<b>GLH</b>	<b>Credits</b>
<b>Level 2 Award in Follow Health and Safety Practice in the salon</b>		
<b>Unit 202</b> Follow health and safety in the salon	<b>24</b>	<b>3</b>
<b>Level 2 Award in Manicure</b>		
<b>Unit 207</b> Provide manicure treatment	<b>48</b>	<b>5</b>
<b>Level 2 Award in Pedicure</b>		
<b>Unit 208</b> Provide pedicure treatment	<b>48</b>	<b>5</b>
<b>Level 2 Award in Make-up</b>		
<b>Unit 209</b> Apply make-up	<b>41</b>	<b>5</b>
<b>Level 2 Award in Nail Technology</b>		
<b>Unit 214</b> Provide and maintain nail enhancement	<b>46</b>	<b>7</b>
<b>Level 2 Award in Nail Art</b>		
<b>Unit 215</b> Provide nail art	<b>24</b>	<b>3</b>

<b>Level 2 Award in Beauty Salon Reception</b>		
<b>Unit 216</b> Salon reception duties	<b>24</b>	<b>3</b>
<b>Level 2 Award in Auricular Therapy</b>		
<b>Unit 229</b> Provide thermal auricular therapy	<b>20</b>	<b>2</b>
<b>Level 2 Award in Threading</b>		
<b>Unit 219</b> Provide threading service for hair removal	<b>29</b>	<b>4</b>

## Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
Level 2 Diploma in Beauty Therapy Services	326	390
Level 2 Diploma in Beauty Therapy	459	540
Level 2 Diploma in Nail Technology Enhancement	443	550
Level 2 Diploma in Hair and Media Make up	450	570
Level 2 Certificate in Beauty Therapy Services	227	260
Level 2 Certificate in Make-up	150	180
Level 2 Certificate in Nail Technology	149	190
Level 2 Award in Auricular Therapy	20	20
Level 2 Award in Beauty Salon Reception	24	30
Level 2 Award in Make-up	41	50
Level 2 Award in Manicure	48	50
Level 2 Award in Pedicure	48	50
Level 2 Award in Nail Art	24	30
Level 2 Award in Nail Technology	46	70
Level 2 Award in Health and Safety for the Hair and Beauty Sector	22	30



## 2.1 Qualification support materials

City & Guilds also provides the following publications and resources specifically for this qualification:

<b>Description</b>	<b>How to access</b>
Assessment Pack	Downloadable from our website
Qualification Handbook	Downloadable from our website
Candidate Logbook	Order via the Walled Garden or by emailing: <b>learningmaterials@cityandguids.com</b>
Fast track approval forms	Please contact your regional office direct. Downloadable from our website
Smart Screen	<b>www.smartscreen.co.uk</b>

The Assessment pack is password protected; the password is available on Walled Garden.

## 3 Centre requirements

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as centres.

This section outlines the approval processes for Centres to offer these qualifications and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Centres must meet a set of quality criteria including:

- provision of adequate resources, both physical and human
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

### 3.1 New centres to City & Guilds qualifications in this subject area

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the centre approval process (CAP). Centres also need approval to offer a specific qualification. This is known as the qualification approval process (QAP), (previously known as scheme approval). In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for these particular qualifications.

Full details of the procedures and forms for applying for centre and qualification approval are given in *Providing City & Guilds Qualifications - a guide to centre and qualification approval* is downloadable from the City & Guilds website.

Regional/national offices will support new centres and appoint a Quality Systems Consultant to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until qualification approval has been obtained.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds.

Further details of reasons for suspension and withdrawals, procedures and timescales, are contained in *Providing City & Guilds Qualifications*.

### **3.2 Centres already offering City & Guilds qualification in this subject area**

Centres approved to offer 6903 City & Guilds Diplomas in Beauty Therapy, NVQ Level 2 in Beauty Therapy or Nail Services (3023/3024) may apply for approval for the 3003 City & Guilds Level 2 Awards/Certificates/Diplomas in Beauty Therapy using the fast track approval form, available from the City & Guilds website – [www.cityandguilds.com](http://www.cityandguilds.com).

- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the standard qualification approval process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

### **3.3 Resource requirements**

#### **Physical resources**

Centres must have access to the range of services, professional products, tools, materials and equipment in the centre or workplace to ensure learners have the opportunity to cover all of the practical activities.

The equipment must meet industry standards and be capable of being used under normal working conditions.

#### **Use of simulation (head block and fake body parts)**

From September 2012 the use of head blocks and fake body parts for summative assessment may **only** be used for the following units.

- Level 2 Unit – Perm and Neutralise Hair
- Level 2 Unit – The Art of Colouring Hair
- Level 2 Unit – Provide Nail Art
- Level 3 Unit – Design and apply Nail Art
- Level 3 Unit – Perm to create a variety of looks

Simulation for these units should only be used once the use of models, peers and clients has been exhausted (the best form of assessment would always be on a real person, as this is a preparation for employment qualification) **If a head block or fake body part has been used in a summative assessment then this needs to be recorded by the Assessor**

#### **Realistic learning environment requirements (RLE)**

All City & Guilds VRQs must be assessed in facilities that meet acceptable, current industry standards for the specific qualification area. Example resource lists for each qualification area are being developed.

Centres must ensure that access to the range of services or treatments and required professional products, tools, materials and equipment is maintained in the centre and / or workplace to meet the qualification needs and enable candidates' to cover all of the required practical activities.

The learning and assessment setting should incorporate a real, or simulated but realistic learning environment. These facilities must provide candidates with experience of working in and under realistic commercial conditions during assessment.

The learning environment must meet any bye-laws, legislation or legal authority requirements that would affect a similar commercial establishment as well as meeting the requirements of a vocational education establishment.

For the purpose of City & Guilds VRQs **clients** are defined as people seeking the service or treatment being assessed, which can include friends, peers, models and family members. There is no requirement for these clients to pay.

A suitable, controlled area for testing must be provided and arrangements must be made for the secure storage of assessment materials and records. Acceptable facilities for Evolve online testing must be maintained where the VRQ requires online testing of knowledge and understanding.

### **Centre staff**

Centre staff must satisfy the requirements for occupational expertise for these qualifications. Quality assurance coordinators and assessors must:

1. Have verifiable and relevant current or real industry experience and competence of the occupational working area at or above the level being assessed and evidence of the quality of occupational experience to ensure the credibility of the assessment judgements. Appropriate evidence will include:
  - curriculum vitae and references
  - achievement of a relevant qualification
  - continuing professional development (CPD).
2. only assess in their acknowledged area of occupational competence
3. participate in training activities for their continued professional development
4. be competent in making accurate assessment decisions: it is recommended, but **not** mandatory, that assessors hold Learning and Development unit A1; or hold units D32 and D33 and assess to A1 standard.

Internal quality assurers (IQAs – previously called IVs) and assessors must have verifiable and relevant **current** industry experience and competence of the occupational working area at or above the level being assessed, and evidence of the quality of **occupational experience** to ensure the credibility of the assessment judgements. Newly qualified hairdressers, barbers, therapists, make-up artists and nail technicians must have gained significant post qualification commercial experience before commencing these roles. For the avoidance of doubt, those who have no occupational experience cannot assess these VRQs. Appropriate evidence will include CVs, References, Qualification Certificates, CPD records, Product Evidence, Video Evidence. This list is not exhaustive and other relevant methods may be considered. Please contact your Qualification Consultant for guidance.

- i. Staff must only assess or quality assure in their acknowledged area of occupational competence.

- ii. Staff must participate in relevant training activities for their continued professional development (see CPD requirements).

Assessors and quality assurers of VRQs must be competent and experienced in making accurate assessment decisions; it is therefore highly recommended that the assessor and quality assurance qualification have been obtained or that they are being worked towards. It is highly recommended that new VRQ assessors work towards or hold either the Learning and Development unit A1 or the relevant TAQA unit.

### **Assessor and verifier requirements**

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for the qualifications.

### **Continuous professional development (CPD) in VRQs**

For City & Guilds VRQs centre staff must continue to meet the requirements for occupational expertise for the specific qualification(s) they assess or quality assure.

Assessors and quality assurers must be able to demonstrate how they keep their technical skills and knowledge up-to-date and to the occupational level in which they are assessing and/or quality assuring

Continuing Professional Development (CPD) must take place throughout the careers of assessors and quality assurers

This **must** include the completion of a minimum number of **30** hours CPD in each twelve month period using activities approved for CPD which do not have to be consecutive. (see below).

The CPD requirement must be carried out on **one or a combination of** the types of activities listed below. **No activity will carry a 'double hours' allowance.**

- 'hands on' delivery of relevant services/treatments to fee paying clients in a commercial salon that can be shown to develop individual skill and knowledge levels
- undertaking technical training that develops new and/or updates existing skills and/or knowledge levels
- further relevant qualifications.

The following activities **will not** count towards CPD:

- reading the trade press and books
- listening to tapes and watching DVDs.

Individuals must provide relevant and suitable evidence that CPD has taken place within each 12 month period to be measured from 1 September - 31 August.

### **CALCULATING CPD HOURS**

- a) CPD for existing assessors and quality assurers is measured within each 12 month period, taken from 1 September – 31 August each year.
- b) CPD hours for new assessors and quality assurers shall be measured from the date their duties commence.

- c) Assessors and quality assurers who take leave from assessment or quality assurance duties during any twelve month period will be able to collect CPD pro rata.
- d) The CPD hours for part time assessors and quality assurers will be calculated pro rata based on a nominal 37 hour week. **However, a minimum of 5 hours CPD in any twelve month period must be carried out by all part time assessors and quality assurers.**  
**For example**, an assessor contracted for 7 hours/week:  $7 \div 37 \times 100 =$  approx. 20% of a full time assessor.  $20\% \times 30$  hours = 6 hours CPD in any 12 month period.
- e) A nominal time of 30 hours per technical unit achieved has been set, regardless of the unit.
- f) If you are an assessor **and** quality assurer, you only have to do the minimum of 30 hours CPD, **not** 60 hours.

### 3.4 Candidate entry requirements

There are no formal entry requirements for candidates undertaking these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

### 3.5 Quality Assurance

#### Internal quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance.

Full details and guidance on the internal and external quality assurance requirements and procedures are provided in *Providing City & Guilds Qualifications*. This document also explains the tasks, activities and responsibilities of quality assurance staff.

#### External quality assurance

External verifiers are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External verification is carried out to ensure that there is validity, reliability and good practice in centres.

To carry out their quality assurance role, external verifiers/moderators must have appropriate occupational and verifying knowledge and expertise. City & Guilds external verifiers attend training and development designed to keep them up-to-date, to facilitate standardisation between verifiers and to share good practice.

#### External verifiers

The role of the external verifier is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments within and between centres by the use of systematic sampling
- visit centres regularly to ensure they continue to meet the centre and qualification approval criteria
- provide feedback to centres and City & Guilds.

External quality assurance for the qualifications will be provided by the usual City & Guilds quality assurance process.

Further details of the role of external verifiers are given in *Providing City & Guilds Qualifications*.

### **3.6 Registration and certification**

Full details of City & Guilds' administrative procedures for these qualifications are provided online to City & Guilds registered centres via the Walled Garden. This information includes details on:

- registration
- enrolment numbers
- fees
- entry for examinations
- certification

These details are also available on Walled Garden.

Centres should follow all guidance carefully, particularly noting that fees, registration and certification end dates for the qualifications are subject to change.

Centres should be aware of time constraints regarding the registration and certification periods for the qualifications, which are specified in the City & Guilds Walled Garden.

## 4 Course design and delivery

### Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

In particular, staff should consider the skills and knowledge related to the National Occupational Standards.

Provided that the requirements for the qualification are met, centres may design course programmes of study in any way that they feel best meets the needs and capabilities of their candidates. Centres may wish to include topics as part of the course programme, which will not be assessed through the qualifications.

### Relationship to other qualifications and wider curriculum

City & Guilds recommends centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Key/Core Skills and other related qualifications.

The following relationship tables are provided to assist centres with the design and delivery of the qualifications:

- relationship to National Occupational Standards can be found in Appendix 1
- opportunities to address social, moral, spiritual and cultural issues during the delivery of the qualifications have been identified, and can be found in Appendix 3.

### Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow health and safety practice and procedures during an assessment (for example, practical assessment, assignment) the assessment must be stopped and the candidate advised of the reasons why. The candidate should be informed that they have failed the assessment. Candidates may retake the assessment at a later date, at the discretion of the centre. In any cases of doubt, guidance should be sought from the external verifier.

### Data protection and confidentiality

Centres offering these qualifications may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Providing City & Guilds Qualifications*.

### Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify any specific training needs the candidate has, and the support and guidance they may require when working towards their qualifications.



City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualifications they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

### **Equal opportunities**

It is a requirement of centre approval that centres have an equal opportunities policy (see *Providing City & Guilds Qualifications*).

The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Providing City & Guilds Qualifications*, in the *Directory of Qualifications*, and is also available from the City & Guilds Customer Relations department.

### **Access to assessment**

City & Guilds' guidance and regulations on access to assessment are designed to facilitate access to assessments and qualifications for candidates who are eligible for adjustments to assessment arrangements. Access arrangements are designed to allow attainment to be demonstrated. For further information, please see *Access to assessment and qualifications*, available on the City & Guilds website.

### **Appeals**

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier or City & Guilds.

Further information on appeals is given in *Providing City & Guilds Qualifications*. There is also appeals information for centres and learners on the City & Guilds website or available from the Customer Relations department.

## 5 Assessment

The summative assessments for the qualifications require the candidates to undertake:

- practical tasks, and
- knowledge and understanding task(s) **or** an on-line test.

NB Candidates can use either the on-line test or knowledge tasks in the assignments. Candidates are **not** required to undertake both for a unit, but can use a combination to achieve the qualification.

### Assignments

Please refer to the Assessment Pack for details of the practical and knowledge tasks required for the Level 2 qualifications.

### On-line tests (Evolve)

City & Guilds have produced on-line tests for each unit to cover the knowledge and understanding assessment requirements. The on-line assessments are available via the Global On-line Assessment (Evolve) system. Information on how to become a Evolve centre can be found on our website [www.cityandguilds.com/gola](http://www.cityandguilds.com/gola).

To register your candidates on the qualification and Evolve, it is important to use the correct number. Please refer to the Walled Garden for these numbers. It is important to remember that once a candidate has registered onto the qualification (including Evolve) there is the flexibility to use either Evolve or the knowledge tasks in the assignments. A combination of both is acceptable.

Centres are required to set up a Evolve profile in order to offer online examinations to candidates. Setting up a Evolve profile is a simple process that need only be completed once by the centre. Details of how to set up the profile and Evolve technical requirements are available on the City & Guilds website ([www.city-and-guilds.com/gola](http://www.city-and-guilds.com/gola)). The Evolve section of the website also has details of the Evolve helpline for technical queries and downloads for centres and candidates about Evolve examinations.

### Service / Treatment times in VRQs

Service times in VRQs are not generally specified; however the overall 'preparation for work' objective of City & Guilds VRQs requires that all practical assessments, unless specifically stated should be completed within commercially acceptable times relevant to the level of qualification involved.

The relevant N/SVQ maximum service times may be used as a guide, although these should not be applied strictly. Assessors should use their professional discretion, particularly for situations where client factors would require additional time in normal commercial practice.

To ensure consistency across assessors centres should develop agreed maximum service times for use within their centre.

## **Glossary of terms & Guidance notes:**

*Technical training* - external and internal workshops and training sessions can be used.

*Commercial salon* - this is defined as a salon where the majority of stylists/therapists are already qualified and the main function of the salon is **not** training and assessment. If a training salon in a centre is closed and reopened as a commercial salon e.g. during holiday periods, then this is an acceptable location for CPD to be undertaken

*Qualification work* - the aim of this option is to encourage assessors and quality assurers to gain new knowledge and skills. Work undertaken for this option must lead to a formally assessed and accredited qualification

30 hours can be claimed on the achievement of any technical unit qualification in any one CPD year.

## 6 Units

The qualifications comprise of a number of **units**. A **unit** describes what is expected of a candidate in particular aspects of his/her job.

Each unit is divided into **learning outcomes** which describe in further detail the skills and knowledge that a candidate should possess.

Each **learning outcome** has a set of **assessment criteria** (performance, and knowledge and understanding) which specify the desired criteria that have to be satisfied before an individual can be said to have performed to the agreed standard.

**Range** statements define the breadth or scope of a **learning outcome** and its **assessment criteria** by setting out the various circumstances in which they are to be applied.

### Structure of units

The units in these qualifications are written in a standard format and comprise the following:

- title
- unit reference
- rationale, aim and any entry requirements (where specified)
- list of learning outcomes for the unit
- statement of guided learning hours
- connections with other qualifications, e.g. NOS
- assessment details
- learning outcomes in detail expressed as practical skills and underpinning knowledge.

**Level:** 2

**Credit value:** 4

**NDAQ number:** T/601/5642

### **Unit aim**

This is a preparation for work unit which is based on capability and knowledge.

The aim of this unit is to provide the learner with an understanding of the requirements for working in the beauty related industries.

### **Learning outcomes**

There are **two** learning outcome to this unit. The learner will:

1. Know the key characteristics of the beauty related industries
2. Know the working practices associated with the beauty related industries

### **Guided learning hours**

It is recommended that **31** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

- knowledge and understanding task(s) in an assignment **or** an on-line test.

## Unit 201

## Working in beauty related industries

### Outcome 1

Know the key characteristics of the beauty related industries

#### Practical skills

The learner can:

1. access **sources of information** on organisations, services, occupational roles, education and training opportunities within the beauty related industries.

#### Underpinning knowledge

The learner can:

1. state the types of **organisations** within the beauty related industries
2. state the **main services** offered by the beauty related industries
3. describe **occupational roles** within the beauty related industries
4. state the **employment characteristics** of working in the beauty related industries
5. describe the education and training opportunities within the beauty related industries
6. describe the opportunities to transfer to other sectors or industries
7. state the main **legislation** affecting the beauty related industries
8. describe the basic **principles of finance and selling** within the beauty related industries
9. describe the main **forms of marketing and publicity** used by beauty related industries.

#### Range

##### Sources of information

Internet, journals, Habia, training providers, further education colleges, awarding bodies, career guidance

##### Organisations

Manufacturers, salons, health spas, hotels, cruise liners, fitness and leisure providers, professional membership organisations, suppliers, industry lead bodies

##### Main services

Manicures, pedicures, waxing treatments, artificial nail structures, make-up, basic facials, electrical facials, epilation treatments, eyelash and eyebrow treatments, body massage, aromatherapy massage, reflexology, heat and water therapy, hot stone therapy, Indian head massage, electrical body treatments, body wrapping, tanning treatments

##### Occupational roles

Beauty therapist, make-up artist, electrologist, nail technician, manicurist/pedicurist, masseuse/masseur, aromatherapist, reflexologist, complementary therapist, cosmetic consultant, sales representative, receptionist, salon manager, salon owner, teacher, trainer

##### Employment characteristics

Full time, part time, freelance, contractual

**Legislation**

Equal Opportunity and Discrimination Acts, Working Time Regulations, National Minimum Wage, Employment Rights Act, Employment Act, Health and Safety at Work Act, Performing Rights Regulations, Data Protection Act, Trade Description Act, Consumer Protection Act

**Principles of finance and selling**

Pricing of products and services, handling payments, product knowledge, body language, stages of the selling process - identify need, identify product to meet the need, demonstrating product, overcoming obstacles, closing sales

**Forms of marketing and publicity**

Internet, leaflet, promotional articles in magazines and newspapers, promotional activities, open evenings, taster sessions

## Unit 201

## Working in beauty related industries

### Outcome 2

Know the working practices associated with the beauty related industries

#### Underpinning knowledge

The learner can:

1. describe **good working practices** in the beauty related industries
2. state the importance of **personal presentation** in reflecting professional image when working in the beauty related industries
3. describe opportunities for developing and promoting own professional image within the beauty related industries
4. state the basic **employment rights and employer responsibilities**
5. describe the importance of continual professional development for those working in the beauty related industries.

#### Range

##### Good working practices

Personal Protective Equipment (PPE), COSHH, methods of sterilisation, relevant health and safety legislation

##### Personal presentation

Low heeled fully enclosed footwear, hair off face, no jewellery other than wedding band and one pair of studs, nails short clean and varnish free, overall clean and pressed, flesh coloured tights

##### Employment rights and responsibilities

**Rights:** contract of employment, minimum wage, safe working environment.

**Responsibilities:** work safely to meet salon and legal requirements



**Level:** 2

**Credit value:** 3

**NDAQ number:** R/600/8763

### **Unit aim**

This is a preparation for work unit which is based on capability and knowledge. This unit is about being aware of the risks in the salon, knowing how to identify them and the responsibilities to deal with them.

This unit applies to hairdressing, beauty and barbering salons.

### **Learning outcomes**

There are **two** learning outcome to this unit. The learner will:

1. Be able to maintain health, safety and security practices
2. Be able to follow emergency procedures

### **Guided learning hours**

It is recommended that **22** guided hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Details of the relationship between the unit and relevant national occupational standards**

This unit is linked to the Beauty Therapy NOS, unit G20.

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

- knowledge and understanding task(s) in an assignment **or** an on-line test.

## Unit 202      Follow health and safety practice in the salon

### Outcome 1      Be able to maintain health, safety and security practices

#### Practical skills

The learner can:

1. conduct self in the workplace to meet with health and safety practices and salon policy
2. deal with **hazards** within own area of responsibility following salon policy
3. maintain a level of **personal presentation**, hygiene and conduct to meet legal and salon requirements
4. follow salon policy for **security**
5. make sure tools, equipment, materials and work areas meet hygiene requirements
6. use required **personal protective equipment (PPE)**
7. position self and the client safely throughout the service
8. handle, use and store products, materials, tools and equipment safely to meet with manufacturers' instructions
9. dispose of all **types of salon waste** safely and to meet with legal and salon requirements.

#### Underpinning knowledge

The learner can:

1. explain the difference between legislation, codes of practice and workplace policies
2. outline the main provisions of **health and safety legislation**
3. state the **employers' and employees' health and safety responsibilities**
4. state the **difference between a hazard and a risk**
5. describe **hazards** that may occur in a salon
6. state the **hazards** which need to be referred
7. state the purpose of **personal protective equipment (PPE)** used in a salon during different services
8. state the importance of **personal presentation**, hygiene and conduct in maintaining **health and safety** in the salon
9. state the importance of maintaining the security of belongings
10. outline the principles of hygiene and infection control
11. describe the **methods used in the salon to ensure hygiene**
12. describe the effectiveness and limitations of different infection control techniques
13. describe how to dispose of different **types of salon waste**.

#### Range

##### Hazards

(Something with potential to cause harm)

Trailing wires, faulty electrical equipment, spillages, slippery surfaces, obstructions to access and egress

##### Personal presentation

Dress, appearance and personal hygiene

**Security**

Client records, salon records, salon equipment, client belongings, staff belongings, salon products, till point

**Personal protective equipment (PPE)**

Aprons, gloves, particle mask

**Types of salon waste**

General waste, waste chemical products, sharps, contaminated waste

**Health and Safety Legislation**

Health and Safety at Work Act, Personal Protective Equipment at Work Regulations , Workplace (Health, Safety and Welfare) Regulations, Manual Handling Operations Regulations, Control of Substances Hazardous to Health Regulations (COSHH), Provision and use of Work Equipment Regulations, Electricity at Work Regulations, reporting injuries, Diseases and Dangerous Occurrences (RIDDOR), Fire Precautions Act, Health and Safety First Aid Regulations, Health and Safety (Display Screen Equipment) Regulations

**Employers' and employees' health and safety responsibilities**

Safe working equipment, safe working environment, PPE

**Difference between a hazard and a risk**

A risk is the likelihood of a hazard causing an accident or harm (e.g. injury)

**Methods used in the salon to ensure hygiene**

Sanitisation of surfaces, sterilisation of tools and equipment, washing of towels and gowns, personal hygiene

## Unit 202

### Outcome 2

## Follow health and safety practice in the salon

### Be able to follow emergency procedures

#### Practical skills

The learner can:

1. follow emergency procedures
2. follow accident reporting procedures which meet with salon policy
3. identify named **emergency personnel**
4. locate **fire fighting equipment**.

#### Underpinning knowledge

The learner can:

1. outline the correct **use of fire fighting equipment for different types of fire**
2. state the dangers of the incorrect use of **fire fighting equipment** on different types of fires
3. state the importance for reporting and recording accidents
4. describe the procedure for reporting and recording accidents
5. describe **procedures for dealing with emergencies**.

#### Range

##### Emergency personnel

Fire warden, first aider

##### Use of fire fighting equipment for different types of fire

Electrical fires: dry powder, carbon dioxide

Non-electrical fires: water, foam, dry powder, carbon dioxide

##### Procedures for dealing with emergencies

Raising the alarm, contacting emergency services, evacuation, drills, accidents, first aid

## Unit 203

## Client care and communication in beauty related industries

**Level:** 2

**Credit value:** 2

**NDAQ number:** A/601/4458

### Unit aim

This is a preparation for work unit which is based on capability and knowledge. This unit is about client care and communication in the beauty related industries. Learners will develop their communication skills to deal with enquiries, retail, consultation, complaints and all forms of client care.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to communicate with clients
2. Be able to provide client care

### Guided learning hours

It is recommended that **20** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test.

## Unit 203

## Client care and communication in beauty related industries

### Outcome 1

Be able to communicate with clients

#### Practical skills

The learner can:

1. use effective **communication techniques**
2. use client consultation techniques to identify treatment objectives
3. provide the client with **clear advice and recommendations.**

#### Underpinning knowledge

The learner can:

1. outline different forms of **communication** used to deal with clients.
2. describe how to use consultation techniques to identify treatment objectives
3. state the importance of using effective **communication** to identify client needs and expectations
4. describe the term 'personal space'
5. state the importance of providing the client with clear advice and recommendations.

#### Range

##### Communication/consultation techniques

*Verbal:* questioning techniques, language used tone of voice.

*Non-verbal:* listening techniques, body language, eye contact, facial expressions.

*Use of:* visual aids, client records

##### Clear advice and recommendations

Provide clear advice, recommendations, confirm client understanding and agree treatment plan,

## Unit 203      Client care and communication in beauty related industries

Outcome 2      Be able to provide client care

### Practical skills

The learner can:

1. maintain client confidentiality in accordance with **legislation**
2. gain feedback from clients on client care
3. respond to feedback in a constructive way
4. refer client complaints to the **relevant person**
5. assist in client complaints being resolved.

### Underpinning knowledge

The learner can:

1. describe client confidentiality inline with the Data Protection Act
2. explain the importance of **communication techniques** to support retail opportunities
3. state the importance of client feedback and responding constructively
4. outline how to refer and assist in client complaints.

### Range

#### Legislation

Data Protection Act, Supply of Goods and Services Act, Consumer Protection Act, Sale of Goods Act

#### Relevant person

Manager, receptionist, senior therapist/nail technician

#### Communication techniques

*Verbal:* questioning techniques, language used tone of voice.

*Non-verbal:* listening techniques, body language, eye contact, facial expressions.

*Use of:* visual aids, client records

## Unit 204

## Provide facial skin care

**Level:** 2

**Credit value:** 7

**NDAQ number:** A/601/3987

### Unit aim

This is a preparation for work unit, which is based on capability and knowledge. The unit is about improving and maintaining facial skin conditions to include skin exfoliation, skin warming, comedone extraction, facial massage, mask treatments and the use of facial products. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for facial skincare treatments
2. Be able to provide facial skincare treatments

### Guided learning hours

It is recommended that **56** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit B4.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test.



## Unit 204

## Provide facial skin care

### Outcome 1

### Be able to prepare for facial skincare treatments

#### Practical skills

The learner can:

1. prepare themselves, client and work area for facial skincare treatment
2. use suitable **consultation techniques** to identify treatment **objectives**
3. carry out a skin analysis
4. provide clear recommendations to the client
5. select **products, tools and equipment** to suit client treatment needs, **skin types and conditions**

#### Underpinning knowledge

The learner can:

1. describe salon requirements for preparing themselves, the client and work area
2. state the **environmental conditions** suitable for facial skincare treatments
3. describe different **consultation techniques** used to identify treatment **objectives**
4. state the importance of carrying out a detailed skin analysis
5. describe how to select **products, tools and equipment** to suit client treatment needs, **skin types and conditions**
6. identify **skin types, conditions** and characteristics
7. describe the **contra-indications** which prevent or restrict facial treatments

#### Range

##### Consultation techniques

*Verbal:* questioning techniques, language used tone of voice

*Non-verbal:* listening techniques, body language, eye contact, facial expressions

*Use of:* visual aids, client records

##### Objectives

To improve skin condition, relaxation

##### Products, tools and equipment

**Products:** cleansing, toning, exfoliating, eye cream/gel, moisturising, lip products, mask (non-setting, setting), massage media (oil, cream)

**Tools:** mask brush, spatula, bowls

**Equipment:** steamer, couch, trolley, stool, magnifying lamp

##### Skin types and conditions

**Skin types:** normal, dry, oily, combination

**Conditions:** sensitive, mature, dehydrated

##### Environmental conditions

Warmth, ventilation, privacy, volume and type of music/sounds, pleasant aroma

**Contra-indications**

**Prevent treatment:** fungal infection, bacterial infection, viral infection, infestations, severe eczema, severe psoriasis, severe skin conditions, eye infections, during chemotherapy, during radiotherapy.

**Restrict treatment:** broken bones, recent scar tissue, hyper-keratosis, skin allergies, cuts and abrasions, epilepsy, diabetes, high and low blood pressure, skin disorders, undiagnosed lumps and swellings, product allergies

## Unit 204

## Provide facial skin care

### Outcome 2

### Be able to provide facial skincare treatments

#### Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. follow **health and safety working practices**
3. position themselves and client correctly throughout the treatment
4. use **products, tools, equipment and techniques** to suit clients treatment needs, **skin type and condition**
5. complete the treatment to the satisfaction of the client
6. record the results of the treatment
7. provide suitable **aftercare advice**

#### Underpinning knowledge

The learner can:

1. state how to **communicate and behave** in a professional manner
2. describe **health and safety working practices**
3. state the importance of positioning themselves and the client correctly throughout the treatment
4. state the importance of using **products, tools, equipment and techniques** to suit clients treatment needs, **skin type and conditions**
5. describe how treatments can be adapted to suit client treatment needs, **skin type and condition**
6. state the **contra-actions** that may occur during and following treatments and how to respond
7. state the importance of completing the treatment to the satisfaction of the client
8. state the importance of completing treatment records
9. state the **aftercare advice** that should be provided
10. describe the structure and functions of the skin
11. describe diseases and disorders of the skin
12. explain how natural ageing, lifestyle and environmental factors affect the condition of the skin and muscle tone
13. state the position and action of the muscles of the head, neck and shoulders
14. state the names and position of the bones of the head, neck and shoulders
15. describe the structure and function of the blood and lymphatic system for the head, neck and shoulders

#### Range

##### Communicate and behave

**Communicate:** Speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

**Behave:** Working cooperatively with others, following salon requirements

##### Health and safety working practices

Methods of sterilisation, disposal of contaminated waste, legislation, positioning of client and therapist, removal of accessories

**Products, tools and equipment**

**Products:** cleansing, toning, exfoliating, eye cream/gel, moisturising, lip products, mask (non-setting, setting), massage media (oil, cream)

**Tools:** mask brush, spatula, bowls

**Equipment:** steamer, couch, trolley, stool, magnifying lamp

**Techniques:** massage: effleurage, petrissage, tapotement, frictions, vibrations, exfoliating and skin warming: steaming, manual brush, extraction

**Skin types and conditions**

**Skin types:** normal, dry, oily, combination

**Conditions:** sensitive, mature, dehydrated

**Aftercare advice**

Homecare advice, lifestyle changes, future treatment needs, product recommendations, possible reactions

**Contra-actions**

Severe erythema, swelling, allergic reactions to products, tissue damage resulting in blood loss.

## Unit 205

## Promote products and services to clients in a salon

**Level:** 2

**Credit value:** 3

**NDAQ number:** T/600/8769

### Unit aims

The aim of this unit is to provide the learner with the knowledge and skills to promote products and services to the client. The skills developed by the learner include: identifying additional products and services, methods of communication to give accurate and relevant information, identify buying signals and securing agreement.

The knowledge acquired by the learner will enable them to understand how the promotion of products and services will benefit the salon, how to progress the sale, legislation and regulations which affect the selling of services.

### Learning outcomes

There is **one** learning outcome to this unit. The learner will:

1. Be able to promote products and services to the client

### Guided learning hours

It is recommended that **28** guided learning hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Beauty Therapy NOS, unit G18.

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test.

## Unit 205      Promote products and services to clients in a salon

Outcome 1      Be able to promote products and services to the client

### Practical skills

The learner can:

1. establish the client's requirements
2. use suitable **communication techniques** to promote products and services
3. introduce **services and/or products** to the client at the appropriate time
4. give accurate and relevant information to the client
5. identify buying signals and interpret the clients intentions correctly
6. identify **services and/or products** to meet requirements of the client

### Underpinning knowledge

The learner can:

1. describe the benefits to the salon of promoting **services and products** to the client
2. describe the listening and questioning techniques used for promotion and selling
3. describe the different **consultation techniques** used to promote products and services
4. explain the terms '**features**' and '**benefits**' as applied to services and products
5. describe the principles of effective face-to-face communication
6. state the importance of effective **personal presentation**
7. state the importance of good product and service knowledge
8. outline the **stages of the sale process**
9. describe how to interpret buying signals
10. describe how to secure agreement and close the sale
11. explain the **legislation** that affects the selling of **services and products**
12. describe **methods of payment** for services and products

### Range

#### Communication techniques

*Verbal:* questioning techniques, language used tone of voice

*Non-verbal:* listening techniques, body language, eye contact, facial expressions

*Use of:* visual aids, client records

#### Services and/or products

Use of products and services which are new to the client, use of the same products or services the client has used before

#### Features and benefits

**Feature:** description of product or service

**Benefit:** description of the benefits to the client

#### Personal presentation

Dress, appearance, personal hygiene

#### Stages of the sales process

Identify need, identify product to meet the need, demonstrating product, overcoming obstacles, closing sales.

**Legislation**

Data Protection Act, Trades Description Act, Sale and Supply of Goods Act, Consumer Protection Act, Consumer Safety Act, Prices Act

**Methods of payment**

Cash, cheque, credit card, debit card and vouchers

## Unit 206

## Remove hair using waxing techniques

**Level:** 2

**Credit value:** 6

**NDAQ number:** J/601/3555

### Unit aim

This is a preparation for work unit, which is based on capability and knowledge. The unit is about removing hair using waxing techniques. To carry out this unit, the learner will need to maintain effective health, safety and hygiene procedures throughout their work

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for waxing treatments
2. Be able to provide waxing treatments.

### Guided learning hours

It is recommended that **57** guided learning hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit B6.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test.



## Unit 206

## Remove hair using waxing techniques

### Outcome 1

### Be able to prepare for waxing treatments

#### Practical skills

The learner can:

1. prepare themselves, client and work area for a waxing treatment
2. use suitable **consultation techniques** to identify treatment objectives
3. carry out necessary **tests** prior to the treatment
4. provide clear recommendations to the client
5. select **products, tools and equipment** to suit client treatment needs.

#### Underpinning knowledge

The learner can:

1. describe salon requirements for preparing themselves, the client and work area
2. state the **environmental conditions** suitable for waxing treatments
3. describe different **consultation techniques** used to identify treatment objectives
4. describe the types of **tests** that are carried out prior to waxing treatment
5. describe how to select **products, tools and equipment** to suit client treatment needs
6. identify the different types of **waxing methods** and products available
7. state the advantages and disadvantages of **alternative methods of hair removal**
8. describe the **effects alternative methods of hair removal** may have on the skin and waxing treatments
9. describe the **contra-indications** which prevent or restrict waxing treatments.

#### Range

##### Consultation techniques

*Verbal:* questioning techniques, language used, tone of voice

*Non-verbal:* listening techniques, body language, eye contact, facial expressions

*Use of:* visual aids, client records

##### Tests

Test patch: heat sensitivity, tactile sensation

##### Products, tools and equipment

**Products:** warm wax (cream, sugar and honey), hot wax, pre-waxing products, soothing products

**Tools:** spatula, wax strips, tweezers, roller wax applicator

**Equipment:** wax heaters, trolley, couch, magnifying lamp

##### Environmental conditions

Warmth, ventilation, privacy, volume and type of music/sounds, pleasant aroma

##### Waxing methods

Hot wax, warm wax, roller application

### **Alternative methods of hair removal**

Depilatory creams, razoring, electrolysis, IPL (intense pulse light), threading

### **Effects of alternative methods of hair removal**

Chemical and mechanical methods may sensitise skin

### **Contra-indications**

**Prevent treatment:** fungal infection, bacterial infection, viral infection, infestations, severe eczema, severe psoriasis, severe skin conditions, deep vein thrombosis, during chemotherapy, during radiotherapy.

**Restrict treatment:** broken bones, recent scar tissue, hyper-keratosis, skin allergies, cuts and abrasions, epilepsy, diabetes, skin disorders, recent fractures and sprains, undiagnosed lumps and swellings, product allergies, circulatory conditions and phlebitis.

## Unit 206 Remove hair using waxing techniques

### Outcome 2 Be able to provide waxing treatments

#### Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. follow **health and safety working practices** and industry Code of Practice for Waxing Services
3. position themselves and client correctly throughout the treatment
4. use **products, tools, equipment** and techniques to suit client treatment needs, **skin type and condition**
5. complete the treatment to the satisfaction of the client
6. record the results of the treatment
7. provide suitable **aftercare advice**.

#### Underpinning knowledge

The learner can:

1. state how to **communicate and behave** in a professional manner
2. describe **health and safety working practices** and industry Code of Practice for Waxing Services
3. state the importance of positioning themselves and the client correctly throughout the treatment
4. state the importance of using **products, tools, equipment** and techniques to suit clients treatment needs
5. describe how treatments can be adapted to suit client treatment needs, **skin types and conditions**
6. state the **contra-actions** that may occur during and following treatments and how to respond
7. state the importance of completing the treatment to the satisfaction of the client
8. state the importance of completing treatment records
9. state the **aftercare advice** that should be provided
10. describe the structure and functions of the skin
11. describe the structure and growth cycle of the hair
12. describe diseases and disorders of the skin.

#### Range

##### Communicate and behave

**Communicate:** Speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

**Behave:** Working cooperatively with others, following salon requirements

##### Health and safety working practices

Methods of sterilisation, disposal of contaminated waste, legislation, PPE, positioning of client and therapist, removal of accessories

**Skin types and conditions**

**Skin types:** normal, dry, oily, combination

**Conditions:** sensitive, mature, dehydrated

**Contra-actions**

*Normal response:* erythema, swelling

*Adverse response:* bruising, bleeding, removal of skin

**Aftercare advice**

*To avoid:* heat, perfumed products, make-up, restrictive clothing, and UV exposure

*To apply:* soothing antiseptic products

Future treatment needs

## Unit 207

## Provide manicure treatments

**Level:** 2

**Credit value:** 5

**NDAQ number:** T/601/4569

### Unit aim

This is a preparation for work unit, which is based on capability and knowledge. The unit is about providing manicure treatments. To carry out this unit, the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for manicure treatments
2. Be able to provide manicure treatments

### Guided learning hours

It is recommended that **48** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit N2.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test.

## Unit 207

## Provide manicure treatments

### Outcome 1

### Be able to prepare for manicure treatments

#### Practical skills

The learner can:

1. prepare themselves, client and work area for manicure treatment
2. use suitable **consultation techniques** to identify treatment **objectives**
3. carry out a nail and skin analysis
4. provide clear recommendations to the client
5. select **products, tools and equipment** to suit client treatment needs, **skin and nail conditions**

#### Underpinning knowledge

The learner can:

1. describe salon requirements for preparing themselves, the client and the work area
2. describe the **environmental conditions** suitable for manicure treatments
3. describe different **consultation techniques** used to identify treatment **objectives**
4. explain the importance of carrying out a nail and skin analysis
5. describe how to select **products, tools and equipment** to suit client treatment needs, **skin and nail conditions**
6. identify **nail and skin conditions**
7. describe the **contra-indications** which prevent or restrict manicure treatments

#### Range

##### Consultation techniques

*Verbal:* questioning techniques, language used, tone of voice

*Non-verbal:* listening techniques, body language, eye contact, facial expressions

*Use of:* visual aids, client records

##### Objectives

Reduce and even nail length, smooth irregularities of the nail plate, improve the condition of the cuticle, condition, exfoliate, re-hydrate and nourish skin tissue, provide attractive, protective covering to the nail plate

##### Products, tools and equipment

**Products:** sterilising fluid, disposable accessories, enamel remover, skin sanitiser, buffing paste, exfoliators, cuticle cream, cuticle remover, nail conditioners, nail strengtheners, paraffin wax, oil, base coat, cream enamel, crystalline coloured enamel, topcoat, nail drying product, massage cream, lotion, hand cream

**Tools and equipment:** paraffin wax heater, thermal mitts, emery boards, buffer, cuticle knife, cuticle nippers, hoof sticks

##### Skin types and nail conditions

**Skin types:** Normal, dry, oily, combination, conditions present on skin and nails, moles, scar tissue, broken capillaries

**Nail conditions:** Pterygium, onychopaghy, weak, dry, brittle, split nails, hang nails, longitudinal or horizontal ridges

**Nail shapes:** oval, tapered, square, squoval, claw, fan, pointed

**Environmental conditions**

Warmth, ventilation, privacy, volume and type of music/sounds, appropriate lighting

**Contra-indications**

**Prevent treatment:** fungal infection, bacterial infection, viral infection, infestations, severe nail separation, severe eczema, severe psoriasis, and severe skin conditions

**Restrict treatment:** broken bones, recent scar tissue, skin allergies, cuts and abrasions, diabetes, skin disorders, recent fractures and sprains, undiagnosed lumps and swellings, product allergies

## Unit 207

## Provide manicure treatments

### Outcome 2

### Be able to provide manicure treatments

#### Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. follow **health and safety working practices**
3. position themselves and client correctly throughout the treatment
4. use **products, tools, equipment and techniques** to suit clients treatment needs, **skin and nail conditions**
5. complete the treatment to the satisfaction of the client
6. record the results of the treatment
7. provide suitable **aftercare advice**

#### Underpinning knowledge

The learner can:

1. state how to **communicate and behave** in a professional manner
2. describe **health and safety working practices**
3. explain the importance of positioning themselves and the client correctly throughout the treatment
4. explain the importance of using **products, tools, equipment and techniques** to suit clients treatment needs, **skin and nail conditions**
5. describe how treatments can be adapted to suit client treatment needs, **skin and nail conditions**
6. describe the different **massage techniques** and their benefits
7. state the **contra-actions** that may occur during and following treatments and how to respond
8. state the importance of completing the treatment to the satisfaction of the client
9. state the importance of completing treatment records
10. state the **aftercare advice** that should be provided
11. describe diseases and disorders of the nail and skin
12. describe the structure and functions of the nail and skin
13. describe the structure and function of the muscles of the lower arm and hand
14. describe the structure and function of the bones of the lower arm and hand
15. describe the structure and function of the arteries and veins of the arm and hand
16. describe the structure and function of the lymphatic vessels of the arm and hand

#### Range

##### Communicate and behave

**Communicate:** speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

**Behave:** working cooperatively with others, following salon requirements

##### Health and safety working practices

Methods of sterilisation, disposal of contaminated waste, legislation, positioning of client and therapist, removal of accessories



### **Products, tools and equipment**

**Products:** sterilising fluid, disposable accessories, enamel remover, skin sanitiser, buffing paste, exfoliators, cuticle cream, cuticle remover, nail conditioners, nail strengtheners, paraffin wax, oil, base coat, cream enamel, crystalline coloured enamel, topcoat, nail drying product, massage cream, lotion, hand cream

**Tools and equipment:** paraffin wax heater, thermal mitts, emery boards, buffer, cuticle knife, cuticle nippers, hoof sticks

**Techniques:** filing, buffing, cuticle work, massage, exfoliating, hand masks, use of heat treatments, enamelling (solid colour, French)

### **Skin types and nail conditions**

**Skin types:** Normal, dry, oily, combination, conditions present on skin and nails, moles, scar tissue, broken capillaries,

**Nail conditions:** Pterygium, onychopaghy, weak, dry, brittle, split nails, hang nails, longitudinal or horizontal ridges,

**Nail shapes:** oval, tapered, square, squoval, claw, fan, pointed

### **Aftercare advice**

Suitable aftercare products, maintenance and removal of enamel, care of hands and nails to maintain and improve condition, future treatments

### **Massage techniques**

Effleurage, petrissage, tapotement, joint manipulation, frictions

### **Contra-actions**

Severe erythema, allergic reactions to products, tissue damage resulting in blood loss

## Unit 208

## Provide pedicure treatments

**Level:** 2

**Credit value:** 5

**NDAQ number:** R/601/4448

### Unit aim

This is a preparation for work unit which is based on capability and knowledge. The unit is about providing pedicure treatments. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for pedicure treatments
2. Be able to provide pedicure treatments

### Guided learning hours

It is recommended that **48** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit N3.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia

### Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test.

## Unit 208

## Provide pedicure treatments

### Outcome 1

### Be able to prepare for pedicure treatments

#### Practical skills

The learner can:

1. prepare themselves, client and work area for pedicure treatment
2. use suitable **consultation techniques** to identify treatment **objectives**
3. carry out a nail and skin analysis
4. provide clear recommendations to the client
5. select **products, tools and equipment** to suit client treatment needs, **skin and nail conditions**

#### Underpinning knowledge

The learner can:

1. describe salon requirements for preparing themselves, the client and the work area
2. describe the **environmental conditions** suitable for pedicure treatments
3. describe different **consultation techniques** used to identify treatment **objectives**
4. explain the importance of carrying out a nail and skin analysis
5. describe how to select **products, tools and equipment** to suit client treatment needs, **skin and nail conditions**
6. identify **nail and skin conditions**
7. describe the **contra-indications** which prevent or restrict pedicure treatments

#### Range

##### Consultation techniques

*Verbal:* questioning techniques, language used, tone of voice.

*Non-verbal:* listening techniques, body language, eye contact, facial expressions.

*Use of:* visual aids, client records.

##### Objectives

Reduce and even nail length, smooth irregularities of the nail plate, improve the condition of the cuticle, condition, exfoliate, rehydrate and nourish skin tissue, provide attractive, protective covering to the nail plate

##### Products, tools, and equipment

Paraffin wax heater, thermal booties, emery boards, clippers, foot files/rasps, buffer, cuticle knife, cuticle nippers, hoof sticks

##### Environmental conditions

Warmth, ventilation, privacy, volume and type of music/sounds, appropriate lighting

### **Skin and nail conditions**

**Skin conditions:** conditions present on skin and nails, moles, scar tissue, broken capillaries

**Nail conditions:** Pterygium, onychopaghy, weak, dry, brittle, split nails, hang nails, longitudinal or horizontal ridges

### **Contra-indications**

**Prevent treatment:** fungal infection, bacterial infection, viral infection, infestations, severe nail separation, severe eczema, severe psoriasis, and severe skin conditions.

**Restrict treatment:** broken bones, recent scar tissue, hyper-keratosis, skin allergies, cuts and abrasions, varicose veins, epilepsy, diabetes, skin disorders, recent fractures and sprains, undiagnosed lumps and swellings, product allergies, circulatory conditions and phlebitis

## Unit 208

## Provide pedicure treatments

### Outcome 2

### Be able to provide pedicure treatments

#### Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. follow **health and safety working practices**
3. position themselves and client correctly throughout the treatment
4. use **products, tools, equipment and techniques** to suit clients treatment needs, **nail and skin conditions**
5. complete the treatment to the satisfaction of the client
6. record the results of the treatment
7. provide suitable **aftercare advice**

#### Underpinning knowledge

The learner can:

1. state how to **communicate and behave** in a professional manner
2. describe **health and safety working practices**
3. explain the importance of positioning themselves and the client correctly throughout the treatment
4. explain the importance of using **products, tools, equipment and techniques** to suit clients treatment needs, **nail and skin conditions**
5. describe how treatments can be adapted to suit client treatment needs, **nail and skin conditions**
6. describe the different **massage techniques** and their benefits
7. state the **contra-actions** that may occur during and following treatments and how to respond
8. state the importance of completing the treatment to the satisfaction of the client
9. state the importance of completing treatment records
10. state the **aftercare advice** that should be provided
11. describe diseases and disorders of the nail and skin
12. describe the structure and functions of the nail and skin
13. describe the structure and function of the muscles of the lower leg and foot
14. describe the structure and function of the bones of the lower leg and foot
15. describe the structure and function of the arteries and veins of the lower leg and foot
16. describe the structure and function of the lymphatic vessels of the lower leg and foot

#### Range

##### Communicate and behave

**Communicate:** speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

**Behave:** working cooperatively with others, following salon requirements

##### Health and safety working practices

Methods of sterilisation, disposal of contaminated waste, legislation, positioning of client and therapist, removal of accessories

### **Products, tools, equipment and techniques**

**Products, tools and equipment:** paraffin wax heater, thermal booties, emery boards, clippers, foot files/rasps, buffer, cuticle knife, cuticle nippers, hoof sticks

**Techniques:** filing, buffing, cuticle work, massage, exfoliating, use of foot file, use of foot masks, use of heat treatments, enamelling (solid colour, French)

### **Skin and nail conditions**

**Skin conditions:** conditions present on skin and nails, moles, scar tissue, broken capillaries

**Nail conditions:** Pterygium, onychopaghy, weak, dry, brittle, split nails, hang nails, longitudinal or horizontal ridges,

### **Aftercare advice**

Suitable aftercare products, maintenance and removal of enamel, care of feet and nails to maintain and improve condition, future treatments

### **Massage techniques**

Effleurage, petrissage, tapotement, vibrations, joint manipulation, frictions

### **Contra-actions**

Severe erythema, allergic reactions to products, tissue damage resulting in blood loss

**Level:** 2

**Credit value:** 5

**NDAQ number:** J/601/4222

### Unit aim

This is a preparation for work unit, which is based on capability and knowledge. The unit is about make-up application. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for make-up
2. Be able to apply make-up

### Guided learning hours

It is recommended that **41** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit B8.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test.

## Unit 209

## Apply make-up

### Outcome 1

### Be able to prepare for make-up

#### Practical skills

The learner can:

1. prepare themselves, client and work area for make-up
2. use suitable **consultation techniques** to identify treatment **objectives**
3. carry out a skin analysis
4. provide clear recommendations to the client
5. select **products, tools and equipment** to suit client treatment needs, **skin types and conditions**

#### Underpinning knowledge

The learner can:

1. describe workplace requirements for preparing themselves, the client and work area
2. state the **environmental conditions** suitable for make-up
3. describe different **consultation techniques** used to identify treatment **objectives**
4. describe the importance of carrying out a detailed skin analysis
5. describe how to select **products, tools and equipment** to suit client treatment needs, **skin types and conditions**
6. identify **skin types, conditions** and characteristics
7. describe the **contra-indications** which prevent or restrict make-up application

#### Range

##### Consultation techniques

*Verbal:* questioning techniques, language used, tone of voice

*Non-verbal:* listening techniques, body language, eye contact, facial expressions

*Use of:* visual aids, client records

#### Objectives

Day make-up, evening make-up, special occasion make-up

#### Products, tools and equipment

**Products:** cleansers, toners, moisturisers, concealers, foundations, powders, highlighters/shaders eye shadows, blushers, eye pencils, lip pencils, lipsticks, lip gloss

**Tools:** sponges, palette, spatula, headband, gown, brushes, disposable applicators

**Equipment:** make-up chair/couch, trolley, light, mirror

#### Skin types and conditions

**Skin types:** normal, dry, oily, combination

**Conditions:** sensitive, mature, dehydrated

#### Environmental conditions

Warmth, ventilation, privacy, volume and type of music/sounds, pleasant aroma, light

#### Contra-indications



**Prevent treatment:** fungal infection, bacterial infection, viral infection, severe eczema, severe psoriasis, and severe skin conditions.

**Restrict treatment:** broken bones, recent scar tissue, hyper-keratosis, skin allergies, cuts and abrasions, epilepsy, skin disorders, recent fractures and sprains, undiagnosed lumps and swellings, product allergies

## Unit 209

### Outcome 2

## Apply make-up

### Be able to apply make-up

#### Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. follow **health and safety working practices**
3. position themselves and client correctly throughout the treatment
4. use **products, tools, equipment** and techniques to suit clients treatment needs, **skin types and conditions**
5. complete the treatment to the satisfaction of the client to suit a range of occasions
6. record the results of the treatment
7. provide suitable **aftercare advice**

#### Underpinning knowledge

The learner can:

1. state how to **communicate and behave** in a professional manner
2. describe **health and safety working practices**
3. state the importance of positioning themselves and the client correctly throughout the treatment
4. state the importance of using **products, tools, equipment** and techniques to suit clients treatment needs, **skin type and conditions**
5. describe how to use **corrective methods** to suit client treatment needs, **skin types and conditions**
6. state the **contra-actions** that may occur during and following treatments and how to respond
7. state the importance of completing the treatment to the satisfaction of the client
8. state the importance of completing treatment records
9. state the **aftercare advice** that should be provided
10. describe the structure and functions of the skin
11. describe diseases and disorders of the skin
12. explain how natural ageing, lifestyle and environmental factors affect the condition of the skin and muscle tone
13. state the position and action of the muscles of the head, neck and shoulders
14. state the names and position of the bones of the head, neck and shoulders
15. describe the structure and function of the blood and lymphatic system for the head, neck and shoulders

#### Range

##### Communicate and behave

**Communicate:** Speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

**Behave:** Working cooperatively with others, following salon requirements

##### Health and safety working practices

Methods of sterilisation, disposal of contaminated waste, legislation, positioning of client and therapist, removal of accessories

**Products, tools and equipment**

**Products:** cleansers, toners, moisturisers, concealers, foundations, powders, highlighters/shaders, eye shadows, blushers, eye pencils, lip pencils, lipsticks, lip gloss.

**Tools:** sponges, palette, spatula, headband, gown, brushes, disposable applicators.

**Equipment:** Make-up chair/couch, trolley, light, mirror

**Skin types and conditions**

**Skin types:** normal, dry, oily, combination

**Conditions:** sensitive, mature, dehydrated

**Aftercare advice**

Methods of removal, product recommendations, further treatment needs, maintenance advice

**Corrective methods**

Methods that take into account age, face shape, eye and lip shape, glasses and contact lens wearers

**Contra-actions**

Severe erythema, swelling, allergic reactions to products, tissue damage resulting in blood loss.

## Unit 210

## Provide eyelash and brow treatments

**Level:** 2

**Credit value:** 4

**NDAQ number:** F/601/3554

### Unit aim

This is a preparation for work unit which is based on capability and knowledge. This unit is about providing eyelash and eyebrow treatments. To carry out this unit, the learner will need to maintain effective health, safety and hygiene procedures throughout their work

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for eyelash and eyebrow treatments
2. Be able to provide eyelash and eyebrow treatments

### Guided learning hours

It is recommended that **36** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit B15.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test.

## Unit 210

## Provide eyelash and brow treatments

### Outcome 1

Be able to prepare for eyelash and brow treatments

#### Practical skills

The learner can:

1. prepare themselves, the client and work area for **eyelash and eyebrow treatments**
2. use suitable **consultation techniques** to identify treatment **objectives**
3. interpret and accurately record the results of **tests** carried out prior to treatments
4. provide clear recommendations to the client
5. select **products, tools and equipment** to suit client treatment needs

#### Underpinning knowledge

The learner can:

1. describe salon requirements for preparing themselves, the client and the work area
2. describe the **environmental conditions** suitable for **eyelash and eyebrow treatments**
3. describe different **consultation techniques** used to identify treatment **objectives**
4. describe the types of **tests** that are carried out before providing **eyelash and eyebrow treatments**
5. state the importance of carrying out **tests** prior to the treatment and accurately recording the results
6. describe the **contra-indications** that prevent or restrict **eyelash and eyebrow treatments**
7. describe how to select **products, tools and equipment** to suit client treatment needs
8. describe the types of **eyelash and eyebrow treatments** available and their benefits
9. outline the types of **tests** that are carried out before providing an eyelash and eyebrow tinting treatment
10. state the importance of assessing facial characteristics prior to carrying out **eyelash and eyebrow treatments**

#### Range

##### Eyelash and eyebrow treatments

Depilatory waxing, electrolysis, IPL (intense pulse light), threading, semi-permanent make-up, lash extensions, perming

##### Consultation techniques

**Verbal:** questioning techniques, language used, tone of voice

**Non-verbal:** listening techniques, body language, eye contact, facial expressions

**Use of:** visual aids, client records

##### Objectives

*Eyelash/eyebrow tint:* to enhance facial features, to change colour of natural hair

*Eyebrow shape:* to add definition, to enhance facial features

##### Tests

Sensitivity test: tint and glue

**Products, tools and equipment**

**Products:** oil-free eye make-up remover, petroleum jelly, witch hazel liquid/gel, cold water, stain remover, lotion, hydrogen peroxide, tint

**Tools:** tweezers (slant, claw, pointed, automatic), brushes, wood sticks

**Equipment:** eye shield, paper, cotton wool, ice packs, warming devices

**Environmental conditions**

Warmth, ventilation, privacy, volume and type of music/sounds, pleasant aroma, light

**Contra-indications**

**Prevent treatment:** fungal infection, bacterial infection, viral infection, infestations, severe eczema, severe psoriasis, severe skin conditions, eye infections, during chemotherapy, during radiotherapy.

**Restrict treatment:** broken bones, recent scar tissue, hyper-keratosis, skin allergies, cuts and abrasions, epilepsy, diabetes, high and low blood pressure, skin disorders, undiagnosed lumps and swellings, product allergies

## Unit 210 Provide eyelash and brow treatments

### Outcome 2 Be able to provide eyelash and eyebrow treatments

#### Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. follow **health and safety working practices**
3. position themselves and the client correctly throughout the treatment
4. use **products, tools, equipment and techniques** to suit clients treatment needs
5. complete the treatment to the satisfaction of the client
6. record the results of the treatment
7. provide suitable **aftercare advice**

#### Underpinning knowledge

The learner can:

1. state how to **communicate and behave** in a professional manner
2. describe **health and safety working practices**
3. explain the importance of positioning themselves and the client correctly throughout the treatment
4. explain the importance of using **products, tools, equipment and techniques** to suit clients treatment needs
5. describe how treatments can be adapted to suit client treatment needs and facial characteristics
6. describe the **normal reaction of the skin** to eyebrow shaping treatments
7. state the **contra-actions** that may occur during and following treatments and how to respond
8. describe the chemical reaction which creates the tinting effect
9. state the importance of completing the treatment to the satisfaction of the client
10. state the importance of completing treatment records
11. state the **aftercare advice** that should be provided
12. describe the structure and function of the skin and hair
13. describe diseases and disorders of the skin and hair

#### Range

##### Communicate and behave

**Communicate:** speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

**Behave:** working cooperatively with others, following salon requirements

##### Health and safety working practices

Methods of sterilisation, disposal of contaminated waste, legislation, positioning of client and therapist, removal of accessories

##### Products, tools, equipment and techniques

**Products:** oil-free eye make-up remover, petroleum jelly, witch hazel liquid/gel, cold water, stain remover, lotion, hydrogen peroxide, tint

**Tools:** tweezers (slant, claw, pointed, automatic), brushes, wood sticks

**Equipment:** eye shield, paper, cotton wool, ice packs, warming devices

**Techniques**

Tinting, shaping, false lash application

**Aftercare advice**

*To avoid:* sun, heat, perfumed products, make-up, UV light, not to perm lashes for 24 hours.

*To apply:* soothing and antiseptic products

**Normal reaction of the skin**

Swelling, erythema

**Contra-actions**

Severe erythema, allergic reactions to products, tissue damage resulting in blood loss



## Unit 211

## Instruction on make-up application

**Level:** 2

**Credit value:** 5

**NDAQ number:** L/601/4223

### Unit aim

This is a preparation for work unit, which is based on capability and knowledge. The unit is about instructing the client in make-up application techniques to suit their individual needs. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for make-up instruction
2. Be able to instruct on make-up application

### Guided learning hours

It is recommended that **34** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit B9.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test.

## Unit 211

## Instruction on make-up application

### Outcome 1

### Be able to prepare for make-up instruction

#### Practical skills

The learner can:

1. prepare themselves, client and work area for make-up treatment
2. use suitable **consultation techniques** to identify treatment **objectives**
3. provide clear recommendations to the client
4. select **products, tools and equipment** to suit client treatment needs, **skin types and conditions**

#### Underpinning knowledge

The learner can:

1. describe workplace requirements for preparing themselves, the client and work area
2. state the **environmental conditions** suitable for make-up treatments
3. describe different consultation techniques used to identify treatment **objectives**
4. describe how to select **products, tools and equipment** to suit client treatment needs, **skin types and conditions**
5. identify **skin types, conditions** and characteristics
6. describe the **contra-indications** which may prevent or restrict treatment

#### Range

##### Consultation techniques

*Verbal:* questioning techniques, language used, tone of voice

*Non-verbal:* listening techniques, body language, eye contact, facial expressions

*Use of:* visual aids, client records

#### Objectives

To enhance the client's image, to promote the business

#### Products, tools and equipment

**Products:** cleansers, toners, moisturisers, concealers, foundations, powders, highlighters/shaders, eye shadows, blushers, eye pencils, lip pencils, lipsticks, lip gloss.

**Tools:** sponges, palette, spatula, headband, gown, brushes, disposable applicators.

**Equipment:** couch/chair, trolley, light and mirror

#### Skin types and conditions

**Skin types:** normal, dry, oily, combination

**Conditions:** sensitive, mature, dehydrated

#### Environmental conditions

Warmth, light, pleasant aroma, ventilation, appropriate seating, appropriate sound appliances

#### Contra-indications

**Prevent treatment:** fungal infection, bacterial infection, viral infection, severe eczema, severe psoriasis, and severe skin conditions

**Restrict treatment:** broken bones, recent scar tissue, hyper-keratosis, skin allergies, cuts and abrasions, epilepsy, skin disorders, undiagnosed lumps and swellings, product allergies



## Unit 211 Instruction on make-up application

### Outcome 2 Be able to instruct on make-up application

#### Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. follow **health and safety working practices**
3. position themselves and client correctly throughout the treatment
4. use **products, tools, equipment and techniques** to suit clients treatment needs
5. instruct the client on make-up application to promote understanding
6. provide the client with written make up instructions
7. evaluate the effectiveness of the make-up instruction with the client
8. complete the treatment to the satisfaction of the client
9. record the results of the treatment
10. provide suitable **aftercare advice**

#### Underpinning knowledge

The learner can:

1. state how to **communicate and behave** in a professional manner
2. describe **health and safety working practices**
3. state the importance of positioning themselves and the client correctly throughout the treatment
4. state the importance of using **products, tools, equipment and techniques** to suit clients treatment needs
5. state the importance of instructing the client on make-up application to promote understanding
6. describe the importance of evaluating the effectiveness of the make-up instruction with the client
7. describe the use and purpose of make-up **products, tools and equipment**
8. state the **contra-actions** that may occur during and following treatments and how to respond
9. state the importance of completing the treatment to the satisfaction of the client
10. state the importance of completing treatment records
11. state the **aftercare advice** that should be provided
12. describe the structure and function of the skin
13. state the position and action of the muscles of the head, neck and shoulders
14. state the names and position of the bones of the head, neck and shoulders

#### Range

##### Communicate and behave

**Communicate:** Speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

**Behave:** Working cooperatively with others, following salon requirements

##### Health and safety working practices

Methods of sterilisation, disposal of contaminated waste, legislation, positioning of client and therapist, removal of accessories

**Products, tools, equipment and techniques**

**Products:** cleansers, toners, moisturisers, concealers, foundations, powders, highlighters/shaders, eye shadows, blushers, eye pencils, lip pencils, lipsticks, lip gloss.

**Tools:** sponges, palette, spatula, headband, gown, brushes, disposable applicators.

**Equipment:** couch/chair, trolley, light and mirror

**Techniques:** occasion, blending, shading, corrective techniques

**Aftercare advice**

Methods of removal, product recommendations, further treatment needs, maintenance advice

**Contra-actions**

Perspiration, irritation, swelling, excessive erythema, watery eyes

## Unit 212

## Create an image based on a theme within the hair and beauty sector

**Level:** 2

**Credit value:** 7

**NDAQ number:** J/600/8632

### Unit aim

The aim of this unit is to introduce the learner to the development of a theme based image, linking their ideas to research undertaken via media images related to advertising. Learners will develop skills to prepare and implement a mood board, so demonstrating their imaginative and creative skills. Throughout this unit, they must also demonstrate the ability to work on their own initiative and/or as part of a team, and produce a written evaluation report.

### Learning outcomes

There are **two** outcomes to this unit. The learner will:

1. Be able to plan an image
2. Be able to create an image

### Guided learning hours

It is recommended that **60** guided learning hours are allocated for this unit. This may be on a fulltime or part time basis.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test.

## **Unit 212          Create an image based on a theme within the hair and beauty sector**

**Outcome 1          Be able to plan an image**

### **Practical skills**

The learner can:

1. create a **mood board based on a theme**

### **Underpinning knowledge**

The learner will be able to:

1. outline how to identify media images to create a theme
2. outline the **purpose of a mood board**
3. outline how to present a mood board to others
4. describe the concepts of advertising to a target audience
5. describe the salon's requirements for **client preparation, preparing themselves and the work area**

### **Range**

#### **Mood board based on a theme**

Demonstrates thought process, progression; resulting in own concept to generate their theme based image for the target audience

#### **Purpose of a mood board**

Creativity, linked themes

#### **Preparation requirements**

Protective clothing and materials

## **Unit 212      Create an image based on a theme within the hair and beauty sector**

**Outcome 2      Be able to create an image**

### **Practical skills**

The learner can:

1. **communicate and behave** in a professional manner
2. use **technical skills** to create a theme based image
3. evaluate the effectiveness of the theme based image
4. follow **safe and hygienic working practices**

### **Underpinning knowledge**

The learner can:

1. state how to communicate in a salon environment
2. describe the **technical skills** required for creating a theme based image
3. describe **methods of evaluating** the effectiveness of the creation of a theme based image
4. outline **safe and hygienic working practices**

### **Range**

#### **Communicate and behave**

**Communicate:** Speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

**Behave:** Working cooperatively with others, following salon requirements

#### **Technical skills**

Hair styling, make-up, nail art and nail enhancement

#### **Safe and hygienic working practices**

Methods of sterilisation, disposal of contaminated waste, legislation, PPE, relevant Health & Safety

#### **Methods of evaluating**

Verbal feedback, written feedback, photographic evidence, self evaluation



## Unit 213

## Display stock to promote sales in a salon

**Level:** 2

**Credit value:** 3

**NDAQ number:** J/600/8761

### Unit aims

The aim of this unit is to provide the learner with the knowledge and skills to display stock to promote sales.

The skills developed by the learner include how to identify, select and assemble and maintain a display to promote stock.

The knowledge acquired by the learner will enable them to understand how to plan a display effectively that can attract attention and increase sales, including legal requirements, affecting the display and sale of goods.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare the display area
2. Be able to maintain and dismantle the display area

### Guided learning hours

It is recommended that **24** guided learning hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test.

## Unit 213

## Display stock to promote sales in a salon

### Outcome 1

Be able to prepare the display area

#### Practical skills

The learner can:

1. select the materials, equipment and stock to use
2. determine the location of the display to maximise its impact
3. assemble the display carefully and safely
4. label the displayed products clearly, accurately and in a manner consistent with **legal requirements**

#### Underpinning knowledge

The learner can:

1. state the purpose of a display
2. list the type of information required in order to plan a display effectively
3. state how the location and design of the display can attract attention and increase sales
4. describe how the location and design-related promotional materials can influence the effectiveness
5. describe **safety considerations** when assembling a display

#### Range

##### Legal requirements

Data Protection Legislation, Trades Descriptions Act, Sales and Supply of Goods Act, Consumer Protection Act, Consumer Safety Act, Prices Act

##### Safety considerations

Manufacturers' instructions, COSHH, PPE, safe working and hygienic practices, display positioning, handling equipment, manual handling

## Unit 213

### Outcome 2

## Display stock to promote sales in a salon

### Be able to maintain and dismantle the display area

#### Practical skills

The learner can:

1. maintain the display area for the duration of the display period
2. dismantle the display, restore the area and return stock to storage

#### Underpinning knowledge

The learner can:

1. describe the maintenance needs of a promotional display
2. outline the **safety considerations** when dismantling a display, disposing of materials and returning stock to storage
3. explain the key **legal requirements** affecting the display and sales of goods

#### Range

##### Safety considerations

Manufacturers' instructions, COSHH, PPE, safe working and hygienic practices, display positioning, handling equipment, manual handling

##### Legal requirements

Data Protection Legislation, Trades Description Acts, Sales and Supply of Goods Act, Consumer Protection Act, Consumer Safety Act, Prices Act

## Unit 214

## Provide and maintain nail enhancement

**Level:** 2

**Credit value:** 7

**NDAQ number:** M/601/3937

### Unit aim

This is a preparation for work unit, which is based on capability and knowledge. The unit is about the particular skills involved in applying and maintaining nail enhancements. The knowledge gained in this unit includes the preparation for, application, maintenance and removal of one of the following nail enhancement systems - UV gel, wraps and liquid and powder.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for nail enhancement services
2. Be able to provide nail enhancement services

### Guided learning hours

It is recommended that **46** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Nail Services NOS, unit N5, N6, N7 and N8.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test.

# Unit 214 Provide and maintain nail enhancement

## Outcome 1 Be able to prepare for nail enhancement services

### Practical skills

The learner can:

1. prepare themselves, client and work area for nail enhancement services
2. use suitable **consultation techniques** to identify service **objectives**
3. carry out a nail and skin analysis
4. provide clear recommendations to the client
5. select **products, tools and equipment** to suit client treatment needs and **nail conditions**

### Underpinning knowledge

The learner can:

1. describe salon requirements for preparing themselves, the client and the work area
2. describe the **environmental conditions** suitable for nail enhancement services
3. describe different **consultation techniques** used to identify service **objectives**
4. explain the importance of carrying out a detailed nail and skin analysis
5. describe how to **select products, tools and equipment** to suit client treatment needs and **nail conditions**
6. identify **nail conditions**
7. describe the **contra-indications** which prevent or restrict nail enhancement services

### Range

#### Consultation techniques

*Verbal:* questioning techniques, language used, tone of voice

*Non-verbal:* listening techniques, body language, eye contact, facial expressions

*Use of:* visual aids, client records

#### Objectives

Provide protection for the natural nail, extend the free edge, improve the appearance of the hands and nails.

#### Products, tools and equipment

**Products:** adhesives, tips, powders, primer oils, UV gels, natural nail cleansers and dehydrators, resins, setting agents, fibreglass, silk, polish, polish remover, acrylic liquid, sanitisers.

**Tools:** brushes, tip cutters, cuticle tools, files, buffers, dappen dish, consumables, scissors

**Equipment:** table, hand support, UV lamp, light

#### Environmental conditions

Warmth, ventilation, volume and type of music/sounds, pleasant aroma, appropriate lighting

### **Nail conditions**

Pterygium, onychopaghy, weak, dry, brittle, split nails, hang nails, longitudinal or horizontal ridges, allergies to products

*Nail shapes:* oval, tapered, square, squoval, claw, fan, pointed and their relationship to the shape of the hands

### **Contra-indications**

**Prevent treatment:** fungal infection, bacterial infection, viral infection, infestations, severe nail separation, severe eczema, severe psoriasis and severe skin conditions

**Restrict treatment:** broken bones, recent scar tissue, skin allergies, cuts and abrasions, diabetes, skin disorders, recent fractures and sprains, undiagnosed lumps and swellings, product allergies

# Unit 214 Provide and maintain nail enhancement

## Outcome 2 Be able to provide nail enhancement services

### Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. follow **health and safety working practices** and industry Code of Practice for nail services
3. position themselves and client correctly throughout the service
4. use **products, tools, equipment** and techniques to suit clients service needs and **nail conditions**
5. complete the service to the satisfaction of the client
6. record the results of the service
7. provide suitable **aftercare advice**

### Underpinning knowledge

The learner can:

1. state how to **communicate and behave** in a professional manner
2. describe **health and safety working practices** and industry Code of Practice for Nail Services
3. explain the importance of positioning themselves and the client correctly throughout the service
4. explain the importance of using **products, tools, equipment** and techniques to suit client's service needs and **nail and skin conditions**
5. describe how services can be adapted to suit client service needs and **nail conditions**
6. describe how to maintain and remove nail enhancements
7. state the **contra-actions** that may occur during and following service and how to respond
8. state the importance of completing the service to the satisfaction of the client
9. state the **aftercare advice** that should be provided
10. describe the chemical process involved in the nail enhancement system
11. describe the structure and functions of the nail and skin
12. describe the different natural nail shapes

### Range

#### Communicate and behave

**Communicate:** Speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

**Behave:** Working cooperatively with others, following salon requirements

#### Health and safety working practices

Methods of sterilisation, disposal of contaminated waste, legislation, ventilation, manufacturer's instructions, positioning of client and nail technicians, removal of accessories, PPE, ventilation

#### Products, tools and equipment

**Products:** adhesives, tips, powders, primer oils, UV gels, natural nail cleansers and dehydrators, resins, setting agents, fibreglass, silk, polish, polish remover, acrylic liquid, sanitisers.

**Tools:** brushes, tip cutters, cuticle tools, files, buffers, dappen dish, consumables, scissors  
**Equipment:** table, hand support, UV lamp, light



**Nail conditions**

Pterygium, onychopaghy, weak, dry, brittle, split nails, hang nails, longitudinal or horizontal ridges, allergies to products

*Nail shapes:* oval, tapered, square, squoval, claw, fan, pointed and their relationship to the shape of the hands

**Aftercare advice**

Suitable aftercare products, maintenance and removal of enamel, care of the nails, future treatments

**Contra-actions**

Artificial nails fitted incorrectly, tip fitted incorrectly, overexposure, natural nail is infected, hygiene, incorrect application techniques, accidental damage, mechanical damage, structure is damaged, chemical damage, contamination of the product.

# Unit 215      Provide nail art

**Level:**            2

**Credit value:**    3

**NDAQ number:** L/601/4450

## **Unit aim**

This is a preparation for work unit, which is based on capability and knowledge. The unit is about providing nail art. To carry out this unit the candidate will need to maintain effective health safety and hygiene providers.

## **Learning outcomes**

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for nail art service
2. Be able to provide nail art service

## **Guided learning hours**

It is recommended that **24** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

## **Details of the relationship between the unit and relevant national standards**

This unit is linked to the Nail Services NOS, unit N4.

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

## **Assessment**

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test.

## Unit 215

## Provide nail art

### Outcome 1

### Be able to prepare for nail art service

#### Practical skills

The learner can:

1. prepare themselves, client and work area for nail art service
2. use suitable **consultation techniques** to identify service objectives
3. carry out a nail and skin analysis
4. provide clear recommendations to the client
5. select **products, tools and equipment** to suit client service needs and **nail conditions**

#### Underpinning knowledge

The learner can:

1. describe salon requirements for preparing themselves, the client and the work area
2. state the **environmental conditions** suitable for nail art
3. describe different **consultation techniques** used to identify service objectives
4. explain the importance of carrying out a nail and skin analysis
5. describe how to select **products, tools and equipment** to suit client service needs and **nail conditions**
6. identify the different **nail conditions**
7. describe the **contra-indications** which prevent or restrict nail art

#### Range

##### Consultation techniques

*Verbal:* questioning techniques, language used, tone of voice

*Non-verbal:* listening techniques, body language, eye contact, facial expressions

*Use of:* visual aids, client records

##### Products, tools and equipment

**Products:** colour polishes, polish secure (rhinestones, flatstones, pearls), base coat, glitters, topcoat, transfers, foil, tape, striping pen

**Tools:** brushes, jewellery tool

**Equipment:** table, hand support, light, training hand

##### Nail conditions

Pterygium, onychopaghy, weak, dry, brittle, split nails, hang nails, longitudinal or horizontal ridges, allergies to products

Nail shapes: oval, tapered, square, squoval, claw, fan, pointed and their relationship to the shape of the hands

##### Environmental conditions

Warmth, ventilation, privacy, volume and type of music/sounds, pleasant aroma

**Contra-indications**

**Prevent treatment:** fungal infection, bacterial infection, viral infection, infestations, severe nail separation, severe eczema, severe psoriasis, and severe skin conditions

**Restrict treatment:** broken bones, recent scar tissue, skin allergies, cuts and abrasions, diabetes, skin disorders, recent fractures and sprains, undiagnosed lumps and swellings, product allergies

## Unit 215

## Provide nail art

### Outcome 2

### Be able to provide nail art service

#### Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. follow **health and safety working practices**
3. position themselves and client correctly throughout the service
4. use **products, tools, equipment and techniques** to suit clients service needs and nail conditions
5. complete the service to the satisfaction of the client
6. record the results of the service
7. provide suitable **aftercare advice**

#### Underpinning knowledge

The learner can:

1. state how to **communicate and behave** in a professional manner
2. describe **health and safety working practices**
3. state the importance of positioning themselves and the client correctly throughout the treatment
4. state the importance of using **products, tools, equipment** and techniques to suit clients treatment needs and **nail conditions**
5. describe how treatments can be adapted to suit client treatment needs and **nail conditions**
6. state the **contra-actions** that may occur during and following services and how to respond
7. state the importance of completing the treatment to the satisfaction of the client
8. state the importance of completing treatment records
9. state the **aftercare advice** that should be provided
10. describe diseases and disorders of the nail
11. describe the structure and functions of the nail

#### Range

##### Communicate and behave

**Communicate:** Speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

**Behave:** Working cooperatively with others, following salon requirements

##### Health and safety working practice

COSHH, client preparation, treatment requirements, PPE, manufacturers' instructions, ventilation, safe working methods, department.

**Products, tools, equipment and techniques**

**Products:** colour polishes, polish secure (rhinestones, flatstones, pearls), base coat, glitters, topcoat, transfers, foil, tape, striping pen

**Tools:** brushes, jewellery tool

**Equipment:** table, hand support, light, training hand

**Techniques:** polishing, dotting, striping, marbling, enamelling, foiling, blending.

**Aftercare advice**

Suitable aftercare products, maintenance and removal of enamel, care of the nails, future treatments

**Contra-actions**

Severe erythema, allergic reactions to products, tissue damage resulting in blood loss.

## Unit 216

## Salon reception duties

**Level:** 2

**Credit value:** 3

**NDAQ number:** A/600/8773

### Unit aims

The aim of this unit is to provide the learner with the knowledge and skills to fulfil salon reception duties. The skills developed by the learner include handling enquiries, scheduling and recording appointments and handling payments.

The knowledge acquired by the learner will enable them to understand how to handle confidential information, the importance of recording appointments and secure payment methods.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to carry out reception duties
2. Be able to book appointments
3. Be able to deal with payments

### Guided learning hours

It is recommended that **24** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Beauty Therapy NOS, G4.

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test.

## Unit 216

## Salon reception duties

### Outcome 1

Be able to carry out reception duties

#### Practical skills

The learner can:

1. deal with a **variety of enquiries**
2. **communicate and behave** in a professional manner
3. identify the **nature of the enquiry**
4. maintain appropriate levels of reception stationery
5. maintain a hygienic and tidy reception area

#### Underpinning knowledge

The learner can:

1. describe procedures for taking messages for a **variety of enquiries**
2. state how to **communicate and behave** within a salon environment
3. list salon services available, their duration and cost
4. outline the importance of dealing with enquiries promptly and politely
5. explain how to deal with enquiries that cannot be dealt with promptly

#### Range

##### Variety of techniques

In person, by telephone, electronically

##### Communicate and behave

**Communicate:** Speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

**Behave:** Working cooperatively with others, following salon requirements

##### Nature of the enquiry

Client, non-client, internal, external



## Unit 216

## Salon reception duties

### Outcome 2

### Be able to book appointments

#### Practical skills

The learner can:

1. schedule appointments to meet with salon policy and client requirements
2. confirm and record client appointment details
3. deal with confidential information to meet salon and legal requirements

#### Underpinning knowledge

The learner can:

1. describe how to make and record appointments
2. state the potential consequences of failing to record appointments or messages accurately
3. state the importance of passing on messages and appointments details to the appropriate colleagues
4. outline the **legislation** designed to protect the privacy of client details
5. state the possible consequences of a breach of confidentiality

#### Range

##### Legislation

Data protection legislation

## Unit 216

## Salon reception duties

### Outcome 3

### Be able to deal with payments

#### Practical skills

The learner can:

1. calculate service costs accurately
2. deal with payments for services and or products to meet with salon policy
3. follow security procedures when handling payments

#### Underpinning knowledge

The learner can:

1. state how to process different **methods of payment**
2. describe how to deal with **problems** that may occur with payments
3. explain how to keep payments safe and secure

#### Range

##### Methods of payment

Cash, cheque, credit/debit card, vouchers

##### Problems

Invalid currency, invalid card, incorrect completion of cheque, suspected fraudulent use of credit/debit card and vouchers, payment disputes

# Unit 217      Provide ear piercing

**Level:**            2

**Credit value:**    2

**NDAQ number:** F/601/5482

## **Unit aim**

This is a preparation for work unit, which is based on capability and knowledge. The unit is about providing ear piercing in a safe and effective way. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

## **Learning outcomes**

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for ear piercing
2. Be able to provide ear piercing

## **Guided learning hours**

It is recommended that **17** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

## **Details of the relationship between the unit and relevant national standards**

This unit is linked to the Beauty Therapy NOS, unit B7.

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

## **Assessment**

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test.

## Unit 217

## Provide ear piercing

### Outcome 1

### Be able to prepare for ear piercing

#### Practical skills

The learner can:

1. prepare themselves, the client and work area for ear piercing
2. use suitable **consultation techniques** to identify treatment objectives
3. provide clear recommendations to the client
4. select **products tools and equipment** to suit client treatment needs

#### Underpinning knowledge

The learner can:

1. describe the **environmental conditions** suitable for ear piercing
2. describe different **consultation techniques** used to identify treatment objectives
3. describe how to select **products, tools and equipment** to suit client treatment needs
4. describe the **contra-indications** to ear piercing

#### Range

##### Consultation techniques

*Verbal:* questioning techniques, language used, tone of voice

*Non-verbal:* listening techniques, body language, eye contact, facial expressions

*Use of:* visual aids, client records

##### Products tools and equipment

**Products:** cleansing products, anti-septic wipes, aftercare lotion

**Tools:** hair band, clips, earrings, sterile skin marker pen

**Equipment:** ear piercing gun

##### Environmental conditions

Warmth, ventilation, privacy, volume and type of music/sounds, pleasant aroma, light

##### Contra-indications

Systemic medical conditions, serious localised skin infections, ear lobe infections, previous piercing, scar tissue

## Unit 217

### Outcome 2

## Provide ear piercing

### Be able to provide ear piercing

#### Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. follow **health and safety working practices**
3. position themselves and client correctly throughout the treatment
4. use **products, tools, equipment** and techniques to suit clients treatment needs
5. complete the treatment to the satisfaction of the client
6. record the results of the treatment
7. provide suitable **aftercare advice**

#### Underpinning knowledge

The learner can:

1. state how to **communicate and behave** in a professional manner
2. describe **health and safety working practices**
3. state the importance of positioning themselves and the client correctly throughout the treatment
4. state the importance of using **products, tools, equipment** and techniques to suit clients treatment needs
5. state the **contra-actions** that may occur during and following treatments and how to respond
6. state the importance of completing the treatment to the satisfaction of the client
7. state the importance of completing treatment records
8. state the **aftercare advice** that should be provided
9. describe the blood and lymph supply to the ear
10. describe the external structure of the ear

#### Range

##### Consultation techniques

*Verbal:* questioning techniques, language used tone of voice

*Non-verbal:* listening techniques, body language, eye contact, facial expressions

*Use of:* visual aids, client records

##### Health and safety working practices

Methods of sterilisation, disposal of contaminated waste, legislation, positioning of client and therapist, removal of accessories

##### Products tools and equipment

**Products:** cleansing products, anti-septic wipes, aftercare lotion

**Tools:** hair band, clips, earrings, sterile skin marker pen

**Equipment:** ear piercing gun

##### Aftercare advice

Suitable homecare products, regular cleansing and rotation of studs, removal of studs

##### Contra-actions

Swelling, erythema, weeping, bleeding

## Unit 218

## Provide eyelash perming

**Level:** 2

**Credit value:** 2

**NDAQ number:** H/601/5877

### Unit aim

This is a preparation for work unit which is based on capability and knowledge. The knowledge gained in this unit includes preparing for and providing eyelash perming.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for eyelash perming service
2. Be able to provide eyelash perming service

### Guided learning hours

It is recommended that **20** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to the Habia NOS, unit B5.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test.

## Unit 218

## Provide eyelash perming

### Outcome 1

### Be able to prepare for eyelash perming services

#### Practical skills

The learner can:

1. prepare themselves, client and work area for eyelash perming
2. use suitable **consultation techniques** to identify treatment **objectives**
3. provide clear recommendations to the client
4. interpret and accurately record the results of the relevant **test** carried out by prior to treatments
5. select **products tools and equipment** to suit client treatment needs

#### Underpinning knowledge

The learner can:

1. describe salon requirements for preparing themselves, the client and the work area
2. state the **environmental conditions** suitable for eyelash perming
3. describe different **consultation techniques** used to identify treatment **objectives**
4. describe the type of **test** that is carried out before providing an eyelash perming treatment
5. state the importance of carrying out the test prior to the treatment and accurately recording the results
6. describe how to select **products, tools and equipment** to suit client treatment needs, skin types and conditions
7. describe the **contra-indications** which prevent or restrict eyelash perming

#### Range

##### Consultation techniques

*Verbal:* questioning techniques, language used, tone of voice.

*Non-verbal:* listening techniques, body language, eye contact, facial expressions.

*Use of:* visual aids, client records.

#### Objectives

To curl the natural lash

#### Test

Skin sensitivity test

#### Products, tools and equipment

**Products:** oil free eye make up remover, perm lotion, neutraliser, lash conditioner

**Tools:** tweezers, orange wood stick, lash brush, perm rod

**Equipment:** eye shield, cotton wool, tissues

#### Environmental conditions

Warmth, ventilation, privacy, volume and type of music/sounds, pleasant aroma, light

**Contra-indications**

Skin diseases, eczema, psoriasis, cuts and abrasions, undiagnosed lumps and swellings, erythema, recent scar tissue, hyper-sensitive skin, new scar tissue, styes, allergic reaction to patch testing, watering eyes, conjunctivitis and allergies



## Unit 218

## Provide eyelash perming

### Outcome 2

### Be able to provide eyelash perming service

#### Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. follow **health and safety working practices**
3. position themselves and client correctly throughout the treatment
4. use **products, tools and equipment** to suit clients treatment needs
5. complete the treatment to the satisfaction of the client
6. record the results of the treatment
7. provide suitable **aftercare advice**

#### Underpinning knowledge

The learner can:

1. state how to **communicate and behave** in a professional manner
2. describe **health and safety working practices**
3. explain the importance of positioning themselves and the client correctly throughout the treatment
4. state the importance of using **products, tools, equipment** and techniques to suit clients treatment needs
5. describe how treatments can be adapted to suit client treatment needs
6. state the **contra-actions** that may occur during and following treatments and how to respond
7. state the importance of completing the treatment to the satisfaction of the client
8. state the importance of completing treatment records
9. state the **aftercare advice** that should be provided
10. describe the structure and functions of the hair
11. describe diseases and disorders of the eye area
12. explain the chemical process of eyelash perming

#### Range

#### Range

##### Communicate and behave

**Communicate:** Speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

**Behave:** Working cooperatively with others, following salon requirements

##### Health and safety working practices

Methods of sterilisation, disposal of contaminated waste, legislation, positioning of client and therapist, removal of accessories

##### Products, tools and equipment

**Products:** oil free eye make up remover, perm lotion, neutralizer, lash conditioner

**Tools:** tweezers, orange wood stick, lash brush, perm rod

**Equipment:** eye shield, cotton wool, tissues

**Contra-actions**

Swelling, erythema, weeping and bleeding

**Aftercare advice**

Suitable homecare products, regular cleansing and rotation of studs, removal of studs, no lash tinting for 24 hours

## Unit 219

## Provide threading services for hair removal

**Level:** 2

**Credit value:** 4

**NDAQ number:** D/601/5487

### Unit aim

This is a preparation for work unit, which is based on capability and knowledge. The unit is about providing threading for hair removal on different areas of the face. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for threading
2. Be able to provide threading

### Guided learning hours

It is recommended that **29** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to the Habia NOS, unit B34

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia

### Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test.

## Unit 219 Provide threading services for hair removal

### Outcome 1 Be able to prepare for threading

#### Practical skills

The learner can:

1. prepare themselves, client and work area for threading
2. use suitable **consultation techniques** to identify treatment **objectives**
3. provide clear recommendations to the client
4. select **products, tools and equipment** to suit client treatment needs

#### Underpinning knowledge

The learner can:

1. describe workplace requirements for preparing themselves, the client and the work area.
2. state the **environmental conditions** suitable for threading
3. describe different **consultation techniques** used to identify treatment **objectives**
4. describe how to **select products tools and equipment** to suit client treatment needs
5. describe the **contra-indications** which prevent or restrict threading

#### Range

##### Consultation techniques

*Verbal:* questioning techniques, language used, tone of voice.

*Non-verbal:* listening techniques, body language, eye contact, facial expressions.

*Use of:* visual aids, client records

#### Objectives

To remove unwanted hair

#### Products, tools and equipment

**Products:** cleansing product, soothing product

**Tools:** thread tweezers

**Equipment:** mirror, bin, couch/chair, magnifying lamp

#### Environmental conditions

Warmth, lighting, ventilation, privacy, volume and type of music/sounds and pleasant aroma

#### Contra-indications

**Prevent treatment:** fungal infection, bacterial infection, viral infection, infestations, severe eczema, severe psoriasis, severe skin conditions

**Restrict treatment:** broken bones, recent scar tissue, hyper-keratosis, skin allergies, cuts and abrasions, epilepsy, diabetes, skin disorders, undiagnosed lumps and swellings, product allergies

# Unit 219 Provide threading services for hair removal

## Outcome 2 Be able to provide threading

### Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. follow **health and safety working practices**
3. position themselves and client correctly throughout the treatment
4. use **products, tools, equipment** and **techniques** to suit clients treatment needs
5. complete the treatment to the satisfaction of the client
6. record the results of the treatment
7. provide suitable **aftercare advice**

### Underpinning knowledge

The learner can:

1. state how to **communicate and behave** in a professional manner
2. describe **health and safety working practices**
3. state the importance of positioning themselves and the client correctly throughout the treatment
4. state the importance of using **products, tools, equipment and techniques** to suit clients treatment needs, **skin types and conditions**
5. describe how treatments can be adapted to suit client treatment needs
6. state the **contra-actions** that may occur during and following treatments and how to respond
7. state the importance of completing the treatment to the satisfaction of the client
8. state the importance of completing treatment records
9. state the **aftercare advice** that should be provided
10. describe the structure and functions of the skin
11. describe the structure and function of the hair

### Range

#### Communicate and behave

**Communicate:** speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

**Behave:** working cooperatively with others, following salon requirements

#### Health and safety working practices

Methods of sterilisation, disposal of contaminated waste, legislation, PPE, positioning of client and therapist, removal of accessories

#### Products, tools and equipment

**Products:** cleansing product, soothing product

**Tools:** thread tweezers

**Equipment:** mirror, bin, couch/chair, magnifying lamp

#### Techniques

Mouth, neck and hand

**Aftercare advice**

*To avoid:* heat, perfumed products, make-up, restrictive clothing, UV exposure

*To apply:* soothing antiseptic products

Future treatment needs

**Skin types and conditions**

**Skin types:** normal, dry, oily and combination

**Conditions:** dehydrated, sensitive and mature

**Contra-actions**

*Normal response:* erythema, swelling

*Adverse response:* bruising, bleeding, removal of skin

**Level:** 2

**Credit value:** 5

**NDAQ number:** L/502/3980

### Unit aim

The aim of this unit is to introduce the learner to research how to create and achieve a make-up suitable for a photographic image. They will extend their knowledge of specialist make-up techniques, and develop their creative and innovative skills through preparing and implementing a mood board. Throughout this unit, they must also demonstrate the ability to work on their own initiative and/or as part of a team.

### Learning outcomes

There is **one** learning outcome to this unit. The learner will:

1. Be able to provide photographic make-up

### Guided learning hours

It is recommended that **30** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit B8 and B11.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test.

## Unit 220

## The art of photographic make-up

### Outcome 1

### Be able to provide photographic make-up

#### Practical skills

The learner can:

1. produce a mood board
2. select and use **products tools and equipment** for photographic make-up application
3. apply a photographic make-up application
4. **communicate and behave** in a professional manner
5. evaluate effectiveness of the photographic make-up application
6. provide suitable **aftercare advice**
7. follow **safe and hygienic working practices**

#### Underpinning knowledge

The learner can:

1. outline the **purpose of a mood board**
2. outline how to develop a mood board
3. describe ways of **effectively presenting** a mood board
4. describe the **factors** that need to be considered when carrying out a photographic make-up application
5. state the importance of preparation procedures for photographic make-up
6. state **tools products and equipment** used when carrying out a photographic make-up application
7. describe the sequence in which make-up products should be applied
8. explain how natural ageing, lifestyle and environmental **factors** affect the condition of the skin
9. describe the **structure and function of the skin**
10. describe the position of the major **facial bones**
11. state how to **communicate**
12. state the behavioural expectations
13. state the **methods of evaluating** the effectiveness of the application of the make-up
14. outline **safe and hygienic working practices** when carrying out photographic make-up

#### Range

##### Products, tools and equipment

**Products:** cleansers, toners, moisturisers, concealers, foundations, powders, highlighters/shaders, eye shadows, blushers, eye pencils, lip pencils, lipsticks, lip gloss

**Tools and equipment:** sponges, palette, spatula, headband, gown, brushes, disposable applicators, mirrors, towels

##### Communicate and behave

**Communicate:** speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

**Behave:** working cooperatively with others, following salon requirements



**Aftercare advice**

Methods of removal, product recommendations, further treatment needs, maintenance advice

**Safe and hygienic working practices**

Methods of sterilisation, disposal of contaminated waste, legislation, PPE, relevant Health & Safety

**Purpose of a mood board**

Creativity, linked themes, choice of specialised make-up techniques

**Effectively presenting**

Planning, images, colour, research, verbal communication, written communication, presentation

**Factors**

Skin types, condition and characteristics of the skin, age, skin colour, skin texture, affects of sunlight, adverse skin conditions, face shape, facial features, eye and lip shape, glasses and contact lens wearers, hair colour, eye colour, occasion, fashion trends, cultural factors,

**Structure and function of the skin**

**Structure:** epidermis, dermis, subcutaneous layer and the location and function of sweat and sebaceous glands, hair follicle

**Function:** protection, heat regulation, absorption, secretion

**Facial bones**

Frontal, zygomatic, mandible and maxillae

**Methods of evaluating**

Verbal feedback, written feedback, photographic evidence, self evaluation

# Unit 221      Body art design

**Level:**            2  
**Credit value:**    4  
**NDAQ number:** A/601/3570

## **Unit aim**

This is a preparation for work unit which is based on capability and knowledge. This unit is about providing body art design services. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

## **Learning outcomes**

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for body art design
2. Be able to provide body art design

## **Guided learning hours**

It is recommended that **30** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

## **Details of the relationship between the unit and relevant national standards**

This unit is linked to the Beauty Therapy NOS, unit B16, B17 and B18.

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

## **Assessment**

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test.

## Unit 221

## Body art design

### Outcome 1

### Be able to prepare for body art design

#### Practical skills

The learner can:

1. prepare themselves, the client and work area for a body art design
2. use suitable **consultation techniques** to identify treatment objectives
3. identify influencing **factors**
4. provide clear recommendations to the client based on **factors**
5. produce a mood board

#### Underpinning knowledge

The learner can:

1. describe salon's requirement for client **preparation**, preparing themselves and the work area
2. identify different **consultation techniques** used to identify treatment objectives
3. describe the **factors** that need to be considered when selecting techniques and equipment
4. describe the **environmental conditions** suitable for a body art design
5. describe the **safety considerations** that must be taken into account when providing a body art design
6. identify the range of **equipment** used for body art design
7. identify **products** used and their key ingredients
8. outline the **purpose of a mood board**
9. state how to develop a mood board
10. describe ways of **effectively presenting** a mood board
11. state the key principles behind creating a 2D image which is suitable for adaptation to a 3D surface
12. state the importance of keeping areas of the body covered unless they are being worked on
13. describe **contra-indications** that prevent or restrict body art design

#### Range

##### Consultation techniques

*Verbal:* questioning techniques, language used, tone of voice.

*Non-verbal:* listening techniques, body language, eye contact, facial expressions.

*Use of:* visual aids, client records

##### Factors

Face, arm, lower leg, shoulder, skin type, adverse skin conditions, skin type and sensitivity, occasion, gender, cultural factors, fashion trends

##### Preparation

Protective clothing, materials and preparatory skin cleansing products

##### Environmental conditions

Warmth, ventilation, privacy, volume and type of music/sounds and pleasant aroma, appropriate lighting

### **Safety considerations**

Visual checks on the electrical equipment, correct use of equipment, client/self preparation, client/self positioning, hygiene, equipment and correct application of massage movement

### **Products, tools and equipment**

**Products:** coloured inks, aqua paints, transfer tattoos, brushes and sponges

**Tools and equipment:** body gems, glitter, sequins and other adornment, sponges, brushes, spatula, disposable applicators, palette, mirrors, headband, gown, towels

### **Purpose of a mood board**

Creativity, linked themes, choice of specialised techniques

### **Effectively presenting**

Planning, images, colour, research, verbal communication, written communication and presentation

### **Contra-indications**

**Prevent treatment:** fungal infection, bacterial infection, viral infection, severe eczema, severe psoriasis and severe skin conditions.

**Restrict treatment:** broken bones, recent scar tissue, hyper-keratosis, skin allergies, cuts and abrasions, epilepsy, skin disorders, recent fractures and sprains, undiagnosed lumps and swellings, product allergies

## Unit 221

## Body art design

### Outcome 2

### Be able to provide body art design

#### Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. position themselves and the client correctly throughout the treatment
3. select and use **products, techniques and equipment** taking into account identified factors
4. apply body art designs
5. follow **safe and hygienic working practices**
6. identify contra-actions and take appropriate action during treatment
7. provide suitable **aftercare advice**
8. complete the treatment to the satisfaction of the client
9. evaluate the results of the treatment with the client

#### Underpinning knowledge

The learner can:

1. describe how to **communicate** and **behave** in a professional manner
2. state the importance of positioning themselves and the client correctly throughout the treatment
3. describe **safe and hygienic working practices**
4. describe the **contra-actions** which might occur during and following the treatment and how to respond
5. describe the **aftercare advice** that should be provided
6. state the importance of completing the treatment to the satisfaction of the client
7. state the **methods of evaluating** the effectiveness of the treatment

#### Range

##### Communicate and behave

**Communicate:** Speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

**Behave:** Working cooperatively with others, following salon requirements

##### Aftercare advice

Methods of removal, product recommendations, further treatment needs and maintenance advice

##### Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, legislation, PPE, relevant Health & Safety

##### Contra-actions

Swelling, erythema, itching and irritation.

##### Methods of evaluating

Verbal feedback, written feedback, photographic evidence, self evaluation

# Unit 222      Head massage

**Level:**            2  
**Credit value:**    4  
**NDAQ number:** H/601/4356

## **Unit aim**

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

## **Learning outcomes**

There are **two** learning outcomes to this unit. The learner will:

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

## **Guided learning hours**

It is recommended that **30** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

## **Details of the relationship between the unit and relevant national standards**

This unit is linked to the Beauty Therapy NOS, unit B23.

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

## **Assessment**

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test.

## Unit 222

## Head massage

### Outcome 1

Be able to prepare for head massage

#### Practical skills

The learner can:

1. prepare themselves, the client and work area for head massage
2. use suitable **consultation techniques** to identify treatment **objectives**
3. advise the client on how to prepare for the treatment
4. identify influencing **factors**
5. provide clear recommendations to the client based on **factors**

#### Underpinning knowledge

The learner can:

1. describe salon's requirement for client **preparation**, preparing themselves and the work area
2. identify different **consultation techniques** used to identify treatment objectives
3. describe the **factors** that need to be considered when selecting **techniques, products and equipment**
4. describe the **environmental conditions** suitable for head massage treatment
5. describe the **safety considerations** that must be taken into account when providing head massage treatment
6. identify the range of **equipment** used for head massage treatment
7. identify **products** used and their key ingredients
8. describe **contra-indications** that prevent or restrict head massage treatment

#### Range

##### Consultation techniques

*Verbal:* questioning techniques, language used, tone of voice.

*Non-verbal:* listening techniques, body language, eye contact, facial expressions.

*Use of:* client records

##### Objectives

Relaxation, sense of wellbeing, stimulating

##### Preparation

Preparing the hair/scalp for different types of treatment, protection and positioning for the client, protective clothing

##### Factors

Hair condition, scalp condition, unusual features of the scalp, hair length, hair density, degree of curl of the hair, sensitivity of the skin and scalp, adverse skin, hair and scalp conditions, client wishes

##### Environmental conditions

Warmth, ventilation, privacy, volume and type of music/sounds and pleasant aroma

##### Safety considerations

Visual checks on the electrical equipment, correct use of equipment, client/self preparation, client/self positioning, hygiene, equipment, correct application of massage movement

**Products, equipment and techniques**

**Products:** oils - mustard, coconut, olive, sesame, pre-blended

**Equipment:** comb, massage chair/couch, trolley, mirror, brush

**Techniques:** massage movements - effleurage, petrissage, tapotement, frictions, vibrations

**Contra-indications**

**Prevent treatment:** fungal infection, bacterial infection, viral infection, infestations, severe eczema, severe psoriasis, severe skin conditions, during chemotherapy, during radiotherapy

**Restrict treatment:** broken bones, recent scar tissue, hyper-keratosis, skin allergies, cuts and abrasions, epilepsy, diabetes, high and low blood pressure, skin disorders, recent fractures and sprains, undiagnosed lumps and swellings, product allergies



## Unit 222

## Head massage

### Outcome 2

### Be able to provide head massage

#### Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. position themselves and the client correctly throughout the treatment
3. select and use **products, equipment and techniques** taking into account identified **factors**
4. follow **safe and hygienic working practices**
5. identify **contra-actions** and take appropriate action during treatment
6. provide suitable **aftercare advice**
7. complete the treatment to the satisfaction of the client
8. evaluate the results of the treatment with the client

#### Underpinning knowledge

The learner can:

1. describe how to **communicate and behave** in a professional manner
2. state the importance of positioning themselves and the client correctly throughout the treatment
3. describe **safe and hygienic working practices**
4. describe **contra-actions** which might occur during and following the treatment and how to respond
5. describe the **aftercare advice** that should be provided
6. state the importance of completing the treatment to the satisfaction of the client
7. state the **methods of evaluating** the effectiveness of the treatment
8. describe the basic structure and function of the skin
9. describe the basic structure and functions of the bones of the neck and skull
10. describe the functions of the muscles of the scalp and neck
11. describe the massage movements used in head massage treatments

#### Range

##### Communicate and behave

**Communicate:** speaking, listening, body language, reading, recording, following instructions, using a range of related terminology linked to head massage

**Behave:** working co-operatively with others, following salon requirements

##### Products, equipment and techniques

**Products:** oils - mustard, coconut, olive, sesame, pre-blended

**Equipment:** comb, massage chair/couch, trolley, mirror, brush

**Techniques:** massage movements - effleurage, petrissage, tapotement, frictions, vibrations

##### Safe and hygienic working practices

Methods of sterilization, disposal of contaminated waste, legislation, PPE, positioning of client and stylist, removal of accessories, relevant Health & Safety

**Factors**

Hair condition, scalp condition, unusual features of the scalp, hair length, hair density, degree of curl of the hair, sensitivity of the skin and scalp, adverse skin, hair and scalp conditions, client wishes

**Contra-actions**

Swelling, erythema, irritation

**Aftercare advice**

The types of scalp products suitable for home use by clients, further treatment needs

**Methods of evaluating**

Verbal feedback, written feedback, photographic evidence, self evaluation

## Unit 223

## Apply skin tanning techniques

**Level:** 2

**Credit value:** 4

**NDAQ number:** H/601/3563

### Unit aim

This is a preparation for work unit which is based on capability and knowledge. This unit is about providing tanning treatments to identified areas of the body. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for self-tanning techniques
2. Be able to provide self-tanning techniques

### Guided learning hours

It is recommended that **30** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit B25.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test.

## Unit 223

## Apply skin tanning techniques

### Outcome 1

### Be able to prepare for self-tanning techniques

#### Practical skills

The learner can:

1. prepare themselves, the client and work area for a self-tanning treatment
2. use suitable **consultation techniques** to identify treatment objectives
3. advise the client on how to prepare for the treatment
4. identify influencing **factors**
5. provide clear recommendations to the client based on **factors**

#### Underpinning knowledge

The learner can:

1. describe salon's requirement for client **preparation**, preparing themselves and the work area
2. identify different **consultation techniques** used to identify treatment objectives
3. describe the **factors** that need to be considered when selecting techniques, **products and equipment**
4. describe the **environmental conditions** suitable for self-tanning treatment
5. describe the safety considerations that must be taken into account when providing self-tanning treatment
6. identify the range of **equipment** used for self-tanning treatments
7. identify **products** used and their **key ingredients**
8. compare the **benefits and effects** of self tanning treatments with UV tanning treatments
9. explain the importance of regular disinfecting and sterilising of **equipment** between self-tanning sessions
10. explain the effect self-tanning **products** have on the skin and the reasons the effect has limited duration
11. describe **contra-indications** that prevent or restrict self-tanning treatment

#### Range

##### Consultation techniques

*Verbal:* questioning techniques, language used, tone of voice.

*Non-verbal:* listening techniques, body language, eye contact, facial expressions.

*Use of:* client records

##### Factors

Skin sensitivity test, contra-indications, skin condition, medication, client expectations and preparation, natural shade of skin, effects of UVi radiation on the skin

##### Preparation

Patch test carried out, client removal of necessary clothing, secure hair, remove jewellery, area for tanning to be free from make-up and perfumed products.

##### Products and equipment

**Products:** skin cleansing products, exfoliation products, tanning products (gels, spray, cream, lotion), spray tan, moisturisers, sterilising solution and sanitising solution

**Equipment:** gun and compressors

**Environmental conditions**

Warmth, ventilation, privacy, volume and type of music/sounds

**Key ingredients**

DHA – dihydroxyacetone

**Benefits and effects**

Aging, malignant melanoma, changes in moles, pigmentation problems (UVA, UVB, UVC), degrees of erythema associated with sun burn, sunscreens, sun protection factor (SPF),

**Contra-indications**

**Prevent treatment:** fungal infection, bacterial infection, viral infection, infestations, severe eczema, severe psoriasis, severe skin conditions, eye infections, during chemotherapy, during radiotherapy

**Restrict treatment:** broken bones, recent scar tissue, hyper-keratosis, skin-allergies, cuts and abrasions, skin disorders, recent fractures and sprains, undiagnosed lumps and swellings, product allergies, respiratory conditions and pregnancy

## Unit 223

## Apply skin tanning techniques

### Outcome 2

### Be able to provide self-tanning techniques

#### Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. position themselves and the client correctly throughout the treatment
3. select and use **products and equipment** taking into account identified **factors**
4. follow **safe and hygienic working practices**
5. identify **contra-actions** and take appropriate action during treatment
6. provide suitable **aftercare advice**
7. complete the treatment to the satisfaction of the client
8. evaluate the results of the treatment with the client

#### Underpinning knowledge

The learner can:

1. describe how to **communicate and behave** in a professional manner
2. state the importance of positioning themselves and the client correctly throughout the treatment
3. describe **safe and hygienic working practices**
4. describe **contra-actions** which might occur during and following the treatment and how to respond
5. describe the **aftercare advice** that should be provided
6. state the importance of completing the treatment to the satisfaction of the client
7. state the **methods of evaluating** the effectiveness of the treatment
8. describe the **structure and function of the skin**

#### Range

##### Communicate and behave

**Communicate:** speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

**Behave:** working co-operatively with others, following salon requirements

##### Products and equipment

**Products:** Skin cleansing products, exfoliation products, tanning products, spray tan, moisturisers, sterilising solution and sanitising solution

**Equipment:** Gun and compressors

##### Factors

Skin sensitivity test, contra-indications, skin condition, medication, client expectations and preparation, natural shade of skin, effects of UV radiation on the skin

##### Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, legislation, PPE, positioning of client and therapist, removal of accessories, relevant Health & Safety

##### Contra-actions

Skin irritation, skin allergies, and undesirable skin/hair discolouration

**Aftercare advice**

Loose dark clothing, avoid touching the skin, moisturising products, showering/bathing advice, exfoliation, product recommendations, possible staining to fabric

**Methods of evaluating**

Visual, verbal, written feedback, repeat business

**Structure and function of the skin**

**Structure:** epidermis, dermis, subcutaneous layer, nerve endings

**Function:** protection, heat regulation, absorption, sensation, secretion

Location and function of sweat and sebaceous gland and hair follicle

## Unit 224 Facial care for men

**Level:** 2  
**Credit value:** 4  
**NDAQ number:** A/601/3567

### Unit aim

This is a preparation for work unit which is based on capability and knowledge. This unit is about providing facial treatments for men. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for facial care for men
2. Be able to provide facial care for men

### Guided learning hours

It is recommended that **30** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit B4.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test.



## Unit 224

## Facial care for men

### Outcome 1

### Be able to prepare for facial care for men

#### Practical skills

The learner can:

1. prepare themselves, the client and work area for a facial treatment for men
2. use suitable **consultation techniques** to identify treatment **objectives**
3. identify influencing **factors**
4. provide clear recommendations to the client based on **factors**

#### Underpinning knowledge

The learner can:

1. describe the salon's requirements for client preparation, preparing themselves and the work area
2. identify different **consultation techniques** used to identify treatment objectives
3. describe the factors that need to be considered when selecting techniques, **products, tools and equipment**
4. describe the **environmental conditions** suitable for facial **treatments** for men
5. describe the safety considerations that must be taken into account when providing facial **treatments** for men
6. identify the range of **tools and equipment** used for facial **treatments** for men
7. identify **products** used and their key ingredients
8. outline the **treatments** available for men's facial skin care
9. describe **contra-indications** that prevent or restrict facial **treatment** for men

#### Range

##### Consultation techniques

*Verbal:* questioning techniques, language used, tone of voice.

*Non-verbal:* listening techniques, body language, eye contact, facial expressions.

*Use of:* client records

##### Objectives

To improve skin condition, to improve appearance of brows to enhance facial features, relaxation

##### Factors

Skin analysis, existing eyebrow shape, hair growth patterns, density of hair growth, texture of the hair and the skin, adverse skin conditions such as acne vulgaris, any unusual features such as moles, scarring or facial piercings, head shapes, face shapes, hair styles, health, lifestyle, nutrition, the ageing process and how different systems of the body can affect the skin

##### Products and equipment

**Products:** cleansing/facial wash, exfoliating product, toners/astringents, face masks, moisturisers, massage medium (oil, cream)

**Equipment:** facial steaming with hot towels, tweezers, scissors, disposable spatulas, towels and consumables

##### Environmental conditions

Warmth, ventilation, privacy, volume and type of music/sounds, pleasant aroma

### **Treatments**

Facial-cleansing/facial washes, exfoliating, toning/astringents, moisturising, facial steaming with hot towels, face masks, skin care and product advice, shaving service, eyebrow shaping

### **Safety considerations**

Visual checks on the electrical equipment, correct use of equipment, client/self preparation, client/self positioning, hygiene, equipment, correct application of massage movement

### **Contra-indications**

**Prevent treatment:** fungal infection, bacterial infection, viral infection, infestations, severe eczema, severe psoriasis, severe skin conditions, eye infections, during chemotherapy, during radiotherapy.

**Restrict treatment:** broken bones, recent scar tissue, hyper-keratosis, skin allergies, cuts and abrasions, epilepsy, diabetes, high and low blood pressure, skin disorders, recent fractures and sprains, undiagnosed lumps and swellings, product allergies

## Unit 224

## Facial care for men

### Outcome 2

### Be able to provide facial care for men

#### Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. position themselves and the client correctly throughout the treatment
3. select and use **products and equipment** taking into account identified **factors**
4. use **tweezing techniques** taking into account identified **factors**
5. follow **safe and hygienic working practices**
6. identify **contra-actions** and take appropriate action during treatment
7. provide suitable **aftercare advice**
8. complete the treatment to the satisfaction of the client
9. evaluate the results of the treatment with the client

#### Underpinning knowledge

The learner can:

1. describe how to **communicate and behave** in a professional manner
2. state the importance of positioning themselves and the client correctly throughout the treatment
3. describe **safe and hygienic working practices**
4. describe the **contra-actions** which might occur during and following the treatment and how to respond
5. describe the **aftercare advice** that should be provided
6. state the importance of completing the treatment to the satisfaction of the client
7. state the **methods of evaluating** the effectiveness of the treatment
8. describe the use of **shaving products**
9. describe **methods of shaving**
10. state the importance of protecting the eye area correctly
11. describe methods of **minimising discomfort** during treatments
12. describe the **normal response** of the skin to eyebrow shaping treatments
13. state the basic **skin types and conditions** and how to recognise them
14. describe the structure and main functions of the skin and hair
15. state the importance of recording procedures and products used during facial treatments for men

#### Range

##### Communicate and behave

**Communicate:** speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

**Behave:** working co-operatively with others, following salon requirements

##### Products and equipment

**Products:** cleansing/facial wash, exfoliating product, toners/astringents, face masks, moisturisers, massage medium (oil, cream)

**Equipment:** facial steaming with hot towels, tweezers, scissors, disposable spatulas, towels and consumables

## **Factors**

Skin analysis, existing eyebrow shape, hair growth patterns, density of hair growth, texture of the hair and the skin, adverse skin conditions such as acne vulgaris, and any unusual features such as moles, scarring or facial piercings, head shapes, face shapes, hair styles, facial scarring, health, lifestyle, nutrition, the ageing process and how different systems of the body can affect the skin

## **Tweezing techniques**

Assess the client's required eyebrow shape, remove the hair in the direction of hair growth, support surrounding skin, soothe the skin

## **Safe and hygienic working practices**

Methods of sterilization, disposal of contaminated waste, legislation, PPE, relevant Health & Safety

## **Contra-actions**

Shaving rash, cuts, ingrown hairs

## **Aftercare advice**

*Shaving* - to avoid: sun, heat, perfumed products, UV light

*Eyebrow shaping* - to apply: soothing and antiseptic products

*To avoid:* sun, heat, perfumed products, UV light

*To apply:* soothing and antiseptic products

## **Methods of evaluating**

Visual, verbal, written feedback, repeat business

## **Shaving products**

Moisturisers, foams, gels, soaps, oils, aftershave balms and astringents

## **Methods of shaving**

Wet and dry (electric) shaving

## **Minimising discomfort**

Pressure, stretch, soothing lotion, clients' position, therapists/stylists position

## **Normal response**

Swelling, erythema

## **Skin types and conditions**

**Skin types:** normal, dry, oily, combination

**Conditions:** sensitive, mature, dehydrated

## Unit 225

## Shaping and colouring eyebrows

**Level:** 2

**Credit value:** 4

**NDAQ number:** K/601/3564

### Unit aim

This is a preparation for work unit which is based on capability and knowledge. This unit is about providing shaping and colouring eyebrow treatments. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for shaping and colouring eyebrow treatment
2. Be able to provide shaping and colouring eyebrow treatments

### Guided learning hours

It is recommended that **30** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy NOS, unit B5.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test.

## Unit 225

## Shaping and colouring eyebrows

### Outcome 1

Be able to prepare for shaping and colouring eyebrow treatment

#### Practical skills

The learner can:

1. prepare themselves, the client and work area for a shaping and colouring eyebrow treatment
2. use suitable **consultation techniques** to identify treatment objectives
3. identify influencing **factors**
4. provide clear recommendations to the client based on **factors**

#### Underpinning knowledge

The learner can:

1. describe salon's requirement for client preparation, preparing themselves and the work area
2. identify different **consultation techniques** used to identify treatment objectives
3. describe the **factors** that need to be considered when selecting techniques, **products, tools and equipment**
4. describe the **environmental conditions** suitable for shaping and colouring eyebrow treatments
5. describe the safety considerations that must be taken into account when providing shaping and colouring eyebrow treatments
6. identify a range of **tools and equipment** for shaping and colouring eyebrows
7. identify **products** and their key ingredients
8. describe the types of **eyelash and eyebrow treatments** available
9. describe the types of tests that are carried out before providing an eyelash and eyebrow tinting treatment
10. describe the relationship between **eyebrow shape** and the clients facial characteristics
11. describe **contra-indications** that prevent or restrict **eyelash and eyebrow treatments**

#### Range

##### Consultation techniques

*Verbal:* questioning techniques, language used, tone of voice.

*Non-verbal:* listening techniques, body language, eye contact, facial expressions.

*Use of:* client records

##### Factors

Existing eyebrow shape, face shape/features, hair colour, eye colour, skin colour, adverse skin and eye conditions, client expectations, facial piercing, contra-indications, age, previous treatments, fashion trends and cultural factors

**Products, tools and equipment**

**Products:** oil free eye make-up remover, petroleum jelly, witch hazel liquid/gel, cold water, stain remover, lotion, hydrogen peroxide, tint, measuring implement, eyebrow pencil, eyebrow powder

**Tools:** tweezers (slant, claw, pointed, automatic), brushes, wood sticks, mixing dish and applicator, mirror

**Equipment:** eye shield, paper, cotton wool, ice packs, warming devices

**Environmental conditions**

Warmth, ventilation, privacy, volume and type of music/sounds, pleasant aroma, light

**Eyelash and eyebrow treatments**

Depilatory waxing, electrolysis, IPL (intense pulse light), threading, semi-permanent make-up, lash extensions, perming, eyebrow colouring (using eyebrow pencil and powder), eyelash and eyebrow tinting

**Eyebrow shape**

Angular, arched, straight, thin and thick

**Contra-indications**

Skin diseases, eczema, psoriasis, cuts and abrasions, undiagnosed lumps and swellings, erythema, recent scar tissue, hyper-sensitive skin, new scar tissue, styes, allergic reaction to patch testing, watering eyes, conjunctivitis, allergies

## Unit 225

## Shaping and colouring eyebrows

### Outcome 2

Be able to provide shaping and colouring eyebrow treatment

#### Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. position themselves and the client correctly throughout the treatment
3. **select and use products, tools and equipment** taking into account identified factors
4. use **colouring techniques** taking into account identified **factors**
5. use **tweezing techniques** taking into account identified **factors**
6. follow **safe and hygienic working practices**
7. identify **contra-actions** and take appropriate action during treatment
8. provide suitable **aftercare advice**
9. complete the treatment to the satisfaction of the client
10. evaluate the results of the treatment with the client

#### Underpinning knowledge

The learner can:

1. describe how to communicate and behave in a professional manner
2. state the importance of positioning themselves and the client correctly throughout the treatment
3. describe **safe and hygienic working practices**
4. describe **contra-actions** which might occur during and following treatment and how to respond
5. describe the **aftercare advice** that should be provided
6. state the importance of completing the treatment to the satisfaction of the client
7. state the **methods of evaluating** the effectiveness of the treatment
8. describe methods of **minimising discomfort** during eyebrow shaping treatments
9. state the importance of cleansing the eye area correctly
10. describe the **normal response** of the skin to eyebrow shaping treatments
11. state the basic ingredients of products
12. describe the chemical reaction which creates the tinting effect
13. describe the structure and the main function of the skin and hair
14. describe the main diseases and disorders of the skin and hair
15. state how to maintain a record of products used

#### Range

##### Communicate and behave

**Communicate:** speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

**Behave:** working co-operatively with others, following salon requirements

##### Products, tools and equipment

**Products:** oil free eye make-up remover, petroleum jelly, witch hazel liquid/gel, cold water, stain remover, lotion, hydrogen peroxide, tint, measuring implement, eyebrow pencil, eyebrow powder

**Tools:** **tweezers** (slant, claw, pointed, automatic), brushes, wood sticks, mixing dish and applicator, mirror



**Equipment:** eye shield, paper, cotton wool, ice packs, warming devices

**Colouring techniques**

Removal of all traces of make-up with oil free product, apply colouring products such as eyebrow pencil or eyebrow powder to shape and define

**Factors**

Existing eyebrow shape, face shape/features, hair colour, eye colour, skin colour, adverse skin and eye conditions, client expectations, facial piercing, contra-indications, age, previous treatments, fashion trends and cultural factors

**Tweezing techniques**

Remove make-up from surrounding skin, prepare the skin for treatment, assess the client's required eyebrow shape, remove the hair in the direction of hair growth, support surrounding skin, and soothe the skin

**Safe and hygienic working practices**

Methods of sterilisation, disposal of contaminated waste, legislation, PPE, relevant Health & Safety

**Contra-actions**

Bruising, bleeding, stinging, staining, swelling

**Aftercare advice**

*To avoid:* sun, heat, perfumed products, make-up, UV light, not to perm lashes for 24 hours.  
*To apply:* soothing and antiseptic products

**Methods of evaluating**

Visual, verbal, written feedback, repeat business  
Endorsement - HBS DDP

**Minimising discomfort**

Pressure, stretch, removal of hair in direction of growth, soothing lotion, client's position, therapist's position

**Normal response**

Swelling, erythema

## Unit 226

## The art of colouring hair

**Level:** 2

**Credit value:** 7

**NDAQ number:** T/600/8626

### Unit aim

The aim of this unit is to provide the learner with the knowledge and skills to change hair colour using basic temporary and semi permanent products. The skills developed by the learner include colour applications for temporary and semi permanent colouring. The knowledge acquired by the learner will enable them to understand how to select suitable application methods, choose suitable products, work safely and efficiently and to give aftercare advice.

### Learning outcomes

There are **two** outcomes to this unit. The learner will:

1. Be able to prepare for colouring hair
2. Be able to provide a colouring service

### Guided learning hours

It is recommended that **60** guided learning hours are allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to the Hairdressing NOS, unit GH9.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test.

## Unit 226

## The art of colouring hair

### Outcome 1

### Be able to prepare for colouring hair

#### Practical skills

The learner can:

1. prepare self, the client and work area for colouring service
2. use suitable **consultation techniques** to identify service objectives
3. assess the potential of the hair to achieve the desired look by identifying the influencing **factors**

#### Underpinning knowledge

The learner can:

1. explain the **safety considerations** that must be taken into account when colouring hair
2. outline the types of colouring **products** and **colouring techniques**
3. state the **factors** that need to be considered when selecting colour products
4. explain the importance of carrying out the necessary **tests** prior to and during the colour service and recording the results
5. explain the principles of colour selection
6. explain how natural hair pigments influence colour selection
7. describe how the international colour chart is used to select colour
8. describe how each of the colour affects the hair structure
9. explain the **uses of hydrogen peroxide** when colouring the hair
10. describe the different **consultation techniques** used to identify service objectives
11. describe the salon's requirement for client preparation, preparing self and the work area

#### Range

##### Consultation techniques

*Verbal:* questioning techniques, language used, tone of voice.

*Non-verbal:* listening techniques, body language, eye contact, facial expressions.

*Use of:* client records

##### Factors

Skin tone, previous services, existing colour, lifestyle, hair condition, results of tests, client requirements, personality, fashion, advertising, media, celebratory coverage and branding

##### Safety considerations

Client preparation, PPE, COSHH, manufacturers' instructions, client/self positioning, visual checks of electrical equipment, sterilising tools/equipment, first aid procedures, protection from infection and cross infection

##### Products

Semi-permanent, quasi-permanent, permanent, bleach, lightening products, high street retail products, professional salon products

##### Colouring techniques

Full head, partial head, foils, cap, spatula, freehand

**Tests**

Skin test, elasticity test, porosity test, colour development strand test

**The uses of hydrogen peroxide**

To darken the base colour, to lighten the base colour and to tone

## Unit 226

## The art of colouring hair

### Outcome 2

### Be able to provide a colouring service

#### Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. select and use the **application method**, products, **tools and equipment** to temporary and semi permanent colour hair
3. position self and the client appropriately throughout the service
4. mix and apply the colour using neat sections
5. monitor the development of the colour accurately, following manufacturers' instructions
6. remove the colour product thoroughly from the hair and scalp
7. apply a suitable conditioner or post colour treatment to the hair, following manufacturers' instructions
8. create a desired look to the satisfaction of the client
9. provide suitable **aftercare advice**
10. follow **safe and hygienic working practices**
11. evaluate the results of the treatment with the client

#### Underpinning knowledge

The learner can:

1. describe the correct use and routine maintenance of **tools and equipment**
2. state the importance of restoring the pH of the hair after a permanent colour
3. describe the **aftercare advice** that should be provided
4. outline **safe and hygienic working practices**
5. state how to **communicate and behave** within a salon environment

#### Range

##### Communicate and behave

**Communicate:** speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

**Behave:** working co-operatively with others, following salon requirements

##### Application method

Full head, re-growth

##### Tools and equipment

Brush and bowl, applicator bottle, highlighting cap, colour packages (foils/wraps), steamer, infra-red, drying equipment

##### Aftercare advice

How to maintain colour, suitable shampoo and conditioning products, future salon services

##### Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, legislation, PPE, positioning of client and stylist, removal of accessories, relevant Health & Safety

## Unit 227

## The art of dressing hair

**Level:** 2

**Credit value:** 5

**NDAQ number:** Y/502/3979

### Unit aim

The aim of this unit is to provide the learner with the knowledge and skills to style and dress women's hair using basic techniques. The skills developed by the learner include setting, blow-drying, finger drying, straightening and dressing long hair. The knowledge acquired by the learner will enable them to understand how styling the hair affects the hair structure and how humidity affects the resulting style.

### Learning outcomes

There are **two** outcomes to this unit. The learner will:

1. Be able to prepare for dressing hair
2. Be able to provide a dressing hair service

### Guided learning hours

It is recommended that **30** guided learning hours are allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to the Hairdressing NOS, unit GH10 and GH11.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test.

## Unit 227

## The art of dressing hair

### Outcome 1

### Be able to prepare for dressing hair

#### Practical skills

The learner can:

1. prepare the client and work area for dressing service
2. consult with clients to confirm their requirements
3. evaluate the potential of the hair to achieve the desired look by identifying the influencing **factors**

#### Underpinning knowledge

The learner can:

1. state the procedure for client preparation
2. describe the effects of different styling techniques
3. describe the **factors** that need to be considered when styling and dressing hair
4. describe the **physical effects** of styling on the hair structure
5. describe the effects of humidity on the hair structure and resulting style
6. explain how the **incorrect use of heat** can affect the hair and scalp

#### Range

##### Factors

Hair: wet, dry, curly, straight.

Client requirements, hair texture, length and density, head/face shapes/features, client lifestyle, contra-indications, body shape, hair growth patterns, hair type, hair elasticity, fashion trends

##### Physical effects

Appearance of the hair, structural changes

##### Incorrect use of heat

Temperature, direction of air flow, frequency of use

## Unit 227

## The art of dressing hair

### Outcome 2

### Be able to provide a dressing hair service

#### Practical skills

The learner can:

1. position self and client appropriately throughout the service
2. select and use **styling products, tools and equipment** to achieve the desired look
3. use **working methods** that meet salon and legal requirements
4. use **styling techniques** and dressing effects that take into account the identified **factors**
5. control and secure hair effectively during dressing
6. dress hair to the satisfaction of the client
7. apply finishing products to maintain the style
8. provide suitable **aftercare advice**
9. follow **safe and hygienic working practices**
10. **communicate** and **behave** in a professional manner

#### Underpinning knowledge

The learner can:

1. describe the correct use and routine maintenance of tools, equipment and accessories
2. describe the use for the range of **styling products**
3. describe how to secure and control the **long hair looks**
4. state the **purpose of back combing and back brushing** when dressing hair
5. describe the uses for the range of **finishing products**
6. describe the **aftercare advice** that should be provided
7. outline **safe and hygienic working practices** when styling and dressing hair
8. state how to **communicate** in a salon environment
9. state the **behavioural expectations** within a salon environment

#### Range

##### Styling products, tools and equipment

**Styling products:** Lotions, mousses, activators, gels, moisturisers

**Tools and equipment:** Hand held dryer, hood dryer, diffuser, nozzle, round brushes, flat brushes, rollers secured with pins, pin curl clips, straighteners, curling tongs, heated rollers, feathers, ribbons, flowers

##### Working methods

Client preparation, service requirements, safe working methods, manufacturers' instructions, PPE

##### Styling techniques

Setting (brick wind, directional wind), blow-drying, finger-drying, curling, waving, smoothing, straightening, pin curling, finger waving



**Factors**

Hair: wet, dry, curly, straight.

Client requirements, hair texture, length and density, head/face shapes/features, client lifestyle, contra-indications, body shape, hair growth patterns, hair type, hair elasticity, fashion trends

**Aftercare advice**

How to maintain the look, suitable styling and finishing products to use

**Safe and hygienic working practices**

Methods of sterilisation, disposal of contaminated waste, legislation, removal of accessories, relevant Health & Safety

**Communicate and behave**

**Communicate:** Speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

**Behave:** Working co-operatively with others, following salon requirements

**Long hair looks**

Scalp plait, vertical roll, twists

**Purpose of backcombing and back brushing**

Styling: duration, shape, securing

**Finishing products**

Sprays, waxes, gels, serums, dressing creams, oils

## Unit 229

## Provide thermal auricular therapy

**Level:** 2

**Credit value:** 2

**NDAQ number:** A/601/4220

### Unit aim

The aim of this unit is to provide the learner with the knowledge and skills to style provide thermal auricular therapy.

### Learning outcomes

There are **two** outcomes to this unit. The learner will:

1. Be able to prepare for thermal auricular therapy
2. Be able to provide thermal auricular therapy

### Guided learning hours

It is recommended that **20** guided learning hours are allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to the Habia NOS.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test.

## Unit 229

## Provide thermal auricular therapy

### Outcome 1

Be able to prepare for thermal auricular therapy

#### Practical skills

The learner can:

1. prepare themselves, client and work area for thermal auricular therapy
2. use suitable **consultation techniques** to identify **treatment objectives**
3. provide clear recommendations to the client
4. select **products, tools and equipment** to suit client treatment needs

#### Underpinning knowledge

The learner can:

1. describe salon requirements for preparing themselves, the client and work area
2. describe the **environmental conditions** suitable for thermal auricular therapy
3. describe different **consultation techniques** used to identify **treatment objectives**
4. describe how to select **products, tools and equipment** to suit client treatment needs
5. describe different **types of ear candles**
6. describe the **contra-indications** which prevent or restrict thermal auricular therapy

#### Range

##### Consultation techniques

Verbal – questioning techniques, tone of voice, use of language

##### Treatment objectives

Excessive wax, relaxation, headaches, post ear, nose and throat infections, ear noise, frequent flyers, relief from sinus congestion

##### Products

Ear candles, petroleum jelly or barrier cream

##### Tools

Lighter, small glass jar, protective ear shield, scissors

##### Equipment

Couch trolley stool, hair clip

##### Environmental conditions

Warmth, privacy, volume and type of music/sounds, draught free

##### Types of ear candles

Cone shaped candles, long thin candles, structure/composition of ear candles

**Contra-indications**

Perforation or lack of ear drum, grommets or auricular drains, recent ear surgery, auricular cysts, inflammation of ear, ear infections, allergy to candle ingredients (epilepsy, high blood pressure/ eczema or psoriasis in the ear, migraines)

## Unit 229

## Provide thermal auricular therapy

### Outcome 2

### Be able to provide thermal auricular therapy

#### Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. follow **health and safety working practices**
3. position themselves and the client correctly throughout the treatment
4. use **products, tools, equipment** and techniques to suit clients treatment needs
5. complete the treatment to the satisfaction of the client
6. record the results of the treatment
7. provide suitable **aftercare advice**

#### Underpinning knowledge

The learner can:

1. state how to **communicate and behave** in a professional manner
2. describe **health and safety working practices**
3. explain the importance of positioning themselves and the client throughout the treatment
4. explain the importance of using **products, tools, equipment** and techniques to suit clients treatment needs
5. describe how treatments can be adapted to suit client treatment needs, skin types and conditions
6. state the **contra-actions** that may occur during and following treatments and how to respond
7. state the importance of completing the treatment to the satisfaction of the client
8. state the importance of completing treatment records
9. state the **aftercare advice** that should be provided
10. describe the structure of the **ear**

#### Range

##### Communicate

Speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

##### Behave

Working co-operatively with others, following salon requirements

##### Health and safety working practices

Working with flammable objects, disposal of waste, legislation, position of client and therapist, removal of accessories

##### Products

Pair ear candles, petroleum jelly

**Tools**

Lighter, small glass jar, protective ear shield, scissors

**Equipment**

Couch, trolley, stool

**Contra-actions**

Severe headaches, allergic reaction to products, ear irritation, light headedness, dizziness

**Aftercare advice**

Rest, water intake, future treatment needs keep ears warm, no swimming, keep ears dry 24 hours

**Ear**

External ear (pinna) inner and middle ear (ear canal),

## Unit 310

## Make and style a hair addition

**Level:** 3

**Credit value:** 7

**NDAQ number:** K/600/8638

### Unit aim

The aim of this unit is allow the learner to discover how to make a simple hair addition using the wigmaking technique of weaving a weft. The learner will develop and extend their creative and imaginative skills, through the use of perming and/or colouring techniques. The learner will then be able to develop a mood board to plan how they would incorporate their designed hair addition into a creative hair design. The learners' interest will be engaged through the experiential and innovative aspects of this unit, and their skills of dexterity will be strengthened. The learner will have the opportunity to work with others in small groups to research and produce their findings, and participate in a short verbal presentation to an audience of peers.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to develop a mood board
2. Be able to make and style a hair addition

### Guided learning hours

It is recommended that **60** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

### Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test.

## Unit 310

## Make and style a hair addition

### Outcome 1

### Be able to develop a mood board

#### Practical skills

The learner can:

1. develop a mood board which incorporates woven hair additions and **accessories**, and takes into account **influencing factors**

#### Underpinning knowledge

The learner can:

1. describe how to develop a mood board
2. outline the **purpose of a mood board**
3. outline how to present a mood board which incorporates hair additions, accessories and ornamentation
4. describe the main styles of wigs and hair additions used in historical civilisations and cultures
5. explain how wigs and hair additions are used in modern society
6. describe the employment opportunities for wig making and hair additions specialists
7. describe the **influencing factors** that need to be considered when creating a hair addition

#### Range

##### Accessories

Feathers, ribbons, flowers.

##### Influencing factors

Ornamentation, hair length, hair colour, degree of curl, gender, and culture, fashion trends, desired finished result.

##### Purpose of a mood board

Creativity, linked themes, choice of specialised techniques.



## Unit 310

## Make and style a hair addition

### Outcome 2

### Be able to make and style a hair addition

#### Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. select **products, tools, equipment and accessories** to achieve the desired effect
3. produce a woven weft of hair on a weaving frame
4. produce a final finished hair addition
5. style the woven weft of hair using **permanent styling techniques**
6. present the final finished style addition
7. provide suitable **aftercare advice**
8. record techniques, **products, tools, equipment and accessories** used to achieve
9. follow **safe and hygienic working practices**
10. evaluate the finished hair design

#### Underpinning knowledge

The learner can:

1. describe how to maintain hair additions
2. describe hair styling techniques for hair additions for men and women
3. describe the **aftercare advice** that should be provided
4. outline **safe and hygienic working practices**
5. state how **to communicate and behave** within a salon environment

#### Range

##### Communicate and behave

**Communicate:** speaking, listening, body language, reading, recording, following instructions, using a range of related terminology

**Behave:** working co-operatively with others, following salon requirements

##### Products, tools, equipment and accessories

**Products:** styling products, finishing products, hand held dryer, hood dryer, diffuser, nozzle,

**Tools and equipment:** round brushes, flat brushes, rollers secured with pins, pin curls, straighteners, curling tongs, heated rollers.

**Accessories:** feathers, ribbons, flowers.

##### Permanent styling techniques

Colouring, perming

##### Aftercare advice

Maintenance of style, removal and care of the temporary hair extension

##### Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, instructions to others and own responsibility.

## Appendix 1      Anatomy and physiology

### Anatomy and physiology

The following list contains all of the Anatomy and Physiology tasks for the Level 2 qualifications.

**For different units different criteria need to be met, these are indicated by \*. Please see individual units in this document and assignments in the Assessment Pack for specific requirements.**

The chart on page 149 provides a general overview of the Anatomy and Physiology tasks by unit.

Diagrams have been provided which may be used to complete the tasks. City & Guilds have provided them in a separate document available to download from the 3003 pages on [www.cityandguilds.com](http://www.cityandguilds.com).

#### **\*Skin/\*Hair/\*Nail**

- describe the function of the \*skin/\*hair/\*nail
- label the diagram: structure of cross section of the \*skin/\*hair/\*nail
- describe the growth cycle of the hair

#### **Cardiovascular system**

- describe the function of blood
- label the diagram: primary vessels in the common treatment areas: \*head, neck and shoulder/\*arm and hand/\*lower leg and foot

#### **Lymphatic system**

- describe the function of the lymphatic system
- label the diagram: location of the major lymph nodes of the \*head, neck and shoulder/\*arm and hand/\*lower leg and foot

#### **Skeletal system**

- describe the function of the bones: \*head, neck and shoulder/\*lower arm and hand/\*lower leg and foot
- label the diagram: bones of the\* head, neck and shoulder/\*lower leg and foot/ \*lower arm and hand

#### **Muscular system**

- label the diagram: muscles of the \*head, neck and shoulder/\*lower arm and hand/\*lower leg and foot
- state the action of the muscles of \*head, neck and shoulder/\*lower arm and hand/\*lower leg and foot

#### **Ear**

- label the diagram: external structure of the ear to include the pinna, lobe and helix
- label blood and lymph supply to the ear.

## Anatomy and physiology: Overview by unit

Unit	204	206	207	208	209	210	211	214	215	217	218	219	220	222	223	224	225
<b>Task</b>																	
<b>Skin/Hair/Nails*</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
<b>Cardiovascular system*</b>	✓		✓	✓	✓												
<b>Lymphatic system*</b>	✓		✓	✓	✓												
<b>Skeletal system*</b>	✓		✓	✓	✓		✓						✓	✓			
<b>Muscular system*</b>	✓		✓	✓	✓		✓							✓			
<b>Ear</b>										✓							

Tasks for \*Skin/\*Hair/\*Nails, \*Cardiovascular, \*Lymphatic, \*Skeletal and \*Muscular systems cover a range of knowledge relating to different parts of the body to meet the requirements of different units. Please see individual units/assignments for specific requirements.

# Anatomy and physiology range

The range of knowledge for each system is listed in the following pages. This is guidance for tutors/assessors as to what needs to be covered within the delivery of the qualification for each body system.

## Body systems

A Skin

B Hair

C Nails

D Cardiovascular

E Lymphatic

F Skeletal

G Muscular

H Ear

# A Skin

Function, normal structure, growth cycle and repair, characteristics, diseases and disorders

- 1 the function of the skin – to provide
  - a sensation: temperature; touch; pressure; pain
  - b heat regulation: sweating; vasoconstriction; vasodilation
  - c absorption
  - d protection
  - e excretion
  - f secretion
  - g vitamin production (vitamin D generation)
  
- 2 the normal structure of the skin
  - a main layers
    - i epidermis
    - ii dermis
    - iii subcutaneous
  - b epidermis – layers/ structures
    - i horny – stratum corneum
    - ii clear – stratum lucidum
    - iii granular – stratum granulosum
    - iv prickle cell – stratum spinosum
    - v basal cell – stratum germinativum
  - c dermis - layers/ structures
    - i papillary layer
    - ii reticular layer
    - iii subcutaneous layer
    - iv hair in follicle
    - v arrector pili muscle
    - vi eccrine and apocrine sweat glands and ducts
    - vii sebaceous gland and sebum
    - viii blood and lymph capillary network
    - ix sensory nerve endings
  - d subcutaneous
    - i adipose tissue

- 3 the growth and repair cycle of the skin
  - a general process: continuous cell formation; cell maturation; cell death and shedding (desquamation)
  - b functioning of germinative zone: langerhan cells and melanocytes
  - c functioning of keratinisation zone
  - d the reticular layer: fibroblast cells - formation of elastin and collagen; nerve endings register sensations
  - e the papillary layer: blood supply; mast cells, histamine, macrophages; lymphatic vessels; nerve endings register sensations
  
- 4 diseases and disorders – their causes and appearance
  - a bacterial infections
    - i impetigo
    - ii conjunctivitis
    - iii hordeolum – styne
    - iv furuncles – boils
    - v carbuncles
    - vi paronychia – tissue surrounding nails
    - vii conjunctivitis/pink eye
  - b viral infections
    - i herpes simplex
    - ii herpes zoster - shingles
    - iii Verrucae, warts
  - c Infestations
    - i scabies - itch mites
    - ii pediculosis capitis - head lice
    - iii pediculosis corporis
  - d fungal diseases
    - i tinea corporis – body ringworm
    - ii tinea pedis – athlete's foot
  - e sebaceous gland disorders
    - i milia
    - ii comedones – blackheads
    - iii seborrhoea
    - iv steatomas, sebaceous cysts or wens
    - v acne vulgaris
    - vi rosacea
  - f pigmentation disorders
    - i ephelides – freckles
    - ii chloasma
    - iii vitiligo
    - iv albinism
    - v vascular naevi
    - vi erythema

- vii dilated capillaries
  
- g skin disorders involving abnormal growth
  - i psoriasis
  - ii seborrheic or senile warts
- h malignant tumours
- i allergies
  - i dermatitis
  - ii eczema
  - iii urticaria – nettle rash or hives
  
- 5 the effects of ageing on the skin

## B Nails

Function, normal structure, characteristics, diseases and disorders

- 1 the function of the nails
  - a protection of extra sensitive areas of fingers and toes
  - b assisting fingers to grasp objects
  
- 2 the structure of the nail unit
  - a nail bed
  - b hyponychium
  - c eponychium
  - d matrix
  - e lunula
  - f cuticle
  - g nail plate
  - h free edge
  
- 3 nail characteristics — natural and manicured
  - a natural nail shapes and related terminology
    - i fan
    - ii narrow
    - iii square
    - iv oval
    - v ski jump
    - vi hook
    - vii pointed
  
- 4 the growth cycle of the nail
  - a nail formation
  - b normal growth rates — hands and feet
  - c factors affecting growth and growth rate
  - d effect of damage on growth
  - e nail thickness
  
- 5 diseases and disorders — their appearance and causes
  - a onychia — congenital absence of nail
  - b beau's lines — deep horizontal depressions on all nails
  - c hang nail — dry, split cuticle or skin at nail groove
  - d koilonychia — spoon-shaped nails
  - e leukonychia —white spots
  - f longitudinal furrows
  - g habit tic – thick, curved, ridged nails
  - h onychophagy — nail biting
  - i onycholysis — separation of the nail from the nail bed
  - j paronychia — bacterial infection of the cuticle
  - k tinea unguium — ringworm of the nail
  - l onychocryptosis — ingrowing nail
  - m pterygium — overgrowth of cuticle
  - n severely bruised nail



## C Hair

Normal structure of the hair, composition, properties and adverse conditions and disorders.

- 1 the basic hair types and where they are found
  - a vellus hair
  - b terminal hair
  - b lanugo hair
  
- 2 the hair in the skin, the hair growth cycle and hair follicle:
  - a the hair in the skin
    - i blood supply to dermal papilla, artery, vein, capillary loop
    - ii hair bulb
    - iii dermal papilla
  - b growth cycle of the hair – the characteristics stages
    - i anagen
    - ii catagen
    - iii telogen
  
- 3 the structure of the hair shaft
  - a hair shaft structure
    - i hair cuticle
    - ii cortex
    - iii medulla
  
- 4 hair types
  - a hair texture
    - i fine
    - ii coarse

## D Cardiovascular

Structure and function of the cardiovascular system

- 1 The basic structure of the cardiovascular system
  - A the heart
  - B the blood
  - C the blood vessels
  
- 2 The functions of the blood
  - a transports oxygen from the lungs to the cells of the body
  - b transports carbon dioxide from the cells to the lungs
  - c transports waste products from the cells to the kidneys, lungs
  - d transports hormones from the endocrine glands to the cells
  - e transports enzymes to the appropriate cells
  - f helps in the regulation of body temperature
  - g prevents fluid loss through its clotting mechanism
  - h transports white corpuscles to the source of infection
  - i transports nutrients from the digestive tract to the cells of the body
  
- 3 the primary vessels in the common treatment areas: identity and location
  - a the head, face and neck
    - i common carotid artery
    - ii external carotid artery
    - iii internal carotid artery
    - iv external jugular vein
    - v internal jugular vein
  - b Hand, wrist and forearm
    - i brachial artery
    - ii radial artery
    - iii ulnar artery
  - c foot, ankle, and lower leg
    - i femoral artery
    - ii anterior tibial artery
    - iii posterior tibial artery
    - iv saphenous vein
    - v femoral vein

## E Lymphatic

Structure and function of the lymphatic system

- 1 the general structure of the lymphatic system
  - a lymphatic capillaries
  - b lymphatic vessels
  - c lymphatic nodes (glands)
  - d lymphoid tissue (tonsils)
  
- 2 the location of the major lymphatic nodes, their function
  - a nodes in the head and neck
    - i buccal group
    - ii mandibular group inc submandibular group
    - iii anterior / auricular (mastoid group)
    - iv occipital group
    - v posterior auricular (parotid group)
    - vi superficial cervical group
    - vii deep cervical group

## F Skeletal

Structure and function of the skeletal system

- 1 the structure of the skeleton
  - a the basic functions of the bones of the head – protect brain, provide face structure
  - b the bones of the head
    - i frontal
    - ii parietal
    - iii temporal
    - iv occipital
    - v sphenoid
    - vi ethmoid
    - vii nasal
    - viii zygomatic
    - ix maxillae
    - x mandible
    - xi the four sinuses of the head – frontal, ethmoidal, sphenoidal and maxillary
    - xii the basic functions of the bones of the head – protect brain, provide face structure
  - c the bones and structure of the spine
    - i cervical vertebrae: atlas; axis
    - ii thoracic vertebrae
  - d the bone structure of the torso
    - i ribs
    - ii sternum
    - iii clavicle
    - iv scapula
  - e the bone structure of the upper limbs (arms)
    - i humerus
    - ii radius
    - iii ulna
  - f the bone structure of the hands
    - i carpals
    - ii metacarpals
    - iii phalanges
  - g the bone structure of the lower limbs (legs)
    - i femur
    - ii patella
    - iii tibia
    - iv fibula
  - h the bone structure of the feet
    - i tarsals
    - ii metatarsals

iii phalanges

2 types of joints and range of movement provided

a basic types of joint

i fibrous

ii cartilaginous

iii synovial

b types and location of the following synovial joint

i gliding

ii hinge

iii pivot

iv ball and socket

v condyloid and saddle

c the range of joint movement

## G Muscular

Structure and function of the muscular system

- 1 the location and action of:
  - a muscles of the head and face
    - i frontalis
    - ii occipito-frontalis
    - iii temporalis
    - iv procerus
    - v corrugator
    - vi orbicularis oculi
    - vii nasalis
    - viii orbicularis oris
    - ix risorius
    - x buccinator
    - xi quadratus labii superioris
    - xii depressor labii
    - xiii mentalis
    - xiv triangularis
    - xv masseter
    - xvi platysma
    - xvii sternocleido-mastoid
    - xviii trapezius
    - Xix zygomatic
  - b muscles shoulder, arm and hand
    - i deltoid
    - ii levator scapulae
    - iii biceps
    - iv triceps
    - v extensor carpi radialis: longus; brevis
    - vi flexor carpi radialis
    - vii extensor carpi ulnaris
    - viii flexor carpi ulnaris
    - ix extensor digitorum
    - x thenar eminence
  - c muscles of the thorax
    - i pectoralis major
    - ii trapezius

- d muscles of the lower leg and foot
  - i gastrocnemius
  - ii soleus
  - iii tibialis anterior
  - iv digitorum longus – extensor and flexor
  - v hallucis longus - extensor and flexor

## **H Ear**

External structure of the ear

- a auricle
  - i helix – upper rim
- b pinna
  - i lobule – lower lobe

## Appendix 2      **Connections to other qualifications and NOS**

City & Guilds has identified the connections to other qualifications and the NOS. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, a qualification may provide knowledge towards an N/SVQ, but centres are responsible for ensuring that the candidate has met all of the knowledge requirements specified in the N/SVQ standards.

The qualifications have connections to:  
N/SVQ in Beauty Therapy Level 2



### Relationship to NVQ Standards

The following grid maps the knowledge covered in the City & Guilds Level 2 Awards/ Certificates/Diplomas in Beauty Therapy against the underpinning knowledge of the Level 2 N/SVQ in Beauty Therapy and Level 2 N/SVQ in Nail Services

	Unit G1	Unit G4	Unit G18	Unit B4	Unit B5	Unit B6	Unit B7	Unit B8	Unit B9	Unit B11	Unit B15	Unit B16	Unit B17	Unit B18	Unit B23	Unit B25	Unit B34	Unit N2	Unit N3	Unit N4	Unit N5	Unit N6	Unit N7	Unit N8	Unit GH9	Unit GH10	Unit G11
Unit 202	✓																										
Unit 204				✓																							
Unit 205			✓																								
Unit 206						✓																					
Unit 207																		✓									
Unit 208																			✓								
Unit 209								✓																			
Unit 210											✓																
Unit 211									✓																		
Unit 214																					✓	✓	✓	✓			
Unit 215																				✓							
Unit 216		✓																									
Unit 217							✓																				
Unit 218					✓																						

	Unit G1	Unit G4	Unit G18	Unit B4	Unit B5	Unit B6	Unit B7	Unit B8	Unit B9	Unit B11	Unit B15	Unit B16	Unit B17	Unit B18	Unit B23	Unit B25	Unit B34	Unit N2	Unit N3	Unit N4	Unit N5	Unit N6	Unit N7	Unit N8	Unit GH9	Unit GH10	Unit G11
Unit 219																	✓										
Unit 220								✓		✓																	
Unit 221												✓	✓	✓													
Unit 222															✓												
Unit 223																✓											
Unit 224				✓																							
Unit 225					✓																						
Unit 226																									✓		
Unit 227																										✓	✓

## Appendix 3      The wider curriculum

Delivery of these units can contribute to the learner's understanding of spiritual, moral, ethical, social and cultural issues in the following manner:

**Spiritual/Moral/Ethical:** Providing quality of service and value for money has an important moral/ethical dimension, as does the importance of respecting client confidentiality. Appreciating and respecting other's beliefs, values, gender and disabilities is key to building good client and working relationships. It underpins all of the units in these qualifications.

**Social/Cultural:** Learning how to communicate effectively and to develop good relationships with others – their peers, assessors/teachers, supervisors, and clients – will be key to their career success and the success of the salon. It underpins all of the units in these qualifications.

**Environmental/Health and Safety:** Understanding the importance of maintaining cleanliness in the salon, the safe disposal of waste products, and ensuring that the salon environment is congenial and free of avoidable risks, is key to providing good service. It underpins all of the units in these qualifications.

## Useful contacts

**UK learners**  
General qualification information

**T: +44 (0)844 543 0033**  
**E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)**

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**International learners**  
General qualification information

T: +44 (0)844 543 0033  
F: +44 (0)20 7294 2413  
E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)

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**Centres**  
Exam entries, Registrations/enrolment, Certificates, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000  
F: +44 (0)20 7294 2413  
E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)

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**Single subject qualifications**  
Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000  
F: +44 (0)20 7294 2413  
F: +44 (0)20 7294 2404 (BB forms)  
E: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)

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**International awards**  
Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000  
F: +44 (0)20 7294 2413  
E: [intops@cityandguilds.com](mailto:intops@cityandguilds.com)

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**Walled Garden**  
Re-issue of password or username, Technical problems, Entries, Results, GOLLA, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000  
F: +44 (0)20 7294 2413  
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T: +44 (0)121 503 8993  
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