

Level 2 Higher Certificate in Creative Hair and Beauty Studies (3004)

Qualification handbook for centres



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Level 2 Higher Certificate in Creative Hair and Beauty Studies (3004)

Qualification handbook for centres

Qualification title	City & Guilds qualification numbers	Qualification accreditation number
Level 2 Certificates		
Level 2 Certificate in Creative Hair and Beauty Studies	3004-02	500/8785/X
Level 2 Diplomas		
Level 2 Diploma in Hair and Beauty	3004-12	600/5861/4
Level 2 Awards		
Level 2 Award in Body Art Design	3004-90	500/8656/X
Level 2 Award in Facial Care for Men	3004-90	500/8615/7
Level 2 Award in Photographic Make Up	3004-90	500/8441/0
Level 2 Award in Photographic Make Up and Body Art Design	3004-90	500/8782/4
Level 2 Award in Photographic Make-up and Dressing Hair	3004-90	500/8440/9
Level 2 Award in Dressing Hair to Create an Image	3004-90	500/8426/4
Level 2 Award in Colouring and Dressing Hair	3004-90	500/8427/6

Version and date	Change detail	Section
V3.1 March 2014	Registration and certification end dates deleted Amended title of (500/8656/X) 3004-90	Introduction
4.0 May 2014	Added age restriction for 3004-12, plus removed references to 14-19 Diplomas	Introduction, Centre Requirements
4.1 September 2017	Added TQT details	Introduction and Structure

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1 Introduction to the qualifications

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

Qualification titles and level	City & Guilds qualification numbers	Qualification accreditation numbers
Level 2 Certificate in Creative Hair and Beauty Studies	3004-02	500/8785/X
Level 2 Diploma in Hair and Beauty	3004-12	600/5861/4
Level 2 Award in Body Art Design	3004-90	500/8656/X
Level 2 Award in Facial Care for Men	3004-90	500/8615/7
Level 2 Award in Photographic Make Up	3004-90	500/8441/0
Level 2 Award in Photographic Make Up and Body Art Design	3004-90	500/8782/4
Level 2 Award in Photographic Make-up and Dressing Hair	3004-90	500/8440/9
Level 2 Award in Dressing Hair to Create an Image	3004-90	500/8426/4
Level 2 Award in Colouring and Dressing Hair	3004-90	500/8427/6

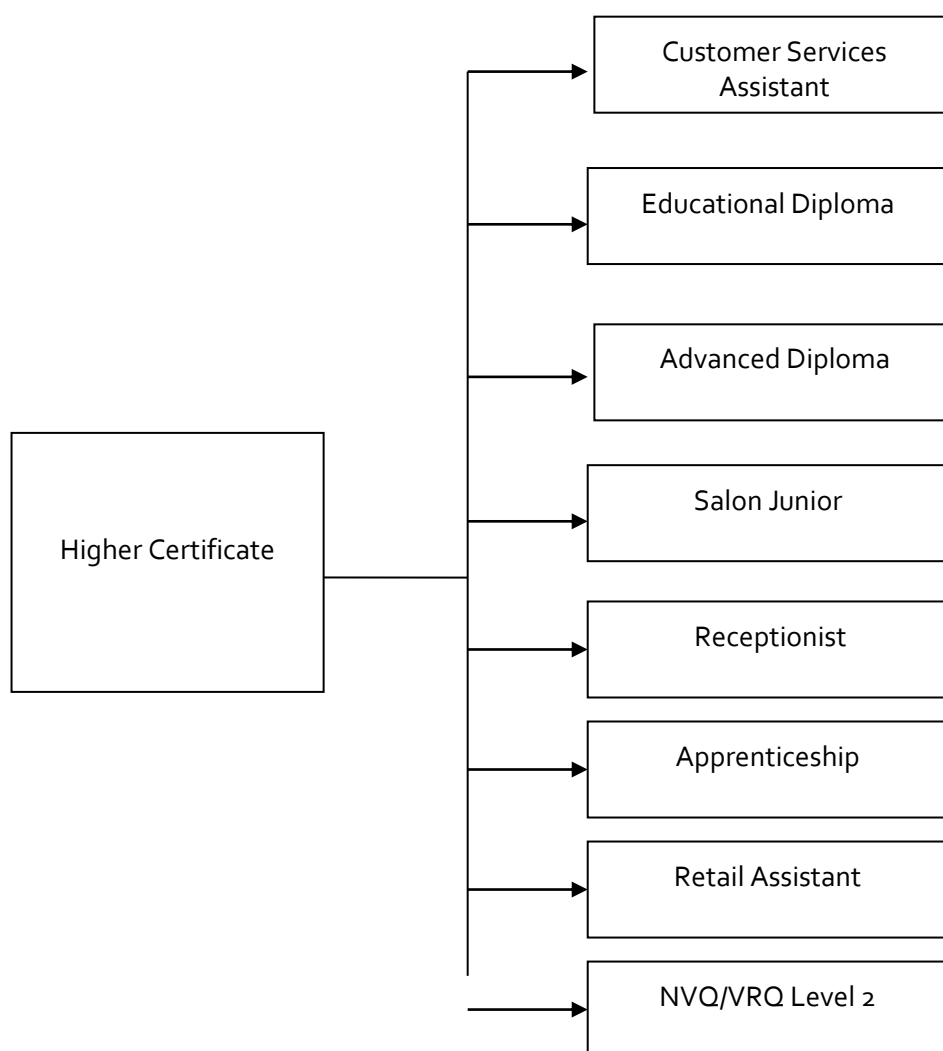
Opportunities for progression

Progression routes for learners successfully completing this qualification will be many and varied depending on their age, background learning and current or previous work experience.

Learners can progress from a higher level to an Advanced level Diploma in Hair and Beauty Studies.

On completion of the qualification candidates may progress into employment or to the following City & Guilds qualifications:

- City and Guilds Level 3 Advanced Diploma in Hair and Beauty studies
- City & Guilds Advanced level Hair and Beauty
- City & Guilds Level 2 Diploma in Hairdressing
- City & Guilds Level 2 Diploma in Beauty Therapy
- City & Guilds Level 2 Diploma in Hair and Beauty
- City & Guilds Level 2 NVQ/SVQ 2 in Hairdressing
- City & Guilds level 2 NVQ/SVQ 2 in Beauty Therapy
- City & Guilds Level 2 NVQ/SVQ 2 in Nail services



Age restrictions

City & Guilds cannot accept any registrations to the Level 2 Diploma in Hair and Beauty (3004-12) for learners under 16 as this qualification is not approved for under 16s.

Qualification support materials

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

Description	How to access
Assessment Pack	Downloadable from our website
Fast track approval forms	Please contact your regional office direct. Downloadable from our website
Smart Screen	www.smartscreen.co.uk

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

For the latest updates on our publications along with details of how to obtain them and other City & Guilds resources, please refer to the City & Guilds website.

Related documents

The following documents contain essential information on City & Guilds qualifications and should be referred to in conjunction with this handbook. These documents are available on line from www.cityandguilds.com.

Publication	Content
<i>Providing City & 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

3004-02 Level 2 Certificate in Creative Hair and Beauty Studies

A minimum of **24** credits is required to achieve this qualification. A minimum of **180** guided learning hours are recommended.

		GLH	Credits
Unit 212	Create an image based on a theme within the hair and beauty sector	60	7
Unit 220	The art of photographic make-up	30	5
Unit 221	Body art design	30	4
Unit 222	Head massage	30	4
Unit 223	Apply skin tanning techniques	30	4
Unit 224	Facial care for men	30	4
Unit 225	Shaping and colouring eyebrows	30	4
Unit 226	The art of colouring hair	60	7
Unit 227	The art of dressing hair	30	5
Unit 228	Foot care	30	4

3004-12 Level 2 Diploma in Hair and Beauty

A minimum of **56** credits is required to achieve this qualification. **8** credits from the mandatory units, a minimum of **24** credits from optional group A and a minimum of **24** credits from optional group B.

Learners may not take the same unit from two different groups. A minimum of **458** guided learning hours are recommended.

		GLH	Credits
Mandatory			
Unit 202	Follow health and safety in the salon	24	3
Unit 203	Client care and communication in beauty related industries	20	2
Unit 240	Client consultation for hair services	30	3

Optional Group A

Unit 101	Introduction to the hair and beauty sector	25	3
Unit 102	Presenting a professional image in a salon	25	3
Unit 107	Themed face painting	30	3
Unit 204	Provide facial skin care	56	7
Unit 205	Promote products and services to clients in a salon	28	3
Unit 206	Remove hair using waxing techniques	57	6
Unit 207	Provide manicure treatments	48	5
Unit 208	Provide pedicure	48	5
Unit 209	Apply make-up	41	5
Unit 210	Provide eyelash and brow treatments	36	4
Unit 212	Create an image based on a theme within the hair and beauty sector	60	7
Unit 213	Display stock to promote sales in salon	24	3
Unit 214	Provide and maintain nail enhancement	46	7
Unit 215	Provide nail art	24	3
Unit 217	Provide ear piercing	17	2
Unit 218	Provide eyelash perming	20	2
Unit 219	Provide threading services for hair removal	29	4
Unit 220	The art of photographic make-up	30	5
Unit 221	Body art design	30	4
Unit 222	Head massage	30	4
Unit 224	Facial skin care for men	30	4

Optional Group B

Unit 101	Introduction to the hair and beauty sector	25	3
Unit 102	Presenting a professional image in a salon	25	3

Unit 105	Plaiting and twisting hair	30	3
Unit 205	Promote products and services to clients in a salon	28	3
Unit 212	Create an image based on a theme within the hair and beauty sector	60	7
Unit 213	Display stock to promote sales in salon	24	3
Unit 227	The art of dressing hair	30	5
Unit 230	Shampoo and condition the hair and scalp	29	3
Unit 231	Cut Women's hair	75	8
Unit 232	Colour and lighten hair	91	10
Unit 233	Perm and neutralise hair	60	7
Unit 235	Provide scalp massage	33	4
Unit 236	Style and finish Africa type hair	45	5
Unit 237	Relax African type hair	44	5

3004-90 Level 2 Award in Colouring and Dressing Hair

Learners must achieve both units to achieve this qualification.

		GLH	Credits
Unit 226	The art of colouring hair	60	7
Unit 227	The art of dressing hair	30	5

3004-90 Level 2 Award in Photographic Make-up

Learners must achieve both units to achieve this qualification.

		GLH	Credits
Unit 212	Create an image based on a theme within the hair and beauty sector	60	7
Unit 220	The art of photographic make-up	30	5

3004-90 Level 2 Award in Facial Care for Men

Learners must achieve both units to achieve this qualification.

		GLH	Credits
Unit 222	Head massage	30	4
Unit 224	Facial care for men	30	4

3004-90 Level 2 Award in Photographic Make-Up and Body Art Design

Learners must achieve both units to achieve this qualification.

		GLH	Credits
Unit 220	The art of photographic make-up	30	5
Unit 221	Body art design	30	4

3004-90 Level 2 Award in Photographic Make-up and Dressing Hair

Learners must achieve both units to achieve this qualification.

		GLH	Credits
Unit 220	The art of photographic make-up	30	5
Unit 227	The art of dressing hair	30	5

3004-90 Level 2 Award in Body Art

Learners must achieve both units to achieve this qualification.

		GLH	Credits
Unit 212	Create an image based on a theme within the hair and beauty sector	60	7
Unit 221	Body art design	30	4

3004-90 Level 2 Award in Dressing Hair to Create an Image

Learners must achieve both units to achieve this qualification.

		GLH	Credits
Unit 212	Create an image based on a theme within the hair and beauty sector	60	7
Unit 227	Create an image based on a theme within the hair and beauty sector	30	4

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.

Title and level	GLH	TQT
Level 2 Certificate in Creative Hair and Beauty Studies	180	240
Level 2 Diploma in Hair and Beauty	458	560
Level 2 Award in Dressing Hair to Create an Image	90	120
Level 2 Award in Colouring and Dressing Hair	90	120

3 Centre requirements

Government Gateway process

Your school or college must pass through the Government Gateway process in order to receive approval to offer Diplomas in Hair and Beauty studies. Once through the Gateway process approved consortia start teaching Diplomas. More information is available on the DCSF website:

<http://www.dcsf.gov.uk>

If you are a Gateway approved centre working as part of a consortium delivering Diplomas, you will also need to register your centre with us.

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.

3.1.1 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.

3.1.2 Centres already offering City & Guilds qualification in this subject area

Centres approved to offer the 3021 Higher and Advanced Diplomas will have automatic approval to run the 3004 Higher and Advanced Diplomas. Centres approved to offer any of 3014, 3008, 3002, 3023, 3007, 3003 at Levels 2 and 3 may apply for approval for the new 3004-02 using the fast track approval form, available from the City & Guilds website. Centres already offering any of 3004 will receive automatic approval for the new 3004-12.

Centres may apply to offer the new qualifications using the fast track form

- 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.

3.1.3 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: $7 \div 37 \times 100 = \text{approx. } 20\%$ of a full time assessor. $20\% \times 30 \text{ hours} = 6 \text{ hours CPD in any 12 month period.}$
- 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.

3.1.4 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.

3.1.5 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*.

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.

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

For each of these qualifications, candidates will be required to complete the following assessments:

- **one** assignment for **each** mandatory unit
- **one** assignment for **each chosen** optional unit

Assignments are externally set and internally marked. Each assignment will be made up of a series of tasks.

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.

For more information about the tasks please refer to the following documents:

Assessors Pack

www.cityandguilds.com/hairandbeauty

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: 1

Credit value: 3

UAN: R/502/3981

Unit aim

This unit should enable learners to gain a general introduction to the sector and understand the characteristics of working in the sector, to know the range of services and treatments offered in hair and beauty and to know the different types of salon and the type of clients they attract.

Learning outcomes

There are **two** outcomes to this unit. The candidate will be able to:

1. Know the career opportunities and working patterns within the hair and beauty sector
2. Know the main hairdressing services and beauty treatments

Guided learning hours

It is recommended that **25** 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:

- knowledge and understanding tasks in an assignment

Unit 101

Introduction to the Hair and Beauty Sector

Outcome 1

Know the career opportunities and working patterns within the hair and beauty sector

Underpinning knowledge

The candidate will be able to:

1. identify **occupational roles** in the hair and beauty sector
2. outline the **working patterns** in the hair and beauty sector
3. identify the main **career opportunities** available in the hair and beauty sector and related industries
4. give examples of sources of information on training and **career opportunities** in the sector

Range

Occupational roles

Salon junior, hair stylist, barber, beauty therapist, make-up artist, nail technician, salon manager, receptionist, salon owner, colour technician, session stylist, product technician, manufacturers sales rep, spa therapist, beauty consultant, trainer, assessor, tutor

Working patterns

Shift work, flexible working, standing all day, part time, full time

Career opportunities

Hairdressing salons, barbers, beauty salons, nail bars, specialist salons, clinics, health farms, health and fitness clubs, leisure centres, hotels, facilities aboard cruise liners, theatre, film/video/television make up departments and studios, fashion and photographic settings, hospitals, mobile salons, in workplace or home visits, freelance.

Unit 101

Introduction to the Hair and Beauty Sector

Outcome 2

Know the main hairdressing services and beauty treatments

Underpinning knowledge

The candidate will be able to:

1. identify different types of salon and the types of client they attract
2. outline the main hairdressing services offered by salons
3. outline the main beauty treatments offered by salons

Level: 1

Credit value: 3

UAN: Y/502/3982

Unit aim

This unit should enable learners to present and maintain a professional image in a salon environment and communicate and behave professionally in a salon environment.

Learning outcomes

There are **two** outcomes to this unit. The candidate will be able to:

1. Be able to communicate in a salon environment
2. Be able to present a professional image and maintain personal hygiene in a salon.

Guided learning hours

It is recommended that **25** 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:

- An assignment covering practical skills and underpinning knowledge

Unit 102

Presenting a Professional Image in a Salon

Outcome 1

Be able to communicate in a salon environment

Practical skills

The candidate will be able to:

1. **communicate** professionally in a salon environment to meet the needs of different people

Underpinning knowledge

The candidate will be able to:

1. identify the effects of positive and negative attitudes and behaviours

Range

Communicate

Speaking, listening, body language, what to say, how to say it

Unit 102

Presenting a Professional Image in a Salon

Outcome 2

Be able to present a professional image and maintain personal hygiene in a salon.

Practical skills

The candidate will be able to:

1. present a **professional image** in line with salon policy.

Underpinning knowledge

The candidate will be able to:

1. identify how to promote a **professional image** in a salon.
2. identify how to maintain **personal hygiene**.

Range

Professional image

Facial care, hair care, oral hygiene, hand care, nail care, foot care, personal hygiene, foot wear, dress code

Personal hygiene

Daily cleansing of the body, face, hands and feet, oral hygiene, use of skin and body care preparations – cleansers, toners/astringents, moisturisers, deodorants, anti-perspirants and powders

Level: 1

Credit value: 3

UAN: Y/502/3805

Unit aim

The aim of this unit is to introduce the learner to the basic techniques of plaiting of twisting hair. The learner will look at the steps to be followed to achieve a finished look, using both on-and-off-scalp plaits and twisting the hair. They will discover how to decorate the plaits and twists using a range of materials to achieve a finished look. This unit provides opportunity for development of the learner's skills of dexterity and creativity, exploration of cultural of cultural hair and diversity and recognition of how hair can be considered as an expression of individuality.

Learning outcomes

There are **two** outcomes to this unit. The candidate will be able to:

1. Be able to prepare for basic plaiting and twisting hair
2. Be able to carry out basic hair plaiting and twisting techniques

Guided learning hours

It is recommended that **30** 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:

- an assignment covering practical skills and underpinning knowledge

Unit 105

Plaiting and Twisting Hair

Outcome 1

Be able to prepare for basic plaiting and twisting hair

Practical skills

The candidate will be able to:

1. **prepare** for plaiting and twisting techniques
2. select products and tools for **plaiting and twisting techniques**

Underpinning knowledge

The candidate will be able to:

1. identify a range of finished looks that use **plaiting and twisting techniques**
2. state the importance of the preparation procedures for **plaiting and twisting techniques**
3. state the **factors** that influence the choice of plaiting and twisting techniques
4. state when and how to use **products, tools and equipment**

Range

Prepare

Prepare the client, prepare the work area, PPE, correct posture, prepare the hair

Products, tools and equipment

Decorations, combs, brushes, section clips, bands, pins, added hair, clips, pipe cleaners, fabrics, ribbons, threads, electrical equipment, gel, oil, lotions, spray moisturisers

Plaiting and twisting techniques

On scalp plaits, off scalp plaits, twists

Factors

Head shape, face shape, body shape, life style, adverse skin, scalp and hair conditions, hair growth patterns, hair growth cycle, hair length, hair type, texture, elasticity, density, degree of curl, cultural and fashion trends, gender, personality, occasion

Unit 105

Plaiting and Twisting Hair

Outcome 2

Be able to carry out basic hair plaiting and twisting techniques

Practical skills

The candidate will be able to:

1. carry out plaiting and twisting techniques with and without decoration
2. provide home care advice
3. follow safe and hygienic working practices
4. communicate and behave in a professional manner

Underpinning knowledge

The candidate will be able to:

1. state the purpose of home care advice

Range

Plaiting and twisting techniques

On scalp plaits, off scalp plaits, twists

Safe and hygienic working practices

PPE, COSHH, methods of sterilization, relevant health and safety legislation, posture – prevention of fatigue and injury, potential effects of excessive tension on the hair

Communicate

Speaking, listening, body language, what to say, how to say it, range of hair styling terminology

Behave

Following instructions, working co-operatively with others, following salon requirements

Level: 1

Credit value: 3

UAN: L/502/3803

Unit aim

The purpose of this unit is to introduce the learner to the world of themed face painting. The learner will look at the steps to be followed to achieve a selection of themed designs, so developing their skills of dexterity, imagination and creativity. The learner will use a range of face painting products and techniques to achieve different finished looks. This unit provides opportunity for allowing the learner to analyse and interpret how a 2D image can be transferred to a 3D surface.

Learning outcomes

There are **two** outcomes to this unit. The candidate will be able to:

1. Be able to prepare for themed face painting
2. Be able to carry out themed face painting

Guided learning hours

It is recommended that **30** 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:

- an assignment covering practical skills and underpinning knowledge

Unit 107

Themed Face Painting

Outcome 1

Be able to prepare for themed face painting

Practical skills

The candidate will be able to:

1. **prepare** for themed face painting
2. design a 2D image

Underpinning knowledge

The candidate will be able to:

1. state the **factors** that could influence the choice of themed face painting techniques
2. state the importance of the preparation and removal procedures for themed face painting

Range

Prepare

PPE, prepare the work area, correct posture, protective coverings and materials, skin cleansing products, prepare client, visual inspection of the skin

Factors

Face shapes, skin types, adverse skin conditions, occasion, gender and cultural factors, topical themes

Unit 107

Themed Face Painting

Outcome 2

Be able to carry out themed face painting

Practical skills

The candidate will be able to:

1. select the products, tools and equipment for themed face painting
2. carry out face painting techniques using products, tools and equipment adapting the 2D image to a **3D surface**
3. remove face painting products
4. follow **safe and hygienic working practices**
5. **communicate** and **behave** in a professional manner

Underpinning knowledge

The candidate will be able to:

1. state the **products, tools** and equipment used in themed face painting

Range

3D Surfaces

Mannequin, client or mask

Safe and hygienic working practices

PPE, COSHH, methods of sterilization, relevant health and safety legislation

Communicate

Speaking, listening, body language, what to say, how to say it, range of related terminology linked to basic face painting techniques

Behave

Following instructions, working co-operatively with others, following salon requirements

Products and tools

Sponges, brushes, face paints, glitters, gems, transfers, cleansers, toners, moisturisers

Level: 2

Credit value: 3

UAN: 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** outcomes to this unit. The candidate will be able to:

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** 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:

- 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

Follow health and safety practice in the salon

Outcome 2

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

UAN: 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** outcomes to this unit. The candidate will be able to:

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

Guided learning hours

It is recommended that **20** 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 **tasks 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

Level: 2

Credit value: 7

UAN: 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** outcomes to this unit. The candidate will be able to:

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** 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 tasks 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

Level: 2

Credit value: 3

UAN: T/600/8769

Unit aim

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** outcome to this unit. The candidate will be able to:

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

Guided learning hours

It is recommended that **28** 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 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

Level: 2

Credit value: 6

UAN: 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** outcomes to this unit. The candidate will be able to:

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

Guided learning hours

It is recommended that **57** 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 205

Promote products and services to clients in a salon

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 205

Promote products and services to clients in a salon

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 56 Level 2 Awards/Certificates/Diplomas in Beauty Therapy (3003)

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

Level: 2

Credit value: 5

UAN: 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** outcomes to this unit. The candidate will be able to:

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

Guided learning hours

It is recommended that **48** 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 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

Level: 2

Credit value: 5

UAN: 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** outcomes to this unit. The candidate will be able to:

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

Guided learning hours

It is recommended that **48** 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 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:

state how to **communicate and behave** in a professional manner

1. describe **health and safety working practices**
2. explain the importance of positioning themselves and the client correctly throughout the treatment
3. explain the importance of using **products, tools, equipment and techniques** to suit clients treatment needs, **nail and skin conditions**
4. describe how treatments can be adapted to suit client treatment needs, **nail and skin conditions**
5. describe the different **massage techniques** and their benefits
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 diseases and disorders of the nail and skin
11. describe the structure and functions of the nail and skin
12. describe the structure and function of the muscles of the lower leg and foot
13. describe the structure and function of the bones of the lower leg and foot
14. describe the structure and function of the arteries and veins of the lower leg and foot
15. 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

Unit 209 Apply make-up

Level: 2

Credit value: 5

UAN: 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** outcomes to this unit. The candidate will be able to:

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

Guided learning hours

It is recommended that **41** 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 tasks 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 Apply make-up

Outcome 2 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.

Level: 2

Credit value: 4

UAN: 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** outcomes to this unit. The candidate will be able to:

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

Guided learning hours

It is recommended that **36** 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 tasks 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 brow 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 212

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

Level: 2
Credit value: 7
UAN: 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 tasks in an assignment

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 sterilization, disposal of contaminated waste, legislation, PPE, relevant Health & Safety

Methods of evaluating

Verbal feedback, written feedback, photographic evidence, self evaluation

Level: 2

Credit value: 3

UAN: J/600/8761

Unit aim

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** outcomes to this unit. The candidate will be able to:

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** 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 tasks 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

Display stock to promote sales in a salon

Outcome 2

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

Level: 2

Credit value: 7

UAN: 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** outcomes to this unit. The candidate will be able to:

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** 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 tasks in an assignment **or** an on-line test

Unit 213

Display stock to promote sales in a salon

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 213

Display stock to promote sales in a salon

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.

Level: 2

Credit value: 3

UAN: 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** outcomes to this unit. The candidate will be able to:

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

Guided learning hours

It is recommended that **24** 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 for nail art treatment

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 213

Display stock to promote sales in a salon

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, deportment.

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.

Level: 2

Credit value: 2

UAN: 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** outcomes to this unit. The candidate will be able to:

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

Guided learning hours

It is recommended that **17** 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 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 213 Display stock to promote sales in a salon

Outcome 2 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

Level: 2

Credit value: 2

UAN: 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** outcomes to this unit. The candidate will be able to:

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** 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 218

Provide Eyelash Perming

Outcome 1

Be able to prepare for eyelash perming service

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

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

Level: 2

Credit value: 4

UAN: 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** outcomes to this unit. The candidate will be able to:

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

Guided learning hours

It is recommended that **29** 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 tasks 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

Unit 220

The art of photographic make-up

Level: 2
Credit value: 5
UAN: 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 tasks in an assignment

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 sterilization, 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

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

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
UAN: 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 tasks in an assignment

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

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

Preparation

Protective clothing, materials and preparatory skin cleansing products

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 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 sterilization, 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

Level: 2
Credit value: 4
UAN: 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 tasks in an assignment

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 cooperatively 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

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

Bones of the neck and skull

Frontal, parietal, occipital, temporal, nasal, zygomatic, mandible, maxillae, cervical vertebrae

Muscles of the scalp and neck

Frontalis, temporalis, orbicularis oculi, corrugator, zygomatic, buccinator, risorius, mentalis, masseter, platysma, sterno-cleido-mastoid

Level: 2
Credit value: 4
UAN: 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 tasks in an assignment

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 Ultra Violet 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 cooperatively 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 Ultra Violet 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, moisturizing 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

Level: 2
Credit value: 4
UAN: 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 tasks in an assignment

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 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 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, 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

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 cooperatively 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

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

Structure and function of the hair

Structure: cortex, cuticle, medulla

Function: protection

Level: 2
Credit value: 4
UAN: 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 tasks in an assignment

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, skin colour, adverse skin and eye conditions, client expectations, facial piercing, contra-indications, age, previous treatments, skin colour, eye colour, 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 cooperatively 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, skin colour, adverse skin and eye conditions, client expectations, facial piercing, contra-indications, age, previous treatments, skin colour, eye colour, 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 sterilization, 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, therapists position

Normal response

Swelling, erythema

Level: 2
Credit value: 7
UAN: 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 tasks in an assignment

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 cooperatively 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

Level: 2
Credit value: 5
UAN: 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 tasks in an assignment

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 sterilization, 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 cooperatively 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

Level: 2
Credit value: 4
UAN: Y/601/4354

Unit aim

This is a preparation for work unit which is based on capability and knowledge. This unit is about providing foot care 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 outcome to this unit. The learner will:

1. Be able to prepare for foot care treatments
2. Be able to provide foot care 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 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 tasks in an assignment

Unit 228

Foot care

Outcome 1

Be able to prepare for foot care treatments

Practical skills

The learner can:

1. prepare themselves, the client and work area for a foot care 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 foot care treatment
5. describe the safety considerations that must be taken into account when providing foot care treatment
6. identify the range of **equipment** used for foot care treatment
7. identify **products** used and their **key ingredients**
8. explain the importance of regular disinfecting and sterilising of **equipment** for foot care treatment
9. describe **contra-indications** that prevent or restrict foot care treatment

Range

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

Factors

Skin conditions, nails condition, general health, appearance of feet and nails, general foot hygiene, client expectations, contra-indications, time, age, client's previous treatment record, allergies

Products, techniques 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, foot cream

Techniques: *Massage techniques* - Effleurage, petrissage, tapotement, vibrations, joint manipulation, frictions. *Foot care techniques* - filing, buffing, cuticle work, massage, exfoliating, use of foot file, use of heat treatments, enamelling (solid colour, French)

Equipment: paraffin wax, thermal boots, emery boards, nails clippers, foot files/rasps, buffer, cuticle nippers, hoof sticks, disposable spatulas, consumables, towels

Environmental conditions

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

Key ingredients

Humectants, solvents, emollients, emulsifiers

Contra-indications

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

Restrict treatment: broken bones, recent scar tissue, 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 228

Foot care

Outcome 2

Be able to provide foot care treatments

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**
9. describe the **structure and function 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

Products 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, foot cream

Equipment: paraffin wax, thermal boots, emery boards, nail clippers, foot files/rasps, buffer, cuticle nippers, hoof sticks, disposable spatulas, consumables, towels

Factors

Skin conditions, nails condition, general health, appearance of feet and nails, general foot hygiene, client expectations, contra-indications, time, age, client's previous treatment record, allergies

Safe and hygienic working practices

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

Contra-actions

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

Aftercare advice

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

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

Structure and function of the nail

Structure: nail bed, free edge, cuticle, nail plate, lunula, eponychium, hyponichium, matrix

Function: protection

Level: 2

Credit value: 3

UAN: H/600/8539

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills to shampoo and condition the hair and scalp.

The skills developed by the learner include the use and control of water flow and the application of massage techniques for shampooing and conditioning.

The knowledge acquired by the learner will enable them to select suitable products and understand how shampooing and conditioning affects the hair and scalp.

Learning outcomes

There are **two** outcomes to this unit. The candidate will be able to:

1. Be able to prepare to shampoo and condition the hair and scalp
2. Be able to shampoo and condition the hair and scalp

Guided learning hours

It is recommended that **29** 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 tasks in an assignment or an on-line test

Unit 230

Shampoo and condition the hair and scalp

Outcome 1

Be able to prepare to shampoo and condition the hair and scalp

Practical skills

The learner can:

1. prepare self, the client and work area for shampooing and conditioning services
2. identify the condition of the hair and scalp using suitable consultation techniques

Underpinning knowledge

The learner can:

1. describe the salon's requirements for client preparation, preparing self and the work area
2. describe the different **consultation techniques** used
3. describe the **hair and scalp conditions** and their causes
4. describe different ranges of shampooing and conditioning **products** and equipment
5. explain the importance of following manufacturers' instructions

Range

Consultation techniques

Open and closed questions, use of visual aid

Hair and scalp conditions

Hair conditions: chemically damaged, heat damaged, environmentally damaged, product build up, normal

Scalp conditions: dandruff affected, oily, dry, product build up, normal

Products

Shampoos: for normal hair, for oily hair, for dry/damaged hair, for dandruff affected hair

Conditioners: surface conditioner, penetrating conditioner, scalp treatment

Unit 230

Shampoo and condition the hair and scalp

Outcome 2

Be able to shampoo and condition the hair and scalp

Practical skills

The learner can:

1. **communicate** and behave in a professional manner
2. select and use **products**, tools and equipment suitable for the client's **hair and scalp condition**
3. use and adapt **massage techniques** to meet the needs of the client
4. adapt the water temperature and flow to suit the needs of the client's hair, scalp and comfort, and leave the hair clean and free of **products**
5. disentangle hair without causing damage to hair or scalp
6. follow **safe and hygienic working practices**
7. provide suitable **aftercare**

Underpinning knowledge

The learner can:

1. describe when and how to use the **products**, equipment and tools to treat different **hair and scalp conditions**
2. explain how the pH value of shampoo and conditioning **products** used affects the **hair structure**
3. describe the possible consequences of using incorrect shampooing and conditioning **products**
4. describe the effects of **massage techniques** when shampooing and conditioning different lengths and densities of hair
5. describe how shampoo and water act together to cleanse the hair
6. describe how water temperature affects the **hair structure**
7. explain the importance of thoroughly rinsing hair to remove shampoos and conditioning **products**
8. explain the direction in which the hair cuticle lies and its importance when disentangling wet hair
9. describe the **aftercare advice** that should be provided
10. outline **safe and hygienic working practices**
11. state how to **communicate** and behave within a salon environment

Range

Communicate

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

Products

Shampoos: for normal hair, for oily hair, for dry/damaged hair, for dandruff affected hair

Conditioners: surface conditioner, penetrating conditioner, scalp treatment

Hair and scalp conditions

Hair conditions: chemically damaged, heat damaged, environmentally damaged, product build up, normal

Scalp conditions: dandruff affected, oily, dry, product build up, normal

Massage techniques

Effleurage, friction, rotary, petrissage

Hair Structure

Cuticle, cortex, medulla

Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and stylist, removal of accessories

Aftercare advice

Correct combing and brushing techniques, frequency of use of shampoos and conditioning products, suitable shampoos and conditioning products and how to use them

Level: 2

Credit value: 8

UAN: T/600/8612

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills to cut women's hair into basic one-length, basic uniform layered and basic graduated looks.

The skills developed by the learner include layering, club cutting, scissor over comb and freehand cutting techniques.

The knowledge acquired by the learner will enable them to understand the main factors that need to be considered when cutting hair, the effect cutting hair at different angles has on the haircut, the importance of applying tension to the hair when cutting and the safety considerations that must be taken into account.

Learning outcomes

There are **two** outcomes to this unit. The candidate will be able to:

1. Be able to prepare for cutting hair
2. Be able to provide a cutting service

Guided learning hours

It is recommended that **75** 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 231

Cut women's hair

Outcome 1

Be able to prepare for cutting hair

Practical skills

The learner can:

1. prepare self, the client and work areas for cutting services
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 cutting hair
2. state the **factors** that need to be considered when cutting hair
3. describe the different **consultation techniques** used to identify service objectives
4. describe the salon's requirement for client preparation, preparing self and the work area
5. describe a range of **looks** for women

Range

Consultation techniques

Open and closed questions, use of visual aids

Factors

Hair: curly, straight, client requirements, hair texture, length and density, hair growth patterns, head/face shapes/features, client lifestyle, elasticity, contra-indications.

Safety considerations

Handling scissors, protection from infection and cross infection, handling electrical equipment, deportment, trip hazards from hair cuttings, first aid procedures

Looks

One-length, uniform layer, short graduation, long graduation

Unit 231

Cut women's hair

Outcome 2

Be able to provide a cutting service

Practical skills

The learner can:

1. **communicate** and behave in a professional manner
2. select and use **cutting equipment** to achieve the desired **look**
3. establish and follow guidelines to accurately achieve the required **look**
4. use **cutting techniques** that take into account the identified **factors**
5. position self and the client appropriately throughout the service
6. cross check the haircut to ensure even balance and weight distribution
7. create a finished cut that is to the satisfaction of the client
8. provide suitable **aftercare advice**
9. follow **safe and hygienic working practices**

Underpinning knowledge

The learner can:

1. describe the correct use, and routine maintenance of **cutting tools and equipment**
2. describe the effect of different **cutting techniques**
3. state the **effect cutting hair at different angles has on the finished look**
4. state the **importance of applying the correct degree of tension** to the hair when cutting
5. state **the importance of cross checking the cut**
6. describe the **aftercare advice** that should be provided
7. outline **safe and hygienic working practices**
8. state how to **communicate** and behave within a salon environment

Range

Communicate

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

Cutting tools and equipment

Scissors, cutting comb, section clips

Look

One length, uniform layer, short graduation, long graduation

Cutting techniques

Layering, club cutting, scissor over comb, freehand

Factors

Hair: curly, straight, client requirements, hair texture, length and density, hair growth patterns, head/face shapes/features, client lifestyle, elasticity, contra-indications.

Aftercare advice

Recommended time intervals between cuts, how to maintain the look, suitable styling and finishing products to use

Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and stylist, removal of accessories

Effect cutting the hair at different angles has on the finished look

Angles to create one-length effects, angles to create uniform layering, angles to create graduation

Importance of applying the correct degree of tension

Elasticity of hair when wet and dry, accuracy of work

Importance of cross checking the cut

Even balance, accuracy of cut to the graduation, even weight distribution

Level: 2
Credit value: 10
UAN: A/600/8630

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills to change hair colour using basic techniques

The skills developed by the learner include colour applications for full-head, re-growth, pulled through and weaved packages.

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 candidate will be able to:

1. Be able to prepare for colouring hair
2. Be able to provide a colouring service

Guided learning hours

It is recommended that **91** 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 tasks in an assignment **or** an online test

Unit 232

Colour and lighten 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 services
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 and lightening hair
2. explain the dangers associated with inhalation of powder lighteners
3. outline the types of colouring and lightening **products**
4. state the **factors** that need to be considered when selecting colouring products
5. explain the importance of carrying out the **necessary tests** prior to and during the colouring service and recording the results
6. explain the principles of colour selection
7. explain how natural hair pigments influence colour selection
8. describe how the international colour chart is used to select colour
9. describe how each of the colour **products** affects the hair structure
10. explain the **uses of hydrogen peroxide** when colouring and lightening the hair
11. state what percentage and volume strength hydrogen peroxide means
12. explain the importance of following manufacturers' instructions
13. describe the different **consultation techniques** used to identify service objectives
14. describe the salon's requirements for client preparation, preparing self and the work area

Range

Consultation techniques

Open and closed questions, use of visual aids

Factors

Skin tone, previous service, existing colour, lifestyle, hair condition, results of tests, client requirements, temperature, strength of hydrogen peroxide, percentage of white, hair length

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

Temporary, semi permanent, quasi-permanent, permanent, lightener

Necessary tests

Skin tests, elasticity test, porosity test, colour development strand test, colour test, incompatibility test

Uses of hydrogen peroxide

To darken the base colour, to lighten the base colour, to tone

Unit 232

Colour and lighten 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 colour hair
3. position themselves 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, without disturbing packages still requiring development
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 **after care advice**
10. follow **safe and hygienic working practices**

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. outline the types and causes of **problems** that can occur during the colouring service and how to resolve them
4. describe the **aftercare advice** that should be provided
5. outline **safe and hygienic working practices**
6. state how to **communicate** and behave within a salon environment

Range

Communicate

Speaking, listening, body language, reading, recording, follow instructions using a range of related terminology

Application method, products, tools and equipment

Full head, re-growth, pulled through, weave, temporary, semi-permanent, quasi-permanent, permanent, brush and bowl, applicator bottle, highlighting cap, colour packages (foils/wraps) drying equipment, climazone roller ball, spatula, colour pots.

Aftercare advice

How to maintain colour, suitable shampoo and conditioning products, future salon services, use of heated styling equipment and the effect of perming on other services, how lifestyle can affect durability of colour

Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and stylist, removal and accessories

Problems

Colour too dark, skin staining, not enough lift, uneven coverage, scalp irritation

Level: 2

Credit value: 7

UAN: Y/600/8537

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills to perm and neutralise hair.

The skills developed by the learner include g-section, directional and brick winding.

The knowledge acquired by the learner will enable them to understand how to select suitable winding techniques, choose suitable products for use, work safely and efficiently and to give aftercare advice.

Learning outcomes

There are **two** outcomes to this unit. The candidate will be able to:

1. Be able to prepare to perm and neutralise hair
2. Be able to perm and neutralise hair

Guided learning hours

It is recommended that **60** 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 tasks in an assignment **or** an on-line test

Unit 233

Perm and neutralise hair

Outcome 1

Be able to prepare to perm and neutralise hair

Practical skills

The learner can:

1. prepare self, the client and work area for perming and neutralising
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. state the **factors** that need to be considered when perming and neutralising hair
2. describe the different **consultation techniques** used to identify the service objectives
3. explain the importance of carrying out the necessary **tests** prior to and during the service and recording the results
4. explain the importance of following manufacturers' instructions
5. describe the range of **perm lotions** and neutralising products, **tools and equipment**
6. describe the salon's requirements for client preparation, preparing self and the work area
7. explain the **safety considerations** which must be taken into account

Range

Consultation techniques

The use of open and closed questions and visual aids

Factors

Client requirements, hair texture, hair growth patterns, haircut and length, hair density, direction and degree of movement required, client lifestyle, test results, previous services, hair and scalp conditions, temperature

Tests

Porosity, elasticity, incompatibility, development test curl, pre perm test curl

Perm lotions

Acid, alkaline

Tools and equipment

Pin-tail comb, wide tooth comb, perm rods (this includes any suitable medium used), band protectors, heat radiating equipment, sponge, bowl, applicator bowl

Safety considerations

Client preparation, PPE, COSHH, manufacturer's instructions, client/self positioning, visual checks of electrical equipment, sterilising tools/equipment, first aid procedures, protection from infection and cross infection

Unit 233

Perm and neutralise hair

Outcome 2

Be able to perm and neutralise hair

Practical skills

The learner can:

1. **communicate** and behave in a professional manner
2. select and use products and **techniques**, taking into account **factors** influencing the service
3. section and wind the hair, taking meshes to suit the perm rod size to achieve the desired look
4. wind the hair with even tension, making sure all wound perm rods sit on their own base
5. monitor the development of the perming and neutralising processes, following manufacturers' instructions
6. leave the hair free of **perm lotion** when the desired degree of curl is achieved, using water temperature and flow to suit client's needs
7. follow **safe and hygienic working practices**
8. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. describe the effects of **perm lotions** and neutralisers on the hair structure
2. outline the **factors** that determine the use of different types of **perm lotions** and neutralising products, tools and equipment
3. explain **how temperature affects the perming process**
4. state the importance of accurate timing and thorough rinsing of products
5. explain when and why it is important to use pre-perm and post-perm treatments
6. explain the factors that influence the choice of **sectioning techniques** and different sized perm rods
7. explain the method of checking curl development
8. outline the types and causes of **problems** that can occur during the perming and neutralising processes and how to resolve them
9. outline **safe and hygienic working practices**
10. describe the **aftercare advice** that should be provided
11. state how to **communicate** and behave within a salon environment

Range

Communicate

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

Sectioning techniques

g-section, directional, brick

Factors

Hair: curly, straight, client requirements, hair texture, length and density, hair growth patterns, head/face shapes/features, client lifestyle, elasticity, contra-indications.

Perm lotions

Acid, alkaline

Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and stylist, removal of accessories

Aftercare advice

How to maintain perm, shampoo and conditioning products, styling and finishing products, future salons services, use of heated styling equipment and the effect.

How temperature affects the perming process

Scalp sensitivity, client comfort, effect on processing

Problems

Causes and remedial action for: fish-hooks, straight pieces, skin/scalp irritation, fizz, lack of control

Level: 2

Credit value: 4

UAN: L/600/8535

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills to provide scalp massage treatments.

The skills developed by the learner include manual and mechanical scalp massage techniques.

The knowledge acquired by the learner will enable them to understand how to select suitable massage techniques, equipment and products, work safely and efficiently and to give aftercare advice.

Learning outcomes

There are **two** outcomes to this unit. The candidate will be able to:

1. Be able to prepare to provide scalp massage services
2. Be able to carry out scalp massage services

Guided learning hours

It is recommended that **33** 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 tasks in an assignment or an on-line test

Unit 235

Provide scalp massage services

Outcome 1

Be able to prepare to provide scalp massage services

Practical skills

The learner can:

1. prepare self, the client and work area for scalp massage services
2. use suitable **consultation techniques** to identify service objectives
3. explain and agree the procedure, potential **benefits and effects** of the service to the client

Underpinning knowledge

The learner can:

1. describe the different **consultation techniques** used to identify the service objectives
2. explain the **safety considerations** that must be taken into account
3. describe the salon's **requirements for client preparation**, preparing self and the work area
4. explain the importance of identifying any **contra-indications** to scalp massage and how to recognise them
5. describe how different **factors** can affect the performance of scalp massage
6. describe the different types of **massage media** and **equipment** used for scalp massage services
7. explain the importance of following manufacturers' instructions

Range

Consultation techniques

Use of open and closed questions

Benefits and effects

Increasing blood supply, stimulation and toning of underlying issues, stimulation and soothing of nerves

Safety considerations

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

Requirements for client preparation

Preparing the hair/scalp for different types of treatment, protection and positioning for the client, prepare self

Contra-indications

Broken skin, skin abnormalities, disease, disorders, bruising, inflammation, swelling, epilepsy, high blood pressure

Factors

Hair condition, scalp condition, usual features of the scalp, hair length, hair density

Massage media

Spirit based, shampoo, conditioner, pre-blended oils

Equipment

Vibro machines, high frequency machines

Unit 235

Provide scalp massage services

Outcome 2

Be able to carry out scalp massage services

Practical skills

The learner can:

1. **communicate** and behave in a professional manner
2. select and use products, tools and **equipment** suitable for the client's hair and **scalp condition**
3. adapt **massage techniques** to take account of influencing factors
4. follow **safe and hygienic working practices**
5. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. describe when and how to use **massage media** and **equipment** to treat different **scalp conditions**
2. describe how and when to use and adapt the different **massage techniques**
3. describe the **aftercare advice** that should be provided
4. describe the benefits of scalp massage
5. outline the basic **structure of the skin**
6. state the name and position of the bones and **muscles of the head and neck**
7. outline safe and hygienic working practices
8. state how to **communicate** and behave within a salon environment

Range

Communicate

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

Scalp conditions

Dandruff-affected, dry, oily, sensitive

Massage techniques

Effleurage, petrissage, tapotement, friction, vibro

Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and stylist, removal of accessories

Aftercare advice

The types of scalp products suitable for home use by clients

Massage media

Spirit based, shampoo, conditioner, pre-blended oils

Equipment

Vibro machines, high frequency machines

Structure of the skin

Epidermis, dermis, erector pill muscle, sebaceous gland, blood capillaries

Muscles of the head and neck

Head and neck muscles; (frontalis, temporalis, occipitalis, epicranial Aponeurosis, sternocleidomastoid, platysma, trapezius)

Level: 2

Credit value: 5

UAN: T/600/8531

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills to style and finish African type women's hair using a variety of techniques.

The skills developed by the learner include curling, smoothing and straightening techniques to create a personalised effect.

The knowledge acquired by the learner will enable them to understand how styling the hair affects the hair structure, how the use of products during styling can prolong the style and be able to provide basic aftercare advice.

Learning outcomes

There are **two** outcomes to this unit. The candidate will be able to:

1. Be able to prepare to style and finish African type hair
2. Be able to style African type hair using blow dry techniques and heated and thermal equipment

Guided learning hours

It is recommended that **45** 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 tasks in an assignment **or** an on-line test

Unit 236

Style and finish African type hair

Outcome 1

Be able to prepare to style and finish African type hair

Practical skills

The learner can:

1. prepare self, the client and the work area for styling and finishing hair
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. state the **factors** that need to be considered
2. explain the **safety considerations** that must be taken into account
3. describe the different **consultation techniques** used to identify service objectives
4. describe the salon's requirements for client preparation, preparing self and the work area

Range

Consultation techniques

Open and closed questions, use of visual aids

Factors

Hair: wet, dry, curly, straight

Client requirements, hair texture, length and density, hair growth patterns, head/face shapes/features, client lifestyle, contra-indications, elasticity, porosity

Safety considerations

Handling and maintaining equipment, checks before use, protection from infection and cross infection, deportment, first aid procedures

Unit 236

Style and finish African type hair

Outcome 2

Be able to style African type hair using blow dry techniques and heated and thermal equipment

Practical skills

The learner can:

1. **communicate** and behave in a professional manner
2. select and use suitable **styling products** and tools to achieve the look agreed with the client
3. position self and the client appropriately throughout the service
4. effectively control the client's hair during the styling process
5. control the **styling tools and equipment** to minimise the risk of damage to the hair and client discomfort
6. use **styling techniques** that achieve the intended shape, direction, balance and volume agreed with the client
7. follow **safe and hygienic working practices**
8. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. describe the effects of humidity on hair
2. describe the **physical effects** of blow drying, and heated and thermal styling processes on the hair structure
3. outline how the incorrect application of heat can affect the hair and scalp
4. describe the correct use and routine maintenance of **products, tools and equipment**
5. state how to **communicate** and behave within a salon environment
6. outline **safe and hygienic working practices**
7. describe the **aftercare advice** that should be provided

Range

Communicate

Speaking, listening, body language, reading, recording, following instructions, using a range of related terminology clearly

Styling products

Lotions, mousse/foams, gel, activators/moisturisers, spritz, oil, wax, spray, thermal protector

Styling tools and equipment

Fine tooth combs, large tooth combs, electrical styling equipment, curling tongs, straighteners, heated rollers, flat irons, thermal irons, and thermal stove.

Styling aids: pins, grips, covered bands.

Styling techniques

Curling, straightening, smoothing, fingerwaving, brickwind, directional wind, root to point, croquignole

Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and stylist, removal of accessories

Aftercare advice

Suitable styling equipment, how to recreate the style, how to maintain the hair's condition

Physical effects

Appearance of hair, structural changes

Level: 2

Credit value: 5

UAN: R/600/8536

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills to relax African type women's hair to create a basic look.

The skills developed by the learner include relaxing virgin and re-growth hair.

The knowledge acquired by the learner will enable them to understand how to relax African type hair using different techniques and the effects products and equipment have on the hair structure.

Learning outcomes

There are **two** outcomes to this unit. The candidate will be able to:

1. Be able to prepare African type hair for relaxing
2. Be able to relax and normalise hair

Guided learning hours

It is recommended that **44** 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 tasks in an assignment or an on-line test.

Unit 237

Relax African type hair

Outcome 1

Be able to prepare African type hair for relaxing

Practical skills

The learner can:

1. prepare self, the client and the work area for relaxing services
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**
4. apply pre-relaxing products to:
 - protect the scalp
 - even out the porosity of the hair

Underpinning knowledge

The learner can:

1. state the **factors** that need to be considered
2. explain the **safety considerations** that must be taken into account
3. describe the different **consultation techniques** used to identify service objectives
4. describe the salon's requirement for client preparation, preparing self and the work area

Range

Consultation techniques

Open and closed questions, use of visual aids

Factors

Hair: virgin hair, chemically treated, curly, straight

Client requirements, hair texture, length and density, hair growth patterns, head/face shapes/features, client lifestyle, elasticity, hair and scalp conditions, previous chemical treatments

Tests: incompatibility test, strand test, pre-perm test, elasticity test, curl test and development curl test

Safety considerations

Client preparation, PPS, COSHH, service requirements, relevant Health and Safety

Unit 237

Relax African type hair

Outcome 2

Be able to relax and normalise hair

Practical skills

The learner can:

1. **communicate** and behave in a professional manner
2. select and use **products, tools and equipment** suitable for the client's hair
3. position self and the client appropriately throughout the service
4. follow manufacturers' instructions when applying and timing the relaxer, taking strand tests at suitable times throughout the process
5. monitor the comfort of the client at regular intervals throughout the relaxing process, remedying any **problems** that may arise
6. follow **safe and hygienic working practices**
7. remove chemicals in a way which minimises the risk of damage to the hair
8. use post relaxing treatments to restore the hair's pH balance
9. achieve the required degree of straightness that is acceptable to the client
10. provide **suitable aftercare advice**

Underpinning knowledge

The learner can:

1. describe the benefits and potential effects of different relaxing **products** on the hair structure
2. explain the importance of accurate timing and thorough rinsing of **products**
3. explain the effect of pre- and post-relaxer treatments on hair structure
4. describe the **factors** that should be considered when selecting sodium or non-sodium relaxing **products** and why it is important to use **products** from the same system
5. describe the method and sequence of application of scalp protectors, relaxing and normalising **products**
6. describe the potential **problems** that can occur when relaxing hair and how to remedy them
7. outline **safe and hygienic working practices**
8. state how to **communicate** and behave within a salon environment
9. describe the **aftercare advice** that should be provided

Range

Communicate

Speaking, listening, body language, reading, recording, following instructions, using a range of technical related terminology

Products, tools and equipment

Lye, no lye, pre and post relaxer treatment, neutralising shampoo, barrier cream, applicator brush, tail comb, non metallic bowl

Problems

Causes and remedial factor for: under processed hair, over processed hair skin/scalp irritation, breakage, and discolouration

Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and stylist, removal of accessories

Aftercare advice

Recommend time intervals between relaxing service, how to maintain the look, suitable styling and finishing products to use, how to maintain the condition of the hair, identifying additional services

Factors

Hair: virgin hair, chemically treated, curly, straight

Client requirements, hair texture, length and density, hair growth patterns, head/face shapes/features, client lifestyle, elasticity, hair and scalp conditions, previous chemical treatments

Tests: incompatibility test, strand test, pre-perm test, elasticity test, curl test and development curl test

Unit 240

Client consultation for hair services

Level: 2

Credit value: 3

UAN: A/600/9065

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills to carry out client consultation on a range of different hairdressing services and products.

The skills developed by the learner include methods of analysing factors that may limit or prohibit services and products. The learner will acquire knowledge of the basic structure of the hair and skin, the hair growth cycle and the characteristics of the different hair types. The learner will understand the methods of communication required to obtain information and provide advice for a variety of salon services and products

Learning outcomes

There are **two** outcomes to this unit. The candidate will be able to:

1. Be able to consult and advise clients
2. Know the characteristics of the hair

Guided learning hours

It is recommended that **30** 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 tasks in an assignment **or** an on-line test

Unit 240

Client consultation for hair services

Outcome 1

Be able to consult and advise clients

Practical skills

The learner can:

1. communicate in a manner that creates confidence, trust and maintains good will
2. establish client requirements for products and services using appropriate **communication techniques**
3. consult and complete **client records**
4. identify **factors** that may limit or prevent the choice of services or products
5. advise the client on any **factors** which may limit, prevent or affect their choice of services or product
6. provide the client with clear recommendations for **referral** when required
7. recommend and agree a service or product
8. follow **safe and hygienic working practices**

Underpinning knowledge

The learner can:

1. explain how to communicate effectively
2. outline **communication techniques** used during client consultation
3. state the importance of consulting **client records**
4. describe the **tests** carried out for different services
5. state the importance of following manufacturers' instructions, salon policy and legal requirements
6. state the importance of identifying **factors** that may limit, prevent or affect the service
7. state the importance of identifying and recording contra-indications
8. state who to refer clients to for different contra-indications
9. state the importance of not naming referable contra-indications
10. describe the information that should be on a record card
11. describe how **client records** should be held and maintained
12. state the importance of client confidentiality
13. outline **legislation** that affects how information is used during client consultation

Range

Communication techniques

Verbal: questioning techniques, language used, tone of voice

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

Use of: visual aids, client records

Client records

Client response to consultation questions, client record card for details of service and products.

Factors

Adverse hair, skin or scalp conditions (suspected infections, infestations and disorders), incompatibility of previous service or products used, history of allergies or skin sensitivities to products, head/face shape, hair types and textures, density, length, growth patterns, client requirements and lifestyle.

Referral

To: general medical practice, chemist, senior stylist

Safe and hygienic working practices

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

Tests

Porosity, elasticity, incompatibility, skin test, pre-perm test curl, curl development test, colour test

Legislation

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

Underpinning knowledge

The learner can:

1. describe visual signs of suspected infections, infestations and disorders visible to the naked eye
2. describe the **basic structure of the skin and hair**
3. describe the characteristics of the **hair structure** with the different **hair types**
4. describe the **hair growth cycle**
5. state the average hair growth rate
6. describe the **general factors that contribute to healthy hair**

Range

Basic structure of the skin and hair

Dermis, epidermis, sweat glands, sebaceous gland, erector pili muscle, blood capillaries, hair bulb, hair shaft, follicle, nerve endings

Hair structure

Cuticle, cortex medulla

Hair types

Caucasian, African type, Asian

Hair growth cycle

Anagen, catagen, telegan

General factors that contribute to healthy hair

Health, diet, environment, chemicals used in the hair

Appendix 1 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

Appendix 2 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.

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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

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