

Pearson BTEC International Level 2 Qualifications Beauty Therapy

Specification

Pearson BTEC International Level 2 Extended Certificate in Beauty Therapy Services (21074)

Pearson BTEC International Level 2 Diploma in Beauty Therapy (21075)

For first teaching October 2015

Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

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1 Purpose of this specification

Pearson BTEC International Level 2 Extended Certificate and Diploma qualifications in Beauty Therapy are designed for international schools and colleges. They are part of an international suite of BTEC qualifications offered by Pearson. These qualifications are not available to centres in the United Kingdom, the Channel Islands, the Isle of Man or British armed forces schools overseas.

The purpose of this specification is to set out:

- the aims of the qualifications
- the structure and rules of combination of the qualifications
- the resources required by the centre to offer the qualifications
- the knowledge, skills and understanding which will be assessed as part of the qualifications
- the method of assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured, for example assessment criteria.

If you need guidance or support please contact your Pearson representative.

BTEC International Level 2 qualification titles covered by this specification

The following qualifications have been approved by Pearson Education Limited as meeting the criteria for Pearson's Self-regulated Framework. These qualifications are not accredited or regulated by any UK regulatory body.

Pearson BTEC International Level 2 Extended Certificate in Beauty Therapy Services (21074)

Pearson BTEC International Level 2 Diploma in Beauty Therapy (21075)

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

This specification must be used for delivery and teaching in your centres. For international centres this replaces the following QCF qualifications:

Pearson BTEC Level 2 Extended Certificate in Beauty Therapy Services	500/9850/0
Pearson BTEC Level 2 Diploma in Beauty Therapy	500/9545/6

Pearson's suite of international BTEC qualifications

BTEC International Level 2 qualifications make up our suite of international BTECs provision. These qualifications are available in a range of sectors for learners who wish to explore a work-related vocational qualification or specific industry area. The qualifications offer learners the knowledge, understanding and skills they need to prepare them for employment.

On successful completion of a BTEC International Level 2 qualification, learners can progress to continued study in the same or related vocational area and/or within employment in the beauty therapy services sector.

BTEC International Level 2 Extended Certificate

The BTEC International Level 2 Extended Certificate extends the work-related focus from the BTEC International Level 2 Certificate and covers the key knowledge and practical skills required in the appropriate vocational sector. Through optional units, the BTEC International Level 2 Extended Certificate offers flexibility and a choice of emphasis. It provides an engaging programme for those who are clear about the vocational area they wish to explore through further study, or for those who wish to enter employment. The qualification has the potential to prepare learners for progression to an appropriate Level 3 programme in the same or related vocational area.

BTEC International Level 2 Diploma

The BTEC International Level 2 Diploma extends the work-related focus from the BTEC International Level 2 Extended Certificate, with broader coverage of knowledge and practical skills required for the vocational sector.

The qualification has the potential to prepare learners for progression to an appropriate Level 3 programme in the same or related vocational area and for those who have decided that they wish to enter a particular area of work, for progression to employment in the appropriate vocational sector.

Other learners may want to use this qualification to extend the specialism they studied in the BTEC International Level 2 Certificate or the BTEC International Level 2 Extended Certificate programme.

2 Qualification summaries

Key information

Pearson BTEC International Level 2 Extended Certificate in Beauty Therapy Services	
Total Notional Learning Hours (NLH)	300 (including 180 Guided Learning Hours (GLH))
Qualification value (NLH/10)	30
Assessment	This qualification is internally assessed
Unit grading information	Pass/Merit/Distinction
Overall qualification grading information	Pass/Merit/Distinction/Distinction*

Pearson BTEC International Level 2 Diploma in Beauty Therapy	
Total Notional Learning Hours (NLH)	600 (including 360 Guided Learning Hours (GLH))
Qualification value (NLH/10)	60
Assessment	This qualification is internally assessed
Unit grading information	Pass/Merit/Distinction
Overall qualification grading information	Pass/Merit/Distinction/Distinction*

For further information about Notional Learning Hours please see *Section 8: Programme delivery* and *Section 10: Understanding the units*.

Aims of the Pearson BTEC International Level 2 qualifications in Beauty Therapy

The Pearson BTEC International Level 2 Extended Certificate and Diploma qualifications in Beauty Therapy have been developed to:

- give full-time learners the opportunity to enter employment in the beauty therapy sector or to progress to Level 3 vocational qualifications
- provide education and training for beauty therapy employees
- give opportunities for beauty therapy employees to achieve a Level 2 vocationally specific qualification
- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

Key features of the Pearson BTEC International Level 2 qualifications in Beauty Therapy

These qualifications have been developed in the beauty therapy sector to:

- provide education and training for beauty therapy employees
- give beauty therapy employees opportunities to achieve a nationally recognised Level 2 vocationally- specific qualification
- give full-time learners the opportunity to enter employment in the beauty therapy sector or to progress to vocational qualifications such as the Pearson BTEC Nationals
- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

Rationale for the Pearson BTEC International Level 2 qualifications in Beauty Therapy

The new BTECs in Beauty Therapy Services/Beauty Therapy have been introduced in response to centre demand. These qualifications are intended to:

- give learners the opportunity to prepare for a work qualification, based on the National Occupational Standards in beauty therapy
- give learners the opportunity to achieve a nationally recognised Level 2 qualification that is supported by Habia, the Standards Setting Body for the hair and beauty sector
- give learners the opportunity to develop practical capability in essential Level 2 beauty therapy skills, including providing facial skincare, applying makeup and providing manicure and pedicure treatments
- provide learners with the knowledge, understanding and skills relating to important areas of study in beauty therapy, including health and safety, client care and communication, and promoting products and services

- encourage co-delivery of units, for example units relating to providing manicure and pedicure treatments, and encourage creative curriculum planning and delivery to motivate learners
- aid progression onto BTEC Level 3 Nationals.

These exciting new qualifications are largely made up of units based upon qualifications developed with Habia, the Standards Setting Body for the hair and beauty sector.

The BTEC Extended Certificate in Beauty Therapy is intended for learners aged 14 and above. It is also eligible as part of the beauty therapy Young Apprenticeship framework.

The BTEC Diploma in Beauty Therapy is intended for learners aged 16 and above. This qualification offers a great deal of flexibility, with a wide range of optional units, enabling learners to develop their knowledge and understanding of anatomy and physiology, specialise in nail art, or develop their business skills.

National Occupational Standards

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

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

The Pearson BTEC International Level 2 in Beauty Therapy relates primarily to the NOS in Beauty Therapy.

3 Centre resource requirements

As part of the approval process, the centre must make sure that the resource requirements below are in place before offering Pearson BTEC International Level 2 qualifications.

- The centre must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support delivery and assessment.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to make sure that there is continuing professional development for staff delivering the qualifications.
- The centre must have in place appropriate policies that relate to the delivery of the qualification.
- The centre must deliver the qualifications in accordance with current equality legislation.
- The centre must have in place any specific unit resource requirements as listed in each unit under the heading Essential requirements.

4 Qualification structures

Pearson BTEC International Level 2 Extended Certificate in Beauty Therapy Services

The Pearson BTEC International Level 2 Extended Certificate in Beauty Therapy Services qualification totals 300 Notional Learning Hours (NLH).

Learners must achieve the mandatory units for a combined total unit value of 30 to achieve the qualification.

This qualification is **not** designed to allow units to be imported from other Pearson qualifications.

Pearson BTEC International Level 2 Extended Certificate in Beauty Therapy Services				
Unit	Mandatory units	Level	Notional Learning Hours	Unit value
1	Follow Health and Safety Practice in the Salon	2	30	3
2	Client Care and Communication in Beauty-related Industries	2	20	2
3	Promote Products and Services to Clients in a Salon	2	30	3
4	Provide Facial Skincare	2	70	7
5	Apply Make-up	2	50	5
6	Provide Manicure Treatments	2	50	5
7	Provide Pedicure Treatments	2	50	5

This qualification is suitable for learners aged 14 years and above.

Centres must adhere to the restrictions set by Habia regarding activities which are not suitable for pre-16 learners to undertake.

Pearson BTEC International Level 2 Diploma in Beauty Therapy

The Pearson BTEC International Level 2 Diploma in Beauty Therapy qualification totals 600 Notional Learning Hours (NLH).

Learners must achieve the mandatory unit(s) **and** optional units that provide for a combined total unit value of 60 to achieve the qualification.

This qualification is **not** designed to allow units to be imported from other Pearson qualifications.

Pearson BTEC International Level 2 Diploma in Beauty Therapy				
Unit	Mandatory units	Level	Notional Learning Hours	Unit value
1	Follow Health and Safety Practice in the Salon	2	30	3
2	Client Care and Communication in Beauty-related Industries	2	20	2
3	Promote Products and Services to Clients in a Salon	2	30	3
4	Provide Facial Skincare	2	70	7
5	Apply Make-up	2	50	5
6	Provide Manicure Treatments	2	50	5
7	Provide Pedicure Treatments	2	50	5
8	Provide Eyelash and Brow Treatments	2	40	4
9	Remove Hair Using Waxing Techniques	2	60	6
Unit	Optional units	Level	Notional Learning Hours	Unit value
10	Salon Reception Duties	2	30	3
11	Display Stock to Promote Sales in a Salon	2	30	3
13	Provide Nail Art	2	30	3
14	Body Art Design	2	40	4
15	Make-up for Performers	2	100	10
16	The Living Body	2	100	10
17	Dermatology and Microbiology	3	50	5
18	Business Enterprise	2	100	10

Please note this qualification is for learners aged 16 years old and above.

5 Assessment and grading

The assessment of BTEC International Level 2 qualifications is criterion referenced and the centre is required to assess learners' evidence against published outcomes of learning and assessment criteria.

Each unit in the qualification has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction:

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

A grading scale of pass, merit and distinction is applied to all units.

BTEC internal assessment

All units in the BTEC International Level 2 qualifications are assessed through internal assessment, which means that the centre can deliver the programme in a way that suits its learners and relates to local need. The way in which the centre delivers the programme must also ensure that assessment is fair and that standards are consistent over time. To achieve this, it is important that centres:

- plan the assessment of units to fit with delivery, allowing for links across units
- write suitable assessments (for example assignments, projects or case studies) or select assessments from available resources, adapting them as necessary
- plan the assessment for each unit in terms of when it will be authorised by the Internal Verifier, when it will be used and assessed, how long it will take, and how the centre you will determine that learners are ready to begin an assessment
- ensure each assessment is fit for purpose, valid, will deliver reliable assessment outcomes across assessors, and is authorised before use
- provide all the preparation, feedback and support that learners need to undertake an assessment before they begin producing their evidence
- make careful and consistent assessment decisions based only on the defined assessment criteria and unit requirements
- validate and record assessment decisions carefully and completely
- work closely with Pearson to ensure that the implementation, delivery and assessment is consistent with BTEC quality standards.

- **Internal Verifiers** must oversee all assessment activity to make sure that individual assessors do not misinterpret the specification or undertake assessment that is not consistent with the BTEC quality standards in respect of level, content or duration of assessment. The process for ensuring that assessment is being conducted correctly is called internal verification. Normally, a programme team will work together with individuals being both assessors and Internal Verifiers. Internal Verifiers must make sure that assessment is fully validated in the centre by:
 - checking every assessment instrument carefully and endorsing it before it is used
 - ensuring that each learner is assessed carefully and thoroughly using the relevant assessment criteria and associated guidance in the specification
 - ensuring the decisions of every assessor for each unit at all grades and for all learners are in line with BTEC quality standards.

Assessors must be standardised using Pearson-approved materials before making any assessment decisions. Assessors are usually the teachers in the school or college, but the term 'assessor' refers to the specific responsibility for carrying out assessment and making sure that it is carried out in a way that is correct and consistent with BTEC quality standards. Assessors may also draft or adapt internal assessment instruments. Centres are required to keep records of assessment and have assessment authorised by Pearson. The main records are:

- the overall plan of delivery and assessment, showing the duration of assessment and the timeline for internal verification
- assessment instruments, which are authorised through an Internal Verifier
- assessment records, which contain the assessment decisions for each learner for each unit
- an internal verification sampling plan, which shows how assessment decisions are checked, and which must include across the sample all assessors, unit assessment locations and learners
- internal verification records, which show the outcomes of sampling activity as set out in the sampling plan.

Learner preparation

As BTEC International Level 2 qualifications are all internally assessed, it is important that learners are prepared for assessment. Learners:

- must be prepared for and motivated to work consistently and independently to achieve the requirements of the qualification
- need to understand how they will be assessed and the importance of timescales and deadlines
- need to fully appreciate that all the work submitted for assessment must be their own.

Centres will need to give learners an induction and a guide or handbook to cover:

- the purpose of the assessment briefs for learning and assessment
- the relationship of the tasks given for assessment and the grading criteria
- the concept of vocational and work-related learning

- how they can develop responsibility for their own work and build their vocational and employability skills
- how they should use and reference source materials, including what would constitute plagiarism.

The centre must communicate assessment grading rules to all learners at the beginning of the programme.

For guidance on all of the rules surrounding internal assessment for BTEC qualifications please see the *Guide to Internal Assessment for BTEC Qualifications and Nationals* which can be located in the key documents section of our website.

Final assessment decisions

Final assessment is the culmination of the learning and assessment process. Learners should be given full opportunity to show how they have achieved the outcomes of learning covered by a final assessment. This is carried out by ensuring that learners have received all necessary learning, preparation and feedback on their performance and then confirming that they understand the requirements of an assessment, before any assessed activities begin.

There will then be a clear assessment outcome based on the defined assessment criteria. Centres must devise an assessment plan that will set a clear timeline for assessment decisions to be reached. Once an assessment has begun, learners must not be given feedback on progress towards criteria. After the final assignment is submitted, an assessment decision must be given.

An assessment decision:

- must be made with reference to the assessment criteria
- should record how it has been reached, indicating how or where criteria have been achieved
- may indicate why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence to meet higher criteria.

Centres' Internal Verifiers and Assessors must work together to ensure that assessment decisions are reached promptly and validated before they are given to the learner.

Late submission

Centres must encourage learners to understand the importance of deadlines and of handing work in on time. For assessment purposes, it is important that learners are assessed fairly and consistently according to the assessment plan that the Internal Verifier has authorised and that some learners are not advantaged by having additional time to complete assignments. Centres are not required to accept assessment work that was not completed by the date in the assessment plan. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission. If a late completion by a learner is accepted, the evidence should be assessed normally, unless it is judged to not meet the requirements for authenticity. It is not appropriate to give automatic downgrades on assessment decisions as 'punishment' for late submission.

Resubmission of improved evidence

Once an assessment decision is given to a learner it is final in all cases, except where the Internal Verifier approves **one** opportunity to resubmit improved evidence. The criteria used by the Internal Verifier to authorise a resubmission opportunity are always:

- initial deadlines or agreed extensions have been met
- the teacher considers that the learner will be able to provide improved evidence without further guidance
- the evidence submitted for assessment has been authenticated by the learner and the assessor
- the original assessment can remain valid
- the original evidence can be extended and re-authenticated.

Centres will need to provide a specific resubmission opportunity that is authorised by the Internal Verifier. Any resubmission opportunity must have a deadline that is **within 10 days** of the assessment decision being given to the learner, and in the same academic year.

Centres should make arrangements for resubmitting the evidence for assessment in such a way that it does not adversely affect other assessments and does not give the learner an unfair advantage over other learners. Centres must consider how the further assessment opportunity ensures that assessment remains fit for purpose and in line with the original requirements. For example, the centre may opt for learners to improve their evidence under supervised conditions, even if this was not necessary for the original assessment, to ensure that plagiarism cannot take place. How centres provide opportunities to improve and resubmit evidence for assessments needs to be fair to all learners.

Care must be taken when setting assignments and at the point of final assessment to ensure that the original evidence for assessment can remain valid and can be extended. The learner must not have further guidance and support in producing further evidence. The Standards Verifier is likely to want to include evidence that has been resubmitted as part of the sample they will review.

Retaking assessment

BTEC International Level 2 qualifications do not allow for compensation – this means that learners must achieve every pass criterion in order to successfully achieve the qualification.

Conditions for retaking a new assignment

If a learner has met all of the conditions set out above in *Resubmission of improved evidence* but has still not achieved the targeted pass criteria following the resubmission of the assignment, the Internal Verifier may authorise **one** retake opportunity to meet the required pass criteria. The Internal Verifier must authorise a retake in exceptional circumstances where they believe it is necessary, appropriate and fair to do so.

The criteria used by the Internal Verifier to authorise a resubmission opportunity are always:

- the retake must be a new task or assignment targeted only to the pass criteria that were not achieved in the original assignment – an assessor cannot award a merit or distinction grade for a retake
- the assessor must agree and record a clear deadline before the learner starts the retake
- the learner and assessor must sign declarations of authentication as they did for previous submissions.

Standards Verifiers will require the centre to include evidence of any retakes in sampling. Retakes should not be required as a matter of course. Centres should keep a record of the number of retakes required on any programme to support the centres' own quality monitoring.

Calculation of the qualification grade

Pass qualification grade

Learners who achieve the minimum eligible value specified by the rule of combination will achieve the qualification at pass grade (see *Section 4: Qualification structures*).

Qualification grades above pass grade

Learners will be awarded a merit, distinction or distinction* qualification grade by the aggregation of points gained through the successful achievement of individual units. The number of points available is dependent on the unit level and grade achieved and the value of the unit (as shown in the table below).

Points available per unit value at specified unit grades and levels

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

Unit level	Points per unit value		
	Pass	Merit	Distinction
Level 1	3	4	5
Level 2	5	6	7
Level 3	7	8	9

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

Qualification grade

Qualification	Points range above pass grade		
	Merit	Distinction	Distinction*
BTEC International Level 2 Extended Certificate	170–189	190–199	200 and above
BTEC International Level 2 Diploma	340–379	380–399	400 and above

Annexe A: Calculation of the qualification grade gives examples of how qualification grades above a pass are calculated.

6 Centre and qualification approval

The centre must be approved by Pearson before delivering and assessing BTEC International Level 2 qualifications on Pearson's Self-regulated Framework. Centres that have not previously been approved will need to apply for, and be granted, centre recognition as part of the process for approval to offer these qualifications.

Before you offer these qualifications you must meet both centre and qualification approval requirements.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all requirements. If the centre does not comply with the agreement this could result in the suspension of certification or withdrawal of approval.

7 Quality assurance

Quality assurance is at the heart of BTEC International Level 2 qualifications on Pearson's Self-regulated Framework. The centre internally assesses these qualifications and is responsible for making sure that all assessors and Internal Verifiers adhere to their internal verification processes, to ensure consistency and validity of the assessment process.

Pearson uses quality assurance to check that all centres are working to the agreed standard. It gives us the opportunity to identify and provide support, if needed, to safeguard certification.

For guidance, please refer to *Pearson's Self-regulated Framework Handbook* which is on our website at: qualifications.pearson.com/en/qualifications/customised-qualifications-service/self-regulated-framework.html

8 Programme delivery

BTEC International Level 2 qualifications consist of mandatory units and optional units. Optional units are designed to provide a focus to the qualification and give more specialist opportunities in the sector.

In BTEC International Level 2 qualifications each unit shows the Notional Learning Hours.

Notional Learning Hours are defined as the total amount of time a learner is expected to take, on average, to complete the unit to the required standard, including teaching, study and assessment time.

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

Mode of delivery

Pearson does not define the mode of study for BTEC International Level 2 qualifications. Centres are free to offer the qualifications using any mode of delivery that meets their learners' needs. Please refer to the policy pages on our website at: qualifications.pearson.com/policies

Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. Centres must have due regard to Pearson's policies that may apply to different modes of delivery.

Resources

Physical resources need to support the delivery of the programme and the proper assessment of the outcomes of learning. They should therefore normally be of industry standard.

Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

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

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of BTEC International Level 2 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Delivery staff and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity in the sector. Maximum use should be made of the learner's experience.

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

Support and training

Pearson offers an extensive package of training to support all aspects of BTEC delivery, including:

- **Teaching and published resources** – we provide an extensive selection of published materials along with our innovative range of digital teaching tools. We offer guides to support planning and delivery and to help students study. For more information please visit our website:
qualifications.pearson.com/en/support/support-for-you/teachers.html
- **Subject Advisors** – our subject experts are on hand to answer any questions centres may have on delivering the qualification and assessment. For more information visit our website:
qualifications.pearson.com/en/support/support-for-you/teachers.html
- **Training** – many of our training events form part of the added value service offered by Pearson. As well as standard events, we can create bespoke training programmes to meet centres' specific needs. These can be delivered face-to-face or online so that centres can choose where, when and how training takes place. For more information please visit our website:
qualifications.pearson.com/support/training-from-pearson.html
or email us at: internationaltfp@pearson.com

If you would like further information please contact your local Pearson representative – to find out how visit:
qualifications.pearson.com/en/about-us/about-pearson/where-we-are.html

9 Access and recruitment

Pearson is committed to providing qualifications with no artificial barriers. A full statement, included in our *Equality Policy*, can be found on our website at: qualifications.pearson.com/policies

Equality and fairness are central to our work. We are committed to making sure that qualifications do not discriminate and all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Restrictions on learner entry

The Extended Certificate qualification is suitable for learners aged 14 and above. The Diploma qualification is suitable for learners aged 16 and above. Centres must give due regard to Pearson's policies that apply to the fair and equal recruitment of learners to all Pearson qualifications.

Centres are required to recruit learners to BTEC International Level 2 qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each learner's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner in the centre during their programme of study and any specific support that might be necessary to allow them to access the assessment for the qualification.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a Level 2 qualification. For learners who have recently been in education, the profile is likely to include one of the following:

- a BTEC Level 1 qualification in Beauty Therapy or a related vocational area
- a standard of literacy and numeracy supported by a general education equivalent to four GCSEs/International GCSEs at grade D–G
- other related Level 1 qualifications
- related work experience.

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

Recognition of Prior Learning

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

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

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

10 Understanding the units

All units in this qualification have the following sections.

Title

The title is a short description of the content of the unit. This form of words will appear on the learner's Notification of Performance (NOP).

Level

The level of the unit indicates the complexity and demand expected to achieve it. The level places the unit on a framework of comparability with other units and qualifications at that level.

Notional Learning Hours (NLH)

Notional Learning Hours (NLH) are the total amount of time a learner is expected to take, on average, to complete the unit to the required standard, including teaching, study and assessment time.

Unit value

The unit value is the total credit a learner will be awarded on successful completion of the unit.

SRF unit code

The unique approval code for the unit.

Unit aim

Says what the aims of the unit are in terms of what is covered and what the unit will enable learners to do.

Unit introduction

The introduction gives a short description of the unit, and details the key knowledge, skills and understanding the learner will gain through studying the unit. The introduction highlights the focus of the unit and how it links to the vocational sector to which the qualification relates.

Outcomes of learning

Outcomes of learning state what a learner can be expected to know, understand or be able to do as a result of completing a programme of learning for the unit.

Assessment and grading grid

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

Unit content

In the unit content section topics are listed as bullets to provide detail on what is needed to design and deliver a programme of learning. Not all topics have to be covered for learners to meet the assessment criteria. Centres are able to select the topics they deliver, ensuring that learners produce evidence of sufficient depth and breadth to meet the assessment criteria.

Information for delivery staff

This section gives delivery staff information on delivery and assessment. It contains the following subsections.

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

Employer engagement and vocational contexts – gives examples of agencies, networks and other useful contacts for employer engagement and for sources of vocational contexts.

Delivery guidance – explains the content's relationship to the outcomes of learning and offers guidance on possible approaches to delivery of the unit. This section includes an example outline learning plan which demonstrates one way of planning the delivery and assessment of the unit. The delivery guidance section is based on the more usual delivery modes but is not intended to rule out alternative approaches.

Assessment guidance – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria and grading criteria. It also includes a programme of suggested assignments which demonstrates how assignments match and cover the assessment and grading criteria. This is provided for guidance only and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Suggested resources – indicates resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Units

Unit 1: Follow Health and Safety Practice in the Salon

Level:	SRF Level 2
Notional Learning Hours:	30
Unit value:	3
SRF unit code:	30917H

This unit is internally assessed

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.

Unit introduction

The salon is a busy environment with many potential hazards and risks for employees and clients and it is important that the environment is kept as safe and hygienic as possible. This unit will enable learners to understand potential hazards in the salon and explain how to minimise the associated risks. Learners will develop knowledge of how to ensure salon security and how the main provisions of relevant legislation/regulations in home country affect the hair and beauty sector. The unit also covers the action to be taken in the event of an emergency, such as slipping on a wet floor, a burn, sudden illness or a fire in the salon.

The knowledge gained in this unit links to all the other unit in the qualification as it underpins everything that takes place in hair and beauty salons. It is recommended that this unit is delivered first. Developing a responsible attitude to working in the salon will minimise any potential health and safety issues and help learners to maintain an enjoyable and secure environment for clients and those working in the salon.

This unit also appears in the Pearson BTEC Level 2 Diploma in Hairdressing/Hairdressing Services.

Outcomes of learning

On completion of this unit a learner should:

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

Assessment and grading grid

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

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P1 conduct themselves in the workplace to meet with health and safety practices and salon policy</p>	<p>M1 explain ways of complying with health, safety and security practices and salon policy</p>	<p>D1 evaluate how they conducted themselves to meet with health, safety and security practices and salon policy.</p>
<p>P2 deal with hazards within their own area of responsibility following salon policy</p>		
<p>P3 maintain a level of personal presentation, hygiene and conduct to meet with legal and salon requirements</p>		
<p>P4 follow salon policy for security</p>		
<p>P5 make sure tools, equipment, materials and work areas meet hygiene requirements</p>		
<p>P6 use required personal protective equipment</p>		
<p>P7 position themselves and the client safely</p>		
<p>P8 handle, use and store products, materials, tools and equipment safely to meet with manufacturers' instructions</p>		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P9 dispose of all types of salon waste safely and to meet with legal and salon requirements</p>		
<p>P10 explain the difference between legislation, codes of practice and workplace policies</p>		
<p>P11 outline the main provisions of health and safety legislation</p>		
<p>P12 state the employers' and employees' health and safety responsibilities</p>		
<p>P13 state the difference between a hazard and a risk</p>	<p>M2 produce a risk assessment, outlining hazards and risks in the salon</p>	
<p>P14 describe hazards that may occur in a salon</p>		
<p>P15 state the hazards which need to be referred</p>		
<p>P16 state the purpose of personal protective equipment used in a salon during different services</p>		
<p>P17 state the importance of personal presentation, hygiene and conduct in maintaining health and safety in the salon</p>		
<p>P18 state the importance of maintaining the security of belongings</p>		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P19 outline the principles of hygiene and infection control		
P20 describe the methods used in the salon to ensure hygiene		
P21 describe the effectiveness and limitations of different infection control techniques		
P22 describe how to dispose of different types of salon waste		
P23 follow emergency procedures		
P24 follow accident reporting procedures which meet with salon policy		
P25 identify named emergency personnel		
P26 describe procedures for dealing with emergencies	M3 explain procedures for dealing with emergencies and accidents.	D2 evaluate procedures for dealing with emergencies and accidents.
P27 locate fire fighting equipment		
P28 outline the correct use of fire fighting equipment for different types of fire		
P29 state the dangers of the incorrect use of fire fighting equipment on different types of fires		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P30 state the importance for reporting and recording accidents		
P31 describe the procedure for reporting and recording accidents.		

Unit content

1 Be able to maintain health, safety and security practices

Health and safety working practices:

- relevant legislation/regulations in home country
- health and safety practices and salon policy
- salon procedures (sterilisation, cleaning routines, use, maintenance and storage of products tools and equipment to meet hygiene requirements and manufacturers' instructions, maintenance of safe work areas, waste disposal for different types of salon waste to meet legal and salon requirements, storage and disposal of products and equipment)
- client protection, e.g. gown, cape, towels, eye protection, maintaining client dignity
- principles of hygiene and infection control methods used to ensure hygiene
- effectiveness and limitations of different infection control techniques
- infections and cross-infection.

Hazards and risks:

- hazards within area of responsibility
- hazard awareness and reporting
- simple risk assessment
- risks to workers
- risks to clients
- difference between 'hazard' and 'risk'
- hazards that may occur in the salon
- hazards which need to be referred.

Personal presentation and hygiene:

- personal conduct
- personal hygiene (shower/bathe, deodorants, clean uniform, hand washing routines, oral hygiene, clean and neat hair)
- use of personal protective equipment (PPE)
- purpose of PPE during different services
- importance of personal presentation, hygiene, conduct.

Security:

- importance of maintaining security of belongings.

Legislation and responsibilities:

- difference between legislation, codes of practice and workplace policies
- current relevant legislations/regulations in home country relating to the hair and beauty industry.

2 Be able to follow emergency procedures

Accidents and emergencies:

- accident and emergency procedures
- accident reporting (essential information requirements)
- emergency personnel
- importance of reporting and recording accidents
- location and types of first-aid equipment.

Firefighting procedures:

- location and uses of different firefighting equipment
- dangers of incorrect use
- fire and emergency evacuation procedures.

Information for tutors

Essential requirements

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment. Tasks must be undertaken in a safe workplace with adequate heating, lighting, ventilation and access to both washing and first aid facilities.

Employer engagement and vocational contexts

Learners would benefit from listening to guest speakers discussing their experiences of health and safety issues in the hair and beauty sector. They would also benefit from a period of work experience in a salon, so they can appreciate the importance of health and safety.

Delivery guidance

This unit should be delivered in a Realistic Learning Environment (RLE). The word 'client' can be related to friends and peers and does not mean that treatments need to be carried out on paying clients or within commercial timescales. Centres must adhere to the restrictions outlined by Habia, regarding activities which are unsuitable for learners aged under 16 years to undertake.

This unit is about the day-to-day responsibilities salon employees have in ensuring a safe working environment. It is intended to give learners knowledge and understanding of the importance of following good health and safety practices in the salon. Delivery should focus on the development of safe practice in all aspects of working in the salon. Learners should understand the purpose of associated legislation and be able to identify the hazards and potential risks to everyone in the salon.

This should be developed through a learner-centred approach with tutor support. Research activities and group discussions on the potential hazards and risks associated with working in the salon could take place in a classroom environment. Demonstrations and simulations of potential salon hazards could be explored and the degree of associated risks identified. Learners should be shown how to complete a simple salon risk assessment and understand the need to update the document regularly.

Tutors could invite fire brigade officers to talk about the different types of extinguisher and the category of fire each type should be used on. Procedures for dealing with accidents and emergencies should be explained and learners should practise following emergency evacuation procedures. Learners could use the internet, or other resource-based materials, to research the different health and safety regulations currently affecting the hair and beauty sector.

Learners would benefit from having the opportunity to develop their understanding of safe salon practice through specific practical activities in a salon environment, either during a period of work experience or through a case study approach in a realistic learning environment. Simulated accident and emergency procedures and evacuations should be included in role-play activities.

Outline learning plan

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

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

Topic and suggested assignments/activities/assessment
Tutor introduction to unit and programme of assignments.
<p>Assignment 1: Maintaining Health, Safety and Security in the Salon (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, M1, M2, D1)</p> <p>Tutor introduces assignment brief.</p> <p>Hazard awareness and risk analysis; risks to workers; risks to clients; difference between 'hazard' and 'risk'– tutor-led discussions, task sheets, role play.</p> <p>Salon procedures for maintaining hygiene, safety and security – sterilisation methods, cleaning routines, disposal of different types of waste; use, maintenance and safe storage of tools and equipment; maintenance of safe work areas – importance of and procedures for following salon policy – tutor-led discussions, videos of good/bad practice, practical activities in RLE/workplace.</p> <p>Client care – protection – gown, cape, towels, eye protection, security of belongings, maintaining client dignity; prevention of infections and cross-infection – tutor-led discussions, skills practice with client protection materials and equipment, practical activities in RLE/workplace.</p> <p>Personal conduct – personal hygiene, use of personal protective equipment, implications of contracting dermatitis and eye infections, spoiled clothing.</p> <p>Research activity into relevant legislation affecting safe practice in the salon – Health and Safety at Work Act 1974 and current regulations relating to the hair and beauty sector as listed in the unit content, small group presentations of issues explored.</p>
<p>Assignment 2: Health and Safety Guide (P25, P26, P27, P28, P29, P30, P31, M3, D2)</p> <p>Tutor introduces assignment brief.</p> <p>Research into types of firefighting equipment, location of salon firefighting equipment, emergency evacuation procedures – examination of relevant illustrated safety posters, lectures from the fire brigade, learner research, practical activities in RLE/workplace.</p> <p>Procedures for dealing with accidents and emergencies – learner research into location and type of first aid equipment in the salon, procedures for accident reporting, emergency procedures, lectures from para-medical personnel, role play, practical activities in RLE/workplace.</p>
<p>Assignment 3: Dealing with Fire, Accidents and Emergencies (P23, P24)</p> <p>Tutor introduces assignment brief. Simulation of fire and accident emergency procedures.</p>
Review of unit – recap on topics using quizzes, work experience observation reports on learners following salon health and safety procedures.

Assessment guidance

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

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally related experiences, with tasks specifically designed with the assessment and grading criteria in mind. Observation records should be used to provide evidence of how learners maintained safe and healthy practices in the salon. Simple reports or question and answer tasks could provide written evidence for the knowledge-based assessment and grading criteria.

For P1, P2, P3, P4, P5, P6, P7, P8 and P9, learners must demonstrate their ability to work safely at all times in the salon. This includes safe working methods, safe handling and sterilisation of tools, ensuring client safety, dealing effectively with potential hazards in the salon and managing client and salon security. This should be a practical activity, recorded through a witness statement or observation record.

The underpinning knowledge assessed in P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21 and P22, M1, M2 and D1 could be evidenced through any combination of written reports, task sheets or short-answer question papers. This could be achieved through a comprehensive risk assessment or report, exploring health and safety practices in the salon/RLE. M1 requires learners to explain ways of adhering to health, safety and security practices and salon policy, including legislation, codes of practices and workplace policies.

For P23 and P24, learners must complete real or simulated emergency evacuation and accident reporting procedures, according to salon policy. This should, ideally, take place in a working salon or RLE. The practical activity should be evidenced through witness testimony or observation record.

For P25, P26, P27, P28, P29, P30, P31, M3, and D2 learners must demonstrate their understanding of the related theoretical principles of dealing with accidents and emergencies. This could be evidenced through a report on the importance of following correct procedures and an evaluation of salon practice, or through a guide book on dealing with accidents and emergencies.

Signed witness testimonies and observation records must be retained for verification purposes.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, M1, M2, D1	Maintaining Health, Safety and Security in the Salon	Carry out health and safety practices in the salon and write a report on how this contributes to maintaining a safe, healthy and secure working environment.	Practical observation, with a signed witness testimony. Written report, with pictorial evidence.
P23 and P24	Dealing with Fire, Accidents and Emergencies	Carry out simulated fire and emergency evacuation procedures, in line with salon policy, and complete accident reports related to incidents in the salon.	Practical observation, with a signed witness testimony. Written report.
P25, P26, P27, P28, P29, P30, P31, M3, D2	Health and Safety Guide	Create a leaflet on health and safety practices in the salon.	Leaflet with text and pictures.

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

This unit has links to the following NOS: G20 Make sure your own actions reduce risks to health and safety. This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

Level 1	Level 3
Follow Health and Safety in the Salon	Monitor and Maintain Health and Safety Practice in the Salon

Suggested resources

Books

Goldsbro J – *The Official Guide to the Diploma in Hair and Beauty at Higher Level* (Cengage Learning, 2009) ISBN 9781408017616

Hatton P – *Hygiene for Hairdressers and Beauty Therapists, 3rd Edition* (Addison Wesley Longman, 1998) ISBN 9780582322608

Hiscock J and Lovett F – *Level 2 (NVQ/SVQ) Beauty Therapy, 3rd Edition* (Heinemann, 2010) ISBN 9780435026578

Palmer L, Perkins N – *Level 2 (NVQ/SVQ) Diploma in Hairdressing and Barbering: Candidate Handbook* (Heinemann, 2009) ISBN 9780435468507

Journals

Habia News (Seed Publishing Limited)

Hairdressers Journal International (Reed Business Information)

Health and Beauty Salon Magazine (Reed Business Information)

Websites *(Relevant websites applicable to learner's home country)*

www.habia.org Habia, the Standards Setting Body for the hair and beauty sector

www.hsegov.uk Health and Safety Executive

www.professionalbeauty.co.uk Professional Beauty

www.the-nhf.org National Hairdressers Federation

Unit 2: Client Care and Communication in Beauty-related Industries

Level: **SRF Level 2**

Notional Learning Hours: **20**

Unit value: **2**

SRF unit code: **30918H**

This unit is internally assessed

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 beauty-related industries. Learners will develop their communication skills to deal with enquiries, retail, consultation, complaints and all forms of client care.

Unit introduction

Client care and communication are important in beauty-related industries. Good client care is essential to ensure clients return to the salon and that the salon/business has a good reputation.

This unit will enable learners to develop the client care and communication skills needed within the beauty-related industries. They will explore forms and methods of communication and the various techniques that can be used in different situations, such as carrying out consultations for treatments/services, giving retail advice or referring complaints.

Learners need to appreciate the legislation that applies to gathering clients' personal information and the importance of confidentiality. They will investigate the importance of effective communication in identifying client needs and expectations, and how this impacts on the ability to give clients clear advice and recommendations on retail products and treatments.

Learners will develop an understanding of the importance of gaining feedback from customers on client care and this unit will encourage learners to respond constructively to positive and negative feedback and encourage personal development. Learners will investigate the types of complaints clients make and the relevant legislation, as well as ways of resolving client complaints.

In this unit learners will develop essential skills and knowledge that will enable them to progress to other units which involve dealing with clients. It is recommended that this unit is delivered early on in the course.

Outcomes of learning

On completion of this unit a learner should:

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

Assessment and grading grid

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

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 use effective communication techniques	M1 compare the different communication and consultation techniques used with clients	D1 assess the suitability of different communication and consultation techniques used with clients
P2 use client consultation techniques to identify treatment objectives		
P3 provide the client with clear advice and recommendations		
P4 outline different forms of communication used to deal with clients		
P5 describe how to use consultation techniques to identify treatment objectives		
P6 state the importance of using effective communication to identify client needs and expectations		
P7 describe the term 'personal space'		
P8 state the importance of providing the client with clear advice and recommendations		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P9 maintain client confidentiality in accordance with legislation	M2 assess client care provided to clients.	D2 evaluate client care provided to clients.
P10 gain feedback from clients on client care		
P11 respond to feedback in a constructive way		
P12 refer client complaints to the relevant person		
P13 assist in client complaints being resolved		
P14 describe client confidentiality in line with principles of data protection		
P15 explain the importance of communication techniques to support retail opportunities		
P16 state the importance of client feedback and responding constructively		
P17 outline how to refer and assist in client complaints.		

Unit content

1 Be able to communicate with clients

Communication:

- use of effective communication techniques
- verbal communication forms (speaking, listening, open/closed questions)
- non-verbal communication forms (body language)
- written communication forms, e.g. email, letters
- importance of using effective communication (identify client needs and expectations).

Consultation:

- use of client consultation techniques to identify treatment objectives (questioning, use of open/closed questions, visual, manual examination, reference to client records, recognise and respect a client's 'personal space'); provide client with clear advice and recommendations and importance of doing so, e.g. benefits to the business.

2 Be able to provide client care

Maintain client confidentiality:

- comply with principles of data protection; storage of records, paper based, electronic, not sharing information).

Client care:

- consultations
- treatments
- advice
- enquiries and complaints
- retail
- importance of communication techniques to support retail opportunities.

Client feedback:

- methods of gaining feedback, e.g. questionnaires, feedback sheets, comments book
- respond constructively to feedback
- importance of client feedback and responding constructively, e.g. identifying personal development/training needs, retain clients, maintain reputation, business growth, identify weakness/strengths.

Client complaints:

- types of complaints, e.g. poor quality service, financial disputes, unprofessional attitude; referring complaints (complaints procedure, relevant persons)
- assisting in resolving complaints (relevant legislation/regulations in home country).

Information for tutors

Essential requirements

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment. Learners would also benefit from having exposure to a range of clients, with different treatment objectives, to prepare them for the world of work.

Employer engagement and vocational contexts

Centres are encouraged to develop links with employers in the hair and beauty sector and related industries, such as retailers, department stores and health clubs, so learners can gain an awareness of the importance of meeting client needs and expectations. Guest talks by industry professionals on the importance of customer care and communication would also benefit learners.

Delivery guidance

This unit should be delivered in a Realistic Learning Environment (RLE). The word 'client' can be related to friends and peers and does not mean that treatments need to be carried out on paying clients or within commercial timescales.

Centres must adhere to the restrictions outlined by Habia, regarding activities which are unsuitable for learners aged under 16 years to undertake.

Delivery of this unit should be as practical as possible to engage and motivate learners. Tutors are advised to use a variety of delivery methods to enable learners to develop the skills and techniques required when dealing with all aspects of client care. This unit is suitable for co-delivery with any of the units which involve interacting with clients, such as *Unit 4: Provide Facial Skincare*.

Tutors can use a variety of delivery methods when exploring the different forms of communication and client care, including observation of reception areas via webcams or inviting guest speakers from the beauty therapy industry. Demonstrations or observations, and comparisons of effective and ineffective communication, can provide a basis for role play and group discussions will enable learners to draw on their personal experiences. The wide range of possible client scenarios provides a varied scope for discussions.

Learners must be taught how to identify client needs and expectations through the consultation process, the importance of body language and its role in effective communication and client care and the importance of respecting clients' personal space. Learners must also be taught the relevant legislation related to handling personal information.

Tutors should explore with learners the reasons for providing advice and recommendations for clients. Learners should be taught the techniques used to identify retail opportunities and should be able to practise these techniques. They should understand that poor communication and consultation would adversely affect the success of a business.

Learners must be introduced to the different methods used to gather client feedback. Learners could then implement these methods, for example, questionnaires and feedback sheets, and explore the effectiveness of each. Learners could gather feedback on client care they provided, or that provided by

another learner. It would be of most benefit if learners obtained feedback on their own ability to provide client care, as this will enable them to identify personal strengths and weaknesses which they could then address.

Learners should be introduced to the different types of feedback and complaints commonly made by clients and explore the possible reasons for them. Learners may have their own personal experiences of being clients in the hair and beauty sector, which they could draw on. It is important that learners are taught the relevant legislation concerning client complaints, suggested ways of referring complaints and that they develop the skills needed to assist in handling them.

Learners must understand the importance of responding to feedback in a positive and constructive way. Learners could practise giving and receiving feedback in a role play to help to develop their communication skills, and give them experience of different scenarios.

Learners should have the opportunity to practise their communication skills in a variety of settings to gain the required confidence to enter employment. It is worth stressing to learners that the communication skills gained in this unit are transferable to and valued in other sectors.

Outline learning plan

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

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

Topic and suggested assignments/activities/assessment
Tutor introduction to unit and programme of assignments.
Tutor introduces assignment briefs 1 and 2.
<p>Communication and consultation techniques.</p> <p>Reasons for providing advice and recommendations using the internet, libraries, videos, role play and group discussions, practical development of skills.</p> <p>Forms of communication.</p> <p>Consultation techniques.</p> <p>Personal space.</p> <p>Client confidentiality.</p> <p>Importance of effective communication in identifying treatment objectives.</p> <p>Identifying client aims and expectations.</p> <p>Providing advice and recommendations.</p>
Assignment 1: Client Consultation (P1, P2, P3, P9)
<p>Assignment 2: Communication and Consultation (P4, P5, P6, P7, P8, P14, P15, M1, D1)</p> <p>Summative exercise on communication and consultation techniques used with clients.</p>

Topic and suggested assignments/activities/assessment
Assignment 3: Client Care and Complaints (P16, P17, M2, D2) Tutor introduces assignment brief.
Key areas of client care using video, observation, role play, internet and group discussions. Methods of gaining client feedback using the internet, libraries, questionnaires, video and group discussions. Importance of feedback. Responding constructively. Types of client complaints. Referring complaints. Relevant legislation.
Assignment workshop(s).
Assignment 4: Client Feedback (P10, P11, P12, P13) Gathering and responding to feedback, assisting in complaints being resolving
Tutor recap of unit, using games and quizzes as memory aids.

Assessment guidance

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

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment and grading criteria in mind. Assessment of this unit can be through a portfolio of evidence, consisting of assignments that cover the assessment and grading criteria. Centres should either devise their own assignments or adapt Pearson assignments where available.

Learners can achieve P4, P5, P6, P7, P8, P14, P15, M1 and D1 by producing a report exploring communication forms/techniques and consultation techniques, the importance of effective communication, what is meant by 'personal space', the provision of clear advice and recommendations to clients, client confidentiality and the importance of communication techniques to support retail opportunities. This could be a useful summative exercise completed towards the end of the delivery of or halfway through delivery of the unit.

For P1, P2, P3 and P9, learners must carry out a client consultation, providing advice and recommendations whilst also maintaining client confidentiality. This could be achieved in conjunction with one of the units which involve the provision of beauty therapy treatments and necessitate a client consultation being carried out. Learners must be observed by the assessor, and a witness testimony provided as evidence.

Learners could achieve P16 and P17 in various ways, such as through short-answer questions or by creating a poster for new starters about how to deal with client complaints. M2 and D2 require learners to actually assess and evaluate client care provided.

To achieve P10, P11, P12 and P13, learners must gather and respond to feedback from clients, and assist in resolving complaints in the salon/RLE. Learners could be observed over a period of time in the salon/RLE or, alternatively, simulation could be used in situations where no complaints have been made. The practical observation of learners must be evidenced with a witness testimony. Completed questionnaires and surveys would provide supplementary evidence.

Signed witness testimonies and observation records must be retained for verification purposes.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P9	Client Consultation	Perform a client consultation for a beauty therapy treatment.	Practical observation, with a signed witness testimony.
P4, P5, P6, P7, P8, P14, P15, M1, D1	Communication and Consultation	Report on communication and consultation techniques used with clients.	Written report with diagrams/pictures.
P10, P11, P12, P13	Client Feedback	Gather feedback from clients on client care provided in the salon/RLE, respond to feedback and assist in resolving complaints.	Practical observation (or simulation where necessary), with a signed witness testimony. Completed surveys as supplementary evidence.
P16, P17, M2, D2	Client Care and Complaints	Create a poster guide for new starters on client complaints procedures.	A4 poster.

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

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

Level 1	Level2	Level 3
Presenting a Professional Image in a Salon	Working in Beauty-related Industries	Client Care and Communication in Beauty-related Industries
	Promote Products and Services to Clients in a Salon	Promote and Sell Products and Services to Clients
	Client Consultation for Hair Services	

Suggested resources

Books

Cressy S – *Beauty Therapy Fact File, 5th Edition* (Heinemann, 2010)
ISBN 9780435451424

Hiscock J – *Level 2 (NVQ/SVQ) Diploma in Beauty Therapy Candidate Handbook*
(Heinemann, 2010) ISBN 9780435026578

Journals

Guild Gazette (Guild of Professional Beauty Therapists)

Habia News (Seed Publishing Limited)

Websites *(Relevant websites applicable to learner's home country)*

www.beautyguild.com/	Beauty Guild
www.businessballs.com/	Businessballs
Diploma in Hair and Beauty Studies	Diploma in Hair and Beauty Studies
www.habia.org/	Habia, the Standards Setting Body for the hair and beauty sector
www.professionalbeauty.co.uk	Professional Beauty

Unit 3: Promote Products and Services to Clients in a Salon

Level: **SRF Level 2**

Notional Learning Hours: **30**

Unit value: **3**

SRF unit code: **30919H**

This unit is internally assessed

Unit aim

This is a preparation for work unit which is based on capability and knowledge. This unit is about developing the skills and knowledge required to promote services and products in the salon.

This unit applies to hairdressing, beauty and barbering salons.

Unit introduction

The hair and beauty sector is very competitive and effective promotion is an important part of maintaining a strong and viable business. Retail skills are essential in the hair and beauty sector. In this unit learners will develop an understanding of the different approaches to promoting salon products and services, and have opportunities to be involved in this aspect of work. Learners will develop skills in effective questioning, recognising buying signals, interpreting body language and will appreciate the importance of using good communication skills. Above all, good product and service knowledge is essential to be able to promote products and services in the salon confidently.

This unit also appears in the Edexcel BTEC Level 2 Diploma in Hairdressing/Hairdressing Services.

Outcomes of learning

On completion of this unit a learner should:

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

Assessment and grading grid

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

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 establish the client's requirements	M1 use selling skills and processes to sell different products and services	D1 use selling skills and processes to sell different products and services to different clients
P2 introduce services and/or products to the client at the suitable time		
P3 give accurate and relevant information to the client		
P4 identify buying signals and interpret the client's intentions correctly		
P5 secure agreement with the client		
P6 close the sale		
P7 identify services and/or products to meet the requirements of the client		
P8 describe the benefits to the salon of promoting services and products to the client		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P9 describe the listening and questioning techniques used for promotion and selling	M2 explain the knowledge and skills used for making sales.	D2 compare the different selling skills and processes used in different situations.
P10 explain the terms 'features' and 'benefits' as applied to services or products		
P11 describe the principles of effective face-to-face communication		
P12 state the importance of effective personal presentation		
P13 state the importance of good product and service knowledge		
P14 describe how to interpret buying signals		
P15 outline the stages of the sale process		
P16 explain the legislation that affects the selling of services and products		
P17 describe methods of payment for services and products.		

Unit content

1 Be able to promote products and services to the client

Stages of sale process:

- establish client requirements and interpret their intentions
- questioning techniques
- identifying buying signals
- identifying services/products to meet client requirements
- introducing and describing products and services to clients at a suitable time
- giving accurate and relevant advice and information
- securing agreement with client
- closing the sale (payment methods).

Personal skills:

- effective communication skills (listening and questioning techniques, principles of effective face-to-face communication)
- effective personal presentation (importance)
- product and services knowledge (importance, 'features', 'benefits')
- interpreting buying signals.

Benefits to salon of promoting services and products:

- boosts salon income through sales
- creates a customer-focused experience
- increases reputation of salon
- builds client base; develops staff's product/service knowledge.

Legal considerations:

- relevant legislation/regulations in home country
- consumer protection
- sale of goods and services
- returns
- price regulations
- retail price regulations.

Information for tutors

Essential requirements

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment.

Employer engagement and vocational contexts

Learners would benefit from links to retailers in the hair and beauty sector. Visits to retailers, such as Boots and The Body Shop, and salons/town spas would give learners the opportunity to witness how employers in the sector promote their products and services.

Delivery guidance

This unit should be delivered in a Realistic Learning Environment (RLE). The word 'client' can be related to friends and peers and does not mean that treatments need to be carried out on paying clients or within commercial timescales. Centres must adhere to the restrictions outlined by Habia, which are unsuitable for learners aged under 16 years to undertake.

In this unit learners will gain an understanding of the principles and processes involved in promoting products and services to clients in a salon. This should be developed through a learner-centred approach with tutor support. Research activities and group discussions can be used to help learners understand selling techniques and the legal considerations that must be observed.

Role play is an important feature when delivering this unit as learners will need to practise developing their face-to-face communication skills, questioning techniques and their ability to recognise body language, until they are sufficiently confident to engage with clients.

Learners should then have access to a salon environment to develop these skills further. Knowledge of the legal regulations affecting the sale of goods, pricing regulations and consumer law should be demonstrated when practising advising clients about suitable products and services.

Outline learning plan

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

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

Topic and suggested assignments/activities/assessment
Tutor introduction to unit and programme of assignments.
Assignment 1: The Principles and Practice of Successful Promotions (P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, M2, D2)
Tutor introduces assignment brief
Principles of effective communication, effective questioning techniques, how to interpret body language, effective selling techniques, recognising buying signals – lectures, role play, group discussions. Promoting and selling – importance of effective personal presentation; stages of the sale process; payment methods. Product and services knowledge, features and benefits of products and services, payment methods – PowerPoint presentations, written tasks, question and answer sheets, role play activities, practice in a working salon/RLE, group work. Benefits of promoting products/services to salon/business, client and beauty therapist. Legal considerations – consumer protection; sale of goods and services; returns; trade descriptions, price regulations, retail price regulations – PowerPoint presentations, written tasks, question and answer sheets, role play activities.
Assignment workshop(s).
Assignment 2: Promotional Skills in the Salon (P1, P2, P3, P4, P5, P6, M1, D1)
Tutor introduces assignment brief
Meeting client needs – establishing client requirements; describing products and services; giving accurate advice/ information; gaining agreement; closing the sale. Personal skills – timing; selling skills; effective communication skills; effective listening and questioning techniques; effective personal presentation. Effective communication – meeting and greeting, face-to-face questioning skills, establishing needs, processing information, giving clear and accurate information, verbal and non-verbal signals, dealing with different client needs, recognising buying signals – video/DVDs, demonstrations, role play, group discussions.
Assignment workshop(s).
Assignment workshop(s).
Assignment 4: Client Feedback (P10, P11, P12, P13)
Gathering and responding to feedback, assisting in complaints being resolving
Review of unit – recap on topics using quizzes, work experience reports on observed salon practice.

Assessment guidance

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

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally related experiences, with tasks specifically designed with the assessment criteria in mind. Observation records should be used to provide evidence of how learners promoted products and services to clients in a salon and maintained a professional attitude. Reports or question and answer tasks could provide written evidence for the knowledge-based assessment and grading criteria.

P1, P2, P3, P4, P5, P6, M1, D1 require learners to promote products and services, which must be assessed through practical observation, and evidenced with a signed witness testimony. This can be achieved through promotional activities agreed with the tutor and the salon or Realistic Learning Environment (RLE). Evidence must show that learners listened to the client successfully, interpreted their requirements correctly, gave suitable advice and recommendations, gained client agreement and secured the sale. For M1 it is expected that the learner will promote a range of services and products offered by the salon and for D1 these skills must be demonstrated on various clients with different needs.

P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, M2, D2 require learners to demonstrate their knowledge of the key factors involved in the skills and techniques used to promote products and services to clients and the implications of consumer legislation. Tasks, including short-answer questions or reports, could be used to generate evidence for these criteria.

Signed witness testimonies and observation records must be retained for verification purposes.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, M1, D1	Promotional Skills in the Salon	Over a designated period of time, collect evidence of promoting a range of products and services successfully to clients.	Practical observation, with a signed witness testimony.
P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, M2, D2	The Principles and Practice of Successful Promotions	Produce a report describing and comparing the principles, practice and key factors involved in the skills and techniques used to promote products and services to clients, referring to the implications of consumer legislation.	Written report or questions and answers, recorded in written format.

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

This unit has links to the following NOS: G18 Promote additional services or products to clients. This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

Level 1	Level2	Level 3
Presenting a Professional Image in a Salon	Client Care and Communication in Beauty-related Industries	Promote and Sell Products and Services to Clients
	Display Stock to Promote Sales in a Salon	Marketing in the Hair and Beauty Sector

Suggested resources

Books

Goldsbro J and White E – *The Official Guide to the Diploma in Hair and Beauty at Higher Level* (Cengage Learning, 2009) ISBN 9781408017616

Hiscock J and Lovett F – *Beauty Therapy* (Heinemann, 2010) ISBN 9780435026578

Palmer L and Perkins N – *Hairdressing with Barbering units* (Heinemann, 2009) ISBN 9780435468507

Journals

Habia News (Seed Publishing Limited)

Health and Beauty Salon Magazine (Reed Business Information)

Hairdressers Journal International (Reed Business Information)

Websites *(Relevant websites applicable to learner's home country)*

www.habia.org Habia, the Standards Setting Body for the hair and beauty sector

www.professionalbeauty.co.uk Professional Beauty

www.the-nhf.org National Hairdressers Federation

Unit 4: Provide Facial Skincare

Level:	SRF Level 2
Notional Learning Hours:	70
Unit value:	7
SRF unit code:	30920H

This unit is internally assessed

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, including 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.

Unit introduction

Skincare is an essential part of a good grooming routine. A variety of different skills are involved when providing facial skincare treatments, which learners can apply to different treatment areas in the beauty therapy sector.

This unit introduces learners to the preparation techniques and practical skills required to provide facial skincare treatments. Learners will explore preparation procedures, including the correct selection of a range of products and materials for a facial skincare treatment. Emphasis is on learners devising a treatment plan to suit the individual client's needs.

Learners will develop organisational skills, appreciating the need to plan before starting the treatment, so that everything is within easy reach and the work area is set up correctly. Learners will have the opportunity to identify the main skin types, together with associated conditions, and develop the practical skills to perform facial skincare treatments to a professional standard. However, learners are not required to perform treatments within commercial service times. Treatments covered in this unit include skin exfoliation, methods for skin warming (hot towels), comedone extraction, manual massage procedures and mask therapy.

This unit gives learners an opportunity to develop professional skills, with an emphasis on following safe and hygienic working practices within the salon environment.

This unit also appears in the Edexcel BTEC Level 3 Diploma in Beauty Therapy.

Outcomes of learning

On completion of this unit a learner should:

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

Assessment and grading grid

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

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P1 prepare themselves, client and work area for facial skincare treatment</p>	<p>M1 explain the importance of preparation and pre-treatment activities for facial skincare treatments</p>	<p>D1 assess pre-treatment preparations for facial skincare treatments</p>
<p>P2 use suitable consultation techniques to identify treatment objectives</p>		
<p>P3 carry out a skin analysis</p>		
<p>P4 provide clear recommendations to the client</p>		
<p>P5 select products, tools and equipment to suit client treatment needs, skin types and conditions</p>		
<p>P6 describe salon requirements for preparing themselves, the client and work area</p>		
<p>P7 state the environmental conditions suitable for facial skincare treatments</p>		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P8 describe different consultation techniques used to identify treatment objectives		
P9 state the importance of carrying out a detailed skin analysis	M2 explain the knowledge and skills used for making sales.	D2 compare the different selling skills and processes used in different situations.
P10 describe how to select products, tools and equipment to suit client treatment needs, skin types and conditions		
P11 identify skin types, conditions and characteristics		
P12 describe the contraindications which prevent or restrict facial treatments		
P13 communicate and behave in a professional manner		
P14 follow health and safety working practices		
P15 position themselves and client correctly throughout the treatment		
P16 use products, tools, equipment and techniques to suit client's treatment needs, skin type and conditions		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P17 complete the treatment to the satisfaction of the client		
P18 record the results of the treatment		
P19 provide suitable aftercare advice		
P20 state how to communicate and behave in a professional manner		
P21 describe health and safety working practices		
P22 state the importance of positioning themselves and the client correctly throughout the treatment		
P23 state the importance of using products, tools, equipment and techniques to suit client's treatment needs, skin type and conditions		
P24 describe how treatments can be adapted to suit client treatment needs, skin types and conditions		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P25 state the contractions that may occur during and following treatments and how to respond		
P26 state the importance of completing the treatment to the satisfaction of the client		
P27 state the importance of completing treatment records		
P28 state the aftercare advice that should be provided		
P29 describe the structure and functions of the skin	M3 explain how facial skincare treatments create the desired effects on the client's skin, muscles, bones, circulation and lymphatic system.	D3 evaluate facial skincare treatments create the desired effects on the client's skin, muscles, bones, circulation and lymphatic system.
P30 describe diseases and disorders of the skin		
P31 explain how natural ageing, lifestyle and environmental factors affect the condition of the skin and muscle tone		
P32 state the position and action of the muscles of the head, neck and shoulders		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P33 state the names and position of the bones of the head, neck and shoulders		
P34 describe the structure and function of the blood and lymphatic system for the head, neck and shoulders.		

Unit content

1 Be able to prepare for facial skincare treatments

Preparation:

- of therapist (personal hygiene/presentation, protective attire)
- of client (positioning, protective attire, gown/towel/headband, head/neck support, skin preparation)
- salon requirements.

Preparation of work area:

- environmental conditions, e.g. heating, lighting, ventilation, atmosphere
- salon requirements.

Client consultation:

- consultation techniques (questioning, visual, manual examination, reference to client records)
- treatment objectives
- skin analysis
- contraindications, e.g. skin diseases/disorders, eye infections, bruising, inflammation, erythema, recent scar tissue
- clear recommendations
- agree treatment plan
- client confidentiality.

Products:

- make-up remover
- cleansers
- exfoliants
- toners
- masks (setting, non-setting)
- moisturisers
- specialist products
- massage creams/oils.

Tools and equipment:

- cotton wool
- tissue
- hot towels
- facial sponges

- spatulas
- mask brushes.
- magnification lamp
- tools for post-16 learners only (comedone extractor).

Skin types, conditions and characteristics:

- types (normal, oily, dry, combination)
- conditions (sensitive, dehydrated, mature, congested, damaged)
- characteristics (texture, pigment, melanin, ethnicity).

2 Be able to provide facial skincare treatments

Communication and behaviour:

- professional manner
- communication (speaking, listening, body language, written)
- behaviour, e.g. polite, tactful, client rapport
- awareness of limits of own authority/responsibility, e.g. follow instructions.

Health and safety working practices:

- relevant legislation/regulations in home country
- sterilisation and sanitation methods
- safe use of tools and equipment
- Personal Protective Equipment (PPE)
- waste disposal.

Facial skincare treatment:

- positioning of therapist and client
- use of products, tools, equipment and techniques to suit client
- cleansing
- exfoliation
- skin warming methods
- comedone extraction
- massage
- mask therapy
- toning
- moisturising
- ways of adapting treatments
- complete treatment to client's satisfaction
- record results
- contra-actions and response, e.g. redness, allergic reaction

Aftercare advice:

- homecare (ways to avoid contra-actions, skincare routine)
- retail opportunities (products/ future services).

Anatomy and physiology:

- structure and functions of the skin
- skin diseases and disorders, e.g. eczema, contact dermatitis
- muscles and bones of the head, neck and shoulders, structure and function of blood
- structure and function of lymphatic system
- effect of natural ageing, lifestyle and environmental factors on skin condition, muscle tone, e.g. smoking, diet, neglect
- benefits of facial skincare on anatomy and physiology, e.g. clearer skin, soft skin, improved muscle tone.

Information for tutors

Essential requirements

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment. Learners will also require access to products, tools and equipment suitable for providing facial skincare treatments.

Employer engagement and vocational contexts

Centres are encouraged to develop links with product houses. Inviting guest speakers from the sector, such as facialists, would benefit learners.

Delivery guidance

This unit should be delivered in a Realistic Learning Environment (RLE). The word 'client' can be related to friends and peers and does not mean that treatments need to be carried out on paying clients or within commercial timescales. Centres must adhere to the restrictions outlined by Habia, regarding activities which are unsuitable for learners aged under 16 years to undertake. Please note that for learners aged under 16 years of age client contact is restricted to the following areas: head, neck and shoulders to the clavicle and scapula.

Delivery of this unit should be a combination of practical and theory activities. Tutors are advised to use a variety of different delivery methods to engage and motivate learners. Tutors must start by demonstrating the fundamental skills in facial skincare, before progressing onto the more advanced technical skills. This should include practical demonstrations of cleansing procedures, visual skin analyses, manual massage techniques, mask applications, toning and moisturising methods.

Tutors must ensure that learners develop proficiency and accuracy in the skills involved in each stage of facial skincare treatments, as these skills are essential for many other beauty therapy treatments including massage, body therapy and holistic therapy. Delivering this unit through a practical 'hands-on' approach is vital to enable learners to gain experience of dealing with clients, selecting products and using tools and equipment which will benefit them in the workplace.

Learners should be given the opportunity to work with the relevant tools, materials and equipment. While working on clients, learners should follow all relevant safety precautions and demonstrate sound product knowledge by discussing and selecting the correct products to suit the client's requirements.

Learners should be taught to adopt a professional manner when liaising with clients and colleagues. Communication skills and professional behaviour are essential when offering skincare treatments. Listening to the client and discussing and agreeing a plan is vital to ensure the client has a relaxing and beneficial skincare treatment.

Tutors must also deliver the theoretical content to reinforce learners' underpinning knowledge of the practical procedures. Lectures, seminars, group discussions and presentations could focus on key elements of pre- and post-treatment procedures, health and safety and product knowledge.

Learners must understand the relevant advice given to clients, including contraindications, contra-actions, aftercare and homecare advice. Learners must also gain knowledge of the relevant anatomy and physiology. This could be achieved using a case study approach, exploring the benefits for and effects of facial skincare treatments on clients, so learners could witness some of the effects first hand.

The internet, videos, DVDs, trade publications, trade exhibitions and guest speakers could introduce learners to the latest developments in facial skincare and give them a taste of the beauty therapy industry. Learners should be actively encouraged to research and investigate facial skincare and discuss their findings with the rest of the group. Visiting a salon/spa will give learners the opportunity to experience having a facial treatment and learn about the important aspects of client care.

Outline learning plan

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

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

Topic and suggested assignments/activities/assessment
Tutor introduction to unit and programme of assignments.
Assignment 1: Facial Skincare Treatments (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, M1, M2, D1, D2)
Tutor introduces assignment brief.
Professional ways of behaving and communicating, health and safety working practices and salon requirements. Pre-treatment procedures. Preparation (of therapist, client, work area). Consultation techniques, including skin analysis, contra-indications, recommendations (demonstrations, role play). Products, tools and equipment. Client treatment needs/objectives. Skin types, conditions and characteristics. Facial skincare treatment workshops led by tutor demonstrations. Positioning. Techniques (cleansing, manual massage, mask application, toning and moisturising). Adapting treatments to suit different client needs and skin types, e.g. oily, dry, normal, combination. Client satisfaction. Post-treatment procedures. Recording results. Aftercare advice (homecare, retail opportunities), contra-actions.

Topic and suggested assignments/activities/assessment
Assignment 2: Anatomy and Physiology (P29, P30, P31, P32, P33, P34, M3, D3) Tutor introduces the assignment brief
Structure and function of skin. Skin diseases and disorders. Effect of natural ageing, lifestyle and environmental factors. Use of task sheets and diagrams/textbooks relating to muscles and bones of the head, neck and shoulders. Structure and function of blood, lymphatic system. Case study investigating benefits of facial skincare on anatomy and physiology
Tutor recap of unit, using games and quizzes as memory aids

Assessment guidance

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

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment and grading criteria in mind. This unit can be assessed through learners collating a portfolio of evidence. Centres can either devise their own assignments or adapt Edexcel assignments where available.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment and grading criteria, even across units where appropriate.

P1, P2, P3, P4, P5, P13, P14, P15, P16, P17, P18 and P19 require learners to prepare for and carry out facial skincare treatments safely for at least three different clients with varying needs, for example skin type and treatment objectives. This includes preparation of themselves, the client, work area, client consultation and post-treatment procedures, such as aftercare advice and recording results.

Learners should be assessed when they have developed sufficient skills in carrying out facial skincare, following practice and feedback during unit delivery. It is essential that learners communicate and behave professionally when performing their treatments. These treatments should be observed by the assessor and evidenced with a witness testimony. Photographs of learners performing the treatment could be supplementary evidence.

To achieve P6, P7, P8, P9, P10, P11, P12, P20, P21, P22, P23, P24, P25, P26, P27, P28, which assess knowledge and understanding of the underpinning theory associated with providing facial skincare treatments, learners could answer short written or oral questions (accompanied by a written transcript). Alternatively, learners could produce a summary account of the treatments they provided to clients.

P29, P30, P31, P32, P33, P34, M3, D3 assess learners' knowledge and understanding of basic dermatology, anatomy and physiology. This could be achieved via short answer questions, either written or oral, accompanied by a

written transcript. For P32 and P33, learners could label or annotate diagrams of relevant anatomy and physiology. However, learners' ability to draw is not being assessed but their knowledge of the skeletal and muscular systems is. Alternatively, learners could use a case study to investigate the effects of facial skincare treatments, which could be linked to the treatments they provided as part of their practical assessment.

Signed witness testimonies or observation records must be retained for external verification purposes.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, M1, M2, D1, D2	Facial Skincare Treatments	Prepare for and perform facial skincare treatments on three different clients in a salon/RLE. Produce a report on the treatments carried out.	Practical observation, with signed witness testimony. Written report, including consultation and treatment outcome records.
P29, P30, P31, P32, P33, P34, M3, D3	Anatomy and Physiology	Having performed the practical facial skincare treatments, investigate the benefits of facial skincare on anatomy and physiology.	Written case study, with pictures and diagrams.

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

This unit has links to the following NOS: B4 Provide facial skincare treatment. This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

Level 1	Level2	Level 3
Skincare	Apply makeup	Provide Facial Electrotherapy Treatments
		Provide Body Electrotherapy Treatments
		Provide Body Massage
		Dermatology and Microbiology

Suggested resources

Books

Connor J, Harwood-Pearce V and Morgan K – *Anatomy and Physiology for Therapists* (Heinemann, 2006) ISBN 9780435449407

Hiscock J and Lovett F – *Beauty Therapy, 3rd Edition* (Heinemann, 2010) ISBN 9780435026578

Journals

Guild Gazette (Guild of Professional Beauty Therapists)

Habia News (Seed Publishing Limited)

Health and Beauty Salon Magazine (Reed Business Information)

Websites (*Relevant websites applicable to learner's home country*)

www.habia.org.uk

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

www.professionalbeauty.co.uk

Professional Beauty

Unit 5: Apply Makeup

Level:	SRF Level 2
Notional Learning Hours:	50
Unit value:	5
SRF unit code:	30921H

This unit is internally assessed

Unit aim

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

Unit introduction

In this unit learners will develop the knowledge, understanding and skills required for a popular area of work within beauty therapy – makeup application. Makeup treatments can be carried out on their own or as part of a special service, for example as part of a wedding package. Learners will appreciate the differences between day, evening and special occasion makeup.

Learners will explore key aspects of pre-treatment preparation procedures, including selecting products, cosmetics, tools and materials for makeup treatments. Learners will develop their organisational skills to plan the treatment and ensure all necessary tools, materials and products are within easy reach.

Learners will have the opportunity to identify the main skin types, structures and functions of the skin, in order to make suitable decisions when selecting products and cosmetics. They will also develop knowledge of the factors affecting the ageing process, and how to adapt makeup application techniques to enhance the facial characteristics of a range of clients.

This unit gives learners an opportunity to showcase their creative side, drawing on their artistic skills and techniques to apply makeup treatments. The unit also develops professional skills with an emphasis on following safe and hygienic working practices within the salon environment.

This unit also appears in the Pearson BTEC Level 3 Diploma in Beauty Therapy.

Outcomes of learning

On completion of this unit a learner should:

- 1 Be able to prepare for makeup
- 2 Be able to apply makeup.

Assessment and grading grid

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

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 prepare themselves, client and work area for makeup	M1 explain the importance of pre-treatment preparation and pre-treatment activities for makeup applications	D1 assess pre-treatment preparations for makeup applications
P2 use suitable consultation techniques to identify treatment objectives		
P3 carry out a skin analysis		
P4 provide clear recommendations to the client		
P5 select products, tools and equipment to suit client treatment needs, skin types and conditions		
P6 describe workplace requirements for preparing themselves, the client and work area		
P7 state the environmental conditions suitable for makeup		
P8 describe different consultation techniques used to identify treatment objectives		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P9 explain the importance of carrying out a detailed skin analysis		
P10 describe how to select products, tools and equipment to suit client treatment needs, skin types and conditions		
P11 describe how to identify skin types, conditions and characteristics		
P12 describe the contraindications which prevent or restrict makeup application		
P13 communicate and behave in a professional manner		
P14 follow health and safety working practices		
P15 position themselves and client correctly throughout the treatment		
P16 use products, tools, equipment and techniques to suit clients' treatment needs, skin type and conditions		
P17 complete the treatment to the satisfaction of the client to suit a range of occasions		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P18 record the results of the treatment		
P19 provide suitable aftercare advice		
P20 state how to communicate and behave in a professional manner		
P21 describe health and safety working practices		
P22 state the importance of positioning themselves and the client correctly throughout the treatment		
P23 state the importance of using products, tools, equipment and techniques to suit client's treatment needs, skin type and conditions	M2 explain the suitability of selected products, tools, equipment, techniques and aftercare advice for three different clients	D2 compare the suitability of products, tools, equipment, techniques and aftercare advice for three different clients
P24 explain how to use corrective methods to suit client treatment needs, skin types and conditions		
P25 state the contra-actions that may occur during and following treatments and how to respond		
P26 state the importance of completing the treatment to the satisfaction of the client		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P27 state the importance of completing treatment records		
P28 state the aftercare advice that should be provided		
P29 describe the structure and functions of the skin	M3 explain ways in which makeup can benefit the client's skin and appearance.	D3 assess the benefits of makeup to the client's skin and appearance.
P30 describe diseases and disorders of the skin		
P31 explain how natural ageing, lifestyle and environmental factors affect the condition of the skin and muscle tone		
P32 state the position and action of the muscles of the head, neck and shoulders		
P33 state the names and position of the bones of the head, neck and shoulders		
P34 describe the structure and function of the blood and lymphatic system for the head, neck and shoulders.		

Unit content

1 Be able to prepare for makeup

Preparation:

- of themselves (personal presentation/hygiene, protective attire)
- of client (positioning, protective attire, gown/headband/sectioning clips, skin preparation)
- salon requirements.

Preparation of work area:

- environmental conditions, e.g. heating, lighting, ventilation, atmosphere
- salon requirements.

Client consultation:

- consultation techniques (questioning, visual, manual examination, reference to client records)
- treatment objectives
- skin analysis
- contra-indications, e.g. eczema, allergies
- clear recommendations
- agree treatment plan
- client confidentiality.

Products, tools and equipment:

- foundation, e.g. liquid, cream/oil based, mousse, all-in-one
- powder; blusher, e.g. cream, powder
- eyeshadow, e.g. cream or powder; eyeliner, e.g. pencil or liquid
- mascara
- lipstick; lip gloss
- brushes; palettes; sponges
- mirror
- sharpener
- cotton buds.

Skin types, conditions and characteristics:

- types (normal, oily, dry, combination)
- conditions (sensitive, dehydrated, mature, congested, damaged)
- characteristics (texture, pigment, melanin, ethnicity).

2 Be able to apply make-up

Communication and behaviour:

- professional manner
- communication (speaking, listening, body language, written)
- behaviour, e.g. polite, tactful, client rapport; awareness of limits of own authority/responsibility, e.g. follow instructions.

Health and safety working practices:

- relevant legislation/regulations in home country
- sterilisation and sanitation methods
- safe use of tools and equipment
- Personal Protective Equipment (PPE)
- waste disposal.

Makeup application:

- positioning of therapist and client
- use of products, tools, equipment and techniques to suit client
- corrective methods (highlight, shade, define); adapting techniques to suit client
- complete treatment to client's satisfaction; record results
- contra-actions and response (watery eyes, erythema, itching, inflammation).

Occasions:

- day
- evening
- special occasion look.

Aftercare advice:

- homecare (ways to avoid contra-actions, removal techniques, recreating the look)
- retail opportunities (products/future services).

Anatomy and physiology:

- structure and functions of the skin
- skin diseases and disorders, e.g. eczema, contact dermatitis
- effect of natural ageing, lifestyle and environmental factors on skin, muscle tone, e.g. smoking, diet, neglect
- position and action of muscles of head, neck and shoulders
- bones of the head, neck and shoulders; structure and function of blood
- structure and function of lymphatic system; benefits of makeup for client's skin and appearance.

Information for tutors

Essential requirements

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment. Learners also require access to products, tools and equipment suitable for carrying out makeup applications.

Employer engagement and vocational contexts

Centres are encouraged to develop links with makeup professionals and concessions in department stores. Inviting guest speakers from the sector would also benefit the learner.

Delivery guidance

This unit should be delivered in a Realistic Learning Environment (RLE). The word 'client' can be related to friends and peers and does not mean treatments need to be carried out on paying clients or within commercial timescales. Centres must adhere to the restrictions outlined by Habia, regarding activities which are unsuitable for learners aged under 16 years to undertake.

Delivery of this unit should be mostly practical using a variety of delivery methods to stimulate, engage and motivate learners. Tutors are encouraged to demonstrate creative techniques and artistic skills.

Tutors could use role-play exercises to enable learners to practise consultation techniques (visual, manual, questioning, referring to client records) and other pre-treatment procedures. Learners should be given the opportunity to work with the relevant tools, materials and equipment. While working on clients, learners should follow all relevant safety precautions and demonstrate sound product knowledge by discussing and selecting the correct products to suit the client's requirements.

Learners must also be taught the underpinning theoretical elements regarding makeup application. This could be through a series of workshops, tasks and activities focusing on, for example, day, evening and special occasion makeup, corrective techniques, health and safety, anatomy and physiology, basic dermatology, contra-indications and contra-actions.

It is important that learners appreciate that makeup application is a highly personalised service, and that the client's individual requirements are paramount. Learners need to put the client's requirements and treatment objectives before their own personal preferences, so that clients do not feel self-conscious with the end result. Sometimes a 'less is more' approach should be taken towards makeup application, depending on the client and their needs.

It is essential that learners practise their makeup application skills at every opportunity, either on themselves, peers, friends or family, so they have experience of meeting different client requirements. This unit gives learners the opportunity to demonstrate their creative side, experimenting with different makeup looks and techniques.

Learners should adopt a professional manner when liaising with clients and colleagues. Communication skills and professional behaviour are essential in service industries such as beauty therapy. Listening to the client, discussing and agreeing a treatment plan and providing aftercare advice are essential to a successful treatment.

Learners should be actively encouraged to research and investigate concepts of makeup and the latest developments in product ranges, and be given opportunities to present and discuss their findings to the rest of the group.

This unit could co-delivered with *Unit 4: Provide Facial Skincare*, and learners could apply makeup to clients following facial skincare treatments.

Outline learning plan

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

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

Topic and suggested assignments/activities/assessment
Tutor introduction to unit and programme of assignments.
<p>Assignment 1: makeup Applications (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, M1, M2, D1, D2)</p> <p>Tutor introduces assignment brief.</p>
<p>Professional ways of behaving and communicating, health and safety working practices and salon requirements.</p> <p>Pre-treatment procedures.</p> <p>Preparation (of therapist, client, work area).</p> <p>Consultation techniques, including skin analysis, contra-indications, recommendations (demonstrations, role play).</p> <p>Products, tools and equipment.</p> <p>Client treatment needs/objectives.</p> <p>Skin types, conditions and characteristics.</p> <p>Makeup workshops led by tutor demonstrations.</p> <p>Positioning.</p> <p>Techniques to enhance facial characteristics, e.g. corrective techniques.</p> <p>Adapting treatments to suit different client needs (for example skin type/condition/ characteristics/facial features) and occasions, e.g. day, evening, special.</p> <p>Client satisfaction.</p> <p>Post-treatment procedures.</p> <p>Recording results.</p> <p>Aftercare advice (homecare, retail opportunities), contra-actions.</p>
Assignment workshop(s)

Topic and suggested assignments/activities/assessment
Assignment 2: Anatomy and Physiology (P29, P30, P31, P32, P33, P34, M3, D3) Tutor introduces the assignment brief
Structure and function of the skin. Skin diseases and disorders. Effect of natural ageing, lifestyle and environmental factors. Use of task sheets and diagrams/textbooks relating to muscles and bones of the head, neck and shoulders. Structure and function of blood, lymphatic system for head, neck and shoulders. Ways in which makeup is beneficial to client's skin and appearance.
Assignment workshop(s).
Tutor recap of unit, using games and quizzes as memory aids

Assessment guidance

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

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally- related experiences, with tasks specifically designed with the assessment criteria in mind. This unit can be assessed through learners collating a portfolio of evidence. Centres can either devise their own assignments or adapt Pearson assignments where available.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment and grading criteria, even across units where appropriate.

P1, P2, P3, P4, P5, P9, P10, P11, P13, P14, P15, P16, P17, P18 and P19 require learners to prepare for and carry out makeup applications for three different clients safely. These applications must include day, evening and special occasion make-up. This includes the preparation of themselves, the client, work area, client consultation and post-treatment procedures, such as aftercare advice and recording results.

Learners should be assessed when they have developed sufficient skills in carrying out makeup application, following practice and feedback during unit delivery. It is essential that learners communicate and behave professionally when performing their treatments. The makeup applications should be observed by the assessor and evidenced with a witness testimony. Photographs of learners performing the treatment, before and after photographs could be supplementary evidence.

P6, P7, P8, P9, P10, P11, P12, P20, P21, P22, P23, P24, P25, P26, P27, P28, M1, M2, D1, D2 assess knowledge and understanding of the underpinning theory associated with preparing for and performing makeup applications, learners could answer short written or oral questions (accompanied by a written transcript). Alternatively, learners could produce a summary account of the treatments they provided to clients.

P29, P31, P32, P34, M3, D3 assess learners' knowledge and understanding of basic dermatology, anatomy and physiology. This could be achieved via short answer questions, either written or oral accompanied by a written transcript. For P32 and P33, learners could label or annotate diagrams of relevant anatomy and physiology. Learners could label diagrams provided by the tutor or draw their own. However, learners' ability to draw is not being assessed, but their knowledge of the skeletal and muscular systems.

Alternatively, learners could use a case study to investigate the benefits of make-up, which could be linked to the treatments they provided as part of their practical assessment.

Signed witness testimonies and observation records must be retained for verification purposes.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, M1, M2, D1, D2	Makeup Applications	Prepare for and perform makeup applications on three different clients in a salon/RLE. This should include day, evening and special occasion makeup. Produce a report on the treatments carried out.	Practical observation, with signed witness testimony. Written report.
P29, P30, P31, P32, P33, P34, M3, D3	Anatomy and Physiology	Having performed the practical makeup applications, investigate how makeup can improve the clients' skin and appearance.	Written case study, with pictures and diagrams.

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

This unit has links to the following NOS: B8 Provide makeup services. This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

Level 1	Level2	Level 3
Presenting a Professional Image in a Salon	Provide Facial Skincare	Makeup for Performers
Basic Makeup Application	Makeup for Performers	
	The Art of Photographic Makeup	

Suggested resources

Books

Connor J, Harwood-Pearce, V and Morgan K – *Anatomy and Physiology for Therapists* (Heinemann, 2006) ISBN 9780435449407

Hiscock J and Lovett F – *Beauty Therapy 3rd Edition* (Heinemann, 2010) ISBN 9780435026578

Journals

Guild Gazette (Guild of Professional Beauty Therapists)

Habia News (Seed Publishing Limited)

Health and Beauty Salon Magazine (Reed Business Information)

Websites *(Relevant websites applicable to learner's home country)*

www.habia.org.uk Habia, the Standards Setting Body for the hair and beauty sector

www.professionalbeauty.co.uk Professional Beauty

Unit 6: Provide Manicure Treatments

Level:	SRF Level 2
Notional Learning Hours:	50
Unit value:	5
SRF unit code:	30922H

This unit is internally assessed

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.

Unit introduction

The nail services industry has developed significantly over the last 10 years, with specialist nail bars opening in the high street and in department stores, enabling busy clients to have quick manicures, often without the need to make an appointment. This sudden growth in the nail services industry has led to an increased demand for nail technicians.

This unit will enable learners to develop the knowledge, understanding and skills needed to provide manicure treatments. Learners will also develop knowledge and understanding relating to skin conditions, disorders and diseases of the nail and skin, to help them perform treatments more effectively.

Learners will develop communication skills and understand the importance of using effective consultation techniques when carrying out a nail and skin analysis on clients, which will enable them to identify treatment needs.

On completion of this unit, learners should be able to perform manicure treatments to clients' satisfaction, communicate and behave in a professional manner, and follow health and safety working practices.

It is essential that centres adhere to the pre-16 restrictions set by Habia. Learners under 16 years of age will not be able to use the full range of manicure tools.

This unit also appears in the Pearson BTEC Level 3 Diploma in Beauty Therapy.

Outcomes of learning

On completion of this unit a learner should:

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

Assessment and grading grid

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

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P1 prepare themselves, client and work area for makeup</p>	<p>M1 explain the importance of pre-treatment preparation and pre-treatment activities for manicure treatments</p>	<p>D1 assess pre-treatment preparations for manicure treatments</p>
<p>P2 use suitable consultation techniques to identify treatment objectives</p>		
<p>P3 carry out a nail and skin analysis</p>		
<p>P4 provide clear recommendations to the client</p>		
<p>P5 select products, tools and equipment to suit client treatment needs, skin types and nail conditions</p>		
<p>P6 describe workplace requirements for preparing themselves, the client and work area</p>		
<p>P7 describe the environmental conditions suitable for manicure treatments</p>		
<p>P8 describe different consultation techniques used to identify treatment objectives</p>		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P9 explain the importance of carrying out a nail and skin analysis		
P10 describe how to select products, tools and equipment to suit client treatment needs, skin types and nail conditions		
P11 identify nail and skin conditions		
P12 describe the contraindications which prevent or restrict manicure treatments		
P13 communicate and behave in a professional manner		
P14 follow health and safety working practices		
P15 position themselves and client correctly throughout the treatment		
P16 use products, tools, equipment and techniques to suit clients' treatment needs, nail and skin conditions		
P17 complete the treatment to the satisfaction of the client		
P18 record the results of the treatment		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P19 provide suitable aftercare advice		
P20 state how to communicate and behave in a professional manner		
P21 describe health and safety working practices		
P22 state the importance of positioning themselves and the client correctly throughout the treatment		
P23 state the importance of using products, tools, equipment and techniques to suit client's treatment needs, nail and skin conditions	M2 explain the suitability of selected products, tools, equipment, techniques and aftercare advice for three different clients.	D2 compare the suitability of products, tools, equipment, techniques and aftercare advice for three different clients.
P24 describe how treatments can be adapted to suit client treatment needs, nail and skin conditions		
P25 describe the different massage techniques and their benefits		
P26 state the contra-actions that may occur during and following treatments and how to respond		
P27 state the importance of completing the treatment to the satisfaction of the client		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P28 state the importance of completing treatment records		
P29 state the aftercare advice that should be provided		
P30 describe diseases and disorders of the nail and skin.		

Unit content

1 Be able to prepare for manicure treatments

Preparation for treatment:

- of therapist (personal presentation/hygiene, protective attire)
- of client (positioning, removal of jewellery)
- salon requirements.

Preparation of work area:

- environmental conditions, e.g. heating, lighting, ventilation, atmosphere
- salon requirements.

Client consultation:

- consultation techniques (questioning, visual, manual, reference to client records)
- treatment objectives
- nail and skin analysis
- nail and skin conditions, e.g. bitten nails, eczema, brittle nails
- contra-indications (fungal infections, bacterial infections, viral infections, parasitic conditions, nail separation)
- clear recommendations
- agree treatment plan; client confidentiality.

Products, tools and equipment:

- products (cuticle cream/oil, buffing paste, cuticle remover, massage medium, hand mask, paraffin wax, exfoliators, warm oil, nail enamel remover, nail varnish/enamel/gel polish, base coat, top coat, nail hardener/strengthener, nail white pencil, quick dry spray)
- tools and equipment (emery board, thermal mitts, orange stick, nail buffer, 3-way buffer, nail brush, hoof stick, manicure bowl, towels, tissues, cotton wool, UV lamp)
- tools for use by post-16 learners only (cuticle knife, cuticle nipper, nail scissors).

Manicure finishes:

- dark polish
- French manicure
- Buffed
- gel polish
- other finishes.

2 Be able to provide manicure treatments

Communication and behaviour:

- professional manner
- communication (speaking, listening, body language, written)
- behaviour, e.g. polite, tactful, client rapport
- awareness of limits of own authority/responsibility, e.g. follow instructions.

Health and safety practices:

- relevant legislation/regulations in home country
- sterilisation and sanitation methods
- safe use of tools and equipment
- Personal Protective Equipment (PPE)
- waste disposal
- Nail Services Code of Practice.

Manicure treatment:

- positioning of manicurist and client
- use of products, tools, equipment and techniques to suit client
- ways of adapting treatments (male/female clients, nail shaping techniques, client requirements such as choice of finish)
- massage techniques and benefits (effleurage, petrissage, tapotement)
- contra-actions and response, e.g. hypersensitivity
- complete treatment to client satisfaction
- record results.

Aftercare advice:

- homecare (ways to avoid contra-actions, maintaining health/appearance of nails)
- retail opportunities (products, future services).

Anatomy and physiology:

- structure and function of nails
- structure and function of skin
- diseases and disorders of nail and skin, e.g. ringworm, brittle nails, eczema, dermatitis
- structure and function of muscles of lower arm and hand
- structure and function of lower arm and hand bones
- structure and function of arteries and veins of arm and hand
- structure and function of the lymphatic vessels of the arm and hand
- benefits of treatment on anatomy and physiology, e.g. improved blood circulation and associated effects, soft skin.

Information for tutors

Essential requirements

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment. Learners will also require access to products, tools and equipment suitable for providing manicure treatments.

Employer engagement and vocational contexts

Visit to nail exhibitions and competitions, with demonstrations by professionals, and a wide range of products, tools and equipment would be beneficial to learners.

Centres are encouraged to develop links with nail bars and also invite guest-speakers and professionals from the nail services industry.

Delivery guidance

This unit should be delivered in a Realistic Learning Environment (RLE). The word 'client' can be related to friends and peers and does not mean treatments need to be carried out on paying clients or within commercial timescales. Centres must adhere to the restrictions outlined by Habia, regarding activities which are unsuitable for learners aged under 16 years to undertake.

This unit is intended to develop learners' knowledge, understanding and skills required for the preparation and application of manicure treatments. Delivery should be mainly practical to engage and motivate learners. This could be supported by a work placement in a nail bar or beauty salon. Tutors can use a variety of delivery methods when delivering the underpinning knowledge for this unit.

Learners should be introduced to the different hand and nail treatments available, including paraffin wax, hand masks, thermal mitts, exfoliators and warm oils. Learners could be given the opportunity of experiencing a hand and nail treatment first-hand, or draw on the experience of treatments they may have had. Tutors need to demonstrate the different massage techniques used on the hand and arm. Learners should have the opportunity to practise carrying out consultations and using manicure skills with various clients, so that they can appreciate differing client requirements and how to adapt treatments to suit them. This unit can be a popular choice for learners, who should be encouraged to practise and develop their skills at every opportunity on friends, family and themselves.

It is essential that learners are taught about the associated health and safety practices used in the salon, for example the safe use of tools and equipment. Learners aged under 16 years of age are not allowed to use the full range of tools and equipment, for example a cuticle knife, cuticle nipper, nail scissors.

In order to perform manicure treatments safely, learners will also need to know about the various conditions, diseases and disorders that may affect the nail and skin, including contra-indications which could prevent or restrict a treatment and contra-actions which may result from a treatment. Learners need to conduct a skin and nail analysis and perform client consultations to identify treatment objectives.

Learners should be encouraged to adopt a professional manner when communicating with clients and colleagues. This is an essential skill that will benefit learners in employment within the beauty therapy or nail services industry, where the client-therapist relationship is of paramount importance. It will also be useful if they decide to enter another area of employment.

The importance of providing suitable aftercare advice to clients should be stressed. Learners should use aftercare advice as an opportunity not to just advise the client regarding homecare and maintenance, but also to sell.

It is essential that learners know the relevant anatomy and physiology to perform manicure treatments. This could be delivered through the use of diagrams, textbooks and quizzes.

This unit could be co-delivered with *Unit 7: Provide Pedicure Treatments*.

Outline learning plan

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

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

Topic and suggested assignments/activities/assessment
Tutor introduction to unit and programme of assignments.
Assignment 1: Manicure Treatments (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, M1, M2, D1, D2)
Tutor introduces assignment brief.
Professional ways of behaving and communicating, health and safety working practices and salon requirements. Pre-treatment procedures. Preparation (of therapist, client, work area). Consultation techniques, including skin analysis, contra-indications, recommendations (demonstrations, role play). Products, tools and equipment. Client treatment needs/objectives. Skin and nail conditions. Manicure workshops led by tutor demonstrations. Positioning. Massage techniques. Adapting treatments to suit different client needs (for example nail and skin conditions) and treatment objectives. Client satisfaction. Post-treatment procedures. Recording results. Aftercare advice (homecare, retail opportunities), contra-actions.
Assignment workshop(s)

Topic and suggested assignments/activities/assessment
Assignment 2: Anatomy and Physiology (P30, P31, P32, P33, P34, P35, M3, D3) Tutor introduces the assignment brief
Structure and functions of the nail and skin. Diseases and disorders of nail and skin. Use of task sheets and diagrams/textbooks, models, CD ROMs relating to structure and function of the muscles and bones of the lower arm and hand. Structure and function of the arteries and veins of the arm and hand. Structure and function of the lymphatic system of arm and hand. Benefits of manicure treatments on anatomy and physiology
Assignment workshop(s).
Tutor recap of unit, using games and quizzes as memory aids

Assessment guidance

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

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment and grading criteria in mind. This unit can be assessed through learners collating a portfolio of evidence. Centres can either devise their own assignments or adapt Edexcel assignments where available.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment and grading criteria, even across units where appropriate.

P1, P2, P3, P4, P5, P13, P14, P15, P16, P17, P18 and P19 require learners to prepare for and perform manicure treatments for at least three different clients with varying needs safely, for example skin type and treatment objectives. Manicure finishes must include buffed, French manicure and dark polish. This includes the preparation of themselves, the client, work area, client consultation and post-treatment procedures, such as aftercare advice and recording results.

Learners should be assessed when they have developed sufficient manicure skills, following practice and feedback during unit delivery. It is essential that learners communicate and behave professionally when performing their treatments. These treatments should be observed by the assessor and evidenced with a witness testimony. Photographs of learner performing the treatment, or the client's manicured nails could be supplementary evidence.

P6, P7, P8, P9, P10, P11, P12, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, M1, M2, D1 and D2 assess knowledge and understanding of the underpinning theory associated with providing manicure services, learners could either answer short written or oral questions (accompanied by a written transcript). Alternatively, learners could produce a summary account of the treatments they provided to clients.

P30, P31, P32, P33, P34, M3, D3 assess learners' knowledge and understanding of anatomy and physiology. This could be achieved via short-answer questions, either written or oral, accompanied by a written transcript. Learners can achieve P31,

P32, P33, P34, and P35 by labelling diagrams and describing the various functions for all listed structures. Alternatively, learners could use a case study investigating the benefits of manicures, which could be linked to the services they provided as part of their practical assessment.

Signed witness testimonies and observation records must be retained for verification purposes.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, M1, M2, D1, D2	Manicure Treatments	Prepare for and provide manicure treatments on three different clients, following health and safety practices. This must include buffed, French manicure and dark polish. Produce a report on the treatments provided.	Practical observation, with signed witness testimony. Written report, with pictures and diagrams.
P30, P31, P32, P33, P34, P35, M3, D3	Anatomy and Physiology	Having performed manicure treatments, investigate how manicure treatments create the desired effects on the client's skin, muscles, bones and circulation system.	Written report, with pictures, labelled diagrams.

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

This unit has links to the following NOS: N2 Provide manicure services. This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

Level 1	Level2	Level 3
Presenting a Professional Image in a Salon	Client Care and Communication in Beauty-related Industries	Apply and Maintain Nail Enhancement
Hand Care	Provide Pedicure Treatment	
	Provide Nail Art	

Suggested resources

Books

Cressy S – *Beauty Therapy Fact File 5th Edition* (Heinemann, 2010)
ISBN 9780435451424

Jefford J and Swain A – *The Encyclopaedia of Nails* (Thomson, 2002)
ISBN 9781861528360

Toselli L – *A Complete Guide to Manicure and Pedicure* (New Holland Publishers Ltd, 2005) ISBN 9781843308614

Journals

Guild Gazette (Guild of Professional Beauty Therapists)

Habia News (Seed Publishing Limited)

Professional Nails (International Nail Association)

Scratch Magazine (Seed Publishing Limited)

Websites *(Relevant websites applicable to learner's home country)*

www.beautyguild.com	Beauty Guild
www.habia.org	Habia, the Standards Setting Body for the hair and beauty sector
www.professionalbeauty.co.uk	Professional Beauty
www.scratchmagazine.co.uk	Scratch

Unit 7: Provide Pedicure Treatments

Level:	SRF Level 2
Notional Learning Hours:	50
Unit value:	5
SRF unit code:	30923H

This unit is internally assessed

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.

Unit introduction

The need for well-groomed feet, which are often on show in open-toed shoes, has increased the popularity of pedicures and they have now become a part of many people's beauty regime.

This unit will enable learners to explore pedicure techniques and develop their practical skills, as well as giving them the knowledge and understanding relating to pedicure treatments, including skin conditions, disorders and diseases of the nail and skin.

Learners will develop their communication skills and understand the importance of using effective consultation techniques when carrying out a nail and skin analysis on clients, which will enable them to identify treatment needs.

On completion of this unit, learners should be able to perform pedicure treatments to clients' satisfaction, by communicating and behaving in a professional manner and following health and safety working practices.

It is essential that centres adhere to the pre-16 restrictions set by Habia. Learners under 16 years of age will not be able to use the full range of pedicure tools.

Outcomes of learning

On completion of this unit a learner should:

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

Assessment and grading grid

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

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 prepare themselves, client and work area for pedicure treatment	M1 explain the importance of preparation and pre-treatment activities for pedicure treatments	D1 assess pre-treatment preparations for pedicure treatments
P2 use suitable consultation techniques to identify treatment objectives		
P3 carry out a nail and skin analysis		
P4 provide clear recommendations to the client		
P5 select products, tools and equipment to suit client treatment needs, skin types and nail conditions		
P6 describe workplace requirements for preparing themselves, the client and work area		
P7 describe the environmental conditions suitable for pedicure treatments		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P8 describe different consultation techniques used to identify treatment objectives		
P9 explain the importance of carrying out a detailed nail and skin analysis		
P10 describe how to select products, tools and equipment to suit client treatment needs, skin and nail conditions		
P11 identify nail and skin conditions		
P12 describe the contraindications which prevent or restrict pedicure treatments		
P13 communicate and behave in a professional manner		
P14 follow health and safety working practices		
P15 position themselves and client correctly throughout the treatment		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P16 use products, tools, equipment and techniques to suit client's treatment needs, nail and skin conditions		
P17 complete the treatment to the satisfaction of the client		
P18 record the results of the treatment		
P19 provide suitable aftercare advice		
P20 state how to communicate and behave in a professional manner		
P21 describe health and safety working practices		
P22 state the importance of positioning themselves and the client correctly throughout the treatment		
P23 state the importance of using products, tools, equipment and techniques to suit client's treatment needs, nail and skin conditions	M2 explain the suitability of selected products, tools, equipment, techniques and aftercare advice for three different clients	D2 compare the suitability of products, tools, equipment, techniques and aftercare advice for three different clients
P24 describe how treatments can be adapted to suit client treatment needs, nail and skin conditions		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P25 describe the different massage techniques and their benefits		
P26 state the contra- actions that may occur during and following treatments and how to respond		
P27 state the importance of completing the treatment to the satisfaction of the client		
P28 state the importance of completing treatment records		
P29 state the aftercare advice that should be provided		
P30 describe diseases and disorders of the nail and skin		
P31 describe the structure and functions of the nail and skin	M3 explain how pedicure treatments create the desired effects on the client's skin, nails, muscles, bones, and circulation system.	D3 evaluate how pedicure treatments create the desired effects on the client's skin, nails, muscles, bones, and circulation system.
P32 describe the structure and function of the muscles of the lower leg and foot		
P33 describe the structure and function of the bones of the lower leg and foot		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P34 describe the structure and function of the arteries and veins of the lower leg and foot		
P35 describe the structure and function of the lymphatic vessels of the lower leg and foot.		

Unit content

1 Be able to prepare for pedicure treatments

Preparation of pedicurist and client:

- of pedicurist (personal presentation/hygiene, protective attire)
- of client (positioning, removal of shoes/socks/jewellery)
- salon requirements.

Preparation of work area:

- environmental conditions, e.g. heating, lighting, ventilation, atmosphere
- salon requirements.

Client consultation:

- consultation techniques (questioning, visual, manual, reference to client records)
- treatment objectives
- nail and skin analysis
- nail and skin conditions, e.g. eczema, dermatitis, corn/callus, bunion
- contra-indications (fungal infections, bacterial infections, viral infections, parasitic conditions, nail separation, ingrowing nails, dermatitis, corn/callus, bunion)
- clear recommendations
- agree treatment plan
- client confidentiality.

Products, tools and equipment:

- products (cuticle cream/oil, buffing paste, cuticle remover, massage medium, nail enamel remover, exfoliators, paraffin wax, foot masks, nail varnish/enamel, base coat, top coat, gel polish, nail hardener/strengthener, quick dry spray)
- tools and equipment (emery board, orange stick, nail buffer, 3-way buffer, nail brush, hoof stick, pedicure bowl, towels, tissues, cotton wool, hard skin file, pumice stone, thermal boots, UV lamp)
- tools for use by post-16 learners only (cuticle knife, cuticle nipper, nail clippers).

Pedicure finishes:

- dark polish
- French manicure
- gel polish.

2 Be able to provide pedicure treatments

Communication and behaviour:

- communication (speaking, listening, body language, written)
- behaviour, e.g. polite, tactful, client rapport
- awareness of limits of own authority/responsibility, e.g. follow instructions.

Health and safety practices:

- relevant legislation/regulations in home country
- sterilisation and sanitation methods; safe use of tools and equipment;
- Personal Protective Equipment (PPE)
- waste disposal
- Nail Services Code of Practice.

Pedicure treatment:

- positioning of pedicurist and client
- use of products, tools, equipment, techniques to suit client
- ways of adapting treatments, e.g. choice of finish
- massage techniques and benefits (effleurage, petrissage, tapotement)
- contra-actions and response (redness, rash, irritation, swelling)
- complete treatment to client's satisfaction
- record results.

Aftercare advice:

- homecare (ways to avoid contra-actions, maintaining health and appearance of feet)
- retail opportunities (products, future services).

Anatomy and physiology:

- diseases and disorders of nail and skin, e.g. ringworm, brittle nails, eczema, dermatitis
- structure and function of nail
- structure and function of skin
- structure and function of lower leg and foot muscles
- structure and function of lower leg and foot bones
- structure and function of arteries and veins of lower leg and foot
- structure and function of lymphatic vessels of lower leg and foot
- benefits of treatment on anatomy and physiology, e.g. improved blood circulation and associated effects, soft skin.

Information for tutors

Essential requirements

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment. Learners will also require access to products, tools and equipment suitable for providing pedicure treatments.

Employer engagement and vocational contexts

Visit to nail exhibitions with demonstrations by professionals and a wide range of products, tools and equipment would be beneficial to learners.

Centres are encouraged to develop links with nail bars and beauty salons and also invite guest speakers and professionals from the nail services industry.

Delivery guidance

This unit should be delivered in a Realistic Learning Environment (RLE). The word 'client' can be related to friends and peers and does not mean that treatment needs to be carried out on paying clients or within commercial timescales. Centres must adhere to the restrictions outlined by Habia, regarding activities which are unsuitable for learners aged under 16 years to undertake.

This unit is intended to develop learners' knowledge, understanding and skills required for the preparation and application of pedicure treatments. Delivery of this unit should be mainly practical to engage and motivate learners. This could be supported by a work placement in a nail bar or beauty salon. Tutors can use a variety of delivery methods and aids when delivering the underpinning knowledge of this unit.

Learners should be introduced to the different foot and nail treatments available, including paraffin wax, foot masks, thermal boots and exfoliators. Learners could be given the opportunity of experiencing a foot and nail treatment first-hand, or draw on the experience of treatments they may have had. Tutors need to demonstrate the different massage techniques used on the lower leg and foot. Learners should have the opportunity to practise carrying out consultations and using skills with various clients, so that they can appreciate differing client requirements and how to adapt treatments to suit them. This unit can be a popular choice for learners, who should be encouraged to practise and develop their skills at every opportunity on friends, family and themselves.

It is essential that learners are taught about the associated health and safety practices used in the salon, for example the safe use of tools and equipment. Learners aged under 16 years of age are not allowed to use the full range of tools and equipment, for example a cuticle knife, cuticle nipper, nail scissors.

In order to perform pedicure treatments safely, learners will need to know about the various conditions, diseases and disorders that may affect the nail and skin, including contra-indications which could prevent or restrict a treatment and contra-actions which may result from a treatment. Learners need to conduct a skin and nail analysis and carry out client consultations to identify treatment objectives.

Learners should be encouraged to adopt a professional manner when communicating with clients and colleagues. This is an essential skill that will benefit learners in employment within the beauty therapy or nail services industry, where the client-therapist relationship is of paramount importance. It will also benefit them if they decide to enter another area of employment.

The importance of providing suitable aftercare advice to clients should be stressed. Learners should use aftercare advice as an opportunity not to just advise the client regarding homecare and maintenance, but to sell products or future services.

It is essential that learners know the relevant anatomy and physiology to perform pedicure treatments. This could be delivered using diagrams, textbooks and quizzes.

This unit could be co-delivered with Unit 6: Provide Manicure Treatments.

Outline learning plan

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

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

Topic and suggested assignments/activities/assessment
Tutor introduction to unit and programme of assignments.
Assignment 1: Pedicure Treatments (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, M1, M2, D1, D2)
Tutor introduces assignment brief.
Professional ways of behaving and communicating, health and safety working practices and salon requirements. Pre-treatment procedures. Preparation (of therapist, client, work area). Consultation techniques, including skin analysis, contra-indications, recommendations (demonstrations, role play). Products, tools and equipment. Client treatment needs/objectives. Skin and nail conditions. Manicure workshops led by tutor demonstrations. Positioning. Massage techniques. Adapting treatments to suit different client needs (for example nail and skin conditions) and treatment objectives. Client satisfaction. Post-treatment procedures. Recording results. Aftercare advice (homecare, retail opportunities), contra-actions
Assignment workshop(s)

Topic and suggested assignments/activities/assessment
Assignment 2: Anatomy and Physiology (P30, P31, P32, P33, P34, P35, M3, D3)
Tutor introduces the assignment brief
Structure and function of the nail and skin. Diseases and disorders of nail and skin. Use of task sheets and diagrams/textbooks, models, CD ROMs relating to structure and function of the muscles and bones of the lower leg and foot. Structure and function of the arteries and veins of the lower leg and foot. Lymphatic vessels. Benefits of pedicure treatments on anatomy and physiology.
Assignment workshop(s).
Tutor recap of unit, using games and quizzes as memory aids

Assessment guidance

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

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally- related experiences, with tasks specifically designed with the assessment and grading criteria in mind. This unit can be assessed through learners collating a portfolio of evidence. Centres can either devise their own assignments or adapt Edexcel assignments where available.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units where appropriate.

P1, P2, P3, P4, P5, P13, P14, P15, P16, P17, P18 and P19 require learners to prepare for and perform pedicure treatments for at least three different clients with varying needs, safely for example skin type and treatment objectives. Pedicure finishes must include French pedicure and dark polish. This includes the preparation of themselves, the client, work area, client consultation and post-treatment procedures, such as aftercare advice and recording results.

Learners should be assessed when they have developed sufficient pedicure skills, following practice and feedback during the unit delivery. It is essential that learners communicate and behave professionally when performing their treatments. The treatments should be observed by the assessor and evidenced with a witness testimony. Photographs of learners performing the treatment, or the client's pedicured nails could be supplementary evidence.

P6, P7, P8, P9, P10, P11, P12, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, M1, M2, D1 and D2 assess knowledge and understanding of the underpinning theory associated with providing pedicure services, learners could either answer short written or oral questions (accompanied by a written transcript). Alternatively, learners could produce a summary account of the treatments they provided to clients.

P30, P31, P32, P33, P34, P35, M3, D3 assess learners' knowledge and understanding of anatomy and physiology. This could be achieved via short-answer questions, either written or oral accompanied by a written transcript. Learners can achieve P31, P32, P33, P34, and P35 by labelling diagrams and describing the various functions for all listed structures. Alternatively, learners could use a case study to investigate the benefits of pedicures, which could be linked to the services they provided as part of their practical assessment. Signed witness testimonies and observation records must be retained for verification purposes.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, M1, M2, D1, D2	Pedicure Treatments	Prepare for and provide pedicure treatments for three different clients, following health and safety practices. This must include French pedicure and dark polish finish. Produce a report on the treatments provided.	Practical observation, with signed witness testimony. Written report, with pictures and diagrams.
P30, P31, P32, P33, P34, P35, M3, D3	Anatomy and Physiology	Having performed pedicure treatments, investigate how pedicure treatments create the desired effects on the client's skin, muscles, bones, circulation and lymph systems.	Written report, with pictures, labelled diagrams.

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

This unit has links to the following NOS: N3 Provide pedicure services. This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

Level 1	Level2	Level 3
Presenting a Professional Image in a Salon	Client Care and Communication in Beauty-related Industries	Apply and Maintain Nail Enhancement
Hand Care	Provide Manicure Treatment	
Skincare	Provide Nail Art	

Suggested resources

Books

Cressy S – *Beauty Therapy Fact File 5th Edition* (Heinemann, 2010)
ISBN 9780435451424

Jefford J and Swain A – *The Encyclopaedia of Nails* (Thomson, 2002)
ISBN 9781861528360

Toselli L – *A Complete Guide to Manicure and Pedicure* (New Holland Publishers Ltd, 2005) ISBN 9781843308614

Journals

Guild Gazette (Guild of Professional Beauty Therapists)

Habia News (Seed Publishing Limited)

Professional Nails

Scratch Magazine (Seed Publishing Limited)

Websites (*Relevant websites applicable to learner's home country*)

www.beautyguild.com

Beauty Guild

www.habia.org

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

www.professionalbeauty.co.uk

Professional Beauty

www.scratchmagazine.co.uk

Scratch

Unit 8: Provide Eyelash and Brow Treatments

Level:	SRF Level 2
Notional Learning Hours:	40
Unit value:	4
SRF unit code:	30924H

This unit is internally assessed

Unit aim

This is 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.

Unit introduction

This unit is about providing eyelash/eyebrow tinting and eyebrow shaping treatments, which are essential, basic beauty therapy skills. In this unit learners will develop the knowledge, understanding and skills required to provide eyelash and brow treatments.

Learners will develop the practical ability to prepare for providing eyelash and eyebrow treatments, including preparing themselves, the client and work area, using suitable consultation techniques to identify treatment objectives, and carrying out necessary tests.

Learners will also develop their practical ability to provide eyelash/eyebrow tinting and eyebrow treatments, whilst following safe and hygienic working practices. In addition, they, will develop skills to provide aftercare advice to clients. Learners will be taught about the skills involved in providing eyelash and eyebrow treatments, plus the associated knowledge including the structure, function, diseases and disorders of the skin, and the chemical reaction which creates the tinting effect.

This unit must not be taken by learners under 16 years of age.

Outcomes of learning

On completion of this unit a learner should:

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

Assessment and grading grid

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

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P1 prepare themselves, the client and work area for eyelash and eyebrow treatments</p>	<p>M1 explain the importance of preparation and pre-treatment activities for eyebrow and eyelash treatments</p>	<p>D1 assess pre-treatment preparations for eyebrow and eyelash treatments</p>
<p>P2 use suitable consultation techniques to identify treatment objectives</p>		
<p>P3 interpret and accurately record the results of tests carried out prior to treatments</p>		
<p>P4 provide clear recommendations to the client</p>		
<p>P5 select products, tools and equipment to suit client treatment needs</p>		
<p>P6 describe salon requirements for preparing themselves, the client and the work area</p>		
<p>P7 describe the environmental conditions suitable for eyelash and eyebrow treatments</p>		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P8 describe different consultation techniques used to identify treatment objectives		
P9 describe the types of tests that are carried out before providing eyelash and eyebrow treatments		
P10 state the importance of carrying out tests prior to the treatment and accurately recording the results		
P11 describe the contraindications that prevent or restrict eyelash and eyebrow treatments		
P12 describe how to select products, tools and equipment to suit client treatment needs		
P13 describe the types of eyelash and eyebrow treatments available and their benefits		
P14 outline the types of tests that are carried out before providing an eyelash and eyebrow tinting treatment		
P15 state the importance of assessing facial characteristics prior to carrying out eyelash and eyebrow treatments		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P16 communicate and behave in a professional manner		
P17 follow health and safety working practices		
P18 position themselves and the client correctly throughout the treatment		
P19 use products, tools, equipment and techniques to suit client's treatment needs		
P20 complete the treatment to the satisfaction of the client		
P21 record the results of the treatment		
P22 provide suitable aftercare advice		
P23 state how to communicate and behave in a professional manner		
P24 describe health and safety working practices		
P25 explain the importance of positioning themselves and the client correctly throughout the treatment		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P26 explain the importance of using products, tools, equipment and techniques to suit client's treatment needs</p>	<p>M2 assess the suitability of selected products, tools, equipment, techniques and aftercare advice for three different clients.</p>	<p>D2 compare the suitability of selected products, tools, equipment, techniques and aftercare advice for three different clients.</p>
<p>P27 describe how treatments can be adapted to suit client treatment needs and facial characteristics</p>		
<p>P28 describe the normal reaction of the skin to eyebrow shaping treatments</p>		
<p>P29 state the contra-actions that may occur during and following treatments and how to respond</p>		
<p>P30 describe the chemical reaction which creates the tinting effect</p>		
<p>P31 state the importance of completing the treatment to the satisfaction of the client</p>		
<p>P32 state the importance of completing treatment records</p>		
<p>P33 state the aftercare advice that should be provided</p>		
<p>P34 describe the structure and function of the skin and hair</p>		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P35 describe diseases and disorders of the skin and hair.		

Unit content

1 Be able to prepare for eyelash and brow treatments

Preparation:

- of therapist (personal hygiene/presentation, protective attire)
- of client (protective attire, secure hair, remove contact lenses, skin and hair preparation, cleansing, skin warming)
- salon requirements.

Preparation of work area:

- environmental conditions, e.g. heating, lighting, ventilation, atmosphere
- salon requirements.

Client consultation:

- consultation techniques (questioning, visual, manual, reference to client records)
- treatment objectives; assessing facial characteristics
- tests (sensitivity test, tint patch test, interpret and record results)
- contra-indications, e.g. reaction to patch test, conjunctivitis, style, blepharitis, viral infections, bruising, eczema/psoriasis, contact dermatitis, hypersensitivity
- clear recommendations
- agree treatment plan
- client confidentiality.

Products, tools and equipment for treatments:

- eyebrow shaping (tweezers, eyebrow brush, antiseptic solution, aftercare solution)
- tinting (eyelash/eyebrow tint, peroxide, petroleum jelly/barrier cream, dampen dish, couch roll/linen, non-oily eye makeup remover)
- orangewood stick
- cotton wool
- headband
- disposable gloves
- tissues
- sterilising dish
- mirror.

Eyelash and eyebrow treatments available:

- eyebrow shaping
- eyelash/eyebrow tint
- lash application (individual, strip)
- eyelash perm.

2 Be able to provide eyelash and brow treatment

Communication and behaviour:

- professional manner
- communication (speaking, listening, body language, written)
- behaviour, e.g. polite, tactful, client rapport
- awareness of limits of own authority/responsibility, e.g. follow instructions.

Health and safety practices:

- relevant legislation/regulations in home country
- sterilisation and sanitation methods
- safe use of tools and equipment; Personal Protective Equipment (PPE)
- waste disposal.

Treatment:

- positioning of therapist and client
- use of products, tools/equipment and techniques to suit client
- ways of adapting treatment to suit client needs and facial characteristics, e.g. choice of eyebrow shape/tint colour
- complete treatment to client's satisfaction
- record results
- contra-actions and response, e.g. redness and irritation, damp cotton wool compress.

Eyebrow shaping:

- eyebrow shapes (arched, rounded, angular, straight); measuring
- skin's normal reaction to eyebrow shaping treatments.

Eyelash and eyebrow tinting:

- tint colour; tint mixing
- application of tinting
- development time
- chemical reactions which cause the tint.

Aftercare advice:

- homecare (ways of avoiding contra-actions, maintenance)
- retail opportunities (products, future services).

Anatomy and physiology:

- structure and function of skin
- structure and function of hair
- diseases and disorders of skin and hair, e.g. eczema, sparse brows.

Information for tutors

Essential requirements

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment. Learners will also require access to products, tools and equipment suitable for performing eyebrow shaping and eyebrow/eyelash tinting treatments.

Employer engagement and vocational contexts

Guest speakers from the beauty therapy industry and visits to beauty exhibitions, specialised seminars and conferences, and liaising with relevant professional bodies, would increase the vocational context of the unit content for learners.

Delivery guidance

This unit should be delivered in a Realistic Learning Environment (RLE). The word 'client' can be related to friends and peers and does not mean treatment needs to be carried out on paying clients or within commercial timescales.

Delivery of this unit should be practical to engage and motivate learners. Tutors are advised to use a variety of delivery methods to facilitate this, such as videos and role play. It is essential that learners have a sound grasp of the underpinning theory, as well as the skills required to perform the treatments.

Learners should be taught about health and safety practices before tutors demonstrate treatments, especially the care that needs to be taken around the eye area, as well as contra-indications and contra-actions that may occur. Tutors must stress the importance of performing a patch test on clients, before performing eyebrow/ eyelash tinting.

Tutors should demonstrate eyebrow shaping techniques, for example how to measure the eyebrows and adapt treatments to suit a client's facial characteristics. Tutors should emphasise the importance of client consultations in identifying treatment objectives, and could use role play to achieve this. Learners need to appreciate the importance of advising and agreeing the treatment plan with the client, for instance there may be occasions when the requested brow shape is not suitable for the client.

Learners should also be taught ways to minimise discomfort for the client, such as warming the skin prior to brow shaping. Learners should know the skin's normal reaction to eyebrow shaping, as well as the suitable order of performing eye treatments.

After being taught how to perform treatments, learners should be given sufficient time to practise the required skills. Although learners are not required to perform the treatments within commercial timescales, they should be encouraged to perform the treatment within a realistic timeframe.

Learners will need to know the underpinning theory of eyebrow shaping and eyebrow/lash tinting, for example the chemical reaction which causes the tinting effect, related anatomy and physiology. This could be delivered using textbooks, labelled diagrams and other electronic sources of information.

It may be beneficial to learners to experience eyebrow shaping or tinting treatment themselves, so they gain an understanding of good practice and appreciate the sensitivity of the eye area. Learners should be given the opportunity to discuss and draw on their own personal experiences. Tutors should also discuss the range of eyelash and eyebrow treatments that are available, their associated benefits and increasing popularity and current fashions.

Outline learning plan

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

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

Topic and suggested assignments/activities/assessment
Tutor introduction to unit and programme of assignments.
<p>Assignment 1: Eyebrow and Eyelash Treatments (P1, P2, P3, P4, P5, P6, P7, P8, P10, P11, P12, P14, P15, P16, P17, P18, P19, P20, P21, P22, M1, M2, P24, P25, P26, P29, P31, P32, P33, D1, D2)</p> <p>Tutor introduces assignment brief.</p>
<p>Professional ways of behaving and communicating, health and safety working practices and salon requirements.</p> <p>Pre-treatment procedures.</p> <p>Preparation (of therapist, client, work area).</p> <p>Consultation techniques, including tests, assessment of facial characteristics, contra-indications, recommendations (demonstrations, role play).</p> <p>Products, tools and equipment.</p> <p>Client treatment needs/objectives.</p> <p>Eyebrow shaping and eyelash/eyebrow tinting workshops led by tutor demonstrations.</p> <p>Positioning.</p> <p>Techniques.</p> <p>Adapting treatments to suit different client needs (for example skin and hair) and treatment objectives.</p> <p>Client satisfaction.</p> <p>Post-treatment procedures.</p> <p>Recording results.</p> <p>Aftercare advice (homecare, retail opportunities), contra-actions.</p>
Assignment workshop(s)

Topic and suggested assignments/activities/assessment
<p>Assignment 2: Science of Eyebrow and Eyelash Treatments (P9, P13, P28, P30, P34, P35)</p> <p>Tutor introduces the assignment brief</p>
<p>Use of task sheets and diagrams/textbooks, models, electronic information relating to structure and function of skin and hair.</p> <p>Diseases and disorders of skin and hair.</p> <p>Chemical reaction which creates the tinting effect.</p> <p>Normal reaction of skin to eyebrow shaping.</p> <p>Eyelash and eyebrow treatments available and their benefits.</p> <p>Types of test carried out.</p>
<p>Assignment workshop(s).</p>
<p>Tutor recap of unit, using games and quizzes as memory aids</p>

Assessment guidance

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

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally- related experiences, with tasks specifically designed with the assessment and grading criteria in mind. This unit can be assessed through learners collating a portfolio of evidence. Centres can either devise their own assignments or adapt Edexcel assignments where available.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units where appropriate.

P1, P2, P3, P4, P5, P16, P17, P18, P19, P20, P21 and P22 require learners to prepare for and perform eyebrow and eyelash treatments at least three different clients with varying needs, safely, for example, treatment objectives, hair colouring. This must include an eyebrow shape, eyebrow tint and eyelash tint, each on a different client. This includes the preparation of themselves, the client, work area, client consultation and post-treatment procedures, such as aftercare advice and recording results.

Learners should be assessed when they have developed sufficient skills in eyebrow and eyelash treatments, following practice and feedback during unit delivery. It is essential that learners communicate and behave professionally when performing their treatments, adhering to health and safety practices. The treatments should be observed by the assessor and evidenced with a witness testimony. Photographs of learners performing the treatment, or the client post-treatment, could be supplementary evidence.

P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P23, P24, P25, P26, P27, P28, P29, P30, P31, P32, P33, M1, M2, D1, D2 assess knowledge and understanding of the underpinning theory associated with providing eyebrow and eyelash treatments, learners could either answer short written or oral questions (accompanied by a written transcript). Alternatively, learners could produce a summary account of the treatments they provided to clients.

For P34 and P35, learners are required to demonstrate their knowledge of relevant anatomy and physiology. This could be achieved via short-answer questions, either written or oral, accompanied by a written transcript.

Alternatively, for P9, P13, P28, P30, P34 and P35, which assess knowledge of the science behind eyebrow and eyelash treatments, learners could produce a leaflet which advertises the benefits of treatments to clients. P13 requires learners to demonstrate their knowledge of the various eyebrow and eyelash treatments available beyond the scope of this unit, for example eyelash perming.

Signed witness testimonies and observation records must be retained for verification purposes.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, P7, P8, P10, P11, P12, P14, P15, P16, P17, P18, P19, P20, P21, P22, M1, M2, P23, P24, P25, P26, P29, P31, P32, P33, D1, D2	Eyebrow and Eyelash Treatments	Perform an eyebrow shaping, eyebrow tint and eyelash tint, each on a different client. Produce a report on the treatments performed.	Practical observation, with signed witness testimony. Written report.
P9, P13, P28, P30, P34, P35	Science of Eyebrow and Eyelash Treatments	Create a leaflet advertising the benefits of available eyebrow and eyelash treatments.	Leaflet, with text and pictures.

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

This unit has links to the following NOS: B5 Enhance the appearance of eyebrows and lashes. This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

Level 1	Level2	Level 3
Presenting a Professional Image in a Salon	Client Care and Communication in Beauty-related Industries	Makeup for Performers
	Apply Makeup	
	The Art of Photographic Makeup	

Suggested resources

Books

Bennett R – *The Science of Beauty Therapy 3rd Edition* (Hodder Education, 2004)
ISBN 9780340814666

Bush V – *How to Create the Perfect Eyebrow* (Cengage Learning, 2003)
ISBN 9781401833350

Cressy S – *Beauty Therapy Fact File 5th Edition* (Heinemann, 2010)
ISBN 9780435451424

Journals

Guild Gazette (Guild of Professional Beauty Therapists)

Habia News (Seed Publishing Limited)

Health and Beauty Salon Magazine (Reed Business Information)

International Therapist (Federation of Holistic Therapists)

Websites *(Relevant websites applicable to learner's home country)*

www.beautyguild.com

Beauty Guild

www.habia.org.uk

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

www.professionalbeauty.co.uk

Professional Beauty

Unit 9: Remove Hair Using Waxing Techniques

Level:	SRF Level 2
Notional Learning Hours:	60
Unit value:	6
SRF unit code:	30925H

This unit is internally assessed

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.

Unit introduction

In this unit learners will develop the practical skills, knowledge and understanding required to provide waxing treatments, which are essential for any beauty therapist.

Learners will learn how to prepare for providing waxing treatments, including preparing themselves, the client and work area, using suitable consultation techniques to identify treatment objectives for the individual client and carrying out necessary tests.

Learners will also develop their practical ability in providing waxing treatments, including providing aftercare advice to clients. They will also develop underpinning knowledge associated with waxing treatments, including method/product knowledge, the advantages and disadvantages associated with alternative methods of hair removal, relevant anatomy and physiology and the Code of Practice for Waxing Services.

Learners will develop their ability in using warm wax and hot wax, following safe and hygienic working practices.

This unit must not be taken by learners under 16 years of age.

Outcomes of learning

On completion of this unit a learner should:

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

Assessment and grading grid

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

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P1 prepare themselves, client and work area for a waxing treatment</p>	<p>M1 explain the importance of preparation and pre-treatment activities for waxing treatments</p>	<p>D1 assess pre-treatment preparations for facial waxing treatments</p>
<p>P2 use suitable consultation techniques to identify treatment objectives</p>		
<p>P3 carry out necessary tests prior to the treatment</p>		
<p>P4 provide clear recommendations to the client</p>		
<p>P5 select products, tools and equipment to suit client treatment needs</p>		
<p>P6 describe salon requirements for preparing themselves, the client and work area</p>		
<p>P7 state the environmental conditions suitable for waxing treatments</p>		
<p>P8 describe different consultation techniques used to identify treatment objectives</p>		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P9 describe the types of tests that are carried out prior to waxing treatment		
P10 describe how to select products, tools and equipment to suit client treatment needs		
P11 identify the different types of waxing methods and products available	M2 describe the different types of waxing methods and products available	D2 compare the different types of waxing methods and products available
P12 state the advantages and disadvantages of alternative methods of hair removal	M3 explain the advantages and disadvantages of alternative methods of hair removal.	D3 evaluate the advantages and disadvantages of alternative methods of hair removal.
P13 describe the effects alternative methods of hair removal may have on the skin and waxing treatments		
P14 describe the contraindications which prevent or restrict waxing treatments		
P15 communicate and behave in a professional manner		
P16 follow health and safety working practices and industry Code of Practice for Waxing Services		
P17 position themselves and client correctly throughout the treatment		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P18 use products, tools, equipment and techniques to suit client's treatment needs, skin type and conditions		
P19 complete the treatment to the satisfaction of the client		
P20 record the results of the treatment		
P21 provide suitable aftercare advice		
P22 state how to communicate and behave in a professional manner		
P23 describe health and working practices and industry Code of Practice for Waxing Services		
P24 state the importance of positioning themselves and the client correctly throughout the treatment		
P25 state the importance of using products, tools, equipment and techniques to suit client's treatment needs	M4 explain the suitability of selected products, tools, equipment, techniques and aftercare advice for three different clients.	D4 compare the suitability of products, tools, equipment, techniques and aftercare advice for three different clients.
P26 describe how treatments can be adapted to suit client treatment needs, skin types and conditions		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P27 state the contra- actions that may occur during and following treatments and how to respond		
P28 state the importance of completing the treatment to the satisfaction of the client		
P29 state the importance of completing treatment records		
P30 state the aftercare advice that should be provided		
P31 describe the structure and functions of the skin		
P32 describe diseases and disorders of the skin.		

Unit content

1 Be able to prepare for waxing treatments

Preparation:

- of therapist (personal hygiene/presentation, protective attire)
- of client (removal of clothing, protective attire, skin preparation)
- salon requirements.

Preparation of work area:

- environmental conditions e.g. heating, lighting, ventilation, atmosphere
- preheating wax
- laying out equipment and materials
- salon requirements.

Client consultation:

- techniques (questioning, visual, manual, reference to client records)
- treatment objectives
- assess hair growth pattern
- tests (sensitivity test, skin test, record results)
- contra-indications (adverse reaction to tests, skin diseases and disorders, open skin, bruising, very thin skin, sunburn, recent scar tissue, moles, skin tags, varicose veins, unidentified lumps or bumps, previous reactions to waxing, excessive ingrowing hairs from previous waxing treatment, medication)
- clear recommendations
- client confidentiality.

Products, tools and equipment:

- antiseptic/manufacture's cleaner
- pre-wax lotion; after wax lotion/oil
- talcum-free powder
- spatulas
- fabric/paper strips
- wax equipment cleaner
- cotton wool; tissues
- wax pot
- couch
- protective couch cover
- trolley

- disposable gloves
- scissors
- tweezers.

Waxing methods:

- hot wax
- warm wax
- cold wax
- roller wax
- areas to be waxed (legs, underarm, bikini, upper lip/chin, eyebrows).

Alternative methods:

- depilatory creams
- cutting/clipping
- shaving
- sugaring
- bleaching
- tweezing
- threading
- epilation
- laser
- advantages and disadvantages of alternative methods, e.g. pain/discomfort, regrowth, length of time treatment lasts, cost
- effects on skin and waxing treatments, e.g. risk of skin damage, hair needs to grow back to suitable length for effective waxing.

2 Be able to provide waxing treatments

Communication and behaviour:

- professional manner
- communication (speaking, listening, body language, written)
- behaviour e.g. polite, tactful, client rapport
- awareness of limits of own authority/responsibility, e.g. follow instructions.

Health and safety working practices:

- relevant legislation/regulations in home country
- sterilisation and sanitation methods
- safe use of tools and equipment

- Personal Protective Equipment (PPE)
- waste disposal
- Code of Practice for Waxing Services.

Waxing treatment:

- positioning of therapist and client;
- use of products, tools/equipment and techniques to suit client
- ways of adapting treatment to suit client, e.g. considering hair growth pattern, choice of wax method
- complete treatment to client's satisfaction
- record results
- contra-actions and response (erythema, blood spotting, bruising, burning/blistering, removal of skin, slight swelling).

Aftercare advice:

- homecare (ways of avoiding contra-actions, maintenance)
- retail opportunities (products, future services).

Anatomy and physiology:

- structure and function of skin;
- diseases and disorders of skin (viruses, bacterial infections, fungal infections, eczema, psoriasis, dermatitis, pigmentation disorders).

Information for tutors

Essential requirements

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment. Learners will also require access to products, tools and equipment suitable for providing waxing treatments.

Employer engagement and vocational contexts

Centres are encouraged to build relationships and links with beauty salons. Guest talks from those within the beauty therapy industry and salon visits will benefit learners, as this will give them a real insight into the industry and help prepare them for employment.

Delivery guidance

This unit should be delivered in a Realistic Learning Environment (RLE). The word 'client' can be related to friends and peers and does not mean that treatments need to be carried out on paying clients or within commercial timescales.

Delivery of this unit should be practical focusing on learners developing the preparatory and practical skills necessary to perform waxing services. Tutors should use a range of delivery methods to stimulate and motivate learners.

Learners need to be taught the theoretical knowledge linked to practical skills so they can carry out treatments safely and accurately. Learners could be given an opportunity to present their research and findings to peers, which will also help develop their communication and presentation skills.

Learners should communicate and behave in a professional manner. These skills will also have been developed in other units, and learners should understand the importance of professionalism at all times in the salon, regardless of the treatment being performed.

Learners should be taught how to prepare for waxing treatments, including themselves, the client and work area, for example pre-heating the wax. It is essential learners appreciate the benefits of preparing before to treatments.

Tutors should demonstrate waxing methods before learners are given the opportunity to practise these. Learners must be aware of health and safety practices prior to carrying out treatments. This includes knowledge of the Code of Practice for Waxing Services.

Learners should know how to minimise discomfort for the client and appreciate that everyone's pain threshold is different. It is vital that learners demonstrate tact and diplomacy when discussing hair removal with clients, to avoid potential embarrassment of clients.

It is also important that learners know about the range of hair removal methods available, such as shaving and epilation, as well as the advantages and disadvantages, so that they can best advise clients about the most appropriate method. Learners need to know about the possible effects that other hair removal methods may have on waxing.

To perform effective waxing treatments, learners must know the underpinning theory of waxing including related anatomy and physiology, as well as skin diseases and disorders. This can be delivered using textbooks, labelled diagrams and CD ROMs. By relating anatomy and physiology to the effects of waxing, learners will be able to appreciate the relevance of the theory behind waxing.

Outline learning plan

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

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

Topic and suggested assignments/activities/assessment
Tutor introduction to the unit.
Assignment 1: Waxing Treatments (P1, P2, P3, P4, P5, P6, P7, P9, P10, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, M1, M4, D1, D4)
Tutor introduces assignment brief.
Professional ways of behaving and communicating, health and safety working practices and salon requirements. Pre-treatment procedures. Preparation (of therapist, client, work area). Consultation techniques, including tests, contra-indications, recommendations (demonstrations, role play). Products, tools and equipment. Client treatment needs/objectives. Code of Practice. Waxing workshops led by tutor demonstrations. Positioning. Techniques. Adapting treatments to suit different client needs (for example skin) and treatment objectives. Client satisfaction. Post-treatment procedures. Recording results. Aftercare advice (homecare, retail opportunities), contra-actions.
Assignment 2: Hair Removal (P9, P11, P12, P13, P30, P31, M2, M3, D2, D3)
Tutor introduction to assignment brief
Use of task sheets and diagrams/textbooks, models, CD ROMs relating to structure and function of skin. Diseases and disorders of skin. Types of tests. Types of waxing methods and products available. Advantages and disadvantages of hair removal. Effects of alternative methods of hair removal on skin and waxing.
Assignment workshop(s).
Tutor recap of unit, using quizzes and games.

Assessment guidance

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

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment and grading criteria in mind. This unit can be assessed through learners collating a portfolio of evidence. Centres can either devise their own assignments or adapt Pearson assignments where available.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment and grading criteria, even across units where appropriate.

P1, P2, P3, P4, P5, P15, P16, P17, P18, P19 and P20 require learners to prepare for and perform waxing services safely. Learners need to demonstrate waxing techniques on legs, underarm, bikini line, lip, chin and eyebrows using both hot and warm wax methods. Learners must perform waxing services on three different clients. This includes the preparation of themselves, the client, work area, client consultation and post-treatment procedures, such as aftercare advice and recording results.

Learners should be assessed when they have developed sufficient skills in providing waxing services, following practice and feedback during unit delivery. It is essential that learners communicate and behave professionally when performing their treatments. The treatments should be observed by the assessor, and evidenced with a witness testimony. Photographs of learners performing the treatment could be supplementary evidence.

P6, P7, P8, P9, P10, P14, P21, P22, P23, P24, P25, P26, P27, P28, P29, M1, M4, D1, D4 assess knowledge and understanding of the underpinning theory associated with performing waxing treatments, learners could either answer short written or oral questions (accompanied by a written transcript). Alternatively, learners could produce a summary account of the treatments they provided to clients.

P11, P12, P13, M2, M3, D2, D3 assess learners' knowledge and understanding of hair removal methods, including advantages, disadvantages, effects of alternative methods on waxing and the waxing products and methods available. Learners could be assessed in various ways. They could create a poster/leaflet to inform clients of the hair removal methods available, or answer short written questions.

Alternatively, learners could prepare a PowerPoint presentation which could be presented to their peers.

P30 and P31 assess learners' knowledge of relevant anatomy and physiology. Learners could annotate diagrams and describe the structures and function, diseases and disorders of the skin.

Signed witness testimonies and observation records must be retained for external verification purposes.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, P7, P9, P10, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, M1, M4, D1	Waxing Treatments	Perform three waxing treatments on different clients. The following areas must be treated legs, underarm, bikini, upper lip/chin, eyebrows. Produce a report of the treatments performed.	Practical observation, with signed witness testimony. Written report, with pictures, diagrams.
P9, P11, P12, P13, P30, P31, M2, M3, D2, D3	Hair Removal	Create a leaflet for clients on hair removal methods.	Leaflet, with text, pictures/diagrams.

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

This unit has links to the following NOS: B6 Carry out waxing services. This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

Level 3
Anatomical and Physiological Knowledge of Body Systems
Dermatology and Microbiology

Suggested resources

Books

Cressy S – *Beauty Therapy Fact File, 5th Edition* (Heinemann, 2010)
ISBN 9780435451424

McGuinness H – *Anatomy and Physiology Therapy Basics 4th Edition*
(Hodder Education, 2010) ISBN 781444109238

Journals

Guild Gazette (Guild of Professional Beauty Therapists)

Habia News (Seed Publishing Limited)

Health and Beauty Salon (Reed Business Information)

Websites *(Relevant websites applicable to learner's home country)*

www.beautyguild.com

Beauty Guild

www.habia.org

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

www.professionalbeauty.co.uk

Professional Beauty

Unit 10: Salon Reception Duties

Level:	SRF Level 2
Notional Learning Hours:	30
Unit value:	3
SRF unit code:	30926H

This unit is internally assessed

Unit aim

This is a preparation for work unit, which is based on capability and knowledge. This unit is about the important skills of welcoming and receiving people entering the salon, handling enquires, making appointments, dealing with clients' payments and generally maintaining the reception area.

This unit applies to hairdressing, beauty and barbering salons.

Unit introduction

The reception is the first point of contact a client has with the salon and it is a critical factor in the promotion of the salon's image. Good communication skills and a positive, professional manner are essential, as a poor attitude from the receptionist will affect the client's whole experience.

In this unit, learners will have the opportunity to develop a range of reception skills common to hair and beauty salons including communicating and behaving in a professional manner, carrying out salon reception duties, booking appointments and dealing with payments.

The knowledge, understanding and skills learners gain in this unit will give them a solid foundation in performing salon reception duties.

This unit also appears in the BTEC Level 2 Diploma in Hairdressing/Hairdressing Services.

Outcomes of learning

On completion of this unit a learner should:

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

Assessment and grading grid

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

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 deal with a variety of enquiries	M1 explain how to perform salon reception duties	D1 evaluate salon reception duties performed
P2 communicate and behave in a professional manner		
P3 identify the nature of the enquiry		
P4 maintain appropriate levels of reception stationery		
P5 maintain a hygienic and tidy reception area		
P6 describe procedures for taking messages for a variety of enquiries		
P7 state how to communicate and behave within a salon environment		
P8 list salon services available, their duration and cost		
P9 outline the importance of dealing with enquiries promptly and politely		
P10 explain how to deal with enquiries that cannot be dealt with promptly		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P11 schedule appointments to meet with salon policy and client requirements		
P12 confirm and record client appointment details		
P13 deal with confidential information to meet with salon and legal requirements		
P14 describe how to make and record appointments	M2 explain, using examples, how appointments were scheduled and how client confidentiality was maintained	D2 evaluate the importance of effective and professional communication at the reception area when dealing with enquiries, appointments and messages
P15 state the potential consequences of failing to record appointments or messages accurately		
P16 state the importance of passing on messages and appointment details to the appropriate colleagues		
P17 outline the legislation designed to protect the privacy of client details		
P18 state the possible consequences of a breach of confidentiality		
P19 calculate service costs accurately	M3 compare how to handle different payment methods.	D3 assess the different payment methods and their associated risks.
P20 deal with payments for services and/or products to meet with salon policy		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P21 follow security procedures when handling payments		
P22 state how to process different methods of payment		
P23 describe how to deal with problems that may occur with payments		
P24 explain how to keep payments safe and secure.		

Unit content

1 Be able to carry out reception duties

Dealing with enquiries:

- identify nature of enquiry
- procedures for taking messages for a variety of enquiries (face to face, over the phone, from different people, e.g. contractors, suppliers, staff)
- providing information to prospective clients (list of salon services available, duration and cost of services)
- importance of dealing with enquiries promptly and politely
- how to deal with enquiries that cannot be dealt with promptly.

Communication and behaviour:

- professional manner
- importance of presenting positive image; spoken communication, e.g. conversation, friendly, polite, clear, questioning techniques (open, closed)
- facial expression
- body language
- written communication.

Salon reception duties:

- maintain appropriate levels of reception stationery
- maintain hygienic and tidy reception
- taking messages.

2 Be able to book appointments

Appointment procedures:

- schedule appointments to meet with salon policy and client requirements (basic information required, service times, stylist/therapist availability, effective use of time)
- confirm and record client appointment details (potential consequences of not recording appointments or messages accurately, importance of passing on messages and appointment details to appropriate colleagues)
- deal with confidential information (relevant legislation/regulations in home country; possible consequences of confidentiality breach).

3 Be able to deal with payments

Dealing with payments:

- calculate service costs accurately
- deal with payments for services/products to meet salon policy (methods of payment)
- follow security procedures when handling payments (ways to keep payments safe)
- deal with problems that may occur with payments (discrepancies, fraudulent payments).

Information for tutors

Essential requirements

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment. Learners will also need access to products, tools, equipment, materials suitable to create a display.

Employer engagement and vocational contexts

Employer engagement would be beneficial for learners and manufacturers' promotional material could be used in the display. Learners could also visit hair and beauty-related retailers and exhibitions to see different kinds of display.

Delivery guidance

This unit should be delivered in a Realistic Learning Environment (RLE). The word 'client' can be related to friends and peers and does not mean treatments need to be carried out on paying clients or within commercial timescales.

This unit develops learner skills in and knowledge of the day-to-day responsibilities of the salon receptionist in ensuring an efficient and welcoming environment. It is intended to give learners knowledge and understanding of the importance of demonstrating good communication skills and accurate recording practices in the salon.

This should be developed through a learner-centred approach with tutor support. Research activities and group discussions, including role play, can be used to enable learners to understand the importance of good client care and how to deal sensitively with a range of issues commonly encountered at the reception area.

Learners should explore the different attitudes and needs of clients when greeting them face to face and when speaking to them on the telephone. Role-play activities are particularly useful in helping the receptionist interpret non-verbal signals, for example a relaxed client, angry client, or confused client.

Activities that develop skills in calculating the total costs of a service, making appointments and using industry service times to schedule work can take place in the classroom. However, the related practical activities should take place in the working salon, under supervision, or in RLE. Learners will learn the procedures for scheduling appointments, the information required to make appointments and how to handle messages including paper-based and electronic systems where possible. The practice of emailing clients is now a common reception duty and many salons have computerised management systems that maintain client data and link appointments to salon income, stock usage and staff workloads.

The different salon payment systems and methods of payment should be discussed. Hands-on practice using electronic and computerised systems would be beneficial and agents who sell this equipment could provide demonstrations. Learners should practise calculating the costs of a range of sales and services, giving accurate change. The problems associated with fraudulent payment and discrepancies should be explored. Video presentations are useful when discussing this topic. Security of payments when, for instance, the reception area is unattended should be discussed and learners should be encouraged to suggest how to for maintain the security of the area.

Learners would benefit from having the opportunity to develop their reception skills through specific practical activities in a salon environment, either during a period of work experience or through a case study approach in RLE.

Outline learning plan

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

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

Topic and suggested assignments/activities/assessment
Tutor introduction to unit and programme of assignments.
<p>Assignment 1: Maintaining an Effective Salon Reception (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, M1, D1).</p> <p>Tutor introduces assignment brief.</p> <p>First impressions – the importance of presenting a polite and professional image of self and the salon, salon cleanliness and tidiness, attractive displays – videos/DVDs, observation of working salon environments, simulated activities, group discussions about good and bad experiences.</p> <p>Effective communication – meeting and greeting, face to face, telephone skills; establishing needs, processing information, giving clear and accurate information, verbal and non-verbal signals, dealing with different client needs; importance of client confidentiality – DVDs, demonstrations, role play, group discussions.</p> <p>Typical reception duties – booking/cancelling appointments; contacting the emergency services; taking and passing on messages; dealing with enquiries; maintaining reception resources – stationery, magazines, style books, retail products; taking payments; greeting clients and visitors; offering refreshments; maintaining security of the area – DVDs, PowerPoint presentations, written tasks, question and answer sheets, role-play activities, practice in a working salon/RLE, group work.</p>
<p>Assignment 2: Scheduling Salon Appointments (P11, P12, P13, P14, P15, P16, P17, P18, M2, D2).</p> <p>Tutor introduces assignment brief.</p> <p>Appointment recording systems – paper based and electronic; information required; industry service times –lectures, demonstrations, DVDs.</p> <p>Making and cancelling appointments – exercises in scheduling appointments correctly using recognised service times, importance of accurate timings and implications of over/under booking; communicating the information back to the client – paper-based practice with examples, role play, simulated exercises in a RLE and supervised activities on the salon reception during periods of work experience.</p>

Topic and suggested assignments/activities/assessment
<p>Assignment 3: Handling Payments (P19, P20, P21, P22, P23, P24, M3, D3).</p> <p>Tutor introduces assignment brief.</p>
<p>Methods of payments – cash, cheque, credit/debit cards.</p> <p>Calculating payments – exercises in calculating total costs for a service – service cost plus additional treatments or purchases. Giving correct change.</p> <p>Security of payments – locked cash drawers, electronic tills, procedures when reception area unattended, security cameras.</p> <p>Dealing with problems – discrepancies, incorrect change, fraudulent payments – simulated exercises and supervised activities on reception during periods of work experience.</p>
<p>Review of unit – recap on topics using quizzes, games.</p>

Assessment guidance

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

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally related experiences, with tasks specifically designed with the assessment and grading criteria in mind. Observation records should be used to provide evidence of how learners carried out basic reception skills and maintained a professional attitude in the salon reception. Simple reports or question and answer tasks could provide written evidence for the knowledge-based assessment and grading criteria.

P1, P2, P3, P4 and P5 could be assessed together through practical observation of learners carrying out salon reception duties, and evidenced with a witness testimony. Learners must demonstrate a confident, positive image while attending to clients and visitors. They must be aware that their behaviour impacts on the salon's image and reputation. All communication must be conducted professionally and pleasantly. Reception duties carried out should include maintaining a clean and tidy reception, and holding adequate levels of reception stationery.

For P6, P7, P8, P9, P10, M1, D1, learners could produce a report demonstrating their understanding of salon reception practice and duties, including the importance of good communication, procedures, taking messages and a knowledge of the services, duration and cost offered by the salon.

For P11, P12, P13, learners must demonstrate practically how, over a period of time, they have scheduled and recorded client appointments successfully for a range of services and taken and recorded a variety of messages, whilst maintaining client confidentiality to meet salon policy.

For P14, P15, P16, P17, P18, M2, D2 learners could produce a report on the procedures for and importance of recording of appointments/messages correctly, the legal requirements for client confidentiality, the consequences of breaching confidentiality and how problems should be resolved.

For P19, P20 and P21, learners must demonstrate the ability to calculate payments accurately, handle the range of payment methods used by the salon and keep all money safe and secure. This must be assessed through practical observation, evidenced by a witness testimony.

For P22, P23, P24, M3 and D3, learners could produce a report explaining, comparing and assessing the different payment methods available, how security may be maintained, the problems that could arise and how to deal with them. Alternatively, they could answer short questions.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, M1, D1	Maintaining an Effective Salon Reception	Carry out salon reception duties in the local salon or RLE, then produce a summary of the range of salon reception duties carried out and how good communication supported these activities.	Practical observation, with a signed witness testimony. Written report.
P11, P12, P13, P14, P15, P16, P17, P18, M2, D2	Scheduling Salon Appointments	Record salon appointments and messages over a period of time. Provide evidence of scheduling a range of services. Maintain a record of messages taken, the information collected and the person the message was passed to.	Practical observation, with a signed witness testimony. Oral questions about recording salon appointments, recorded in a written format.
P19, P20, P21, P22, P23, P24, M3, D3	Handling Payments	Handle payments in the salon/RLE, collect evidence and write a brief report explaining different payment methods, how security can be maintained how to deal with the problems that could arise.	Practical observation, with a signed witness testimony. Written report.

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

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

Level 1	Level 2	Level 3
Salon Reception Duties	Display Stock to Promote Sales in a Salon	Workplace Practices and Procedures in Beauty-related Industries
	Working in Beauty-related Industries	Salon Design for the Hair and Beauty Sector
	Business Enterprise	

Suggested resources

Books

Goldsbro J – *The Official Guide to the Diploma in Hair and Beauty at Higher Level* (Cengage Learning, 2009) ISBN 9781408017616

Hiscock J and Lovett F – *Beauty Therapy 3rd Edition* (Heinemann, 2010) ISBN 9780435026578

Palmer L and Perkins N – *Hairdressing 3rd Edition* (Heinemann, 2009) ISBN 9780435468507

Journals

Habia News (Seed Publishing Limited)

Hairdressers Journal International (Reed Business Information)

Health and Beauty Salon Magazine (Reed Business Information)

Websites (Relevant websites applicable to learner's home country)

www.habia.org Habia, the Standards Setting Body for the hair and beauty sector

www.professionalbeauty.co.uk Professional Beauty

www.the-nhf.org National Hairdressers Federation

Unit 11: Display Stock to Promote Sales in a Salon

Level:	SRF Level 2
Notional Learning Hours:	30
Unit value:	3
SRF unit code:	30927H

This unit is internally assessed

Unit aim

This is a preparation for work unit, which is based on capability and knowledge. This unit is about preparing, maintaining and dismantling an area for displaying promotional materials in the salon.

This unit applies to hairdressing, beauty and barbering salons.

Unit introduction

Retailing is an important aspect of running a successful salon. Clients will have trust in the salon, and be confident when purchasing products, knowing that a qualified practitioner or reputable salon has recommended them. This is part of a salon's commitment to client care and it is also important for the financial effectiveness of the salon. Displays of products available to purchase can be an effective promotion tool.

In this unit, learners will develop the knowledge, understanding and skills necessary to prepare for, set up, maintain and dismantle displays in the salon.

When creating a display, the location and design area should be attractive and eye-catching. Learners will gain an understanding of the principles and processes involved in creating and maintaining promotional displays.

This unit also appears in the *BTEC Level 2 Diplomas in Hairdressing/Hairdressing Services*.

Outcomes of learning

On completion of this unit a learner should:

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

Assessment and grading grid

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

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 select the materials, equipment and stock to use	M1 explain the factors to be considered when creating a promotional display and how they impact on its success	D1 evaluate the effectiveness of the promotional display.
P2 determine the location of the display to maximise its impact		
P3 assemble the display carefully and safely		
P4 label the displayed products clearly, accurately and in a manner consistent with legal requirements		
P5 state the purpose of a display		
P6 list the type of information required in order to plan a display effectively		
P7 state how the location and design of the display can attract attention and increase sales		
P8 describe how the location and design of related promotional materials can influence the effectiveness of the display		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P9 describe safety considerations when assembling a display		
P10 maintain the display area for the duration of the display period	M2 explain the factors to be considered when maintaining and dismantling the promotional display.	
P11 dismantle the display, restore the area and return stock to storage		
P12 describe the maintenance needs of a promotional display		
P13 outline the safety considerations when dismantling a display, disposing of materials and returning stock to storage		
P14 explain the key legal requirements affecting the display and sale of goods.		

Unit content

1 Be able to prepare the display area

Preparing the display area:

- selection of materials, equipment and stock e.g. products, samples, leaflets, display boards
- location to maximise impact e.g. reception area, window, merchandising unit
- assembling display e.g. design, backdrop
- labelling products clearly and accurately
- safety considerations.

Influences/factors:

- purpose of display
- type of information required to plan a display
- effects of effective location and design of display (attract attention, increase sales)
- legal considerations.

2 Be able to maintain and dismantle the display area

Maintaining the display:

- maintenance needs (regular stock replenishment, maintaining effective presentation of material)
- dismantling the display
- returning stock to storage and restoring area
- safety considerations (dismantling a display, disposing of materials, returning stock to storage).

Legal requirements:

- relevant legislation/regulations in home country.

Information for tutors

Essential requirements

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment. Learners will also need access to products, tools, equipment, materials suitable to create a display.

Employer engagement and vocational contexts

Employer engagement would be beneficial for learners and manufacturers' promotional material could be used in the display. Learners could also visit hair and beauty-related retailers and exhibitions to see different kinds of display.

Delivery guidance

This unit should be delivered in a Realistic Learning Environment (RLE). The word 'client' can be related to friends, peers, and does not mean treatment needs to be carried out on paying clients or within commercial timescales.

In this unit learners will gain an understanding of the principles and processes involved in creating and maintaining promotional displays. This should be developed through a learner-centred approach with tutor support. Research activities and group discussions can be used to help learners generate creative displays, which could initially be designed in the classroom.

Learners should have access to a salon environment to appreciate the principles of scale and proportion when deciding on the design of the display. Tutors should raise awareness of the safety considerations in relation to the assembly, location and dismantling of the display. Learners should understand the importance of safe handling of goods and materials and how an unsafe display could fall and injure people in the salon.

Location is another consideration, involving the safe maintenance of clear walkways through the salon, while at the same time having the good visual prominence required to attract client's interest. The legal regulations affecting the sale of goods, pricing regulations and consumer law should be discussed and learners should use this knowledge when labelling goods and designing promotional literature for the display. This unit provides the opportunity to motivate and challenge learners through a tutor-set mini competition to determine the best display.

Outline learning plan

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

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

Topic and suggested assignments/activities/assessment
Tutor introduction to unit and programme of assignments
Assignment 1: Creating a Display for a Salon Promotion (P1, P2, P3, P4, P10, P11, M1, D1). Tutor introduces the assignment brief.
Types and purpose of displays – tutor-led group discussions; internet and local salon, retail outlets, e.g. Boots, The Body Shop – research activity. Choosing the location – in salon, window display, forecourt display; constraints – space available, lighting, stability of display, restrictions on movement around the salon; high impact location – internet and local salon research, group discussions. Selecting materials, creating the display design – use of manufacturers’ display material, own produced material, leaflet design, selection of stock, use of dummy containers in vulnerable positions – tutor-led discussions and learner practice with displays. Legal implications of selling goods, labelling, pricing, safe handling of goods and materials, health and safety at work regulations, accident prevention – DVDs, PowerPoint presentations, written tasks, question and answer sheets.
Assignment workshop(s).
Assignment 2: Salon Display (P5, P6, P7, P8, P9, P12, P13, M2) Tutor introduces assignment brief
Importance of maintaining high visual impact; daily cleaning and restocking/rearrangement of display, check safe and secure positioning of display – discussions, role-play activities, practice in a working salon/RLE, group work Dismantling the display – safety considerations for self and others, removal of waste, return of products to stock, restoring salon area to normal appearance once display has been removed – discussions, practice in a working salon/RLE.
Assignment workshop(s).
Review of unit – recap on topics using quizzes, games, work experience reports on observed performance.

Assessment guidance

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

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally related experiences, with tasks specifically designed with the assessment and grading criteria in mind. Observation records should be used to provide evidence of how learners created, maintained and dismantled the display and met legal requirements. Reports or question and answer tasks could provide written evidence for the knowledge-based assessment and grading criteria.

For P1, P2, P3, learners must prepare the display area. Whilst P10 and P11 require learners to maintain and dismantle a display. This must be evidenced through practical observation, with a signed witness testimony.

For P4, P5, P6, P7, P8, P9, P12, P13, M1, M2 and D1, learners must demonstrate their knowledge and understanding of creating, maintaining and dismantling displays in the salon. Tasks, including short-answer questions or reports, could be used to generate evidence.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, P7, P8, P9, M1, D1	Creating a Display for a Salon Promotion	Create a display to promote a new product range in the salon/RLE. Maintain the display over time, dismantling it when the promotional period is over.	Practical observation, with a signed witness testimony.
P10, P11, P12, P13, P14, M2	Salon Display	Produce a report of the display, including the purpose and benefits, the importance of the location and how different types of display impact on the client, maintenance needs and safety and legal considerations.	Written report.

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

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

Level 1	Level 2	Level 3
Create and Maintain Retail Displays in a Salon	Promote Services and Products to Clients in a Salon	Promote and Sell Products and Services to Clients
	Salon Reception Duties	Marketing in the Hair and Beauty Sector
		Salon Design for the Hair and Beauty Sector

Suggested resources

Books

Goldsbro J – *The Official Guide to the Diploma in Hair and Beauty at Higher Level* (Cengage Learning, 2009) ISBN 9781408017616

Hiscock J and Lovett F – *Beauty Therapy 3rd Edition* (Heinemann, 2010) ISBN 9780435026578

Palmer L and Perkins N – *Hairdressing 3rd Edition* (Heinemann, 2009) ISBN 9780435468507

Journals

Habia News (Seed Publishing Limited)

Hairdressers Journal International (Reed Business Information)

Health and Beauty Salon Magazine (Reed Business Information)

Websites (*Relevant websites applicable to learner's home country*)

www.habia.org Habia, the Standards Setting Body for the hair and beauty sector

www.professionalbeauty.co.uk Professional Beauty

www.the-nhf.org National Hairdressers Federation

Unit 12: Provide Nail Art

Level:	SRF Level 2
Notional Learning Hours:	30
Unit value:	3
SRF unit code:	30931H

This unit is internally assessed

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.

Unit introduction

The nail services industry has developed significantly over the last 10 years and now offers an increasing number of services in addition to traditional manicure and pedicures. One of these new trends is nail art. Nail art has developed rapidly and has become very popular, whilst remaining a specialised skill, with clients requesting highly creative and personalised decorations.

This unit will enable learners to explore nail art techniques and develop their practical skills, as well as giving them the knowledge and understanding relating to nail art services.

Learners will develop communication skills and understand the importance of using effective consultation techniques when carrying out client consultations, which will enable them to identify client needs accurately.

On completion of this unit, learners should be able to prepare for and provide nail art services to clients' satisfaction, communicating and behaving in a professional manner and following health and safety practices.

It is essential that centres adhere to the pre-16 restrictions set by Habia. Learners under 16 years of age will not be able to use the full range of nail art products.

Outcomes of learning

On completion of this unit a learner should:

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

Assessment and grading grid

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

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 prepare themselves, client and work area for nail art treatment	M1 explain the importance of preparation and pre-treatment activities for nail art services	D1 assess pre-treatment preparations for nail art services
P2 use suitable consultation techniques to identify treatment objectives		
P3 carry out a nail and skin analysis		
P4 provide clear recommendations to the client		
P5 select products, tools and equipment to suit client treatment needs and nail conditions		
P6 describe salon requirements for preparing themselves, the client and the work area		
P7 state the environmental conditions suitable for nail art		
P8 describe different consultation techniques used to identify treatment objectives		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P9 explain the importance of carrying out a nail and skin analysis		
P10 describe how to select products, tools and equipment to suit client treatment needs and nail conditions		
P11 identify the different nail conditions		
P12 describe the contraindications which prevent or restrict nail art		
P13 communicate and behave in a professional manner		
P14 follow health and safety working practices		
P15 position themselves and client correctly throughout the treatment		
P16 use products, tools, equipment and techniques to suit client's treatment needs and nail conditions		
P17 complete the treatment to the satisfaction of the client		
P18 record the results of the treatment		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P19 provide suitable aftercare advice</p>		
<p>P20 state how to communicate and behave in a professional manner</p>		
<p>P21 describe health and safety working practices</p>		
<p>P22 state the importance of positioning themselves and the client correctly throughout the treatment</p>		
<p>P23 state the importance of using products, tools, equipment and techniques to suit client's treatment needs and nail conditions</p>	<p>M2 explain the suitability of selected products, tools, equipment, techniques and aftercare advice for three different clients.</p>	<p>D2 compare the suitability of products, tools, equipment, techniques and aftercare advice for three different clients.</p>
<p>P24 describe how treatments can be adapted to suit client treatment needs and nail conditions</p>		
<p>P25 state the contra-actions that may occur during and following treatments and how to respond</p>		
<p>P26 state the importance of completing the treatment to the satisfaction of the client</p>		
<p>P27 state the importance of completing treatment records</p>		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P28 state the aftercare advice that should be provided		
P29 describe diseases and disorders of the nail		
P30 describe the structure and functions of the nail.		

Unit content

1 Be able to prepare for nail art treatment

Preparation:

- of technician (personal hygiene/presentation, protective attire)
- of client (protective attire, remove jewellery, skin preparation)
- salon requirements.

Preparation of work area:

- environmental conditions, e.g. heating, lighting, ventilation, atmosphere
- laying out equipment and materials
- salon requirements.

Client consultation:

- consultation techniques (questioning, visual, manual, reference to client records)
- treatment objectives
- nail and skin analysis
- contra-indications, e.g. fungal, viral, parasitic infections, damaged nails, eczema, psoriasis, dermatitis
- clear recommendations
- client confidentiality.

Products, tools and equipment:

- products (base coat, top coat, nail enamel remover, nail paints, polishes, glitters)
- tools and equipment (orange wood stick, nail brushes including fine detail, liner long, medium, fan, shading, striping, glitter dust brush, glitter dust mixer, marbling tool, transfers, foils, flatstones, rhinestones, artist palette, cotton wool, cotton buds); tools for post-16 learners only (nail scissors).

Nail and skin conditions:

- conditions, e.g. ringworm, brittle nails, eczema, contact dermatitis.

2 Be able to provide nail art service

Communication and behaviour:

- professional manner
- communication (speaking, listening, body language, written)
- behaviour, e.g. polite, tactful, client rapport; awareness of limits of own authority/responsibility, e.g. follow instructions.

Health and safety practices:

- relevant legislation/regulations in home country
- sterilisation and sanitation methods
- safe use of tools and equipment;
- Personal Protective Equipment (PPE)
- waste disposal
- Code of Practice for Nail Services.

Nail art service:

- positioning of technician and client; use of products, tools/equipment and techniques to suit client (coloured polishes, transfer, glitters, foiling, flatstones, rhinestones, marbling, striping, dotting and freehand)
- ways of adapting treatment to suit client needs and nail condition, e.g. choice of design, technique
- complete treatment to client's satisfaction
- record results
- contra-actions and response e.g. allergic reaction, premature loss of nail art design.

Aftercare advice:

- homecare (ways of avoiding contra-actions, maintenance, removal)
- retail opportunities (products, future services).

Anatomy and physiology:

- nail diseases and disorders, e.g. brittle nails, dermatitis, bitten nails
- structure and functions of the nail.

Information for tutors

Essential requirements

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment. Learners also require access to products, tools and equipment suitable for providing nail art services.

Employer engagement and vocational contexts

Visit to nail exhibitions and competitions with demonstrations by professionals and also a wide range of products, tools and equipment would be beneficial for learners.

Centres are encouraged to develop links with nail bars and also invite guest speakers and professionals from the nail services industry.

Delivery guidance

This unit should be delivered in a Realistic Learning Environment (RLE). The word 'client' relates to friends, peers and mannequins and treatment does not need to be carried out on paying clients or within commercial timescales. Centres must adhere to the restrictions outlined by Habia, regarding activities which are unsuitable for learners aged under 16 years to undertake.

This unit is intended to develop learners' knowledge, understanding and skills required for preparing and performing nail art techniques. Delivery of this unit should be practical and could be supported by a work placement in a nail bar or beauty salon. Tutors can use a variety of delivery methods and aids when delivering the underpinning knowledge of this unit.

Learners should be introduced to the different nail art designs and techniques available. Tutors need to demonstrate the different nail art techniques. Learners should have the opportunity to practise consultations and nail art techniques with various clients, so that they can appreciate different client requirements and how to adapt treatments to suit them.

It is essential that learners are taught about the associated health and safety practices used in the salon, for example the safe use of tools and equipment. Learners aged under 16 years of age are not allowed to use the full range of tools and equipment, for example nail scissors.

To perform nail art services safely, learners will also need to know about the various conditions, diseases and disorders that may affect the nail and skin, including contra-indications which could prevent or restrict a treatment and contra-actions which may result from a treatment. Learners need to conduct a skin and nail analysis and carry out client consultations to identify treatment objectives.

Learners should be encouraged to adopt a professional manner when communicating with clients and colleagues. This is an essential skill that will benefit learners when they go into employment in the beauty therapy or nail services industry, where the client-therapist relationship is of paramount importance. It will also benefit them if they decide to enter another area of employment. The importance of providing suitable aftercare advice to clients should be stressed. Learners should use aftercare advice as an opportunity not to just advise the client regarding homecare and maintenance, but to sell products or future services.

It is essential that learners know the relevant anatomy and physiology to perform nail art services. This could be delivered using diagrams, textbooks and quizzes.

This unit could be co-delivered with *Unit 6: Provide Manicure Treatments*.

This unit gives learners opportunities to demonstrate their creative side, using different nail art designs and techniques to suit clients. This requires a degree of dexterity and an eye for detail. Learners may already have experienced having nail art applied to their own nails. Learners should be encouraged to draw on their own experiences, or of those of people they know. Learners should also be encouraged to develop an interest in the latest developments and fashions in nail art. However, it is essential that learners own nails are suitable for carrying out beauty therapy treatments and convey a professional image to clients.

Outline learning plan

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

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

Topic and suggested assignments/activities/assessment
Tutor introduction to the unit.
Assignment 1: Nail Art Services (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, P30, M1, M2, D1, D2)
Tutor introduces assignment brief.
Professional ways of behaving and communicating, health and safety working practices and salon requirements.
Pre-treatment procedures. Preparation (of therapist, client, work area). Consultation techniques, including skin analysis, contra-indications, recommendations (demonstrations, role play).
Products, tools and equipment. Client treatment needs/objectives. Skin and nail conditions. Use of task sheets and diagrams/textbooks, models, CD ROMs relating to structure and functions of the nail. Diseases and disorders of the nail.
Nail art workshops led by tutor demonstrations. Positioning. Nail art techniques. Adapting treatments to suit different client needs (for example nail and skin conditions) and treatment objectives. Client satisfaction.
Post-treatment procedures. Recording results. Aftercare advice (homecare, retail opportunities), contra-actions.
Assignment workshop(s).
Tutor recap of unit, using games and quizzes as memory aids.

Assessment guidance

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

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally- related experiences, with tasks specifically designed with the assessment and grading criteria in mind. This unit can be assessed through the learner collating a portfolio of evidence. Centres can either devise their own assignments or adapt Edexcel assignments where available.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units where appropriate.

P1, P2, P3, P4, P5, P13, P14, P15, P16, P17, P18 and P19 require learners to prepare for and perform nail art services safely. Learners will need to demonstrate a range of nail art techniques, including coloured polishes, transfer, glitters, foiling, flatstones, rhinestones, marbling, striping, dotting and freehand. Learners should prepare for and perform nail art services for at least three different clients with varying needs, for example treatment objectives. This includes the preparation of themselves, the client, work area, client consultation and post-treatment procedures, such as aftercare advice and recording results.

Learners should be assessed when they have developed sufficient skills in providing nail art services, following practice and feedback during the unit delivery. It is essential that learners communicate and behave professionally when performing their treatments. The treatments should be observed by the assessor and evidenced with a witness testimony. Photographs of learners performing the treatment, or of clients' nails with nail art could be supplementary evidence.

P6, P7, P8, P9, P10, P11, P12, P20, P21, P22, P23, P24, P25, P26, P27, P28, M1, M2, D1, D2, assess knowledge and understanding of the underpinning theory associated with providing nail art services, learners could either answer short written or oral questions (accompanied by a written transcript). Alternatively, learners could produce a summary account of the treatments they provided to clients.

P29 and P30 assess learners' knowledge and understanding of basic anatomy and physiology. This could be achieved via short-answer questions, either written or oral, accompanied by a written transcript. Learners can achieve P30 by labelling diagrams and describing the structure and functions of the nail and skin.

Signed witness testimonies and observation records must be retained for verification purposes.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P13, P14, P15, P16, P17, P18, P19	Nail Art Service	Prepare for and perform three nail art services on different clients. Techniques must include coloured polishes, transfer, glitters, foiling, flatstones, rhinestones, marbling, striping, dotting and freehand.	Practical observation, with signed witness testimony. Supplementary evidence of photographs.
P6, P7, P8, P9, P10, P11, P12, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, P30, M1, M2, D1, D2	Summary Report on Nail Art Services	Produce a report on the nail art services provided.	Written report with pictures, diagrams.

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

This unit has links to the following NOS: N4 Carry out nail services. This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

Level 1	Level 2	Level 3
Presenting a Professional Image in a Salon	Client Care and Communication in Beauty-related Industries	Apply and Maintain Nail Enhancement
Hand care	Provide Manicure Treatment	
Nail Art Application	Provide Pedicure Treatment	

Suggested resources

Books

Cressy S – *Beauty Therapy Fact File 5th Edition* (Heinemann, 2010)
ISBN 9780435451424

Jefford J – *The Encyclopedia of Nails* (Thomson Learning, 2002)
ISBN 9781861528360

Jefford J – *The Art of Nails* (Thomson Learning, 2005) ISBN 9781844801466

Jefford J, Swain A et al – *Nail Artistry* (Thomson Learning, 2003)
ISBN 9781861529442

Toselli L – *A complete Guide to Manicure and Pedicure* (New Holland Publishers Ltd, 2005) ISBN 9781843308614

Journals

Guild Gazette (Guild of Professional Beauty Therapists)

Habia News (Seed Publishing Limited) Professional Nails (International Nail Association)
Scratch Magazine (Seed Publishing Limited)

Websites *(Relevant websites applicable to learner's home country)*

www.beautyguild.com

Beauty Guild

www.habia.org

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

www.professionalbeauty.co.uk

Professional Beauty

www.scratchmagazine.co.uk

Scratch

Unit 13: Body Art Design

Level:	SRF Level 2
Notional Learning Hours:	40
Unit value:	4
SRF unit code:	30932H

This unit is internally assessed

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.

Unit introduction

In this unit learners will develop the knowledge, understanding and skills required to apply body art designs.

This unit introduces learners to the application of body art design, through a variety of products and techniques, including free-hand design and transfers. Learners will create a mood board, demonstrating their imagination and creative skills, and considering how a 2D image can be transferred to a 3D subject. Learners will also be taught how to carry out additional preparatory activities for body art applications, including how to conduct client consultations to identify individual treatment objectives.

Throughout this unit, learners are required to communicate and behave in a professional manner. Learners will also develop skills in applying body art designs, and providing suitable aftercare advice.

It is essential that centres adhere to the pre-16 restrictions set by Habia. Learners under 16 years of age have restricted client contact, to the following areas: head, neck, shoulders to the clavicle and scapula; lower arms and legs; hands and feet.

Outcomes of learning

On completion of this unit a learner should:

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

Assessment and grading grid

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

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P1 prepare themselves, the client and work area for a body art design</p>	<p>M1 explain the importance of preparation and pre-treatment activities for body art designs</p>	<p>D1 assess pre-treatment preparations for body art designs</p>
<p>P2 use suitable consultation techniques to identify treatment objectives</p>		
<p>P3 identify influencing factors</p>		
<p>P4 provide clear recommendations to the client based on factors</p>		
<p>P5 produce a mood board</p>		
<p>P6 describe salon's requirement for client preparation, preparing themselves and the work area</p>		
<p>P7 identify different consultation techniques used to identify treatment objectives</p>		
<p>P8 describe the factors that need to be considered when selecting techniques and equipment</p>		
<p>P9 describe the environmental conditions suitable for a body art design</p>		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P10 describe the safety considerations that must be taken into account when providing a body art design		
P11 identify the range of equipment used for body art design		
P12 identify products used and their key ingredients		
P13 outline the purpose of a mood board		
P14 state how to develop a mood board		
P15 describe ways of effectively presenting a mood board		
P16 state the key principles behind creating a 2D image which is suitable for adaptation to a 3D surface		
P17 state the importance of keeping areas of the body covered unless they are being worked on		
P18 describe contra-indications that prevent or restrict body art design		
P19 communicate and behave in a professional manner		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P20 position themselves and the client correctly throughout the treatment		
P21 select and use products, techniques and equipment taking into account identified factors		
P22 apply body art designs	M2 apply intricate body art designs	
P23 follow safe and hygienic working practices		
P24 identify contra actions and take appropriate action during treatment		
P25 provide suitable aftercare advice		
P26 complete the treatment to the satisfaction of the client		
P27 evaluate the results of the treatment with the client	M3 recommend improvements to the body art design.	D2 justify improvements to the body art design.
P28 describe how to communicate and behave in a professional manner		
P29 state the importance of positioning themselves and the client correctly throughout the treatment		
P30 describe safe and hygienic working practices		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P31 describe the contractions which might occur during and following the treatment and how to respond		
P32 describe the aftercare advice that should be provided		
P33 state the importance of completing the treatment to the satisfaction of the client		
P34 state the methods of evaluating the effectiveness of the treatment.		

Unit content

1 Be able to prepare for body art design

Preparation:

- of therapist (personal hygiene/presentation, protective attire)
- of client (protective attire, preparatory skin cleansing)
- salon requirements.

Preparation of work area:

- environmental conditions, e.g. heating, lighting, ventilation, atmosphere
- salon requirements.

Client consultation:

- consultation techniques (questioning, visual, manual, reference to client records)
- treatment objectives
- influencing factors (area to be painted such as arm, lower leg, shoulder, adverse skin conditions, fashion trends, skin type and sensitivity, occasion, gender, cultural factors)
- contra-indications, e.g. eczema, dermatitis, broken skin
- clear recommendations
- client confidentiality.

Mood board:

- purpose (creativity, linked themes, choice of specialised techniques)
- method of development (identify, collate, select images)
- improvements
- presentation methods
- key principles behind creating a 2D image for adaptation to a 3D surface (development of mood board, consideration of area to be painted).

Safety considerations:

- keeping areas of body covered unless being worked on
- safe and hygienic practices.

Products, tools and equipment:

- products (preparatory skin cleansers, coloured inks, aqua paints, body gems, glitter, sequins, transfer tattoos, other adornment)
- product ingredients
- tools and equipment (brushes, sponges).

2 Be able to provide body art design

Communication and behaviour:

- communication (speaking, listening, body language, reading, recording, following instructions, using a range of related terminology linked to body art designs)
- behaviour (working cooperatively with others, following salon requirements).

Body art design treatment:

- positioning of therapist and client
- selection and use of products, tools/equipment and techniques taking into account influencing factors
- application of body art designs
- contra-actions and response, e.g. allergic reaction, redness, irritation; complete treatment to client's satisfaction
- results (record, evaluate, improvements)
- methods of evaluating effectiveness (verbal feedback, written feedback, photographic evidence, self-evaluation).

Aftercare advice:

- homecare (ways to avoid contra-actions, removal methods, maintenance advice)
- retail opportunities (product recommendations, further treatment needs).

Safe and hygienic practices:

- methods of sterilisation and sanitation
- safe use of tools and equipment
- health and safety at work
- Personal Protective Equipment (PPE)
- control of substances hazardous to health
- disposal of contaminated waste.

Information for tutors

Essential requirements

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment. Learners also require access to products, tools and equipment suitable for providing body art designs.

Employer engagement and vocational contexts

Learners would benefit from visits to exhibitions and shows which showcase body art designs, such as fashion shows.

Delivery guidance

This should be delivered in a Realistic Learning Environment (RLE). The word client relates to friends, peers and does not mean treatments need to be carried out on paying clients or within commercial timescales. Centres must adhere to the restrictions outlined by Habia, regarding activities which are unsuitable for learners aged under 16 years to undertake.

Client contact is restricted for learners aged under 16 years of age to the following areas: head, neck, shoulders to the clavicle and scapula; lower arms and hands; lower legs and feet.

Delivery of this unit should be practical, and tutors should use various delivery methods to teach the underpinning theory associated with practical body art skills to stimulate and motivate learners.

This unit gives learners an opportunity to demonstrate their creative side in creating and applying body art designs. Tutors must first introduce learners to the relevant health and safety practices associated with the application of body art designs. Tutors should demonstrate different body art techniques before learners practise their skills.

Learners need to consider factors that influence body art designs, and the selection of tools and equipment. They should develop their ideas for body art designs using a mood board. Learners should reflect on their own work, assessing the effectiveness of the mood board, and recommend improvements. They should be given an opportunity to present their mood board and body art design, which could be in front of the class. It is important that learners consider the principles behind creating a 2D image which is suitable for adaptation to a 3D surface.

This unit could be co-delivered with *Unit 13: Create an Image Based on a Theme within the Hair and Beauty Sector*. Learners could create and apply a body art design as part of the model's look. In some instances, the client may not be the model being worked on, but the person who has commissioned the body art design, such as a fashion designer for a show. It is essential that learners complete the body art design to the satisfaction of the client.

Outline learning plan

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

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

Topic and suggested assignments/activities/assessment
Tutor introduction to the unit.
Assignment 1: Create Body Art Design (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, M1, D1) Tutor introduces assignment brief
Preparation of themselves, client and work area (environmental conditions), salon requirements. Client consultation. Consultation techniques. Contra-indications. Recommendations. Mood board. Development of design. 2D to 3D design principles. Safety considerations. Products, tools and equipment. Product ingredients.
Assignment workshop(s).
Assignment 2: Apply Body Art Design (P19, P20, P21, P22, P24, P25, P26, P27, P28, P29, P30, P31, P32, P33, P34, M2, M3, D2) Tutor introduces assignment brief.
Professional manner, communication and behaviour. Body art design treatment. Application techniques. Consideration of influencing factors. Safe and hygienic practices. Completion of application. Post-application procedures. Recording results. Evaluating design. Aftercare advice, contra-actions, removal of design, maintenance, retail opportunities.
Assignment workshop(s).
Tutor recap of unit, using quizzes and games.

Assessment guidance

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

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment and grading criteria in mind. This unit can be assessed through learners collating a portfolio of evidence. Centres can either devise their own assignments or adapt Edexcel assignments where available.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units where appropriate.

P1, P2, P4, P5, P19, P20, P21, P22, P23, P24, P25, P26, P27 and M2 require learners to prepare for and perform body art designs safely. Learners should prepare for and perform an intricate design. This includes the preparation of themselves, the model/client, work area, client consultation and post-treatment procedures, such as aftercare advice and recording results.

Learners should be assessed when they have developed sufficient skills in applying body art designs, following practice and feedback during the unit delivery. It is essential that learners communicate and behave professionally when applying their designs. The applications should be observed by the assessor, and evidenced with a witness testimony. Photographs of learners performing the treatment or the finished body art design could be supplementary evidence.

P3, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P28, P29, P30, P31, P32, P33, P34, M1, M3, D1, D2 assess knowledge and understanding of the underpinning theory associated with applying body art designs, learners could either answer short written or oral questions (accompanied by a written transcript). Alternatively, learners could produce a summary account of the treatments they provided to clients.

Signed witness testimonies and observation records must be retained for verification purposes.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, M1, D1	Create Body Art Design	Prepare for, plan and create body art design(s) using a mood board. Produce a report of the preparation and planning involved.	Practical observation, with signed witness testimony. Mood board. Written report with pictures/diagrams.
P19, P20, P21, P22, P24, P25, P26, P27, P28, P29, P30, P31, P32, P33, P34, M2 M3, D2	Apply Body Art Design	Apply body art design(s) to a model. Produce a report of the body art design(s) applied.	Practical observation, with signed witness testimony.

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

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

Level 1	Level 2	Level 3
Themed Face Painting	Make-up for Performers	Make-up for Performers
	Create an Image Based on a Theme within the Hair and Beauty Sector	

Suggested resources

Books

Cressy S – *Beauty Therapy Fact File 5th Edition* (Heinemann, 2010)
ISBN 9780435451424

Hiscock J and Lovett F – *Beauty Therapy 3rd Edition* (Heinemann, 2010)
ISBN 9780435026578

Journals

Habia News (Seed Publishing Limited)

Hairdressers Journal International (Reed Business Information)

Health and Beauty Salon Magazine (Reed Business Information)

Websites (*Relevant websites applicable to learner's home country*)

www.habia.org Habia, the Standards Setting Body for the hair and beauty sector

www.professionalbeauty.co.uk Professional Beauty

Unit 14: Makeup for Performers

Level:	SRF Level 2
Notional Learning Hours:	100
Unit value:	10
SRF unit code:	30871H

This unit is internally assessed

Unit aim

The aim of this unit is to develop learners' makeup techniques that are used in the performing arts industry. Learners will study makeup design and application skills, and design and create make-ups.

Unit introduction

This unit is an introduction to make up for performance. The unit gives learners opportunities to explore, develop and apply a range of technical makeup skills and can provide links with practical performance projects. Ideally, learners will have the opportunity to try out their designs and makeup application techniques in a practical setting such as a live performance or by preparing actors for film and TV roles. This will allow the process of design, application and removal of makeup to have relevance to real working conditions, where factors such as time, cost and health and safety implications can be considered.

On completion of this unit learners should be able to display basic makeup application skills in a range of contexts, making up both themselves and others and taking consideration of the importance of careful preparation, use of application and removal techniques and the safe handling of specialist equipment. Learners should be familiar with some of the specialist types of makeup and how application techniques for stage makeup may differ from those for fashion makeup.

This unit is imported from the *BTEC Level 2 in Performing Arts*.

Outcomes of learning

On completion of this unit a learner should:

- 1 Know the basic range of stage makeup and techniques
- 2 Be able to prepare designs for stage makeup
- 3 Be able to interpret makeup designs and apply to themselves and others
- 4 Be able to apply and remove makeup with attention to the safe use of equipment.

Assessment and grading grid

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

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 identify different types of makeup and their application	M1 make comparisons between different types of makeup and their application	D1 make a detailed comparison between different types of makeup and their application
P2 create designs for self-makeup for performance	M2 demonstrate creative ability in developing makeup designs for self-make-up	D2 demonstrate a high level of creative ability in developing makeup designs for self-make-up, with reflection on research carried out
P3 design character make up for a performer (other than self) with guidance	M3 design character makeup for a performer (other than self) with creativity and minimum guidance	D3 demonstrate a high level of ability in identifying developing and designing character makeup for a performer (other than self) with independence and flair
P4 create makeup for self safely using basic makeup techniques	M4 show creative skill in creating makeup for self safely, using makeup techniques appropriately	D4 show a high level of creative skill in creating makeup for self safely, using makeup techniques confidently
P5 apply character makeup safely to a performer (other than self)	M5 apply appropriate character makeup safely to a performer (other than self) with little guidance	D5 apply appropriate character makeup safely and confidently to a performer (other than self) with ease and independence

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P6 prepare, use and remove makeup with care and safety at all times.	M6 demonstrate the ability to organise the makeup working area safely and prepare, use and remove makeup with some guidance.	D6 demonstrate the organisation of the makeup working area independently and safely in preparation, application and maintenance phases.

Unit content

1 Know the basic range of stage makeup and techniques

Types of make-up:

- types, e.g. aquacolour, liquid, pancake, grease-based, cream-based, liners, powders.

Techniques:

- techniques, e.g. using glues, applying crepe hair, using prosthetics and tooth enamels, using theatrical blood, scar-making, ethnic make-up, techniques for theatre, techniques for film and television.

2 Be able to prepare designs for stage make-up

Design drawings:

- facial plan for each character
- indication of techniques to be used
- indication of materials and equipment to be used
- use of colour, texture, shape, additions to features
- different types of make-up.

3 Be able to interpret makeup designs and apply to themselves and others

Preparation and research:

- analysis of model and bone structure
- preparation and application, materials for use, use and interpretation of make-up, e.g. colour, style, relationship to the art form (dance, theatre, film, etc.), interpretation of the director's brief.

Application of make-up:

- application to self
- application to model
- use of designs in practice
- care of skin
- removal of makeup
- cleansing.

4 Be able to apply and remove makeup with attention to the safe use of equipment

Use of equipment:

- preparation of equipment and work area
- awareness of skin reaction and response
- safe use of all makeup materials, care in application and removal, care in maintenance of equipment and materials.

Information for tutors

Essential requirements

A suitable, well-illuminated and ventilated area for the application of makeup is needed. Each makeup area or booth should have a good mirror of adequate size and a comfortable chair that can be adjusted to height. A degree of privacy away from other activities would also be beneficial.

Employer engagement and vocational contexts

Learners should develop links with theatre, film and television studios that have makeup departments. Most of the large producing theatre companies such as The Royal Shakespeare Theatre and The National Theatre offer work placements to learners.

Both Skillset, the Sector Skills Council for the audio-visual industries, and the BBC have substantial sections of their websites dedicated to careers, including job descriptions.

Delivery guidance

This unit should be a mixture of tutor-led input, directed and independent research, discussion, observation and practical workshops. Learners should be introduced to a range of materials and techniques and encouraged to explore a creative approach to the application and removal of makeup on self and others.

It is important that learners gain experience of a wide range of makeup design, ensuring that they understand the requirements for basic makeup as well as more demanding character make-up. When designing make-up for someone other than themselves it is important that learners discuss the design with the performer to ensure aspects of characterisation and personality are satisfactory.

Make-up design should be applied according to the requirements of the character but also to the aesthetic demands of performance. The style of play, dance and production concept must be considered in collaboration with performers and directors/choreographers.

Whilst working in the makeup room learners must adhere to health and safety regulations at all times (a copy of the health and safety regulations should be posted on the wall in the makeup area) and apply and remove makeup with care. Learners must also understand the importance of organising their work area methodically.

It is recommended that *Unit 5: Apply Makeup* is delivered before this unit.

Outline learning plan

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

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

Topic and suggested assignments/activities/assessment
Introduction to unit and structure of the programme.
Introduction to makeup techniques and types of make-up.
Lectures/discussions: straight makeup for theatre; ageing make-up; injuries; face painting; fashion make-up.
Practical demonstrations and videos.
Practical workshops.
Assignment 1: Different Types of makeup and their Application (P1, M1, D1). Learners: carry out research; draw on research and collate and present a research portfolio of different types of makeup and their application.
Lectures/discussions: text/character analysis; character make-up; preparation of makeup designs; health and safety.
Practical demonstrations.
Practical workshops.
Assignment 2: makeup for Self (P2, M2, D2, P4, M4, D4, P6, M6, D6). Learners: carry out text/character analysis; design makeup for two characters; produce makeup designs for two characters; research makeup techniques for two characters; produce written instructions for carrying out the makeup for two characters; prepare work area; apply makeup to self; remove make-up.
Practical workshops.
Assignment 3: Character makeup for a Performance (P3, M3, D3, P5, M5, D5, P6, M6, D6). Learners: discuss the style of the production with the director; considers other design elements in production; carry out text/character analysis; carry out research; designs makeup for two or more characters; produce two makeup designs for two or more characters; produce written instructions for carrying out makeups for two or more characters; prepare work area and materials; prepare performer; apply makeup to at least one performer; attend technical and dress rehearsals and first performances
Theatre visits.
Feedback and reviews.

Assessment guidance

The initial stages of this unit will be tutor-led as learners are introduced to materials and techniques involved in the application of make-up. Design and materials research will feature throughout the unit. Learners will be expected to make up themselves and others for appropriate characters and roles. Evidence for the assessment, collated in a portfolio, might be appropriately accumulated through the use of designs, reports, photographs, observation records, witness statements and possible video recording. Consideration of the conditions of makeup presentation is a feature of the portfolio work of this unit.

Learning outcome 1, which links to criterion 1, requires learners to demonstrate knowledge of the basic range of stage makeup and techniques. Differentiation between pass, merit and distinction will be made according to the level of knowledge shown by learners. The knowledge can be presented in written or verbal form.

For P1, learners will show a basic knowledge of makeup types and techniques. It will be simplistic and little attempt to make comparisons between makeup types and techniques will be shown. The information provided will be generally accurate.

For M1, learners will show a competent knowledge of makeup types and techniques. Their work will be thoughtful and some attempt to make analytical comparisons between the makeup types will be shown.

For D1, learners will give detailed comparisons between the makeup types and have a sound knowledge of how and when they should be used. This knowledge will be displayed in a sophisticated and thoughtful way, and will be articulated fluently either in writing or by means of a verbal presentation.

Learning outcome 2, which links to grading criteria 2 and 3, requires learners to prepare basic makeup designs for themselves and character makeup for a performer. Differentiation between pass, merit and distinction will be made according to the level of skill in producing the designs.

At pass level (P2/P3), learners will produce simple design ideas, which would require basic makeup techniques to realise them. The work will be accurate but unelaborated. The character makeup will be appropriate for the chosen character but will show little creative ability and sophistication. Although basic, the designs must show the artistic intentions of the learners. Learners would expect support from their tutor to achieve these criteria.

At merit level (M2/M3), learners will produce competent design ideas. The designs will be thoughtful and produced with care and will require some sophisticated makeup skills to realise them. The character makeup will be wholly appropriate for the character and be in keeping with the style of the production. Learners would expect to receive some support from their tutor to achieve these criteria.

At distinction level (D2/D3), learners will produce imaginative and skilfully executed design ideas. The design ideas will require detailed and sophisticated makeup techniques to realise them. The character makeup will show a high level of insight into the character and will be totally in keeping with the performance material.

The work will be sophisticated and will be characterised by creative thinking. The learner should work independently to achieve these criteria.

Learning outcomes 3 and 4, which relate to grading criteria 4, 5 and 6, require learners to apply makeup to themselves and to others. Learners are expected to work in an organised manner and to adhere to health and safety regulations at all times. Differentiation between pass, merit and distinction will be made according to the level of skill which the learners display whilst preparing the makeup and applying and removing it.

At pass level (P4/P5), learners will apply makeup using basic techniques. The techniques will be correct but learners will sometimes lack dexterity whilst applying make-up. The finished makeup will reflect the designs but may not be wholly accurate. Learners would expect to receive help from their tutor to achieve this criterion. Whilst carrying out the practical makeup work (P6) learners must show that they adhere to basic health and safety regulations and show some autonomy in setting up their makeup area.

At merit level (M4/M5), learners will apply makeup competently using some skilful makeup techniques. The finished makeup will totally resemble the design. Whilst carrying out the practical makeup work (M6) learners will be expected to set up and organise their makeup area adeptly, and adhere to all health and safety regulations whilst applying and removing the make-up. If necessary, learners would be able to ask for some help from their tutor.

At distinction level (D4/D5), learners will apply makeup skilfully, creatively and thoughtfully using some sophisticated makeup techniques. Learners will use materials and tools with dexterity. Learners will create makeup that totally resembles the design. For D6, learners will be highly organised and set up their makeup areas competently and confidently. Learners will carry out the practical makeup activities without any assistance from their tutor.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Different Types of makeup and Their Application (individual study into different types of makeup and their application)	Working for a magazine company, learners carry out research into different types of makeup used in the performing arts industry and their application.	Portfolio of evidence consisting of: <ul style="list-style-type: none"> collated research material presentation (recorded).
P2, M2, D2, P4, M4, D4, P6, M6, D6	Make-up for Self (learners work individually, designing a makeup for self and applying it)	Working as a performer, create designs for self-makeup and apply them.	Project portfolio consisting of: <ul style="list-style-type: none"> text/character analysis all ideas, notes and sketches finished makeup designs instructions for applying makeup designs

Criteria covered	Assignment title	Scenario	Assessment method
			<ul style="list-style-type: none"> • photographs of finished make-ups • written or verbal (recorded) • evidence of adhering to health and safety regulations.
P3, M3, D3, P5, M5, D5, P6, M6, D6	Character makeup for a Performance (learners work as part of a makeup production team, designing and applying makeup)		

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

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

Level 1	Level 2	Level 3
Exploring Design Skills for the Performing Arts	Apply Makeup	Make-up for Performers
Themed Face Painting	Performing Arts Production Process	Make up Application Skills and Creative Uses
	Body Art Design	Full Body makeup for Performers
		Special Effects Makeup

This unit also has links with the following National Occupational Standards:

- Technical Theatre HS1 Working safely
- Technical Theatre TP2.2b Ensure accurate interpretation of designs for hair and makeup
- Technical Theatre TP12 Applying makeup and special effects.

Suggested resources

Books

Baygan L – *Makeup for Theatre, Film and Television: A Step by Step Photographic Guide* (A&C Black, 1984) ISBN 9780713624304

Conway J – *Makeup Artistry* (Heinemann, 2004) ISBN 9780435453305

Corson R – *Stage Make-up: The Actor's Complete Step by Step Guide to Today's Techniques and Materials* (Backstage Books, 1999) ISBN 9780823088393

Swinfield R – *Period makeup for the Stage: Step by Step* (A&C Black, 1997) ISBN 9781558704688

Websites *(Relevant websites applicable to learner's home country)*

www.bbc.co.uk/design/careers

BBC Design – careers

www.nationaltheatre.org.uk

National Theatre

www.rsc.org.uk

Royal Shakespeare Company

www.skillset.org/careers

Skillset

Unit 15: The Living Body

Level:	SRF Level 2
Notional Learning Hours:	100
Unit value:	10
SRF unit code:	30933H

This unit is internally assessed

Unit aim

This unit will enable the learner to investigate the structure and function of the digestive, respiratory, circulatory and nervous systems, along with reproductive functions and how collectively these processes work to maintain the human body.

Unit introduction

This unit is essential for learners who wish to further their knowledge and understanding of human anatomy and physiology. In order to carry out beauty treatments safely and effectively, learners need knowledge of human anatomy and physiology, to understand how the body works and how it can be affected by beauty therapy treatments. It will also support those learners wishing to enter employment in the health, beauty and sports science sectors.

As well as covering the various body systems, this unit looks at regulatory systems such as the endocrine and nervous system. It gives the learners the opportunity to learn more about the human body at a cellular level and gives them further opportunity to carry out practical investigations to perfect laboratory techniques.

This unit should ideally be delivered through a mixture of theoretical and practical learning. Learners should be encouraged to acquire laboratory skills such as setting up practical experiments, using biological molecules such as enzymes and carrying out measurements to ascertain data in order to be able to compile reports and present information. Simple respiratory function and the functioning of the circulatory system will be measured. A knowledge of the nervous system should be reinforced by simple reflex and sensory experiments.

This unit is imported from the *BTEC Level 2 in Applied Science*.

Outcomes of learning

On completion of this unit a learner should:

- 1 Know the role of enzymes as catalysts
- 2 Be able to investigate individual body systems, relating their structure and functions to their role in maintaining health
- 3 Know how the nervous and endocrine systems work to coordinate the body systems
- 4 Know the structure and functions of the human reproductive system.

Assessment and grading grid

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

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 outline the role of enzymes as catalysts	M1 explain the factors affecting the functions of enzymes	D1 analyse data to identify the optimal conditions of at least two parameters for the function of an enzyme
P2 carry out investigations into the structure and functions associated with the digestive, respiratory, circulatory and renal systems	M2 explain the way the respiratory and circulatory systems interact to maintain cellular and body function	D2 explain the consequences for the human body when one of these systems fails
P3 identify the components of a simple reflex arc	M3 describe the difference between the somatic and autonomic nervous system	D3 give possible causes of failure of the nervous system and explain the consequences
P4 identify the function of the main endocrine glands	M4 describe the way hormones coordinate body functions	D4 assess the difference between the way hormones coordinate body functions and the way the nervous system coordinates body functions
P5 identify the structure and functions of the male and female human reproductive system.	M5 explain the process of hormonal control of the female reproductive cycles.	D5 explain the way conception is controlled using replacement hormones.

Unit content

1 Know the role of enzymes as catalysts

The role of enzymes:

- examples of catalytic role
- factors affecting function, e.g. temperature, substrate concentration, pH.

2 Be able to investigate individual body systems, relating their structure and functions to their role in maintaining health

The digestive system:

- parts of the digestive system and how they are involved in digestion, e.g. mouth, stomach, small intestine, large intestine
- mechanical digestion (teeth, swallowing, peristalsis)
- chemical digestion (enzymatic breakdown of, e.g. carbohydrates, fats and proteins)
- absorption and assimilation (fate of nutrients, storage of excess nutrients, use of nutrients to maintain cell and body functions).

The respiratory system:

- parts of the respiratory system
- factors affecting rates of breathing
- aerobic respiration of cells.

The circulatory system:

- components of blood
- structure and function of the cardiovascular system (blood vessels, heart)
- blood circulation providing the transport system to maintain cell and body functions
- factors affecting heartbeat.

The renal system:

- structure (gross anatomy and location of kidneys, ureters, bladder, blood supply to kidneys)
- functions (fluid and salt balance, pH balance)
- regulation of fluid balance by ADH.

3 Know how the nervous and endocrine systems work to coordinate the body systems

The nervous system:

- the central nervous system
- the peripheral nervous system
- neuron, axon
- a simple reflex arc
- the function of the autonomic nervous system
- disorders of the nervous system, e.g. spinal injury, multiple sclerosis (MS).

The endocrine system:

- functions of main glands (pituitary, thyroid, adrenal, pancreas)
- functions of hormones, e.g. adrenaline, thyroxine, insulin, corticosteroids.

4 Know the structure and functions of the human reproductive system

Human reproductive system:

- structure of male and female reproductive systems
- sperm production
- ovulation
- fertilisation
- formation of the embryo
- development of the foetus
- birth
- role of hormones in control of female fertility, e.g. progesterone, oestrogen, pituitary, hormonal birth control.

Information for tutors

Essential requirements

Learners will need to access a range of resources similar to those generally used at GCSE level. They will require microscopes to investigate specialised tissues such as nervous tissue and specialised cells. A spirometer will be required to investigate the respiratory system, and dissection equipment, models or charts of the body systems and slides would also be useful.

Learners will also need to access anatomy and physiology books and, in some cases, medical journals. Tutors and lab technicians will need to provide biological molecules such as enzyme molecules to investigate to process of digestion. In addition it would be useful for tutors to provide interactive software so that learners can simulate certain biological processes such as gas exchange and nerve impulses.

Employer engagement and vocational contexts

Websites offering visits to companies and visits from employee ambassadors are useful in the delivery of this unit. The use of vocational contexts is essential in the delivery and assessment of this unit.

Support to enable centres to initiate and establish links to industry, and to networks arranging visits to industry and from science practitioner ambassadors are given below.

Delivery guidance

This unit requires the learner to investigate a range of body systems. Learners should be able to identify body organs and also specialised cells. Learners should be encouraged to take part in practical work where possible, for example experiments using digestive enzymes to demonstrate the digestive process. Learners should improve their microscope skills throughout the study of this unit and be able to recognise tissues. Learners may carry out investigations into the effects of factors on the circulatory and respiratory functions such as the effects of exercise or body size. Experiments on reaction time may prove to be useful in the demonstration of the reactions of the nervous system. Learners should be encouraged to develop an investigative approach to their work and not rely upon the tutor for all inform action.

This unit presents the opportunity to use a wide range of delivery techniques. For example lectures, discussions, seminars, site visits, guest lecturers, laboratory work, internet research, use of library resources and suitable workplace experience where appropriate.

When practical work is undertaken, health and safety issues relating to laboratory work in the centre or workplace must be emphasised. Risk assessments and the use of other regulations in place in any laboratories must be followed and all practical work must be supervised by a tutor or a lab technician.

Outline learning plan

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

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

Topic and suggested assignments/activities/assessment
Formal teaching: Enzymes, respiration, factors affecting enzyme activity, need for constant internal environment. Assignment 1: Enzymes (P1, M1, D1)
Formal teaching: The body systems. Structure and function of digestive system; mouth, stomach, small intestine, large intestine; mechanical digestion, chemical digestion; structure and function of respiratory system; respiratory organs, gas exchange, factors affecting rates of breathing; structure and function of circulatory system; structure of blood, blood vessel, lymphatic system; structure of the heart; structure and function of the renal system. Assignment 2: Body Systems (P2, M2, D2)
Formal teaching: Introduction to the nervous and endocrine system. Structure and function of neurons; axon, ganglion; the autonomic nervous system; disorders of the nervous system; Alzheimer's, multiple sclerosis, Parkinson's. Assignment 3: Nervous System (P3, M3, D3) Assignment 4: Endocrine System (P4, M4, D4)
Formal teaching: Human reproductive system – female and male, role of hormones. Assignment 5: Reproductive System (P5, M5, D5)

Assessment guidance

Learners will carry out a range of investigations into the body systems indicated and link the functions of these to the maintenance of a constant internal environment, or to reproduction and growth.

To achieve P1, learners are required to outline the roles of enzymes as catalysts. To progress to M1, they need to explain the factors that affect the way they function and to achieve D1, learners need to analyse data they have gathered to identify the optimal conditions of two parameters that allow the functioning of an enzyme.

Learning outcome 2 covers the structure and function of individual body systems. For learners to achieve P2, they will need to carry out primary or secondary investigations so that they can describe the structures associated with the digestive, respiratory, circulatory and renal systems and the function of each body system. Learners should base their answers on class work, observations and their own research. M2 learners will provide an explanation of how the respiratory and circulatory system interact to maintain bodily functions. For D2, learners will be more detailed in their explanation of the implications for the human body when body systems fail.

For learners to achieve P3 and P4, they must identify both the components of a simple reflex arc in the functioning of the nervous system and the functioning of the endocrine system. To achieve M3, they must know the difference between the somatic and automatic nervous system. For M4, learners must show further knowledge of the endocrine system by describing the way hormones coordinate body functions. To achieve D3, learners will give a detailed description of the possible causes of failure of the nervous system and its implications. For D4, they will synthesise their knowledge of both systems coordinate body functions.

For P5, learners will identify the structure and functions of the human reproductive systems. Learners should be able to gather information from various sources, their own investigations, home study, internet research, journals and relevant books. Merit grade learners will be able to explain the role of hormones in the reproductive cycle and conception with minimum guidance. The explanation must be detailed and should include a thorough explanation of the need for homeostatic control and the role hormones play in the reproductive cycle. To achieve D5, learners will explain the control of conception using replacement hormones.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Enzymes	You are an enzymologist demonstrating factors that affect the rate of activity.	Practical work and laboratory report.
P2, M2, D2	Body Systems	You are a biologist investigating the structure and function associated with the digestive, respiratory, circulatory and renal system.	Report.
P3, M3, D3	Nervous System	You are a neurologist compiling a report highlighting components and function of the nervous system.	Labelled diagram. Presentation or report.
P4, M4, D4	Endocrine System	You are an endocrinologist compiling a report highlighting components and function of the	Labelled diagram. Notes.

Criteria covered	Assignment title	Scenario	Assessment method
		endocrine system.	

Criteria covered	Assignment title	Scenario	Assessment method
P5, M5, D5	Reproductive System	You work for a family planning clinic helping women who are having difficulty conceiving.	Labelled diagram. Research report.

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

This unit forms part of the BTEC applied science sector suite. This unit has particular links with the following unit titles in the applied science suite:

Level 1	Level 2	Level 3
Science and Disease	Biology and Our Environment	Physiology of Human Body Systems
Avoiding Extinction	Health Applications of Life Science	Physiology of Human Regulation and Reproduction

This unit also has links with GCSEs in Science.

The unit may provide links with the National Occupational Standards (NOS) in Laboratory and Technical Activities at Level 2 and the NOS in Laboratory Science at Level 2.

Suggested resources

Books

Rowett H G Q – *Basic Anatomy and Physiology* (Hodder Murray, 1999)
ISBN 9780719585920

Wright D – *Human Physiology and Health for GCSE* (Heinemann, 2007)
ISBN 9780435633097

Journals

Journal of Anatomy

MedBioWorld's Anatomy Journals

Websites *(Relevant websites applicable to learner's home country)*

www.abpi.org.uk	The Association of the British Pharmaceutical Industry
www.bbc.co.uk/sn	BBC Science
www.ibms.org	Institute of Biomedical Science
www.iob.org	Institute of Biology
www.nhscareers.nhs.uk/working	Working for the NHS
www.vocationallearning.org.uk	Learning and Skills Network
www.wellcome.ac.uk	The Wellcome Trust

Unit 16: Dermatology and Microbiology

Level:	SRF Level 3
Notional Learning Hours:	50
Unit value:	5
SRF unit code:	30934H

This unit is internally assessed

Unit aim

This is a preparation for work unit, which is based on capability and knowledge. This unit is about dermatology and microbiology. Learners will develop knowledge about the structures, functions, diseases and disorders of the skin, hair and nails, and factors affecting their growth. Learners will also culture bacteria and relate this to salon hygiene.

This unit applies to the hair and beauty sector.

Unit introduction

Dermatology and microbiology play a vital role in the hair and beauty sector. Knowledge and understanding of the skin, hair and nails is essential in order to provide hairdressing and beauty therapy services/treatments. An understanding of microbiology will enable the learner to appreciate how micro-organisms, such as bacteria, transfer and spread infection. Learners will be able to relate this understanding to working practices in the salon environment to help minimise the risk of infection.

In this unit, learners will explore the structure and function of the skin, hair and nails. The diseases and disorders of the skin, hair and nails will also be studied.

Learners will develop the ability to prepare for culturing bacteria, so they can then investigate the conditions required for the successful growth of bacteria and relate this to salon hygiene.

Outcomes of learning

On completion of this unit a learner should:

- 1 Know the structure and functions of the skin, hair and nails
- 2 Know the diseases and disorders of the skin, hair and nails
- 3 Be able to prepare for the culturing of bacteria
- 4 Be able to investigate the conditions required for the successful growth of bacteria and relate this to salon hygiene.

Assessment and grading grid

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

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 identify the anatomical structures of the skin, nails and hair	M1 explain how the structure of skin, hair and nails affects its properties and helps it perform its functions	D1 compare how the structure of skin, hair and nails affects its properties and helps it perform its functions at different stages in life
P2 describe the functions of the skin, nails and hair		
P3 describe the factors that affect the growth of hair and nails		
P4 describe the factors that cause changes in the appearance of the skin, which are associated with ageing		
P5 describe the signs and causes of non-infectious diseases and disorders of the skin, hair and nails that contraindicate treatment	M2 compare and contrast at least two diseases and disorders of the skin, hair and nails that contra-indicate hair or beauty-related treatments	
P6 describe the signs and causes of infectious disorders of the skin hair and nails that contraindicate treatment		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P7 prepare themselves and the work area for the culturing of bacteria		
P8 select materials, tools and equipment needed to culture bacteria		
P9 devise an experiment to culture bacteria	M3 explain the experiment to culture bacteria	D2 evaluate the experiment to culture bacteria
P10 describe the laboratory requirements for preparing themselves and the work area for culturing bacteria		
P11 explain how to select materials, tools and equipment needed to culture bacteria		
P12 describe the process of culturing bacteria		
P13 follow health and safety working practices when investigating the culturing of bacteria		
P14 carry out tests to investigate the conditions required for the successful growth of bacteria		
P15 explain how to follow health and safety working practices when investigating the culturing of bacteria		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P16 describe the conditions required to successfully cultivate bacteria	M4 explain the conditions required to cultivate bacteria successfully	D3 evaluate how good hygiene procedures are designed to reduce the risks associated with bacteria in the salon.
P17 describe the structure, lifecycle and transmission of micro-organisms		
P18 describe hygiene procedures that can be used to reduce the risk of cross-contamination in the salon.		

Unit content

1 Know the structure and functions of the skin, hair and nails

Structure of skin:

- epidermis (stratum corneum, stratum lucidum, stratum granulosum, stratum spinosum, stratum germinativum)
- dermis (papillary layer, reticular layer)
- subcutaneous layer (lipocytes).

Structure of hair:

- types of hair (vellus, terminal)
- cuticle
- medulla
- cortex.

Structure of nails:

- matrix
- mantle
- nail bed
- lunula
- lateral nail fold
- nail groove
- nail plate
- nail wall
- cuticle (eponychium, perionychium)
- hyponychium
- free edge.

Functions of skin, nails and hair:

- skin (protection (physical, chemical, against ultra-violet light) defence, sensitivity, heat regulation, production of vitamin D)
- nails (protection, enhancing sensation, increasing dexterity)
- hair (insulation, protection, soaking up sweat, differentiation between the sexes).

Factors that affect growth of terminal hair and nails:

- hair growth (anagen, catagen, telogen)
- nail growth (keratinisation)
- diet
- seasonal changes
- endocrine disorders
- changes associated with ageing
- trauma.

Factors that cause ageing of skin:

- biological
- collagen and elastin structure
- environmental exposure to prolonged sunlight
- smoking
- poor diet.

2 Know the diseases and disorders of the skin, hair and nails

Diseases and disorders (contra-indications) of skin:

- non-infectious (dermatitis, eczema, naevi, vitiligo, chloasma, psoriasis, sebaceous cysts, acne vulgaris, milia, acne rosacea, basal cell carcinoma, melanoma)
- infectious (folliculitis, carbuncle, impetigo, warts, herpes simplex, herpes zoster, candida, tinea pedis, scabies)
- signs (appearance, redness, weeping, dry patches, itchiness)
- causes (directly by cross contamination from person to person, indirectly by cross-contamination from towels, couch covers, hormonal influences, allergies, poor hygiene, poor diet).

Diseases and disorders (contra-indications) of hair:

- non-infectious, e.g. alopecia, dandruff endocrine-related
- infectious, e.g. lice infestation
- signs (appearance, redness, weeping, dry patches, itchiness)
- causes (directly by cross-contamination from person to person, indirectly by cross contamination from towels, couch covers, hormonal influences, allergies, poor hygiene, poor diet).

Diseases and disorders (contra-indications) of nails:

- non-infectious, e.g. abnormal colouration, hangnail, ingrowing nails
- infectious, e.g. contact dermatitis
- signs (appearance, redness, lines or grooves, white spots, bruising, black lines, discolouration)
- causes (directly by cross contamination from person to person, indirectly by cross contamination from towels, couch covers, hormonal influences, allergies, poor hygiene, poor diet, trauma to the nail).

3 Be able to prepare for the culturing of bacteria

Preparation:

- of themselves
- of work area
- laboratory requirements (sterilising equipment).

Materials, tools and equipment:

- solid medium (agar)
- broth
- selective media
- petri dishes
- loops
- culture tubes
- incubator
- protective clothing, cotton swabs.

Experiment:

- process of culturing bacteria (batch, continuous, plates, slopes, stabs, streaks)
- handling techniques.

4 Be able to investigate the conditions required for the successful growth of bacteria and relate this to salon hygiene

Health and safety practices:

- safe handling of micro-organism
- safe disposal of contaminated material.

Investigation:

- measurement (total cell count, viable cell count, serial dilution).

Conditions required for cultivating bacteria:

- water
- nutrition
- temperature
- pH
- oxygen
- osmotic factors.

Micro-organisms:

- bacteria
- viruses
- fungi
- protoctista
- parasites.

Structure of micro-organisms:

- bacteria shapes (bacilli, spirilla, cocci)
- bacterium cell structure (cell wall, capsule, flagella, nucleoid, endospores, cytoplasm, plasma membrane, ribosomes, granules)
- virus cell structure (capsid, nucleic acid, protein envelope)
- fungus cell structure (dermatophytes, pseudomycelium, chlamydospores, buds, hyphae, filamentous, septa).

Lifecycle and transmission of micro-organism:

- lifecycle (reproduction (asexual, sexual), growth curve)
- transmission (direct, indirect, ingestion, airborne, vectors, droplets, body fluids, contaminated objects).

Hygiene procedures in salon:

- health and safety (handling techniques, aseptic techniques, sterilisation and sanitation methods, correct clothing, disposal of contaminated materials, heat treatment, disinfectants, UV treatment, irradiation).

Information for tutors

Essential requirements

Learners will need access to a laboratory in order to culture bacteria. They will not require equipment other than that normally found in a laboratory equipped for GCSE science, but this should include a refrigerator, incubator, and petri dishes. There should be provision made for the safe disposal of contaminated material.

Employer engagement and vocational contexts

Guest speakers, from the hair and beauty sector, such as facialists and health and safety officers would be beneficial to learners.

Delivery guidance

The first learning outcome could be delivered through a mixture of lectures from tutors and guided research by the learners. Some laboratory work, such as carrying out experiments on hair could also be included, and is desirable. Learners could examine, or make for themselves, models showing the structure of skin and hair.

For the second learning outcome, illustrated lectures could be used. These could be delivered by tutors, by visiting experts, or by the learners themselves after first carrying out research. It would be very useful for learners to see some actual examples of diseases such as psoriasis and eczema if this could be arranged.

The third and fourth learning outcomes should be delivered in a laboratory. There will need to be some input by the tutor, and an element of demonstration, but much of the learning should be through practical activities carried out by the learners themselves. The importance of health and safety should be stressed throughout, and learners should be encouraged to relate what they learn to the salon.

Outline learning plan

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

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

Topic and suggested assignments/activities/assessment
Tutor introduction to unit and programme of assignments.
Assignment 1: Skin, Nails, and Hair (P1, P2, P3, P4, P5, P6, M1, M2, D1) Tutor introduces assignment brief.
Use of task sheets, textbooks and diagrams relating to the structure and functions of the skin, hair and nails. Factors that affect growth of terminal hair and nails. Factors that cause ageing of skin. Infectious and non-infectious diseases and disorders of the skin, hair and nails. Group discussions and presentations of findings.
Assignment workshop(s)
Assignment 2: Salon Hygiene (P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, M3, M4, D2, D3) Tutor introduces the assignment brief
Preparation for culturing of bacteria. Materials, tools and equipment. Techniques and methods. Experiment to culture bacteria. Health and safety practices. Practical investigation. Conditions required for cultivating bacteria. Micro-organisms (type, structure, lifecycle, transmission). Hygiene procedures in the salon.
Assignment workshop(s).
Tutor recap of unit, using games and quizzes as memory aids

Assessment guidance

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

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment and grading criteria in mind. The assessment of this unit can be achieved through the learner collating a portfolio of evidence. Centres can either devise their own assignments or adapt Edexcel assignments where available.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units, where appropriate.

Grading criteria P1, P2, P3, P4, P5, P6, M1, M2, D1 are assessing learners' knowledge and understanding of dermatology and microbiology in relation to hair and beauty treatments. Learners could achieve these criteria through producing a guide for new beauty therapists on the structure and function of the skin, hair and nails, and how to recognise different diseases/disorders. P1 can be achieved through the labelling of diagrams provided by the tutor or learners' can draw their own. It should be remembered, however, that learners' ability to draw is not being assessed. M1 and D1 require learners to relate the structure of the skin, hair and nails to the function(s).

For grading criteria P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, M3, learners could prepare for and conduct an investigation to culture bacteria, investigating conditions required for the successful growth of bacteria, and relating it to salon hygiene.

Grading criteria P7, P8, P13 and P14 require the learner to prepare for and carry out tests to investigate the conditions required for the successful growth of bacteria. Learners' practical performance must be observed and evidenced with a signed witness testimony.

Grading criteria P9, P10, P11, P12, P15, P16, P17, P18, M4, D3, D4 and D5 can be achieved by the learner, through a written report of the investigation and the conclusions drawn.

Signed witness testimonies and observation records must be retained for verification purposes.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, M1, M2, D1	Skin, Nails and Hair	Prepare a guide for new beauty therapists on the structure and function of the skin, hair and nails, and how to recognise different diseases/disorders.	Written guide, with pictures and diagrams.
P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, M3, M4, D2, D3	Salon Hygiene	Investigate conditions required for successful growth of bacteria and relate this to salon hygiene and produce a report.	Practical observation, with signed witness testimony. Written report of investigation.

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

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

Level 2	Level 3
The Living Body	Anatomical and Physiological Knowledge of Body Systems
Provide Facial Skincare	Nutrition for Beauty Therapy

Suggested resources

Books

Gawkrodger D – *Dermatology: An Illustrated Colour Text 4th Edition* (Churchill Livingstone, 2007) ISBN 9780443104213

Buxton P K and Morris-Jones R – *ABC of Dermatology 5th Edition* (Wiley-Blackwell 2009) ISBN 9781405170659

Ronald M and Motley R – *Common Skin Diseases 18th Edition* (Hodder Arnold 2010) ISBN 9780340983508

Tortora G J, Funke B et al – *Microbiology: An Introduction 10th Edition* (Pearson Education, 2009) ISBN 978-0321584205

Weller R, Hunter J A et al – *Dermatology 4th Edition* (WileyBlackwell, 2008) ISBN 9781405146630

Journals

Habia News (Seed Publishing Limited)

Health and Beauty Salon Magazine (Reed Business Information)

Hairdressers Journal International (Reed Business Information)

Websites

dermatology.about.com

Dermatology

dermnetnz.org/bacterial

Bacterial Skin Infections

www.doctorfungus.org

Health

www.habia.org

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

www.netdoctor.co.uk/skin_hair/skin_structure_003740.htm

Health and Wellbeing

Unit 17: Business Enterprise

Level:	SRF Level 2
Notional Learning Hours:	100
Unit value:	10
SRF unit code:	30935H

This unit is internally assessed

Unit aim

The aim of this unit is to enable learners to understand the skills needed to set up and run a business, the regulations to be met and the need for a detailed business plan.

Unit introduction

Many hairdressers and beauty therapists dream of setting up and running their own business. Turning that dream into a successful business venture is a challenging task and one in which many fail. However, with the right approach, success for small businesses can be hugely rewarding on a personal and business basis, possibly leading to further business opportunities that arise from early efforts.

Many new businesses are started with little thought, either about the business itself or the process of preparing for business. Any small business operation will cost money to run and that money is at risk if proper steps are not taken to prepare properly for business. This unit takes learners through the stages of preparing for business, the different aspects that affect preparation and the knowledge, skills and understanding learners will need to start and run a business.

The unit begins by helping learners to understand their own strengths and weaknesses, which will have a clear impact on their ability to prepare for and run the business. They will consider the contribution they can make to a business and what the benefits are.

Learners will develop their knowledge and understanding of different aspects that affect preparing for business. These include the implications of regulations and laws that impact on small businesses, the marketing and sales function and the critical importance of a range of financial issues.

Learners will explore the importance of a proper business plan, a component that is frequently missing, resulting in business failures. They will consider separate issues to do with starting and running a business and also the extensive availability of advice and support.

This unit is imported from the *BTEC Level 2 in Business*.

Outcomes of learning

On completion of this unit a learner should:

- 1 Understand how to prepare for business
- 2 Know how different aspects affect preparation for business
- 3 Understand how to start and run a business.

Assessment and grading grid

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

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 explain how knowledge of personal strengths and weaknesses can be applied to preparing for and contributing to a business	M1 explain, using examples, the benefits of starting a business	D1 evaluate the issues that need to be considered when starting a business
P2 identify how regulations and laws for small businesses can affect preparation for business	M2 analyse the different aspects that will affect preparation for business	D2 justify recommendations made for starting a business.
P3 describe how small businesses prepare to market and sell products or services		
P4 describe the financial issues that can affect preparation for business		
P5 outline the contents of a business plan for starting and running a business		
P6 explain the sources of advice and support available when preparing for business.		

Unit content

1 Understand how to prepare for business

Own strengths and weaknesses:

- personal circumstances, experience, skills, knowledge and abilities
- areas for development or improvement
- suitability for self-employment or a small business.

Contributing to a business:

- own contribution, e.g. personal time, money, space, ability to contribute to and run a business
- personal savings
- availability of time
- impact on working and personal life
- barriers to starting/running a successful business
- professional help.

Benefits of running a business:

- personal objectives
- business objectives
- profitability of the business
- other considerations, e.g. impact on personal and working life.

2 Know how different aspects affect preparation for business

Regulations and laws for small businesses:

- legal status, e.g. sole trader, partnership, limited company
- process for starting a business legally
- regulations
- licences
- formal records, e.g. leasing arrangements, tax returns, health and safety
- keeping and submitting business records
- the importance of completing and keeping correct records.

Marketing and sales:

- reaching and retaining customers
- customer care
- marketing information
- market research

- analysing and meeting customer needs
- competition
- building customer relationships.
- cost and price of products or services
- promoting products or services
- unique selling points
- selling techniques
- personal selling
- environmental issues.

Financial issues:

- sources of finance
- start-up costs
- operating expenses and income
- organising and controlling expenses and income
- cash flow forecasting
- records
- external organisations, e.g. HM Revenue and Customs, measuring financial success, e.g. costs and income, profits, assets, financial state of a business
- financial priorities
- risks, e.g. losing money, security of income, changes to financial situation.

3 Understand how to start and run a business

Business plan:

- the business idea
- products or services
- possible customers
- customers' needs, e.g. when and where they want products or services, where and when a product or service can be sold
- sales targets
- the need for forward planning.

Starting and running a business:

- the needs of a business
- research techniques
- planning techniques
- controllable and uncontrollable aspects

- timing
- what work needs to be done to start and run a business
- materials and supplies.

Advice and support:

- business support, e.g. people, agencies and organisations offering advice or help, funding and financial support, technical support, education and training available.

Information for tutors

Essential requirements

This unit requires learners to undertake research. To enable research skills to be effectively developed they should be introduced to as many information sources as possible, for example libraries and other research facilities including the internet, national newspapers, local banks, start-up business training agencies.

Learners will also benefit from case study materials that focus on specific aspects of developing small business ideas.

Most clearing banks offer small business packs which could serve as useful teaching and learning resources. Additionally, Business Links and Chambers of Commerce can provide additional information to complement learning activities.

Employer engagement and vocational contexts

Visits to companies and from employee ambassadors will be useful to the delivery of this unit. The use of vocational contexts is essential in the delivery and assessment of this unit.

Support to enable centres to initiate and establish links to industry, and to networks arranging visits to industry and from science practitioner ambassadors are given below:

- National Education Business Partnership Network www.nebpn.org
- Learning and Skills Improvement Service www.vocationallearning.org.uk

Delivery guidance

At the outset of this unit, small discussion groups will help to focus learners' understanding of the contexts in which small businesses can be set. Learners need to think about the location, sector and type of business they have in mind, whether they are thinking about starting from scratch, taking over a business in its early years or taking over a more established business, and whether they plan to help run a business or become self-employed. They will also need to think about the products or services the business will offer and whether these are unique or available from similar businesses.

Learners should be clear about their own involvement in preparing for business. The tutor should deliver a session on analysing strengths and weaknesses and engage learners in analysing their own. It is far better to know at an early stage that they may not be suited to running a small business than to progress too far and fail.

Learners also need to consider their own contribution to a business. Where the analysis is an objective appraisal of learners' abilities, considering their own contribution requires some subjective judgements. Tutors can guide learners in engaging in discussions with parents and friends, although this must be done with care to ensure that they do not encounter negative reactions. Other useful support can be gleaned from discussions with successful operators of small businesses, who will be able to demonstrate and present rational arguments for the benefits of running a business.

It is critical to the success of this unit that learners understand the vocational relevance of what they are learning. Visiting speakers are an essential component of delivery and tutors should consider the range of advice and support detailed in the unit content when planning an appropriate selection of speakers. Specialist speakers should be invited to give presentations relating to the different aspects that affect preparation for business. A solicitor, or other legal expert, can present the issues of regulations and laws for small businesses. Various external speakers can address the implications of marketing and sales, although if a small business operator is chosen, care should be taken to ensure that they have adequate knowledge of these issues. Presentations must cover the purpose of marketing and sales, such as analysing the market and competition, collecting and collating information and using it to understand the market, as well as an appreciation of the time needed to gather and use information. Bank managers, or other financial advisers, can deliver presentations on financial issues, including those relating to starting up and operating the business.

Development of the final learning outcome – understanding how to start and run a business – can begin with learner discussion groups, which should focus on what they have learned so far and begin to draw together the various components into cohesive thoughts about the kind of business they might like to run. It is essential for learners to understand the importance of a business plan. Visiting bank managers or financial advisers could be used to cover the elements of a business plan, adding vocational relevance to its purpose. With suitable support from the local small business community, arrangements can be made for learners to visit local business people in the hair and beauty sector, in small groups or pairs, to discuss the principles behind starting and running a business. Tutors can use case-study materials, either drawn from real cases or created artificially, to underpin various critical aspects of small business operations without causing embarrassment to actual operators. It is important for learners to understand the controllable and uncontrollable aspects of business operations. For example, the controllable aspects of financial management, include arranging adequate finance and monitoring income and expenditure. The uncontrollable aspects, could be unexpected rises in interest rates, although business operators could argue that even this is controllable by monitoring trends and making appropriate judgements about the economy in general. Learners must also develop their knowledge of the materials and supplies needed by the small business they have in mind, where they can be obtained, when and how often they are needed.

Finally, learners should develop their knowledge of the wide range of advice and support available to small businesses. They should by now have already had some exposure to advisers in one form or another. Some research carried out either on a local basis or through the internet will generate details of further sources, such as Business Links and Local Enterprise Partnerships, which learners can either present to the rest of the group or discuss in small groups before feeding back to the larger group.

Topic and suggested assignments/activities/assessment
Tutor introduction to unit and programme of assignments.
Formal theory input on preparation for business and skills
Research on businesses.
Group work.
Assignment 1: Presentation on Personal Business Skills (P1, M1)
Speakers from business.
Visits to local businesses.
Formal theory input on aspects affecting business preparation.
Research and group work.
Assignment 2: Report on Preparation for Business (P2, P3, P4, M2, D1)
Formal theory input on starting and running a business.
Group work on business plans.
Practical group work on business.
Assignment 3: Business Plan Presentation (P5, P6, D2)
Non-supervised individual study time and completion of assignments.

Assessment guidance

Learners will be expected to produce evidence that shows their knowledge and understanding of preparing for business. It may include:

- a presentation describing how to prepare for business
- an account of how different aspects affect preparation for business
- an outline business plan that explains why this is important when starting and running a business.

To meet P1, learners should initially consider their own strengths and weaknesses and what impact these will have on preparing for and contributing to a business. They need to take the perspective of a prospective business owner, rather than an employee, which will demand a different set of strengths and weaknesses.

However, learners may turn this issue to their advantage. If they have good technical skills that would be useful to a business, they may decide to employ a manager to take care of the operational issues. Learners should be clear that such an action would need to be built into the business plan. If the business cannot afford to employ a manager, this would become a weakness.

For P2, P3 and P4, learners need to focus on a specific business that they would enjoy starting and running, if the opportunity arose. This will enable them to present specific evidence relating to such a business, such as the legal status, the statutory regulations that may apply, how specific products and/or services would be marketed, and how the business is to be financed. All of these issues need to be viable. For example, starting a national or regional chain of retail outlets would be beyond most learners at this stage, whereas a single small outlet opened locally would be possible. This in itself will have an impact on the development of learners' evidence, including financing the business, location, fire regulations and so on.

Learners can develop their ideas for P5. Their business plan should have a recognisable structure and may be based on a commercially available plan, such as learners could obtain from local banks or building societies. However, tutors should be conscious of the level of learners. Completed plans should be in outline only and, while they would be unlikely to gain approval by a bank or building society manager, they should cover all the key issues that learners should consider when starting and running a business. The plan may also incorporate P6 by explaining the sources of advice and support the learner would use as part of their preparation for business.

To meet the merit criteria, learners should use examples they have found to support their explanation of the benefits of running a business. These could relate to local small businesses they have visited during the delivery of the unit, or to case study materials that expose specific benefits. In either case, learners would benefit from being able to relate this to their own business proposals.

For M2, their own business proposals should form the basis for analysis in greater depth of the different aspects that affect preparation for business. Learners should ensure that they address each relevant aspect: regulations and laws for small businesses; marketing and sales; and financial issues. Their evidence should: be more extensive than a simple description of the different aspects that apply. It should examine each aspect that applies to their business and explain the effect of each.

Learners' evidence for the merit criteria should also explain the components of a business plan using examples drawn from the outline prepared for the pass criteria. This should make clear the purpose of each component, together with an overall explanation of why business plans are prepared. This should not just reflect the need to secure funding, but should form a guide for business start-up and development. Learners should in reality be in a position to evaluate the plan and make adjustments that are consequential to the plan's actions.

To meet the D1 criterion, learners should adopt an advisory stance and present an objective evaluation of all of the issues (drawn from across the content of this unit) that need to be considered if they were to start and run a business. Strengths and weaknesses should be clearly highlighted, together with a rationale for each. This will lead to the final distinction criteria – making and justifying recommendations for starting a business. Learners need to recognise that the outcome may be a recommendation not to proceed. This is acceptable provided that it is justified. Similarly, a recommendation to go forward and start a business should also be justified and supported with objective evidence.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1	Personal Business Skills	Assessment of own skills in preparation for business.	Presentation.
P2, P3, P4, M2, D1	Preparation for Business	Research and ideas for new business.	Report.
P5, P6, D2	Business Plan	Business plan.	Presentation.

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

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

Level 2	Level 3
Business Purposes	The Business Environment
Business Organisations	Business Resources
Financial Forecasting for Business	
Business Online	

This unit has links with the following NOS: UE5 Winning help and support.

Suggested resources

Books

Barrow C and Barrow P – *The Business Plan Workbook*, Third Edition (Kogan Page, 1998)
ISBN 0749426969

Golzen G – *Working for Yourself*, 18th Edition (Kogan Page, 1998) ISBN 0749426772

Vass J – *The Which? Guide to Starting Your Own Business* (Which? Books, 1999)
ISBN 0852027699

Williams S – *Lloyds TSB Small Business Guide 2000*, 13th Edition (Penguin Books, 2000)
ISBN 0140286934

Wisdom J – *Checklists and Operating Forms for Small Businesses* (John Wiley & Sons, 1997) ISBN 0471168831

Annexes

Annexe A: Calculation of the qualification grade

Generic examples of calculation of the qualification grade above pass grade

Pearson will automatically calculate the qualification grade for learners when unit grades are submitted by the centre.

The two tables below (which are also included in *Section 5: Assessment and grading*) are used to calculate the qualification grade above pass. The generic examples that follow the tables demonstrate how the tables are used.

Points available per unit value at specified unit grades and levels

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

Unit level	Points per unit value		
	Pass	Merit	Distinction
Level 1	3	4	5
Level 2	5	6	7
Level 3	7	8	9

Learners who achieve the correct number of points within the ranges shown in the 'qualification grade' table below will achieve the qualification merit or distinction or distinction* grade.

Qualification grade

Qualification	Points range above pass grade		
	Merit	Distinction	Distinction*
Pearson BTEC International Level 2 Extended Certificate	170–189	190–199	200 and above
Pearson BTEC International Level 2 Diploma	340–379	380–399	400 and above

Generic examples

Please note the following examples are generic and are not based on the units included in this specification.

Generic example 1

Achievement of pass qualification grade

A learner completing a Pearson BTEC International Level 2 Certificate, qualification value of 15, achieves the points required to gain a pass qualification grade and does not achieve the points to gain a merit grade.

	Level	Unit value	Grade	Grade points	Points per unit = unit value x grade points
Unit 1	2	5	Pass	5	$5 \times 5 = 25$
Unit 2	2	5	Pass	5	$5 \times 5 = 25$
Unit 3	2	5	Merit	6	$5 \times 6 = 30$
Qualification grade totals		15	Pass		80

Generic example 2

Achievement of merit qualification grade

A learner completing a Pearson BTEC International Level 2 Certificate, qualification value of 15, achieves the points required to gain a merit qualification grade.

	Level	Unit value	Grade	Grade points	Points per unit = unit value x grade points
Unit 1	2	5	Pass	5	$5 \times 5 = 25$
Unit 2	2	5	Merit	6	$5 \times 6 = 30$
Unit 3	2	5	Merit	6	$5 \times 6 = 30$
Qualification grade totals		15	Merit		85

Generic example 3

Achievement of distinction qualification grade

A learner completing a Pearson BTEC International Level 2 Certificate, qualification value of 15, achieves the points required to gain a distinction qualification grade.

	Level	Unit value	Grade	Grade points	Points per unit = unit value x grade points
Unit 1	2	5	Merit	6	$5 \times 6 = 30$
Unit 2	2	5	Merit	6	$5 \times 6 = 30$
Unit 3	2	5	Distinction	7	$5 \times 7 = 35$
Qualification grade totals		15	Distinction		95

Generic example 4

Achievement of merit qualification grade

A learner completing a Pearson BTEC International Level 2 Extended Certificate, qualification value of 30, achieves the points required to gain a merit qualification grade.

	Level	Unit value	Grade	Grade points	Points per unit = unit value x grade points
Unit 1	2	5	Merit	6	$5 \times 6 = 30$
Unit 2	2	5	Pass	5	$5 \times 5 = 25$
Unit 3	2	5	Distinction	7	$5 \times 7 = 35$
Unit 6	2	10	Pass	5	$10 \times 5 = 50$
Unit 8	3	5	Pass	7	$5 \times 7 = 35$
Qualification grade totals		30	Merit		175

Generic example 5

Achievement of merit qualification grade

A learner completing a Pearson BTEC International Level 2 Diploma, qualification value of 60, achieves the points required to gain a merit qualification grade.

	Level	Unit value	Grade	Grade points	Points per unit = unit value x grade points
Unit 1	2	5	Merit	6	$5 \times 6 = 30$
Unit 2	2	5	Pass	5	$5 \times 5 = 25$
Unit 3	2	5	Distinction	7	$5 \times 7 = 35$
Unit 6	2	10	Merit	6	$10 \times 6 = 60$
Unit 9	1	5	Merit	4	$5 \times 4 = 20$
Unit 10	2	10	Distinction	7	$10 \times 7 = 70$
Unit 11	2	10	Merit	6	$10 \times 6 = 60$
Unit 14	2	10	Merit	6	$10 \times 6 = 60$
Qualification grade totals		60	Merit		360

Annexe B: Grading domains: BTEC Level 2 generic grading domains

Grading domain 1	Indicative characteristics – merit	Indicative characteristics – distinction
<p>Application of knowledge and understanding</p> <p>(Learning outcome stem <i>understand</i> or <i>know</i>)</p>	<ul style="list-style-type: none"> • Show depth of knowledge and development of understanding in given situations (for example explain why, make judgements based on analysis). • Apply and/or select relevant concepts. • Apply knowledge to different contexts. • Apply knowledge to non-routine contexts (i.e. assessor selection). • Make comparisons. • Show relationships between pass criteria. 	<ul style="list-style-type: none"> • Synthesise knowledge and understanding across pass/merit criteria. • Evaluate concepts/ideas/actions. • Analyse/research and make recommendations • Judges implications of application of knowledge/understanding • Applies knowledge and understanding to complex activities/context.
Grading domain 2	Indicative characteristics – merit	Indicative characteristics – distinction
<p>Development of practical and technical skills</p> <p>(Learning outcome stem <i>be able to</i>)</p>	<ul style="list-style-type: none"> • Use advanced techniques/processes/skills successfully. • Act under limited supervision/ demonstrate independence. <p>(Note: pass cannot require support).</p> <ul style="list-style-type: none"> • Apply to non-routine activities. • Demonstrate within time and/or resource constraints. • Produce varied solutions (including non-routine). • Modify techniques/processes to situations. 	<ul style="list-style-type: none"> • Demonstrate creativity/originality/own ideas. • Apply skill(s) to achieve higher order outcome. • Select and use successfully from a range of advanced techniques/processes/skills. • Reflects on skill acquisition and application. • Justifies application of skills/methods. • Makes judgements about risks and limitations of techniques/processes. • Innovates or generates of application of techniques/processes for new situations.

Grading domain 3	Indicative characteristics – merit	Indicative characteristics – distinction
<p>Personal development for occupational roles</p> <p>(Any learning outcome stem)</p>	<ul style="list-style-type: none"> • Takes responsibility in planning and undertaking activities. • Reviews own development needs. • Finds and uses relevant information sources. • Acts within a given work-related context showing understanding of responsibilities. • Identifies responsibilities of employers to the community and the environment. • Applies qualities related to the vocational sector. • Internalises skills/attributes (creating confidence). 	<ul style="list-style-type: none"> • Manages self to achieve outcomes successfully. • Plans for own learning and development through the activities. • Analyses and manipulates information to draw conclusions. • Applies initiative appropriately. • Assesses how different work-related contexts or constraints would change performance. • Takes decisions related to work contexts. • Applies divergent and lateral thinking in work-related contexts. • Understands interdependence.
Grading domain 4	Indicative characteristics – merit	Indicative characteristics – distinction
<p>Application of generic skills</p> <p>(Any learning outcome stem)</p>	<ul style="list-style-type: none"> • Communicates using appropriate technical/professional language. • Makes judgements in contexts with explanations. • Explains how to contribute within a team. • Makes adjustments to meet the needs/ expectations of others (negotiation skills). • Select and justify solutions for specified problems. 	<ul style="list-style-type: none"> • Presents self and communicates information to meet the needs of a typical audience. • Takes decisions in contexts with justifications. • Produces outputs subject to time/ resource constraints. • Reflects on own contribution to working within a team. • Generate new or alternative solutions to specified problems.

Annexe C: National Occupational Standards

The grid below maps the knowledge covered in the Pearson BTEC Level 2 Extended Certificate and Diploma in Beauty Therapy Services/Beauty Therapy against the underpinning knowledge of the NOS in beauty therapy.

KEY

✓ indicates that the Pearson BTEC Level 2 qualifications cover all of the underpinning knowledge of the NOS

indicates partial coverage of the NOS

a blank space indicates no coverage of the underpinning knowledge

National Occupational Standards	Units																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
G20 Make sure your own actions reduce risks to health and safety	#																
G18 Promote additional services or products to clients			#														
G8 Develop and maintain your effectiveness at work																	
B4 Provide facial skin care treatment				#													
B5 Enhance the appearance of eyebrows and lashes								#									
B6 Carry out waxing services									#								
N2 Provide manicure services						#											
N3 Provide pedicure services							#										
N4 Carry out nail services															#		
B8 Provide makeup services					#												
B9 Instruct clients in the use and application of skin care products and make-up																	
G4 Fulfil salon reception duties										#							
B7 Carry out ear piercing																	

	Units																
National Occupational Standards	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
B10 Enhance appearance using skin camouflage																	
S1 Assist with spa operations																	

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