Level 1 – Principal Learning Specification (2762-01) Assessment 2013 onwards

HAIR AND BEAUTY STUDIES

This Principal Learning specification should be read in conjunction with:
- Hair and Beauty Studies Companion Document (see www.habia.org)
- Specimen assessment materials and mark schemes for Principal Learning
- Teacher guidance materials for Principal Learning
- Examiners' Reports for Principal Learning

This specification will be published annually on our website (**www.cityandguilds.com**)

We will notify centres in writing of any changes to this specification. We will also publish changes on our website. The version of the specification on our website will always be the most up-to-date version, although it may be different from printed versions.

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1 Introduction

1.1 Why choose City & Guilds?

City & Guilds is a household name for vocational qualifications. City & Guilds offers over 500 awards across a range of industries. With over 8500 centres in over 100 countries, City & Guilds is recognised by employers worldwide. It works closely with employers and industry bodies to ensure that its qualifications provide the benchmark standard for workplace skills and knowledge.

Principal Learning is a blend of academic and vocational learning and that is why City & Guilds is the ideal choice for any school, college or consortium looking to offer them.

Why is City & Guilds so popular?

Specifications
These are designed to the highest standards, so that teachers, learners and learners' parents or guardians can be confident that a City & Guilds award provides an accurate measure of achievement. Assessment structures have been designed to achieve a balance between rigour, reliability and demands on learners and teachers.

Support
City & Guilds runs the most extensive programme of Principal Learning support meetings available in the UK; these are free of charge in the first years of a new specification and are offered at a very reasonable cost thereafter. These meetings explain the specification and suggest practical teaching strategies and approaches that really work.

Service
We are committed to providing an efficient and effective service and we are at the end of a phone when you need information, advice or guidance. We will try to resolve issues the first time you contact us and will work with you to find the solution.

Ethics
City & Guilds is a registered charity. We have no shareholders to pay. We exist solely for the good of education. Any surplus income is ploughed back into educational research and our service to you, our customers. We don't profit from education, you do.

If you are an existing customer, we thank you for your support. If you are thinking of adopting City & Guilds for Principal Learning, we look forward to welcoming you.

1.2   Why choose the Principal Learning in Hair and Beauty Studies?

The Principal Learning in Hair and Beauty Studies introduces learners to the opportunities in this dynamic and expanding sector. It combines general education and sector specific theory, knowledge and practical activities relating to employment within the hair and beauty sector.

The Principal Learning will enable learners to progress into Further and Higher Education and future employment.

1.3   How do I start using this specification?

You will need to register your centre with us. (See Section 5.2) This will enable us to ensure that you receive all the material you need to help you to deliver units and to enter your learners for examinations. This is particularly important where examination material is issued before the entry deadline. You can let us know by completing the appropriate registration forms. We will send copies to your exams officer and they are also available on the City & Guilds website: **www.cityandguilds.com**

If your centre is new to City & Guilds, please contact your local City & Guilds Regional Office.

2 Specification at a glance

2.1 Level 1 Principal Learning in Hair and Beauty Studies at a glance

All seven units are compulsory

Unit 1   30 GLH
Introducing the hair and beauty sector
Externally assessed

Unit 2   30 GLH
Creating a positive impression in the hair and beauty sector
Internally assessed

Unit 3   60 GLH
Introducing hair styling
Internally assessed

Unit 4   30 GLH
Introducing basic skin care treatments
Internally assessed

Unit 5   30 GLH
Introducing basic hand and nail care services
Internally assessed

Unit 6   30 GLH
Personal appearance, styling and wellbeing
Internally assessed

Unit 7   30 GLH
Careers in the hair and beauty sector and related industries
Internally assessed

3 Principal learning

3.1 Personal, Learning and Thinking Skills

The Framework of Personal, Learning and Thinking Skills 11–19 comprises six groups of skills that, together with the Functional Skills of English, mathematics and ICT, are essential to success in learning, life and work. For each group there is a focus statement that identifies the main PLTS in that group. This is followed by a set of outcome statements that are indicative of behaviours and personal qualities associated with each group of skills.

Each group of skills is distinctive and coherent. The groups are also inter-connected. Learners are likely to encounter skills from several groups in any one learning experience.

Listed below are the PLTS that are integrated within the Assessment criteria in each unit. A copy of the PLTS framework should be given to each learner. Following these descriptors is a table showing the PLTS in the six units of the Level 1 Principal Learning in Hair and Beauty Studies.

Independent enquirers
Focus: Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.
Young people: IE1 identify questions to answer and problems to resolve   IE2 plan and carry out research, appreciating the consequences of decisions   IE3 explore issues, events or problems from different perspectives   IE4 analyse and evaluate information, judging its relevance and value   IE5 consider the influence of circumstances, beliefs and feelings on decisions and events   IE6 support conclusions, using reasoned arguments and evidence   IE2 plan and carry out research, appreciating the consequences of decisions

Creative thinkers
Focus: Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.
Young people: CT1 generate ideas and explore possibilities   CT2 ask questions to extend their thinking   CT3 connect own and others' ideas and experiences in inventive ways   CT4 question own and others' assumptions   CT5 try out alternatives or new solutions and follow ideas through   CT6 adapt ideas as circumstances change

Reflective learners
Focus:
Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.
Young people:
RL1 assess themselves and others, identifying opportunities and achievements
RL2 set goals with success criteria for their development and work
RL3 review progress, acting on the outcomes
RL4 invite feedback and deal positively with praise, setbacks and criticism
RL5 evaluate experiences and learning to inform future progress
RL6 communicate their learning in relevant ways for different audiences

Team workers
Focus:
Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form trusting relationships, resolving issues to reach agreed outcomes.
Young people:
TW1 co-operate with others to work towards common goals
TW2 reach agreements, managing discussions to achieve results
TW3 adapt behaviour to suit different roles and situations
TW4 show fairness and consideration to others
TW5 take responsibility, showing confidence in themselves and their contribution
TW6 provide constructive support and feedback to others

Self-managers
Focus:
Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.
Young people:
SM1 seek out challenges or new responsibilities and show flexibility when priorities change
SM2 work towards goals, showing initiative, commitment and perseverance
SM3 organise time and resources, prioritising actions
SM4 anticipate, take and manage risks
SM5 deal with competing pressures, including personal and work-related demands
SM6 respond positively to change, seeking advice and support when needed
SM7 manage their emotions, and build and maintain relationships

Effective participators
Focus:
Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.
Young people: EP1 discuss issues of concern, seeking resolution where needed   EP2 present a persuasive case for action   EP3 propose practical ways forward, breaking these down into manageable steps   EP4 identify improvements that would benefit others as well as themselves   EP5 try to influence others, negotiating and balancing diverse views to reach workable solutions   EP6 act as an advocate for views and beliefs that may differ from their own

This table shows the coverage of PLTS in the Principal Learning units of the Foundation Principal Learning in Hair and Beauty Studies.

Level 1 Principal Learning in Hair and Beauty Studies						
PLTS	IE	CT	RL	TW	SM	EP
Unit 1						
Unit 2	*	*	*	*		
Unit 3		*	*			
Unit 4	*		*			*
Unit 5			*		*	
Unit 6			*			
Unit 7	*		*			

3.2   Functional Skills signposting

The units may use and/or contribute towards the underpinning skills and knowledge of the Functional Skills in the following areas, depending on the precise nature of the work done in the Principal Learning. If work is generated by computer then the Functional Skill marked* will be used.

Principal Learning	Functional Skills		
Unit	English	Maths	Information and communication technology
Unit 1 Introducing the hair and beauty sector	- Speaking and listening Level 1 - Reading Level 1		
Unit 2 Creating a positive impression in the hair and beauty sector	- Speaking and listening Level 1 - Reading Level 1 - Writing Level 1	- Representing situations using mathematics Level 1 - Analysing and processing using mathematics Level 1 - Interpreting and presenting results Level 1	- Use ICT systems Level 1* - Find and select information Level 1* - Develop, present and communicate information Level 1*
Unit 3 Introducing hair styling	- Speaking and listening Level 1 - Reading Level 1 - Writing Level 1		- Use ICT systems Level 1* - Find and select information Level 1* - Develop, present and communicate information Level 1*
Unit 4 Introducing basic skin care treatments	- Speaking and listening Level 1 - Reading Level 1 - Writing Level 1		- Use ICT systems Level 1 - Find and select information Level 1 - Develop, present and communicate information Level 1*

Unit	English	Maths	Information and communication technology
Unit 5 Introducing basic hand and nail care services	• Speaking and listening Level 1 • Reading Level 1 • Writing Level 1		• Use ICT systems Level 1 • Find and select information Level 1 • Develop, present and communicate information Level 1*
Unit 6 Personal appearance, styling and wellbeing	• Speaking and listening Level 1 • Reading Level 1 • Writing Level 1		• Use ICT systems Level 1 • Find and select information Level 1 • Develop, present and communicate information Level 1*
Unit 7 Careers in hair and beauty sector and related industries	• Speaking and listening Level 1 • Reading Level 1 • Writing Level 1	• Representing situations using mathematics Level 1 • Analysing and processing using mathematics Level 1 • Interpreting and presenting results Level 1	• Use ICT systems Level 1* • Find and select information Level 1* • Develop, present and communicate information Level 1*

3.3   Level 1 Units

Level 1 Unit 1: Introducing the hair and beauty sector

What is this unit about?

This unit is designed to introduce learners to the diverse and exciting world of the six industries within the hair and beauty sector. For many young people this will be their first chance to explore and understand the size and structure of this fast growing and developing sector and its links with other related sectors in the UK economy, for example fashion, retail, sports therapy, health and fitness, complementary and alternative medicine, paramedical treatments, media, film and TV.

This unit will expose the learner to the current size, scope and geographical distribution of the industries within the hair and beauty sector and their important contribution to the UK economy.

Learners will develop their knowledge of the role and influence of the trade and related professional organisations within the hair and beauty sector through a series of visits and research into the subject. Work related experiential learning throughout this unit will introduce the learners to the wide and varied range of services that are typically offered within all industries, including those offered within African Caribbean hair, hairdressing, barbering, beauty therapy, spa therapy and nail services.

Learners will develop knowledge and understanding of health and safety requirements and their own responsibilities relating to health and safety that would be required by the hair and beauty sector and related industries if the learner pursued this career pathway.

The knowledge gained by studying this unit will support the learner should they decide to follow a career in this customer focused sector though either work-based learning or progression onto the Higher or Advanced Principal Learning.

Guided learning hours

This unit has 30 GLH assigned to it, which includes any time needed for assessment preparation. Learners will sit an examination lasting 1 hour.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1. Know the importance of the hair and beauty sector within the UK economy	a. state the size of the hair and beauty sector	
	b. identify other sectors of the economy with links to the hair and beauty sector	
	c. list the key range of services offered by the hair and beauty sector	
	d. state the role and influence of trade and professional organisations within the hair and beauty sector	
	e. describe how the hair and beauty sector has changed over time	
2. Be able to determine health and safety requirements for different services within the sector	a. state the key health and safety requirements within the hair and beauty sector	
	b. describe personal health and safety responsibilities required by the hair and beauty sector	

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 7-9 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to, ensure that learners have fully covered the Learning outcomes. This includes examples relating to breadth and depth where applicable.

It is important that, through the Level 1 Principal Learning in Hair and Beauty Studies, learners receive as broad an experience of the whole sector as possible. Teachers are urged to refer to, and use examples from, each of the six industries where appropriate and relevant. The industries are:

- Hairdressing
- Barbering
- Beauty Therapy

- Spa Therapy
- Nail Services
- African-Caribbean type hairdressing and barbering

In order to achieve all Learning outcomes for this unit, learners will need to know the sector terminology.

Some terminology used in this unit is generic across the qualification. Learners will need to be familiar with the following terms and use them in context wherever possible:

Key hair and beauty terminology will include:

- Activators
- Aftercare
- Anti-bacterial
- Appointment
- Basin
- Blow-drying
- Blow-wave
- Cleanse
- Client
- Code of Conduct
- Conditioner
- Confidential
- Consultation
- Contra-action
- Contra-indication
- COSHH
- Cross infection
- Dermatitis
- Equipment
- Finger dry/scrunch dry
- Hazard
- Infection
- Infestation
- Legal requirements
- Manicurist
- Nail artist
- PPE
- Professional image
- Reception
- Receptionist
- Record card
- Risk
- Salon
- Sanitise
- Services
- Setting
- Shampoo
- Smoothing
- Sterilisation
- Stylist
- Texturising
- Thermal styling
- Tools
- Ultraviolet
- Work area
- Work station

Learning outcome 1

Learners must be shown the difference in size of the industries within the hair and beauty sector within the UK, including:

- nail bars
- spas
- complementary therapies
- franchise salons
- salons
- self employed

Learners must be taught the links the hair and beauty sector has with other parts of the economy. For example:

- fashion
- retail
- sports therapy
- health and fitness
- complementary and alternative medicine
- paramedical treatments
- media

Learners must be taught the key services offered across the sector and must know which industries typically offer each service:

- Hairdressing and barbering (eg condition, blow-dry, blow-wave, setting, perming, colouring, cutting)
- Beauty therapy (eg facials, lash & brow trim/tint, waxing)
- Spa therapy (eg massage, aromatherapy, reflexology)
- Nail services (eg manicure, pedicure, nail enhancements)
- African Caribbean type hairdressing and barbering (eg colouring, cutting, condition, relaxing).

Learners must be taught the role and influence of the following hair and beauty sector trade and professional organisations:

- Habia
- International Federation of Aromatherapists
- Caribbean and Afro Society of Hairdressers
- Hairdressing Federation
- Freelance Hair and Beauty Federation
- Hairdressing Council
- British Association of Beauty Therapists & Cosmetologists.

Learners must be taught how the hair and beauty sector has changed over time, ie the geographical distribution of the hair and beauty sector, looking at which areas are typically more associated with certain industries, for example, regions within the UK, counties, rural and urban areas. Learners must be taught how an increase in disposable income has lead to the demand for the services within the hair and beauty sector.

Learning outcome 2

Learners must be taught the key health and safety requirements within the hair and beauty sector and be taught their personal responsibilities for health and safety when working in the sector. Learners must be familiar with the following Acts and Regulations:

- Health and Safety at Work Act
- Personal Protective Equipment at Work Regulations
- Workplace Regulations
- Manual Handling Operations Regulations
- Control of Substances Hazardous to Health Regulations (COSHH)
- Provision and Use of Work Equipment Regulations
- Electricity at Work Regulations
- Reporting Injuries, Diseases and Dangerous Occurrences (RIDDOR)
- Fire Precautions Act
- Health and Safety First Aid Regulations
- Health and Safety (Display Screen Equipment) Regulations.

Assessment

This unit is assessed through an external examination, set and marked by City & Guilds.

This unit will be tested via a short answer paper under controlled conditions. Learners will be allowed **1 hour** to complete the paper.

Examination specification

Duration: **1 hour**
Assessment type: **Written test under controlled conditions**
Number of marks: **48 marks**

Learning outcomes	Assessment criteria	Marks	Weighting
1. Know the importance of the hair and beauty sector within the UK economy	a. state the size of the hair and beauty sector	30	62.5%
	b. identify other sectors of the economy with links to the hair and beauty sector		
	c. list the key range of services offered by the hair and beauty sector		
	d. state the role and influence of trade and professional organisations within the hair and beauty sector		
	e. describe how the hair and beauty sector has changed over time		
2. Be able to determine health and safety requirements for different services within the sector	a. state the key health and safety requirements within the hair and beauty sector	18	37.5%
	b. describe personal health and safety responsibilities required by the hair and beauty sector		
Total		48	100%

Guidance for delivery

Central to this unit is research and exploration of the hair and beauty sector. The purpose of this unit is to introduce the learner to the key factors relating to the development of current size, scope and geographical distribution of this sector, including its links with and interrelation to other related sectors.

The learner must be given sufficient information about the size, structure and significance of the hair and beauty sector within the UK economy. Learners will need to know the links between the hair and beauty sector and related industries eg fashion, retail, sports therapy, health and fitness, complementary and alternative medicine, paramedical treatments, media, film and TV. The teacher must explain to learners how the hair and beauty sector has developed.

Teachers must ensure that learners explore the different industries and highlight how they interlink with each other. The learner will need to know the size and scope and geographical distribution of salons for the six different industries. The learner will also need to know the role and influence of trade and professional organisations.

Teachers must make the learners aware of the range of services and treatments offered in the hair and beauty sector.

Learners must be given knowledge of key health and safety factors applicable for working within the hair and beauty sector. Learners should be aware of the importance of the legal responsibilities and their own responsibilities for adhering to health and safety and supporting employers within the workplace to maintain a safe work environment. Learners should study the main outline of legislation that affects working within the hair and beauty sector relevant to the level of this qualification with reference to the legislation identified within the scope section.

Learners will gain valuable knowledge about services and treatments offered within the sector by visiting realistic/real working environments and by experiencing them as models during practical skill sessions. Carrying out work experience will further support the learner's knowledge and understanding of key health and safety requirements and personal responsibilities relating to these requirements.

Teachers should encourage learners to undertake research using the internet and/or local library resources. Learners should use this to supplement and extend the experiences they gained from the industry when working in a realistic learning environment.

When delivering this unit, teachers should use a wide range of teaching and learning techniques including group work, discussion and interactive materials. It is recommended that a teacher with specialist knowledge of the hair and beauty sector delivers this unit.

Schemes of work should reflect coherence to the Learning outcomes and scope. Informal assessment of learning should be encouraged to enable the review process to be effective with regard to research techniques and information gained. Inclusivity will be supported through a variation of tasks within each session to encompass differentiation.

Opportunities for applied learning

Contact with the six industries within the hair and beauty sector will enable the learner to differentiate between the different size and scope of businesses within the sector. Visiting speakers will support the learners' knowledge and understanding by discussing the size and structure of their own businesses. The learners could work in small groups to research the different hair and beauty industries and present them back to each other to ensure learning autonomy and to bring this subject to life. Visits to businesses within the six industries will further support the breadth of learning.

Work experience in the sector will give learners a valuable insight to the knowledge and understanding required for this unit. Experience of carrying out the services and treatments widely used within the sector will give the learner further understanding of the related health and safety requirements expected by employers and help them to practise their personal responsibilities.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected. The learner could develop PLTS by:

Independent enquirers
- exploring issues of personal responsibilities for health and safety in the hair and beauty sector
- carrying out research to find the links that the hair and beauty industries have with other related sectors

Creative thinkers
- asking questions to check their understanding of the responsibilities of health and safety when working in the hair and beauty sector

Reflective learners
- communicating their knowledge of the role and influences of trade and professional organisations in the hair and beauty sector relevant to the chosen audience

Team workers
- adapting their behaviour to suit the responsibilities required for the health and safety of others in the hair and beauty sector

Self-managers
- working towards goals when researching information on how the hair and beauty sector contributes to the UK economy

Effective participators
- presenting own research knowledge on the role and influences of trade and professional organisations in the hair and beauty sector.

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

The research and reporting aspects of this unit provide plentiful opportunities for skills development in reading and writing. Whilst learners are exposed to the complexity and breadth of the sector, opportunities can be taken to develop their number skills particularly when interpreting information, in the form of tables and charts, regarding the composition of the sector and economic contribution to the national economy.

If work for this unit is generated electronically, the learner will have the opportunity to develop skills and/or evidence for the Functional Skills in ICT.

Suggested learning resources

Books
- Almond, E. (1998). Safety in the Salon. Published: Macmillan. ISBN: 978-0333730065.
- Armstrong, J.; Crosland, A.; Nordmann, L.; Green, M. (2006). Salon Services. Published: Cengage Learning EMEA. ISBN: 978-1844804566.
- Gittens, S. (2002). African-Caribbean Hairdressing. Published: Cengage Learning EMEA. ISBN: 978-1861528049.
- Green, M. (2004). Begin Hairdressing! Published: Cengage Learning EMEA. ISBN: 978-1844801749. Jefford, J.; Swain, A. (2006). The Encyclopaedia of Nails (2nd ed.). Published: Cengage Learning EMEA. ISBN: 978-1844804603.
- Nordmann, L. (2007). Beauty Basics: The Official Guide to Level 1. Published: Cengage Learning EMEA. ISBN: 978-1844806942.
- Nordmann, L. (2007). Beauty Therapy – The Foundations: The Official Guide to Level 2 (4th ed.). Published: Cengage Learning EMEA. ISBN: 978-1844806959.

Journals and magazines
- Hairdressers Journal
- Health & Beauty Salon
- International Therapist
- Professional Spa
- Professional Beauty

Websites
- **Learnxtrahairdressing** — **www.learnxtra-hairdressing.com**
- Department for Children, Schools and families — **www.dcsf.gov.uk**
- Black Beauty and Hair — **www.blackbeautyandhair.com**
- The Freelance Hair and Beauty Federation — **www.fhbf.org.uk**
- Habia — **www.habia.org.uk**
- Health & Safety Executive — **www.hse.gov.uk**
- Hair & Fashions — **www.hairco.com.au**
- Cengage Learning EMEA — **www.thomsonlearning.co.uk**
- My Hairdressers.com — **www.myhairdressers.com**

Level 1 Unit 2: Creating a positive impression in the hair and beauty sector

What is this unit about?

This unit will expose the learner to the underlying, fundamental aspects of all service industries and the hair and beauty sector in particular. Knowledge gained will give the learner an understanding of the importance of creating a positive first and lasting impression, including how this can be achieved. It provides an opportunity for learners to examine their own views and beliefs regarding personal stereotypes, perspectives about image and beauty and how these could influence their interactions with others. Learners will be able to explore notions of personal beauty and the factors impacting on them.

Learners will gather information from research and client surveys to examine the key aspects required to establish and maintain effective customer relations and through this research identify the importance of personal hygiene, appropriate behaviour and the value of personal appearance in customer contact roles.
Experience gained through this unit will support learner understanding and appreciation of the significance of a professional image, including the image differences between hair and beauty.

Learners will be expected to demonstrate their understanding by avoiding behaviour that discriminates against others.

Under supervision the learner will be able to apply their own responsibility for health and safety, personal presentation, hygiene and safe working practices which along with the Personal, Learning and Thinking Skills are transferable to many other industries and sectors.

There will be opportunities within the unit for collaborative work which would encourage team working skills. There is also an opportunity to develop creative thinking and reflective learning skills. Through this experience and the knowledge acquired, the learner will gain the understanding and be able to demonstrate the key personal presentation, customer service and communication skills necessary to create an initial and on-going positive impression.

This unit has particular emphasis for the following Personal, Learning and Thinking Skills (PLTS):
- team workers
- independent enquirers
- creative thinkers
- reflective learners.

Guided learning hours

This unit has 30 GLH assigned to it, of which 10 hours will be needed for the assessment. Overall information on controls is on pages 86-90 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1. Understand how to create a positive impression	a. outline the skills necessary to create a positive impression	
	b. explain why appearance is important in service industries	
	c. outline the opportunities for creating a positive impression in a hair and beauty environment	
	d. explain the main image differences between hair and beauty environments	
2. Understand the influences on customer interactions	a. explain the difference between customer satisfaction and customer care and how customer satisfaction impacts on business success	
	b. explain how cultural, racial and socio-economic backgrounds may impact on client expectations	
	c. explain how an individual worker's own views and beliefs could influence their interactions with clients from different backgrounds	
3. Be able to present a positive impression to others	a. use a range of communication skills for different situations and audiences to create a positive impression	
	b. demonstrate simple ways of avoiding behaviour that discriminates against others by showing fairness and consideration to others	TW4
	c. collaborate with others to present a positive impression when working towards a common goal	TW1
4. Be able to carry out a simple satisfaction survey	a. design a simple client satisfaction survey consistent with business expectations	CT2
	b. carry out a satisfaction survey	IE2
	c. present findings, evaluating the results to inform future progress	RL5

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 7–9 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to, ensure that learners have fully covered the Learning outcomes. This includes examples relating to breadth and depth where applicable.

It is important that, through the Level 1 Principal Learning in Hair and Beauty Studies, learners receive as broad an experience of the whole sector as possible. Teachers are urged to refer to, and use examples from, each of the six industries where appropriate and relevant. Details of these industries may be found on page 14 of the specification.

Learning outcome 1

Learners must be taught the skills necessary to create an initial and on-going positive impression. For example:
- washing hands
- the acceptability of wearing jewellery (appropriate to each sector)
- dress-code appropriate to sector/salon
- footwear should be safe, comfortable and meet the needs of the sector/salon
- personal hygiene (body, mouth, feet, clean clothes).

Learners must be taught why appearance is important in any service industry and in particular in the hair and beauty sector. For example:
- it is an advertisement of the product/service on offer
- portraying the industry image
- being approachable.

Learners must be taught the opportunities to create an initial and on-going positive impression. For example:
- friendliness but not over familiar
- politeness – use manners and address clients respectfully
- co-operation – willingness to follow instructions, to help and to use initiative
- when and how to use questions
- respond to questions appropriate to audience and situation
- read and interpret straightforward written information
- speak and write in a manner that other people can understand
- body language should be positive and not intimidating
- non-verbal communication (eg positive gestures, facial expressions).

Learners must be taught the main image differences between hair and beauty environments. For example:
- beauty salon/spa – a uniform may be required, a clean and sterile environment
- hair salon – fashionable or themed setting, wearing clothes to reflect the image of the salon.

Learning outcome 2

Learners must be taught the difference between customer satisfaction and customer care. For example:

- customer satisfaction – a measure of how products and services supplied by a company meet or surpass customer expectations
- customer care – the provision of service to customers before, during and after a purchase.

Learners must be taught the significance of customer satisfaction to the success of a business. For example, higher customer retention leading to increased profitability.

Learners must be taught how cultural, racial and socio-economic backgrounds may impact on client expectations. For example:

- culture – eg men entering a barbers may be expected to be dealt with relatively quickly, compared to men entering a high-end men's' hairdressers who may expect more of an 'experience'
- race – eg different products may be expected, different expertise may be expected to meet their needs
- socio-economic background – eg if you are aiming at the top end client, they may expect very expensive products to be used.

Learners must be taught how an individual's own beliefs and views can influence their interactions with clients. For example:

- cultural issues
- personal hygiene
- prejudices.

Learning outcome 3

Learners must be taught how to use a range of communication skills for different situations and audiences in order to create a positive impression. For example:

- verbal
- non-verbal communication eg smiles, nods, acknowledgement
- written eg signs and posters
- pictures.

Learners must be taught ways of avoiding behaviour that discriminates against others by showing fairness and consideration. For example:

- being objective
- observe equal opportunities
- using discretion.

Learners must be taught how to collaborate with others when working towards a common goal. For example:

- working as part of a team
- providing constructive support
- reaching agreements.

Learning outcome 4

Learners must be taught how to design, carry out and present a simple customer satisfaction survey. They must be able to act appropriately in a team and use appropriate communication skills when presenting and carrying out the survey.

Learners must be taught how to present and evaluate results from the survey and make suggestion for improvements for future progress.

Assessment

This unit is assessed through a centre set and marked assessment. Internal assessments are subject to moderation by City & Guilds.

The learner will complete an assignment on the requirements of personal presentation and customer service in the hair and beauty sector. The learner will differentiate between their own personal beliefs and stereotyping. The learner will construct and interpret information from a client satisfaction survey with consideration of culture, race and economic backgrounds in order to maintain and interpret requirements for standards of creating a positive impression.

Task setting
Internal assessments must aim to be holistic in nature and encourage learners to produce evidence to cover the Assessment criteria.

The assignment set must cover the tasks as set out in the table below.

Task	Form(s) of evidence	LO mapping
An illustrated piece of written work showing an understanding of the key aspects of creating a positive impression	The following must be provided: • annotated collage (mood board) or PowerPoint presentation	LO1 and 2
A customer satisfaction survey	The following must be provided: • witness statement • questionnaire and findings	LO3 and 4

Duration
The assignment will take approximately 10 of the 30 guided learning hours available for this unit.

Sector relevant purpose
The learner should be given realistic scenarios from the hair and beauty sector in which to consider the importance and impact of personal presentation and the impression created.

Demand
A questionnaire should not be more than 2 sides of A4.

Task taking
Presentations may be carried out in front of peers.
Details of controls that should be applied during the taking of the assessment tasks are set out on pages 86-88 of the specification.

Weighting of Learning outcomes

Learning Outcomes	Marks	Weighting
1 Understand how to create a positive impression	9	18.8%
2 Understand the influences on customer interactions	9	18.8%
3 Be able to present a positive impression to others	15	31.3%
4 Be able to carry out a simple satisfaction survey	15	31.3%
Total	**48**	**100%**

Assessment grid

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
1. Understand how to create a positive impression	**0 to 3 marks** Given a basic outline of the skills necessary to create a positive impression. Given a limited explanation of why appearance is important to service industries. Given a basic outline of the opportunities for creating a positive impression in a hair and beauty environment. Given a limited explanation of the main image differences between hair and beauty environments.	**4 to 6 marks** Given a good outline of the skills necessary to create a positive impression. Given a good explanation of why appearance is important to service industries. Given a good outline of the opportunities for creating a positive impression in a hair and beauty environment. Given a good explanation of the main image differences between hair and beauty environments.	**7 to 9 marks** Given a detailed outline of the skills necessary to create a positive impression. Given an in depth explanation of why appearance is important to service industries. Given a detailed outline of the opportunities for creating a positive impression in a hair and beauty environment. Given an in depth explanation of the main image differences between hair and beauty environments.
2. Understand the influences on customer interactions	**0 to 3 marks** Given a limited explanation of the differences between customer satisfaction and customer care and how this impacts on business success. Given a limited	**4 to 6 marks** Given a good explanation of the differences between customer satisfaction and customer care and how this impacts on business success. Given a good	**7 to 9 marks** Given an in depth explanation of the differences between customer satisfaction and customer care and how this impacts on business success. Given an in depth

		explanation of how cultural, racial and socio- economic backgrounds may impact on client expectations.

Given a limited explanation of how an individual worker's own views and beliefs could influence their interactions with clients from different backgrounds | explanation of how cultural, racial and socio- economic backgrounds may impact on client expectations.

Given a good explanation of how an individual worker's own views and beliefs could influence their interactions with clients from different backgrounds. | explanation of how cultural, racial and socio- economic backgrounds may impact on client expectations.

Given an in depth explanation of how an individual worker's own views and beliefs could influence their interactions with clients from different backgrounds |
| 3. | Be able to present a positive impression to others | **0 to 5 marks**

Used a limited range of communication skills with occasional appropriateness.

Demonstrated a limited ability to avoid discriminatory behaviour.

Shown a limited ability to collaborate with team members to present a positive impression. | **6 to 10 marks**

Used a good range of communication skills appropriately.

Demonstrated a good ability to avoid discriminatory behaviour.

Shown a good ability to collaborate with team members to present a positive impression. | **11 to 15 marks**

Used an extensive range of communication skills in the appropriate way.

Demonstrated an excellent ability to avoid discriminatory behaviour.

Shown an excellent ability to collaborate with team members to present a positive impression. |
| 4. | Be able to carry out a simple satisfaction survey | **0 to 5 marks**

Designed a simple client satisfaction survey consistent with business expectations with continual teacher guidance.

Carried out a satisfactory survey.
Presented and carried out a basic evaluation of the results and made limited suggestions for future progress. | **6 to 10 marks**

Designed a simple client satisfaction survey consistent with business expectations with initial teacher guidance.

Carried out a good survey.

Presented and carried out a good evaluation of the results and made good suggestions for future progress. | **11 to 15 marks**

Designed a simple client satisfaction survey consistent with business expectations unaided.

Carried out an excellent survey.

Presented and carried out an excellent evaluation of the results and made extensive suggestions for future progress. |

Guidance for delivery

This is an active learning unit and will give the learners an opportunity to understand the key aspects of creating a positive impression. Teachers should, wherever possible, provide opportunities for learning in a realistic learning environment.

Learners will gain valuable experience within a realistic environment working with and alongside practitioners that understand the importance of creating a positive impression. Teachers should familiarise the learners with the hair, beauty and related industries requirements on appearance and why this is important to this sector in particular.

Learners will need to be given an understanding of the skills necessary to create a positive impression. Teachers will need to outline the opportunities for creating a positive impression in the hair and beauty sector, as well as explaining the main image differences between hair and beauty environments.

Teachers must ensure that the learners understand the difference between customer satisfaction and customer care, including how customer satisfaction impacts on business success.

Learners should be encouraged to consider how cultural, racial and socio-economic backgrounds may impact on client expectations. Teachers must provide opportunities for the learners to discuss how an individual employee's own views and beliefs could influence their interactions with clients from different backgrounds.

Learners should be supported in their design, carrying out and presentation of a simple client satisfaction survey to ensure that it is consistent with business expectations. Learners will also need to be taught a range of communication skills for different situations and audiences to be able to create a positive impression.

Teachers will need to demonstrate simple ways of avoiding behaviour that discriminates against others. Teachers must ensure that learners co-operate with other team members to present a positive impression.

When delivering this unit teachers should use a wide range of teaching and learning techniques including: demonstration, group work, discussion, role play (virtual and/or real) and interactive materials. There are specific customer care needs and expectations within the hair and beauty sector, which must be taken into account when teaching this unit and for this reason it is recommended that a subject specialist will teach this unit.

Schemes of work should reflect coherence to the Learning outcomes and Assessment criteria. Informal assessment of learning should be encouraged to enable the learner to effectively review their understanding and presentation skills. Inclusivity will be supported through a variation of tasks within each lesson to encompass differentiation.

Opportunities for applied learning

Learners will be able to apply the skills and knowledge gained by this unit by observing staff in a real working environment and as part of their work experience. Research could be carried out by the learners by visiting a range of hair and beauty salons or spas to identify the differences in style, mood and image, which could then be presented to their peers. This will enable the learner to understand the importance of first impressions and how to create a positive impression. Visiting practitioners from the hair and beauty sector will be able to discuss with the learners the practices and procedures that they put into place to ensure high levels of customer care and satisfaction and how this affects and supports their business success. Role play can be used to practise and demonstrate communication skills for different situations and for different audiences. Learners could carry out mock surveys on each other and friends to review and refine the questions used in the real customer survey.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected.
The learner could develop PLTS by:

Independent enquirers
- planning and carrying out research about the image portrayed within the industry

Creative thinkers
- generating ideas about first impressions and exploring possibilities

Reflective learners
- assessing themselves against industry standards and expectations

Team workers
- adapting behaviour to conform to industry requirements

Self-managers
- responding positively to change for a professional image

Effective participators
- identifying own and others' image improvements.

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

At its heart is the need for learners to develop appropriate speaking and listening skills in order to interact with customers in a positive and professional manner. To gain feedback on the level of customer service learners are providing, a questionnaire could be devised requiring the appropriate level of written English and the findings interpreted using related number skills, percentages, fractions, range and mean. Another essential skill in such a practical environment is the ability to follow written instructions and refer to a range of texts for information and guidance on such subjects as image and perception.

If work for this unit is generated electronically, the learner will have the opportunity to develop skills and/or evidence for the Functional Skills in ICT.

Suggested learning resources

Books

- Nordmann, L. (2007). Beauty Basics: The Official Guide to Level 1. Published: Cengage Learning EMEA. ISBN: 978-1844806942.
- Armstrong, J.; Crosland, A.; Nordmann, L.; Green, M. (2006). The Official Guide to the City & Guilds Certificate in Salon Services. Published: Cengage Learning EMEA. ISBN: 978-1844804566.
- Nordmann, L. (2007). Beauty Therapy – The Foundations: The Official Guide to Level 2 (4th ed.). Published: Cengage Learning EMEA. ISBN: 978-1844806959.
- Jefford, J.; Swain, A. (2006). The Encyclopaedia of Nails (2nd ed.). Published: Cengage Learning EMEA. ISBN: 978-1844804603.
- Green, M. (2004). Begin Hairdressing! Published: Cengage Learning EMEA. ISBN: 978-1844801749.
- Gittens, S. (2002). African-Caribbean Hairdressing. Published: Cengage Learning EMEA. ISBN: 978-1861528049.

Journals and magazines
- Hairdressers Journal

Websites

Smartscreen	**www.smartscreen.co.uk**
Learnxtrahairdressing	**www.learnxtra-hairdressing.com**
Department for Children, Schools and families	**www.dcsf.gov.uk**
Black Beauty and Hair	**www.blackbeautyandhair.com**
The Freelance Hair and Beauty Federation	**www.fhbf.org.uk**
Habia	**www.habia.org.uk**
Health & Safety Executive	**www.hse.gov.uk**
Hair & Fashions	**www.hairco.com.au**
Cengage Learning EMEA	www.thomsonlearning.co.uk

Level 1 Unit 3: Introducing hair styling

What is this unit about?

This unit is designed to expose learners to a range of hair styling influences. For many young people hair styling is an exciting and dynamic field. For some learners this may be their first taste of this stimulating topic. It provides opportunities to explore creativity, cultural hair diversity and how hair styling can be an expression of individuality.

Learners will benefit from work related experiential learning throughout this unit by practising a selected range of basic hairdressing skills. The use of products, tools and equipment will encourage creativity and allow learners to sample the diversity of styles in hairdressing, whilst gaining understanding of how to select those most suited for different style requirements. Knowledge of key technological developments will assist the learners' understanding of styling influences.

The learner will develop their communication skills and behaviour to suit that of the hair and beauty sector expectations, which will give them the opportunity to pursue this topic as a career.

Learners will be able to apply their own responsibility for health and safety, personal presentation, hygiene and safe working practices which will assist in the application of broader common topics required for a successful working life. Through this experience the learners will discover and practice techniques of communicating and behaving in ways that are expected in hairdressing salons and related industries whilst developing their understanding and use of relevant hairdressing terminology.

This unit has particular emphasis for the following Personal, Learning and Thinking Skills (PLTS):

- creative thinkers
- reflective learners.

Guided learning hours

This unit has 60 GLH assigned to it, of which 15 hours will be needed for the assessment. Overall information on controls is on pages 86-90 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1. Know the different characteristics of hair	a. identify different hair types and their main characteristics	
	b. recognise that characteristics of hair are not defined by race	
2. Know the key influences on hair styles	a. describe historical eras that have influenced modern hair styles	
	b. describe how technological developments influence hair styling processes and techniques	
	c. describe how, lifestyles, culture, personality, occasions and gender can influence hair styles	
	d. describe how physical characteristics influence choice of hair style	
3. Be able to select hair styles to meet different needs	a. use hairdressing terminology when communicating with clients	
	b. communicate with clients to find out their requirements	
	c. generate ideas for hair styles	CT1
4. Be able to safely create hair styles	a. select techniques, products and tools for styling and finishing men and women's hair	
	b. safely use techniques, products and tools for styling and finishing men and women's hair	
	c. review the styling and finishing of men and women's hair to inform future progress	RL5

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 7-9 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to, ensure that learners have fully covered the Learning outcomes. This includes examples relating to breadth and depth where applicable.

It is important that, through the Level 1 Principal Learning in Hair and Beauty Studies, learners receive as broad an experience of the whole sector as possible. Teachers are urged to refer to, and use examples from, each of the six industries where appropriate and relevant. Details of these industries may be found on page 14 of the specification.

Learning outcome 1

Learners must be taught the different types of hair and their characteristics. For example:
- wavy, straight and curly
- fine, medium and coarse in texture
- sparse and abundant in density.

Learners must be taught that types and characteristics of hair are not defined by race, ie that types of hair are not limited to individual races.

Learning outcome 2

Learners must be taught the eras and events in history which have influenced modern hair styles.
- ancient culture (eg Egyptian, Grecian, Roman)
- contemporary (eg Victorian, Edwardian)
- 19th and 20th Century (eg World War I, World War II)
- historical events (eg World Wars, archaeological discoveries)
- fashion trends (eg 1960s, The 'Rachel look', the 'Farrah Fawcett-Majors look')

Learners must be taught key technological developments in the hair industry in order to describe how technology influences hair styling processes and techniques.
- chemical processes (eg Coldwave, lotions, colour packages)
- styling tools (eg hair straighteners, highlight caps, handheld dryers)
- wigs and hair pieces

Learners must be taught how the following can influence hair styles.
- lifestyles (eg jobs, hobbies, sports interests)
- culture (eg punk movement, Gothic culture, traditional Indian culture)
- people's personality (eg introvert, extrovert)
- occasions (eg weddings, cultural ceremonies, parties and school proms, fancy dress)
- gender (male, female)

Learners must be taught how the following physical characteristics affect the choice of hair style and techniques used to create these styles. Learner's knowledge must include knowing that some styles and techniques may not always be suitable for certain characteristics.

- face shape
- hair type
- hair condition
- hair length
- hair density
- client preference

Learning outcome 3

Learners must be taught relevant hairdressing terminology. These terms will have to be used throughout the unit and in all parts of the assessment. Learners will need to be familiar with the following terms:

- equipment – basin, tools, work station
- products – activators, conditioner, shampoo
- legal requirements – Code of Conduct, Control of Substances Hazardous to Health (COSHH)
- Health and Safety – cross infection, dermatitis, hazard, infection, infestation, Personal Protective Equipment (PPE), risk, sterilisation, anti-bacterial, ultraviolet radiation
- techniques – blow-drying, blow-wave, finger dry/scrunch dry, setting, texturising, thermal styling smoothing
- miscellaneous – aftercare, client, confidential, consultation, professional image, record card, salon, stylist, work area.

Learners must be taught how to communicate with clients to find out their requirements. For example:

- ask questions
- listening – eg to concerns and requirements
- speaking – eg clearly, describe the process without jargon, give advice about products and future services
- using images.

Learners must be taught to generate ideas for hair styles. They may use a variety of methods for example:

- magazines
- drawings.

Learning outcome 4

Learners must be taught about range of hair styling products and must understand the purpose of and how to safely use each:
- wax
- mousse
- gel
- lotion
- serum
- activators
- shampoo
- conditioner
- thermal protectors
- hairspray

Learners must be exposed to the following range and diversity of hair styling techniques for men and women:
- blow-dryingsetting
- blow-waving
- finger dry
- setting
- thermal styling
- plaiting

Learners must be exposed to the following range of tools and equipment and be taught how to safely use each:
- brushes
- combs
- rollers
- electrical equipment – straighteners, tongs, heated rollers, crimpers and dryers.

Learners must be made aware of why the following safe working practices are important when working in a professional manner:
- Personal Protective Equipment (PPE)
- manufacturers' instructions
- preparation methods
- professional behaviour
- supervisor instructions.

Learners must be taught how to review their work, including:
- how well the style matched the client requirements
- improvements for the future.

Assessment

This unit is assessed through a centre set and marked assignment. Internal assessments are subject to moderation by City & Guilds.

This assignment is designed to show how the learner can use their knowledge of hair styles and fashions throughout history to generate ideas for styles that meet specific client needs.

The learner will be required to create a mood board or visual presentation of designs that reflect the clients' requirements.

The learner should be able to create the styles they have generated using the appropriate tools, products and equipment.

Task setting

Internal assessments must aim to be holistic in nature and encourage learners to produce evidence to cover the Assessment criteria.

The assignment set must cover the tasks as set out in the table below.

Task	Form(s) of evidence	LO mapping
Visual presentation on influences on hair styling	The following must be provided: • annotated collage (mood board) or PowerPoint presentation	LO1 and 2
Hair styling	The following must be provided: • witness statement • illustrated record (photos and/or drawings)	LO3 and 4

Duration

The assignment will take approximately 15 of the 60 guided learning hours available for this unit. If giving a PowerPoint presentation, the presentation should be no longer than 5 minutes.

The learner should spend no longer than 1.5 hours on each hair style.

Sector relevant purpose

The learner should be given realistic scenarios of different clients' requirements from which to design the hair styles.

Demand

The learner should carry out a minimum of 2 but no more than 4 hair styles. The hair styling may be carried out on peers or blocks.

Teachers should play the role of the client to enable the learner to discuss client requirements. The scenarios must be simulated and may not be carried out on real clients.

Task taking

Presentations may be carried out in front of peers.

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 86-88 of the specification.

Weighting of Learning outcomes

Learning Outcomes	Marks	Weighting
1 Know the different characteristics of hair	6	12.5%
2 Know the key influences on hair styles	12	25%
3 Be able to select hair styles to meet different needs	12	25%
4 Be able to safely create hair styles	18	37.5%
Total	**48**	**100%**

Assessment grid

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
1. Know the different characteristics of hair	**0 to 2 marks** Identified the most obvious hair types and their main characteristics. Showed very limited recognition that hair type is not race related.	**3 to 4 marks** Identified some hair types and their characteristics. Showed some recognition that hair type is not race related.	**5 to 6 marks** Identified most hair types and their characteristics. Showed thorough recognition that hair type is not race related.
2. Know the key influences on hair styles	**0 to 4 marks** Given a simple description of how historical eras have influenced modern hair styling. Given a simple description of how technological developments have influenced hair styling processes and techniques. Given a simple description of how lifestyles, culture, personality, occasions and gender can influence hair styles. Given a simple description of how physical characteristics can influence choice of hair style.	**5 to 8 marks** Given a basic and clear description of how historical eras have influenced modern hair styling. Given a basic and clear description of how technological developments have influenced hair styling processes and techniques. Given a basic and clear description of how lifestyles, culture, personality, occasions and gender can influence hair styles. Given a basic and clear description of how physical characteristics can influence choice of hair style.	**9 to 12 marks** Given an extensive and detailed description of how historical eras have influenced modern hair styling. Given a detailed description of how technological developments have influenced hair styling processes and techniques. Given a detailed description of how lifestyles, culture, personality, occasions and gender can influence hair styles. Given a detailed description of how physical characteristics can influence choice of hair style.

3. Be able to select hair styles to meet different needs	**0 to 4 marks**	**5 to 8 marks**	**9 to 12 marks**
	Used suitable terminology some of the time with continual guidance when communicating with clients.	Used suitable terminology some of the time with occasional guidance when communicating with clients.	Used suitable terminology most of the time with autonomy when communicating with clients.
	Communicated with clients asking questions to ascertain client requirements only when prompted.	Communicated with clients asking questions to ascertain client requirements requiring minimal prompting.	Communicated with clients expertly asking extensive questions to ascertain client requirements. No prompting was required.
	Generated a small range of ideas showing little relation to the client requirements.	Generated a range of ideas showing some relation to the client requirements.	Generated a good range of ideas which showed a good relationship to the client requirements.
4. Be able to safely create hair styles	**0 to 6 marks**	**7 to 12 marks**	**13 to 18 marks**
	Selected a limited range of techniques, products, tools and equipment suitable for styling and finishing men and women's hair under continual supervision.	Selected a good range of techniques, products, tools and equipment, using them correctly and appropriately for styling and finishing men and women's hair under initial supervision.	Selected a good and appropriate range of techniques, products, tools and equipment for styling and finishing men and women's hair using own initiative.
	Safely used a range of techniques, products, tools and equipment suitable for styling and finishing men and women's hair under continual supervision.	Safely used a range of techniques, products, tools and equipment, using them correctly and appropriately for styling and finishing men and women's hair under initial supervision.	Safely used a good range of techniques, products, tools and equipment, using them correctly and appropriately for styling and finishing men and women's hair using own initiative.
	Given a brief review of the hair styling with limited attention to how well the style suited the client requirements and improvements for the future.	Given a review of the hair styling detailing how well the style suited the client requirements and improvements for the future.	Given a detailed review of the hair styling detailing how well the style suited the client requirements and showing foresight into improvements for the future.

Guidance for delivery

This is an active learning unit and will give the learners an opportunity to understand the key aspects of creating a positive impression. Teachers should, wherever possible, provide opportunities for learning in a realistic learning environment.

Learners will gain valuable experience within a realistic environment working with and alongside practitioners that understand the importance of creating a positive impression. Teachers should familiarise the learners with the hair, beauty and related industries requirements on appearance and why this is important to this sector in particular.

Learners will need to be given an understanding of the skills necessary to create a positive impression. Teachers will need to outline the opportunities for creating a positive impression in the hair and beauty sector, as well as explaining the main image differences between hair and beauty environments.

Teachers must ensure that the learners understand the difference between customer satisfaction and customer care, including how customer satisfaction impacts on business success.

Learners should be encouraged to consider how cultural, racial and socio-economic backgrounds may impact on client expectations. Teachers must provide opportunities for the learners to discuss how an individual employee's own views and beliefs could influence their interactions with clients from different backgrounds.

Learners should be supported in their design, carrying out and presentation of a simple client satisfaction survey to ensure that it is consistent with business expectations. Learners will also need to be taught a range of communication skills for different situations and audiences to be able to create a positive impression.

Teachers will need to demonstrate simple ways of avoiding behaviour that discriminates against others. Teachers must ensure that learners co-operate with other team members to present a positive impression.

When delivering this unit teachers should use a wide range of teaching and learning techniques including: demonstration, group work, discussion, role play (virtual and/or real) and interactive materials. There are specific customer care needs and expectations within the hair and beauty sector, which must be taken into account when teaching this unit and for this reason it is recommended that a subject specialist will teach this unit.

Schemes of work should reflect coherence to the Learning outcomes and Assessment criteria. Informal assessment of learning should be encouraged to enable the learner to effectively review their understanding and presentation skills. Inclusivity will be supported through a variation of tasks within each lesson to encompass differentiation.

Opportunities for applied learning

Learners will be able to apply the skills and knowledge gained by this unit by observing staff in a real working environment and as part of their work experience. Research could be carried out by the learners by visiting a range of hair and beauty salons or spas to identify the differences in style, mood and image, which could then be presented to their peers. This will enable the learner to understand the importance of first impressions and how to create a positive impression. Visiting practitioners from the hair and beauty sector will be able to discuss with the learners the practices and procedures that they put into place to ensure high levels of customer care and satisfaction and how this affects and supports their business success. Role play can be used to practise and demonstrate communication skills for different situations and for different audiences. Learners

could carry out mock surveys on each other and friends to review and refine the questions used in the real customer survey.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected. The learner could develop PLTS by:

Independent enquirers

- planning and carrying out research about the image portrayed within the industry

Creative thinkers

- generating ideas about first impressions and exploring possibilities

Reflective learners

- assessing themselves against industry standards and expectations

Team workers

- adapting behaviour to conform to industry requirements

Self-managers

- responding positively to change for a professional image

Effective participators

- identifying own and others' image improvements.

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

At its heart is the need for learners to develop appropriate speaking and listening skills in order to interact with customers in a positive and professional manner. To gain feedback on the level of customer service learners are providing, a questionnaire could be devised requiring the appropriate level of written English and the findings interpreted using related number skills, percentages, fractions, range and mean. Another essential skill in such a practical environment is the ability to follow written instructions and refer to a range of texts for information and guidance on such subjects as image and perception.

If work for this unit is generated electronically, the learner will have the opportunity to develop skills and/or evidence for the Functional Skills in ICT.

Suggested learning resources

Books

- Nordmann, L. (2007). Beauty Basics: The Official Guide to Level 1. Published: Cengage Learning EMEA. ISBN: 978-1844806942.
- Armstrong, J.; Crosland, A.; Nordmann, L.; Green, M. (2006). The Official Guide to the City & Guilds Certificate in Salon Services. Published: Cengage Learning EMEA. ISBN: 978-1844804566.
- Nordmann, L. (2007). Beauty Therapy – The Foundations: The Official Guide to Level 2 (4th ed.). Published: Cengage Learning EMEA. ISBN: 978-1844806959.
- Jefford, J.; Swain, A. (2006). The Encyclopaedia of Nails (2nd ed.). Published: Cengage Learning EMEA. ISBN: 978-1844804603.
- Green, M. (2004). Begin Hairdressing! Published: Cengage Learning EMEA. ISBN: 978-1844801749.
- Gittens, S. (2002). African-Caribbean Hairdressing. Published: Cengage Learning EMEA. ISBN: 978-1861528049.

Journals and magazines
- Hairdressers Journal

Websites
- Smartscreen — **www.smartscreen.co.uk**
- Learnxtrahairdressing — **www.learnxtra-hairdressing.com**
- Department for Children, Schools and families — **www.dcsf.gov.uk**
- Black Beauty and Hair — **www.blackbeautyandhair.com**
- The Freelance Hair and Beauty Federation — **www.fhbf.org.uk**
- Habia — **www.habia.org.uk**
- Health & Safety Executive — **www.hse.gov.uk**
- Hair & Fashions — **www.hairco.com.au**
- Cengage Learning EMEA — **www.thomsonlearning.co.uk**

Level 1 Unit 4: Introducing basic skin care treatments

What is this unit about?

This unit will expose the learner to the different and diverse nature of the perceptions of facial beauty and how this is affected by stereotyping and media influences. Learners will explore how their own views of facial beauty have been formulated, which will give them the opportunity to challenge and review their own perceptions and that of others.

The learner will develop their communication skills and behaviour to suit that of the industry expectations, which will give them the insight if they wish to pursue this area as a career.

Learners will develop knowledge of skin care routines and the main types of facial treatments available, their purpose and benefits. This will engage the learner's interest through experiential learning of these selected beauty skills that they can relate to as consumers and extend this understanding to the implications of treatment delivery.

Through this experience and the knowledge acquired, the learner will gain the understanding needed to manage their own appearance and the condition of their skin.

As part of the experience gained, the learner will be able to make more informed judgements about advertised benefits of beauty treatments based on an introduction to professional skin care products and treatments.

Under supervision the learner will be responsible for health and safety, personal presentation, hygiene and safe working practices which, along with the personal, learning and thinking skills, are transferable to many other industries.

There will be opportunities within the unit for collaborative work which would encourage team working skills. There is also an opportunity to develop creative thinking and reflective learning skills.

This unit has particular emphasis for the following Personal, Learning and Thinking Skills (PLTS):
*   independent enquirers
*   effective participators
*   reflective learners.

Guided learning hours

This unit has 30 GLH assigned to it, of which 8 hours will be needed for the assessment. Overall information on controls is on pages 86-90 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1. Understand the developments in the beauty sector	a. explain the different and diverse nature of the perceptions of facial beauty	IE3
	b. explain how key technological developments in facial treatment have influenced the beauty industry	
2. Know the skin structure and the factors that affect skin condition	a. name the basic components of the structure of the skin	
	b. name the common skin conditions	
	c. describe the main factors affecting skin condition	
3. Know the purpose and benefits of skin care services and products	a. list basic skin care routines and facial treatments available	
	b. outline the main factors affecting the delivery of skin care routines and treatments	
	c. state the purpose and maintenance of products and materials	
	d. state the maintenance of tools and equipment	
	e. list the key differences between professional and retail skin care products	
	f. state the reasons for adapting basic skin care and cleansing treatments for male and female clients	
4. Be able to carry out skin care treatments safely	a. outline safe working practices specific to carrying out basic skin care routines breaking these down into manageable steps	EP3
	b. prepare basic skin care and cleansing treatments	
	c. carry out safely basic skin care and cleansing treatments in a professional manner	
	d. review treatments carried out and suggest improvements for future progress	RL5

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 7-9 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to, ensure that learners have fully covered the Learning outcomes. This includes examples relating to breadth and depth where applicable.

It is important that, through the Level 1 Principal Learning in Hair and Beauty Studies, learners receive as broad an experience of the whole sector as possible. Teachers are urged to refer to, and use examples from, each of the six industries where appropriate and relevant. Details of these industries may be found on page 14 of the specification.

In order to achieve all the Learning outcomes for this unit, learners will need to have a grasp of the relevant beauty terminology. Learners will need to be familiar with the following terms:

- aftercare
- anti-bacterial
- appointment
- cleanse
- client
- Code Of Conduct
- confidential
- consultation
- contra-action
- contra-indication
- Control Of Substances Hazardous To Health (COSHH)
- cross infection
- data protection
- dermatitis
- equipment
- work station

- hazard
- infestation
- Personal Protective Equipment (PPE)
- professional image
- reception
- receptionist
- record card
- risk
- salon
- cleanse
- services
- sterilisation
- tools
- ultraviolet radiation
- work area

Learning outcome 1

Learners must be taught the different and diverse nature of the perception of facial beauty. For example:
- stereotyping
- age of the client
- face shapes of the client
- personal opinion
- lifestyle and socio-economic classification.

Learners must be taught how key technological developments in facial treatments have influenced the beauty industry. For example:

- dermo-abrasion used in conjunction with electrical appliance
- facial peels (eg chemical)
- wide range of products at varying costs and facial steamers (for home use).

Learning outcome 2

Learners must be taught the names of the basic components of the skin structure. For example:

- epidermis
- dermis
- subcutaneous layer
- sebaceous gland
- sweat gland
- erector pili muscle
- hair follicle and hair shaft

Learners must be taught common skin conditions. For example:

- sensitive
- mature
- de-hydrated.

Learners must be taught the factors affecting skin condition. For example:

- environmental eg wind, sea, sun, heating/air conditioning
- physical eg harsh treatment
- chemical eg incorrect/inappropriate chemicals used
- health eg medical condition, medication.

Learning outcome 3

Learners must be taught about the types of skin care routines and types of facial treatments (facial and make-up). For example:

- cleanse, tone, moisturise
- deep cleanse, eye make-up remover, lip cleanse, facial cleanse, tone, moisturise
- cleanse, tone, moisturise, make-up application.

Learners must be taught about the main factors affecting treatments. For example:

- cleanse – prepares and cleans the skin, removes impurities, stale make-up, dead skin cells, improves blood supply, may leave too much oil on the skin
- tone – removes surplus cleanser, removes surface oil, may re-balance pH of skin, or strip the skin of oil, slightly tightens pores, may redden skin
- moisturise – nourishes the skin, replenishes the skin of oils, protects against harsh weather conditions, re-hydrates the skin, could make the skin greasier, could cause a reaction.

Learners must be taught the purpose and maintenance of products and materials. For example:

- cleanser
- toner
- moisturiser
- eye make-up remover
- foundation
- blusher
- eye liner
- cotton wool

- lip liner
- eye shadow
- mascara
- lip stick
- lip gloss
- concealer
- highlighter and powder
- tissues

Learners must be taught the maintenance of tools and equipment. For example:
- head band
- towels
- variety of make-up brushes
- spatula
- make-up palette and magnifying lamp.

Learners must be taught the key differences between professional and retail skin care products. For example:
- cost
- availability
- advice for use
- variety of choice
- specialist products.

Learners must be taught about the reasons for adapting basic skin care and cleansing treatments for male/female customers. For example:
- change products when the client has facial hair – no grains
- avoid use of cotton wool for male clients and toners/moisturisers with differing fragrances.

Learning outcome 4

Learners must be taught about safe working practices. For example:
- appropriate personal presentation – industry/salon policy
- follow manufacturers' instructions
- prepare client for the treatments following instructions/salon policy
- behave professionally
- follow supervisor's instructions and identifying contra-indications.

Learners must be taught how to prepare skin care and cleansing treatments. For example:
- protecting client's clothing
- setting up the trolley/treatment area with appropriate products, materials, tools and equipment
- sterilisation/sanitisation of tools, equipment and work area.

Learners must be taught how to safely carry out skin care and cleansing treatments in a professional manner. For example:

- following salon procedures
- listening – eg to client concerns and requirements
- speaking – eg clearly, describe the process without jargon, give the client advice about products and future services
- gestures – eg positive body language.

Learners must be taught how to review their work. For example:

- how well the final outcome matched the client requirements
- improvements for the future.

Assessment

This unit is assessed through a centre set and marked assessment. Internal assessments are subject to moderation by City & Guilds.

The learner will complete an assignment which must include an explanation of development in the beauty sector; show an understanding of the structure of the skin and the factors that affect its condition. They will also show an understanding of the purpose and benefits of the products, materials, tools and equipment used in beauty treatments. Finally the learner will, under supervision, carry out a basic skin care and cleansing treatment.

Task setting

Internal assessments must aim to be holistic in nature and encourage learners to produce evidence to cover the Assessment criteria.

The assignment set must cover the tasks as set out in the table below.

Task	Form(s) of evidence	LO mapping
An illustrated piece of written work showing an understanding of the developments in the beauty sector	The following must be provided: • annotated collage (mood board) or PowerPoint presentation	LO1 and 2 and 3
Preparation of basic skin care and cleansing treatments	The following must be provided: • witness statement • report	LO2 and 3
Skin care and cleansing treatments following safe working practices	The following must be provided: • witness statement	LO4

Duration

The assignment will take approximately 8 of the 30 guided learning hours available for this unit.

Sector relevant purpose

The learner should be given realistic scenarios of different clients' requirements from which to select skin care and cleansing treatments.

Demand

Tasks 1 and 2 should each be no more than two sides of A4.

Task taking

Learners may gather resources in small teams; however each learner must be supervised producing their own illustrated work or presentation.

Presentations may be made to peers.

A subject specialist must observe the practical requirements for providing skin care and cleansing treatments and should give written feedback on all observations.

Practical assessments can be done on self, peers and/or models, and the learner will work independently of other learners.

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 86-88 of the specification.

Weighting of Learning outcomes

Learning Outcomes	Marks	Weighting
1 Understand the developments in the beauty sector	6	12.5%
2 Know the skin structure and the factors that affect skin condition	6	12.5%
3 Know the purpose and benefits of skin care services and products	12	25%
4 Be able to carry out skin care treatments safely	24	50%
Total	**48**	**100%**

Assessment grid

Learning Outcomes	Band 1	Band 2	Band 3
	The learner has:		
1. Understand the developments in the beauty sector	**0 to 2 marks** Shown a basic understanding of the different and diverse nature of perceptions of facial beauty and factors that influence own and others' perceptions of facial beauty Shown a basic understanding of how technological developments have influenced the beauty industry	**3 to 4 marks** Shown a clear understanding of the different and diverse nature of perceptions of facial beauty and factors that influence own and others' perceptions of facial beauty Shown a clear understanding of how technological developments have influenced the beauty industry.	**5 to 6 marks** Shown an extensive understanding of the different and diverse nature of perceptions of facial beauty and factors that influence own and others' perceptions of facial beauty Shown an extensive understanding of how technological developments have influenced the beauty industry
2. Know the skin structure and the factors that affect skin condition	**0 to 2 marks** Shown minimal knowledge of the structure of the skin and skin conditions Shown a limited knowledge of the main factors affecting skin condition	**3 to 4 marks** Shown good knowledge of the structure of the skin and skin conditions Shown a clear knowledge of the main factors affecting skin condition	**5 to 6 marks** Shown an extensive knowledge of the structure of the skin and skin conditions Shown a broad knowledge of the main factors affecting skin condition

3. Know the purpose and benefits of skin care services and products	**0 to 4 marks**	**3 to 4 marks**	**5 to 6 marks**
	Shown a basic knowledge of the purpose, benefits, disadvantages and main factors affecting skin care and facial treatments	Shown a clear knowledge of the purpose, benefits, disadvantages and main factors affecting skin care and facial treatments	Shown a broad knowledge of the purpose, benefits, disadvantages and main factors affecting skin care and facial treatments
	Shown a limited knowledge of how to use and maintain materials, tools and equipment and the purpose and benefits of products	Shown a clear knowledge of how to use and maintain materials, tools and equipment and the purpose and benefits of products	Shown an extensive knowledge of how to use and maintain materials, tools and equipment and the purpose and benefits of products
	Shown a partial knowledge of the key differences between professional and retail products	Shown a suitable knowledge of the key differences between professional and retail products	Shown a thorough knowledge of the key differences between professional and retail products
	Shown a limited knowledge of how to adapt treatments	Shown a good knowledge of how to adapt treatments	Shown a broad knowledge of how to adapt treatments
4. Be able to carry out skin care treatments safely	**0 to 8 marks**	**9 to 16 marks**	**17 to 24 marks**
	Outlined safe working practices for carrying out basic skin care routines showing limited knowledge	Outlined safe working practices for carrying out basic skin care routines showing good knowledge	Outlined safe working practices for carrying out basic skin care routines showing extensive knowledge
	Prepared for skin care treatments by selecting limited range of suitable techniques, products, tools and equipment	Prepared for skin care treatments by selecting good range of suitable techniques, products, tools and equipment	Prepared for skin care treatments by selecting extensive range of suitable techniques, products, tools and equipment
	Carried out skin care treatments with continual guidance	Carried out skin care treatments with occasional guidance	Carried out skin care treatments with complete autonomy
	Carried out review of the treatments making limited suggestions for improvement	Carried out a good review of the treatments making good suggestions for improvement	Carried out an extensive review of the treatments making variety of suggestions for improvement

Guidance for delivery

This is an active learning unit and will expose the learner, through experiential learning, to basic skin care and facial treatments. Teachers should, wherever possible, provide opportunities for learning in a realistic learning environment.

Learners will gain valuable experience in a realistic environment, working on both male and female mannequin heads/peers/models. The learners should be encouraged to keep a running log or diary of applied practical learning carried out. All practical activities must adhere to current health and safety legislation.

Along with practical activities, learners should be given time to complete research and review any tasks carried out. Teachers should encourage learners to undertake research using the internet and/or local library resources. Learners should use this to supplement the experiences they gain from the industry when working in a realistic learning environment or from external visits.

Learners should experience basic skills, knowledge and understanding to enable them to carry out facial treatments on men and women.

When delivering this unit teachers should use a wide range of teaching and learning techniques including; demonstration, group work, discussion, role play (virtual and/or real) and interactive materials. Active participation is one of the most appropriate methods of learning and learners will need access to professional products, tools, equipment and materials that meet with industry requirements. There is a wide range of terminology used across the hair and beauty sector, which must be taken into account when teaching and for this reason it is recommended that a subject specialist teaches this unit.

When discussing the communication skills and behaviour expectations of this industry, it is essential that the learners understand the importance of listening, speaking (what they say and how they say it), body language and maintaining confidentiality and following instructions for effective communication.

Consideration should also be given to the expected behaviour, eg effective personal conduct, personal presentation, personal hygiene, dress code, cooperation and safe working practices, all of which are expected within the hair and beauty sector.

Lessons should be timetabled to allow sufficient time for practical activities to be carried out. A suggested minimum time is two hours per session. Schemes of work should reflect coherence to the Learning outcomes and Assessment criteria. Informal assessment of learning should be encouraged to enable the review process to be effective. Inclusivity will be supported through a variety of tasks within each lesson
to encompass differentiation.

Teachers should integrate terminology throughout the delivery of the unit in order to develop learners' understanding of and ability to use terminology in the context of the hair and beauty sector.

Opportunities for applied learning

Learners should work either in a salon or realistic learning environment to experience contact with customers and have the opportunity to observe professional therapists at work. Contact with experienced therapists will help learners understand how to interact with others in a professional manner.

It is important that the learners develop an understanding and investigate the different and diverse nature of the perceptions of facial beauty and how this is affected by stereotyping and media influences. Visits to TV centres, the theatre, film sets and fashion shoots are all possible ways that the learner could be exposed to factors influencing perceptions such as stereotyping and media influences.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected. The learner could develop PLTS by:

Independent enquirers
- carrying out research into the perception of facial beauty
- planning and carrying out research into the common skin types
- making decisions on appropriate products to use

Creative thinkers
- asking questions about skin care

Reflective learners
- carrying out self assessment of treatment technique
- gaining information from the client prior to the treatment being carried out
- gaining client evaluation of the treatment received

Team workers
- co-operating and working with others whilst carrying out application skills

Self-managers
- working in a safe and hygienic manner

Effective participators
- identifying personal and peer development targets.

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

There is limited opportunity for mathematics development in this unit. This can be undertaken when learners compare product costs purchased wholesale and retail. Extensive research activities around facial beauty, equipment, legislation impacting on the industry and associated terminology can be utilised to develop reading skills. Due to the practical nature of the unit opportunities exist for the development of speaking and listening skills whilst interacting with clients.

If work for this unit is generated electronically, the learner will have the opportunity to develop skills and/or evidence for the Functional Skills in ICT.

Suggested learning resources

Books
- Nordmann, L. (2007). Beauty Basics: The Official Guide to Level 1. Published: Cengage Learning EMEA. ISBN: 978-1844806942.
- Armstrong, J.; Crosland, A.; Nordmann, L.; Green, M. (2006). The Official Guide to the City & Guilds Certificate in Salon Services. Published: Cengage Learning EMEA. ISBN: 978-1844804566.
- Nordmann, L. (2007). Beauty Therapy – The Foundations: The Official Guide to Level 2 (4th ed.). Published: Cengage Learning EMEA. ISBN: 978-1844806959.

Journals and magazines
- Health and Beauty Salon magazine

Websites

• Smartscreen	**www.smartscreen.co.uk**
• Learnxtrahairdressing	**www.learnxtra-hairdressing.com**
• Department for Children, Schools and families	**www.dcsf.gov.uk**
• Black Beauty and Hair	**www.blackbeautyandhair.com**
• The Freelance Hair and Beauty Federation	**www.fhbf.org.uk**
• Habia	**www.habia.org.uk**
• Health & Safety Executive	**www.hse.gov.uk**
• Hair & Fashions	**www.hairco.com.au**
• Cengage Learning EMEA	**www.thomsonlearning.co.uk**
• Beauty jobs	**www.beautyjobsonline.com**
• Beauty spas	**www.beauty-spas.com**

Level 1 Unit 5: Introducing basic hand and nail care services

What is this unit about?

This unit will expose the learner to selected nail service skills through practical application. They will be introduced to key technical developments in nail services and learn how these have influenced the modern day nail industry.

The learner will develop their communication skills and behaviour to suit that of the industry expectations, which will give them the opportunity to pursue this area as a career.

Research carried out will support the learner's knowledge of key health, safety and environmental issues specific to the delivery of nail services. The learner will be taught safe working practices and preparation procedures specific to the delivery of basic hand and nail care routines and understand why these must be followed.

The learner will develop their knowledge of the basic structure of nails and their function, as well as the key factors that affect the health and condition of nails. Learners will investigate why the appearance and health of hands and nails is important generally and to the hair and beauty sector in particular. Through this experience the learner will understand the main ways in which nail appearance can be improved and enhanced.

The learner will develop knowledge of nail care routines and their purpose and benefits, including how to plan the service, follow instructions, carry them out and adapting the routine to suit both male and female customers. The learners will be able to select the types of products, tools, equipment and materials needed for basic hand and nail care services, including their purpose and benefits and how and when to use them. This will engage the learner's interest through experiential learning of these selected beauty skills that they can relate to as consumers and extend this understanding to the implications of being responsible for the treatment delivery and for maintaining the tools and equipment used. Learners will be encouraged to comment on the effectiveness of what they have carried out and identify opportunities for improvement or alternative service approaches.

Through this experience and the knowledge acquired, the learner will gain the understanding and be able to demonstrate the basic communication and behavioural skills suitable for professional practice, including use of a limited range of hand and nail care linked terminology.

Under supervision the learner will be responsible for health and safety, personal presentation hygiene and safe working practices which along with the Personal, Learning and Thinking Skills are transferable to many other industries.

This unit has particular emphasis for the following Personal, Learning and Thinking Skills (PLTS):

- self-managers
- reflective learners.

Guided learning hours

This unit has 30 GLH assigned to it, of which 10 hours will be needed for the assessment. Overall information on controls is on pages 86-90 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1. Know the key factors affecting the appearance of nails	a. state the basic structure and function of nails	
	b. identify factors that affect the appearance and health of hands and nails	
	c. state why the appearance of the hands and nails is important to the hair and beauty sector	
2. Understand the key influences and issues in the nail industry	a. explain how key technological developments have influenced the nail industry	
	b. outline the key health and safety specific to nail services	
	c. outline the environmental issues specific to nail services	
3. Be able to carry out basic nail care routines safely	a. plan and prepare basic nail care routines for men and women	SM1
	b. select suitable products, tools and equipment for nail care routines	
	c. carry out, under supervision, nail care procedures using safe working practices	
	d. review the products, tools, equipment and routines used and suggest improvements for future progress	RL5

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 7-9 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to, ensure that learners have fully covered the Learning outcomes. This includes examples relating to breadth and depth where applicable.

It is important that, through the Level 1 Principal Learning in Hair and Beauty Studies, learners receive as broad an experience of the whole sector as possible. Teachers are urged to refer to, and use examples from, each of the six industries where appropriate and relevant. Details of these industries may be found on page 14 of the specification.

Learners will need to know the purpose and benefits of basic nail care services/routines. For example:
- increases blood flow
- removes dead skin cells
- adds moisture to the skin
- makes the hands/nails presentable
- aids nail growth
- achieving required nail shape (square, round, oval, pointed).

Learning outcome 1

Learners must be taught the basic structure of nails, and be able to draw and label a diagram of the cross-section:

- nail plate
- cuticle
- lunula
- free edge
- nail bed

- matrix
- hyponychium
- perionychium
- eponychium
- nail fold

Learners must be made aware of the main function of the nail, ie protection of the finger.

Learners must be taught the key factors affecting the appearance, health, and condition of hands and nails. For example:
- physical – eg harsh treatment, hands in water
- chemical – eg incorrect/inappropriate chemicals used
- health – eg medical condition, medication, diet
- recognition of common nail conditions eg paronychia, onychia, pterygium, hang nail, onychophagy
- recognition of skin conditions eg psoriasis, dermatitis, de-hydrated skin.

Learners must be taught the importance of the appearance and health of hands and nails. For example:
- nails mirror the general health of the body
- systematic problems in the body can be show in the nails as disorders or poor nail growth
- hands/nails are on show and give a first impression to others
- health of hands and nails should be considered as vital as they can easily pass on germs to others with direct contact.

Learning outcome 2

Learners must be taught how key technological developments have influenced the nail industry. For example:
- wide range of products and techniques available
- changes in application method
- setting times and process have changed
- wide range of media can be used, eg glitter, gems, charms
- odours are less potent
- self levelling products such as gels.

Learners must be taught key health and safety and environmental issues specific to the delivery of nail services. For example,
- ventilation due to chemical used and dust particles due to filing.

Learners must be taught safe working practices for carrying out nail services and why they are important.

For example:

- appropriate personal presentation – industry/salon policy
- follow manufacturers' instructions
- plan and prepare client for the treatments following instructions/salon policy
- behave professionally
- follow supervisor's instructions
- good posture, to avoid musculoskeletal disorders and repetitive strain (RSI)
- maintaining and safely using equipment
- using materials, products and hazardous substances safety
- taking precautions to prevent dermatitis
- restrictions on the use of equipment, materials and/or products
- accidental breakages and spillages
- consequences of such occurrences.

Learning outcome 3

Learners must be taught the preparation procedures specific to nail care services/routines. For example:

- following salon procedures
- following supervisor's instructions
- protecting client's clothing and setting up the trolley/treatment area with appropriate products, materials, tools and equipment.

Learners must be taught the purpose, benefits and how and when to use each of the products used for basic hand and nail care services. For example:

- skin cleanser
- nail enamel remover
- buffing paste
- cuticle cream/oil
- massage medium/hand cream
- paraffin wax (people under 16 may not use this item and may only be shown a demonstration)
- base and top coat enamel
- colour/base coat/top coat nail enamel.

Learners must be taught the purpose and benefit of the materials, tools and equipment used for basic hand and nail care services and how and when to use each. For example:

- nail file
- buffer
- hoof stick
- spatula
- manicure bowl
- paint brushes
- thermal mitts/boots
- towels
- consumables

People under 16 may not use the following and may only be shown a demonstration:

- nail scissors
- cuticle nippers
- cuticle knife.

Learners must be supported in the following maintenance of basic hand care tools and equipment:

- sterilising after use using chemical steriliser (eg barbicide), autoclave
- oiling scissors and nippers after use (People under 16 may not use this item and may only be shown a demonstration)
- storing in a safe, secure and sterile environment.

Learners must be exposed to basic nail care services/routines and given the opportunity to practice them under supervision. For example:

- removal of nail polish
- filing
- buffing
- pushing back cuticles
- applying cuticle oil
- applying hand lotion and enamelling (including French manicure).

Learners must be taught how and what to communicate to clients when delivering hand and nail care services/routines. For example:

- listening – eg to client concerns and requirements
- speaking – eg clearly, describe the process without jargon, give the client advice about products and future services
- reading – eg follow manufacturers' instructions
- writing – eg complete record/consultation cards accurately and clearly
- gestures – eg positive body language
- non-verbal – eg smile, look interested.

Learners must be taught how to adapt nail care routines for male/female customers. For example:

- massage pressure changed to suit client and the presence of hair
- buffing at the end of a male service if enamel is not required and choice of products with suitable fragrances.

Learners must be taught how to carry out an effective review of the service. For example:

- comments on how own performance could have been improved
- knowledge of purpose and benefits of products and routines that were used
- how tools and equipment were maintained
- how feedback from others was used to identify opportunities for improvement or alternative approaches.

Assessment

This unit is assessed through a centre set and marked assessment. Internal assessments are subject to moderation by City & Guilds.

The learner will complete an assignment which should be based upon basic hand and nail care.

The assignment should reflect the technical developments of the nail industry, the importance of hand and nail care, the application of nail care procedures, common hand and nail disorders and basic nail structure.

Task setting

Internal assessments must aim to be holistic in nature and encourage learners to produce evidence to cover the Assessment criteria.

The assignment set must cover the tasks as set out in the table below.

Task	Form(s) of evidence	LO mapping
Visual presentation of the structure/appearance of hands and nails, and of developments in the industry	The following must be provided: • annotated collage (mood board) or PowerPoint presentation	LO1 and 2
Planning and carrying out nail care procedures safely	The following must be provided: • illustrated record • video • witness statement	LO3

Duration

The assignment will take approximately 10 of the 30 guided learning hours available for this unit.

Sector relevant purpose

The learner should be given realistic scenarios of different clients' requirements from which to select the basic hand and nail care procedures.

Demand

The hand and nail care procedures may be carried out on self, peers or models.
Teachers may play the role of the client to enable the learner to discuss client requirements.

Task taking

Presentations may be to peers.

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 86-88 of the specification.

Weighting of Learning outcomes

Learning Outcomes		Marks	Weighting
1	Know the key factors affecting the appearance of nails	12	25%
2	Understand the key influences and issues in the nail industry	12	25%
3	Be able to carry out basic nail care routines safely	24	50%
Total		**48**	**100%**

Assessment grid

Learning Outcomes	Band 1	Band 2	Band 3
	The learner has:		
1. Know the key factors affecting the appearance of nails	**0 to 4 marks** Shown a limited knowledge of the structure and function of nails Identified a limited amount of factors affecting the appearance and health of hands and nails and stated ways in which the nail appearance can be improved and enhanced Shown partial knowledge of why the appearance of the hands and nails is important to the hair and beauty sector	**5 to 8 marks** Shown a good knowledge of the structure and function of nails Identified a good amount of factors affecting the appearance and health of hands and nails and stated ways in which the nail appearance can be improved and enhanced Shown good knowledge of why the appearance of the hands and nails is important to the hair and beauty sector	**9 to 12 marks** Shown a sound knowledge of the structure and function of nails Identified a substantial amount of factors affecting the appearance and health of hands and nails and stated ways in which the nail appearance can be improved and enhanced Shown full knowledge of why the appearance of the hands and nails is important to the hair and beauty sector
2. Understand the key influences and issues in the nail industry	**0 to 4 marks** Given a limited explanation of how key technological developments have influenced the industry Given a limited outline of health and safety and environmental issues related to the nail industry	**5 to 8 marks** Given a good explanation of how key technological developments have influenced the industry Given a good outline of health and safety and environmental issues related to the nail industry	**9 to 12 marks** Given a detailed explanation of how key technological developments have influenced the industry Given a detailed outline of health and safety and environmental issues related to the nail industry

3. Be able to carry out basic nail care routines safely	**0 to 8 marks**	**9 to 16 marks**	**17 to 24 marks**
	Planned and prepared for basic nail care routines by showing limited knowledge	Planned and prepared for basic nail care routines by showing good knowledge	Planned and prepared for basic nail care routines by showing extensive knowledge
	Shown basic knowledge when selecting suitable products, tools and equipment	Shown good knowledge when selecting suitable products, tools and equipment s	Shown extensive knowledge when selecting suitable products, tools and equipment
	Carried out nail care procedures safely with guidance	Carried out nail care procedures safely with occasional guidance	Carried out nail care procedures safely with complete autonomy
	Carried out review of the procedures and the products, tools and equipment used, making limited suggestions for improvement	Carried out review of the procedures and the products, tools and equipment used, making good suggestions for improvement	Carried out review of the procedures and the products, tools and equipment used, making extensive suggestions for improvement

Guidance for delivery

This is an active learning unit and will expose the learner, through experiential learning, to basic hand and nail care service skills. Teachers should, wherever possible, provide opportunities for learning in a realistic learning environment.

Teachers must provide opportunities for the learners to be exposed to paraffin waxing and also be shown how to use all nail tools. Due to the age of the students, these must be demonstrated and the learners must not practise with these items themselves. Where this is relevant it has been highlighted in the scope section of this unit. Please note people under the age of 16 must not use chemicals or sharps.

Learners will gain valuable experience in a realistic environment working on both male and female peers/models/hand models. When delivering this unit teachers should use a wide range of techniques including demonstration, group work, discussions, role play. Active participation is one of the most appropriate methods of learning and should be carried out within a realistic learning environment. The learners should be encouraged to keep a running log or diary of applied practical learning carried out. All practical activities must adhere to current health and safety legislation.

Along with practical activities, learners should be given time to complete research and review any tasks carried out. Teachers should encourage learners to undertake research using the internet and/or local library resources. Learners should use this to supplement the experiences they gain from the industry when working in a realistic learning environment or from external visits.

Learners should experience basic skills, knowledge and understanding to enable them to carry out basic hand and nail care routines on men and women.

When delivering this unit teachers should use a wide range of teaching and learning techniques including; demonstration, group work, discussion, role play (virtual and/or real) and interactive materials. Active participation is one of the most appropriate methods of learning and learners will need access to professional products, tools, equipment and materials that meet with industry requirements. There is a wide range of terminology used across the hair and beauty sector, which must be taken into account when teaching and for this reason it is recommended that a subject specialist will teach this unit.

When discussing the communication skills and behaviour expectations of this industry, it is essential that the learners understand how listening, speaking (what they say and how they say it), body language and the importance of maintaining confidentiality and following instructions are needed to communicate effectively.

Also consideration should be given to the expected behaviour, eg effective personal conduct, personal presentation, personal hygiene, dress code, cooperation and safe working practices, all of which are expected within the hair and beauty sector.

Lessons should be timetabled to allow sufficient time for practical activities to be carried out. A suggested minimum time should be two hours per session. Schemes of work should reflect coherence to the Learning outcomes and Assessment criteria. Informal assessment of learning should be encouraged to enable the review process to be effective. Inclusivity will be supported through a variety of tasks within each lesson to encompass differentiation.

Teachers should integrate terminology throughout the delivery of the unit in order to develop learners' understanding of and ability to use terminology in the context of the hair and beauty sector.

Opportunities for applied learning

Learners will need to work either in a salon or realistic learning environment to experience contact with customers. By observing experienced therapists and nail technicians at work the learner will understand the importance of client consultation and evaluation. It will also give the learners an insight into how they could progress further with this chosen area of work.

Visits to and contact with experienced nail technicians will help learners understand how to interact with others in a professional manner. Visits by professional practitioners carrying out demonstrations and discussing their role will further develop the learner's interest in this career pathway.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected. The learner could develop PLTS by:

Independent enquirers
- carrying out research into key developments in the nail industry
- planning and carrying out research into factors that affect nails and hands
- making decisions on appropriate products to use

Creative thinkers
- exploring possibilities of the influences in the nail industry
- asking questions about hand and nail care

Reflective learners
- carrying out self assessment of treatment technique
- gaining client evaluation of the treatment received

Team workers
- working with others whilst carrying out skill applications

Self-managers
- responding positively to feedback, asking for advice when needed during practical application of skills

Effective participators
- discussing any areas of concern with supervisor.

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

As with other practical aspects of this vocation learners will need to be able to develop their reading skills to be able to follow written instructions and understand manufacturers' guidelines when using products. As with any customer service learners will also need to develop their speaking and listening skills to achieve a positive and professional manner.

If work for this unit is generated electronically, the learner will have the opportunity to develop skills and/or evidence for the Functional Skills in ICT.

Suggested learning resources
Books
- Nordmann, L. (2007). Beauty Basics: The Official Guide to Level 1. Published: Cengage Learning EMEA. ISBN: 978-1844806942.
- Armstrong, J.; Crosland, A.; Nordmann, L.; Green, M. (2006). The Official Guide to the City & Guilds Certificate in Salon Services. Published: Cengage Learning EMEA. ISBN: 978-1844804566.
- Nordmann, L. (2007). Beauty Therapy – The Foundations: The Official Guide to Level 2 (4th ed.). Published: Cengage Learning EMEA. ISBN: 978-1844806959.
- Jefford, J.; Swain, A. (2006). The Encyclopaedia of Nails (2nd ed.). Published: Cengage Learning EMEA. ISBN: 978-1844804603.
- Green, M. (2004). Begin Hairdressing! Published: Cengage Learning EMEA. ISBN: 978-1844801749.
- Gittens, S. (2002). African-Caribbean Hairdressing. Published: Cengage Learning EMEA. ISBN: 978-1861528049.

Journals and magazines
- Hairdressers Journal
- Health & Beauty Salon
- International Therapist
- Professional Spa
- Professional Beauty

Websites
- Smartscreen — **www.smartscreen.co.uk**
- Learnxtrahairdressing — **www.learnxtra-hairdressing.com**
- Department for Children, Schools and families — **www.dcsf.gov.uk**
- Black Beauty and Hair — **www.blackbeautyandhair.com**
- The Freelance Hair and Beauty Federation — **www.fhbf.org.uk**
- Habia — **www.habia.org.uk**
- Health & Safety Executive — **www.hse.gov.uk**
- Hair & Fashions — **www.hairco.com.au**
- Cengage Learning EMEA — **www.thomsonlearning.co.uk**

Level 1 Unit 6: Personal appearance, styling and wellbeing

What is this unit about?

The purpose of this unit is to introduce learners to the importance of appearance and styling and the impact of a range of lifestyle choices on looks, heath, wellbeing and the ability to perform effectively at work.

Knowledge acquired will encourage learners to reflect on how lifestyle choices impact on life and the opportunities for improvement. Learners will be introduced to the standards of personal presentation required to support the image necessary for employment within different industries with reference to the hair and beauty sector and they will be encouraged to explore their own personal style preferences, reflecting on any changes needed to meet the sector's employment expectations.

Learners will be able to present themselves and their ideas to others and with guidance gain feedback on
their own personal appearance and image, using suitable communication skills.

Under supervision the learner will be able to apply their own responsibility for health and safety, personal presentation hygiene and safe working practices which along with the Personal, Learning and Thinking Skills are transferable to many other industries.

This unit has particular emphasis for the following Personal, Learning and Thinking Skills (PLTS):
• reflective learners.

Guided learning hours

This unit has 30 GLH assigned to it, of which 8 hours will be needed for the assessment. Overall information on controls is on pages 86-90 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1. Understand the importance of appearance to career success	a. explain the importance to career success of personal appearance and standards within a range of sectors	
	b. explain why standards of personal presentation are essential in the hair and beauty sector	
	c. explain how opinions are formed based on personal appearance and presentation and their relevance to success in life	
2. Know the factors that influence personal appearance and wellbeing	a. describe the factors that need to be considered when developing personal style and appearance	
	b. state ways in which personal appearance, presentation and image can be adapted to suit different expectations and situations	
	c. describe how to perform effectively at work and keep looking and feeling good throughout the day	
	d. state how own current lifestyle choices and personal presentation standards may differ from the recommended ideals	
3. Be able to identify opportunities for making changes to lifestyle and personal appearance	a. use suitable ways of gaining feedback on appearance dealing positively with praise, setbacks and criticism	RL4
	b. collate feedback and present results	
	c. draw conclusions on personal appearance and suggest changes to lifestyle	RL5

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 7-9 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to, ensure that learners have fully covered the Learning outcomes. This includes examples relating to breadth and depth where applicable.

It is important that, through the Level 1 Principal Learning in Hair and Beauty Studies, learners receive as broad an experience of the whole sector as possible. Teachers are urged to refer to, and use examples from, each of the six industries where appropriate and relevant. Details of these industries may be found on page 14 of the specification.

Learning outcome 1

Learners must be taught the importance of personal appearance and standards to career success within a range of different sectors. For example:
- business image and style
- requirements for effective personal conduct
- ethics
- safe working practices.

Learners must be taught about the standards of personal presentation required in the hair and beauty sector. For example:
- washing hands regularly
- amount and type of jewellery worn
- dress-code
- footwear – safe
- comfortable and meets salon policy
- personal hygiene (body, mouth, feet, clothes)
- hair styling and make-up requirements

Learners must be taught how opinions are formed based on personal appearance and presentation and its relevance to success in life. For example:
- first impressions
- personal advertisement of own skills
- stereotyping and expectations within any workplace.

Learning outcome 2

Learners must be taught the factors that should be considered when developing personal style and appearance. For example:
- work environment
- expectations within the industry
- workplace policies
- health and safety and the image it portrays to customers.

Learners must be taught the ways personal appearance, presentation and image can be adapted to suit different expectations and situations in life and the needs of the hair and beauty sector in particular:

- Hair and make-up to reflect industry/salon image
- Image is an advertisement for the industry, the salon and for self as a professional
- Salon uniform to reflect the industry, the salon and self as a professional

Learners must be taught how to perform effectively and keep looking and feeling good throughout the working day. For example:

- regular breaks
- a good diet
- regular fluid intake
- freshen up hair and make-up at appropriate times
- being polite and courteous
- using positive communication throughout the day.

Learners must be taught how own current lifestyle choices and personal presentation standards differ from the recommended ideals and expectations. Learners should be supported in how to make lifestyle changes and the sources of help to do so. For example:

- holding down more than one job
- hectic social life
- good nutrition and diet
- sleep pattern effects
- stress and anxiety
- substance abuse effects.

Learning outcome 3

Learners must be taught the ways of offering and gaining feedback from others, dealing positively with praise, setbacks and criticism. For example:

- appraisal
- questionnaire
- verbal questions and self-assessment.

Learners must be taught how to collate feedback on their personal appearance and image and draw conclusions on the responses gained. For example:

- textual
- graphical
- pictorial.

Learners must be taught how to draw conclusions and respond to feedback making suggestions to changes in lifestyle and personal appearance. For example:

- how feedback from others was used to identify opportunities for improvement or alternative approaches
- create a personal action plan for improvements to be made.

Assessment

This unit is assessed through a centre set and marked assessment. Internal assessments are subject to moderation by City & Guilds.

The learner will complete an assignment based on the knowledge required for personal presentation, health and wellbeing.

Task setting

Internal assessments must aim to be holistic in nature and encourage learners to produce evidence to cover the Assessment criteria.

The learner must be given the opportunity to show their understanding of the importance of the hair and beauty sector requirements for image and personal style, and to explore possible personal lifestyle and image changes to improve and develop their own image and appearance to suit the working day.

The assignment set must cover the tasks as set out in the table below.

Task	Form(s) of evidence	LO mapping
Outline of the professional image and presentation standards expected in the Hair and Beauty sector	The following must be provided: • annotated collage (mood board) or PowerPoint presentation	LO1 and 2
Identification of own personal style preferences	The following must be provided: • brief report or Visual display	LO2
Reflection on personal image and appearance in light of feedback	The following must be provided: • record of feedback received with collated findings • transcript/Witness statement of review with tutor	LO2 and 3

Duration

The assignment will take approximately 8 of the 30 guided learning hours available for this unit.

Sector relevant purpose

The learner should investigate and reflect on their personal appearance, styling and image in terms of how appropriate these are to working in the hair and beauty industries.

Demand

Presentations should not be more than 10 minutes in duration.

Task taking

Presentations may be to peers, but feedback must also be from the tutor, employer or other responsible adults.

Reflection on the learner's own personal image and appearance must include a review with their tutor/assessor.

Details of controls that should be applied during the taking of the assessment tasks are set out on page 86-88 of the specification.

Weighting of Learning outcomes

Learning Outcomes	Marks	Weighting
1 Understand the importance of appearance to career success	12	25%
2 Know the factors that influence personal appearance and wellbeing	12	25%
3 Be able to identify opportunities for making changes to lifestyle and personal appearance	24	50%
Total	**48**	**100%**

Assessment grid

Learning Outcomes	Band 1	Band 2	Band 3
	The learner has:		
1. Understand the importance of appearance to career success	**0 to 4 marks** Shown a basic understanding of the importance of appearance and standards within a range of industries Explained showing a limited understanding why standards of personal presentation are essential in the hair and beauty sector Shown a basic awareness of how opinions are formed and the relevance to success	**5 to 8 marks** Shown clearly an understanding of the importance of appearance and standards within a range of industries Explained showing a good understanding why standards of personal presentation are essential in the hair and beauty sector Shown a clear awareness of how opinions are formed and the relevance to success	**9 to 12 marks** Shown an extensive comprehension of the importance of appearance and standards within a range of industries Explained showing a broad understanding why standards of personal presentation are essential in the hair and beauty sector Shown an extensive comprehension of how opinions are formed and the relevance to success

2. Know the factors that influence personal appearance and wellbeing	0 to 4 marks	5 to 8 marks	9 to 12 marks
	Shown a basic awareness of the factors that need to be considered when developing personal style and appearance	Shown a clear awareness of the factors that need to be considered when developing personal style and appearance	Shown a broad awareness of the factors that need to be considered when developing personal style and appearance
	Shown a basic awareness of how personal appearance, presentation and image can be adapted to suit different expectations and situations	Shown a clear awareness of how personal appearance, presentation and image can be adapted to suit different expectations and situations	Shown an extensive comprehension of how personal appearance, presentation and image can be adapted to suit different expectations and situations
	Described using limited knowledge how to perform effectively at work and keep looking and feeling good throughout the day	Described showing a clear understanding how to perform effectively at work and keep looking and feeling good throughout the day	Described showing an extensive comprehension how to perform effectively at work and keep looking and feeling good throughout the day
	Shown a basic awareness of how own current lifestyle choices and personal presentation standards may differ from the recommended ideals	Shown a clear awareness of how own current lifestyle choices and personal presentation standards may differ from the recommended ideals	Shown an extensive comprehension of how own current lifestyle choices and personal presentation standards may differ from the recommended ideals

3. Be able to identify opportunities for making changes to lifestyle and personal appearance	0 to 8 marks	9 to 16 marks	17 to 24 marks
	Demonstrated a basic ability to use suitable methods of gaining feedback	Demonstrated a good ability to use suitable methods of gaining feedback	Demonstrated an excellent ability to use suitable methods of gaining feedback
	Demonstrated a basic ability to collate feedback and draw conclusions	Demonstrated a good ability to collate feedback and draw conclusions	Demonstrated an excellent ability to collate feedback and draw conclusions
	Demonstrated a basic ability to respond to feedback and suggest changes	Demonstrated a good ability to respond to feedback and suggest changes	Demonstrated an excellent ability to respond to feedback and suggest changes

Guidance for delivery

When delivering this unit, teachers should use a broad range of techniques including lectures, discussions, role play exercises, web site searches, diary log and realistic work in a salon environment.

Teachers should encourage learners to undertake research using the internet and/or local library resources. Learners should use this to supplement the experiences they gain from the industry when learning in a realistic learning environment or from external visits.

Whatever teaching, learning and assessment activities are employed, health, safety and welfare issues are paramount at all times. This unit contains little that will generate hazards in the centre but risk assessments will be required for any realistic salon work environments or external visits. These should be utilised in the teaching and learning strategies used for the unit.

Any form of work placement, work experience or work shadowing would prove invaluable in this unit.

A diary or work log should be maintained to provide any supporting evidence. There are a wide range of roles and responsibilities across hair, beauty, nails, spa therapy, barbering and African Caribbean hairdressing which can be considered.

When discussing career development within these industries, the teacher should focus on job roles and the progression within each sector area. This would need to be explained fully to ensure understanding of the professional standards and image requirements, and why they are important for a successful career.

Also consideration should be given to the expected behaviour, eg effective personal conduct, ethics and safe working practices.

Opportunities for applied learning

Learners will need to work either in a salon or realistic work environment to experience contact with clients or customers and have the opportunity to observe professional stylists or therapists at work.

Contact with experienced hairdressers and therapists will help learners understand how to interact with others.

It is important that the learners develop an understanding and investigate the importance of personal appearance, image and style as well as the impact that a range of lifestyle choices would have on the looks, health, wellbeing and the ability to perform effectively at work. They will need to know about any uniform requirements and use of personal protective equipment (PPE) as well as personal hygiene.

They will need to look at a variety of images and make some comparisons across the various sectors and give an example of a particular salon or company that they favour.

Learners will need to be encouraged to reflect on how their current lifestyle choices impact on their lives and consider the opportunities for improvement as well as reflect on any changes required to support the image necessary for employment in the industries.

Learners will need to apply self assessment and evaluation methods; this can be done through role play or case study in preparing themselves for a job interview for a job role in hairdressing, beauty, nails, spa therapy, barbering, or African Caribbean type of salons and associate with the image required for a specific work area.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected. The learner could develop PLTS by:

Independent enquirers

- carrying out research into the various industry sectors and the image required by them

Creative thinkers

- asking questions about current lifestyle choices influencing change

Reflective learners

- communicating their understanding of personal presentation style and image requirements required for an effective working day

Team workers

- communicating with others in a salon environment

Self-managers

- showing initiative when supporting others in a salon session

Effective participators

- preparing for an interview in a role play exercise.

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

Much of this unit focuses on researching and reflecting on personal image. As a result there are opportunities for reading skills to be developed and writing skills to be used to gain feedback from others. The ability to give and receive verbal feedback provides speaking and listening opportunities. The presentation of feedback in the form of tables and charts also enables learners to develop certain mathematical skills in interpreting meaning.

If work for this unit is generated electronically, the learner will have the opportunity to develop skills and/or evidence for the Functional Skills in ICT.

Suggested learning resources
Books

- Armstrong, J.; Crosland, A.; Nordmann, L.; Green, M. (2006). The Official Guide to the City & Guilds Certificate in Salon Services. Published: Cengage Learning EMEA. ISBN: 978-1844804566.

- Groning, C.; Anton, F. A. (2001). Decorated Skin: A World of Body Art. ISBN: 978-0500283288.

- Jefford, J.; Swain, A. (2006). The Encyclopaedia of Nails (2nd ed.). Published: Cengage Learning EMEA. ISBN: 978-1844804603.

- Schultes, T. (2002). Art and Science of Nail Technology. Published: Milady. ISBN: 978-1562538828. Nordmann, L. (2007). Beauty Basics: The Official Guide to Level 1. Published: Cengage Learning EMEA.ISBN: 978-1844806942.

- Nordmann, L. (2007). Beauty Therapy – The Foundations: The Official Guide to Level 2 (4th ed.). Published: Cengage Learning EMEA. ISBN: 978-1844806959.

- Simms, J. (2006). A Practical Guide to Beauty Therapy for Level 2. Published: Nelson Thornes. ISBN: 978-0748797726.

Journals and magazines

- Hairdressers Journal
- Health & Beauty Salon
- International Therapist
- Professional Spa
- Professional Beauty

Websites

- Smartscreen — **www.smartscreen.co.uk**
- Learnxtrahairdressing — **www.learnxtra-hairdressing.com**
- Department for Children, Schools and families — **www.dcsf.gov.uk**
- Black Beauty and Hair — **www.blackbeautyandhair.com**
- The Freelance Hair and Beauty Federation — **www.fhbf.org.uk**
- Habia — **www.habia.org.uk**
- Health & Safety Executive — **www.hse.gov.uk**
- Hair & Fashions — **www.hairco.com.au**
- Cengage Learning EMEA — **www.thomsonlearning.co.uk**
- Guido Daniele – Body Painting — **www.guidodaniele.com**
- Mehendi World — **www.mehendiworld.com**

Level 1 Unit 7: Careers in the hair and beauty sector and related industries

What is this unit about?

This unit is designed to expose learners to the diverse and exciting career opportunities available in the hair and beauty sector. For many young people this will be their first chance to explore and understand the many and varied pathways, training routes, qualifications and progression routes available, for example: nail services, beauty therapy, spa therapy, hairdressing, barbering and services for African Caribbean type hair.

The learner will identify career opportunities within the sector and look into the expectations of the industries as well as the factors potentially affecting entry into certain job roles. Learners will have the opportunity to compare their own strengths and weaknesses with the requirements of the job roles, giving the learners an insight into potential career paths they may be suitable for.

Conducting a simple self-assessment and comparison against hair and beauty sector expectations will support their ability to become Reflective Learners and understand what would be required of them if they pursue a career in the hair and beauty sector or related industries.

The knowledge gained through this unit will support the learner should they decide to follow a career in this customer focused industry though either work-based learning or progression onto the Higher Principal Learning.

This unit has particular emphasis for the following Personal, Learning and Thinking Skills (PLTS):
* independent enquirers
* reflective learners.

Guided learning hours

This unit has 30 GLH assigned to it, of which 10 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 86-90 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1. Be able to identify career opportunities in the hair and beauty sector	a. identify sources of information on careers within the hair and beauty sector	
	b. carry out research on different careers in the hair and beauty sector	IE2
	c. describe potential career opportunities in the hair and beauty sector	
2. Know the requirements of different roles within the hair and beauty sector	a. describe requirements and expectations of the hair and beauty sector	
	b. identify the factors that may restrict entry into the hair and beauty sector	
3. Be able to assess readiness to work in the hair and beauty sector	a. identify personal strengths and weaknesses in relation to hair and beauty sector expectations	RL1
	b. assess personal strengths and weaknesses against the expectations of different roles in the hair and beauty sector	

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 7-9 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to, ensure that learners have fully covered the Learning outcomes. This includes examples relating to breadth and depth where applicable.

It is important that, through the Level 1 Principal Learning in Hair and Beauty Studies learners receive as broad an experience of the whole sector as possible. Teachers are urged to refer to, and use examples from, each of the six industries where appropriate and relevant. Details of these industries may be found on page 14 of the specification.

Learning outcome 1

Learners must be taught the sources of information available on careers related to the hair and beauty sector. For example:
* careers advisor
* Habia
* Connexions.

Learners must be taught how to research different careers in the hair and beauty sector. For example:
* using the internet
* using hairdressing journals.

Learners must be taught the career information related to the hair and beauty sector. For example:

- the qualifications required
- progression routes available
- pay expectations
- working conditions
- job roles
- training routes available.

Learners must be taught the career opportunities, expectations and pathways of all six industries including the following career pathways within the hair and beauty sector:

- technician
- lecturer/teacher/assessor
- manager
- self-employment
- session stylist

- media/make-up artist
- hairdresser
- beauty therapist
- nail technician

Learning outcome 2

Learners must be taught the expectations of the hair and beauty sector in relation to different job roles. This should include an introduction into the main requirements for professional standards within each/all of the sectors associated within the hair and beauty sector. Learners must be given the opportunity to explore the required standards for the different industries taking into consideration professional codes of conduct, salon policies and the standards of different salons, with reference to the following:

- dress code – eg uniform, colour co-ordination, footwear, personal presentation.
- personal hygiene – eg hair, skin, nails, feet, teeth
- teamwork – eg working to support others in a one to one situation and group situations
- body language – eg positive, friendly, approachable
- communication skills – eg speaking, listening, reading
- professional manner – eg behaviour, confidentiality, as required by the hairdressing, beauty and nail professions.

Learners must be taught the factors that might inhibit or restrict career opportunities in certain careers, for example:

- skin conditions
- colour blindness
- dexterity issues
- stamina
- basic communication skills.

Learning outcome 3

Learners must be taught self assessment methods in order to analyse their strength and weaknesses in relation to the expectation of the hair and beauty sector. For example:

- questionnaires
- personality tests
- 360° appraisals
- SWOT analysis.

Assessment

This unit is assessed through a centre set and marked assessment. Internal assessments are subject to moderation by City & Guilds.

This assignment will show how the learner can use their knowledge to research the career opportunities available in the hair and beauty sector. The learner will then identify their skills and attributes by the means of self assessment and relate this to an appropriate career they have researched.

Task setting

Internal assessments must aim to be holistic in nature and encourage learners to produce evidence to cover the Assessment criteria.

The assignment set must cover the tasks as set out in the table below

Task	Form(s) of evidence	LO mapping
Identification of career opportunities in the hair and beauty sector	The following must be provided: • mind maps or Table/Chart or Annotated pictorial representation	LO1 and 2
Self assessment	The following must be provided: • electronic documents or Table/Chart • record of review of self-assessment with tutor	LO2 and 3

Duration

The assignment will take approximately 10 of the 30 guided learning hours available for this unit. Learners should spend no longer than 5 hours researching careers within the hair and beauty sector.

Sector relevant purpose

The assessment should be related to careers in the hair and beauty sector.

Demand

The self assessment should be no more than 2 sides of A4 or approximately 500 words.

Task taking

Learners' self-assessment must include a review with their tutor/assessor.

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 86-88 of the specification.

Weighting of Learning outcomes

Learning Outcomes	Marks	Weighting
1 Be able to identify career opportunities in the hair and beauty sector	15	25%
2 Know the requirements of different roles within the hair and beauty sector	12	25%
3 Be able to assess readiness to work in the hair and beauty sector	21	44%
Total	**48**	**100%**

Assessment grid

Learning Outcomes	Band 1	Band 2	Band 3
	The learner has:		
1. Be able to identify career opportunities in the hair and beauty sector	**0 to 5 marks** Identified a very limited range of sources to gain information on careers. Sources were rarely relevant Carried out research showing little effectiveness and little of which was appropriate Given a limited description of the career opportunities available	**6 to 10 marks** Identified a moderate range of sources to gain information on careers. Some sources were relevant Carried out research with some degree of effectiveness. Most of the research was appropriate Given a description with some detail of the career opportunities available	**11 to 15 marks** Identified an extensive range of sources to gain information on careers. Most sources were relevant Carried out research effectively which was mostly appropriate Given an extensive and detailed description of the career opportunities available
2. Know the requirements of different roles within the hair and beauty sector	**0 to 4 marks** Given a limited description of the requirements and expectations of the sector Identified a limited number of the factors that may restrict entry into the hair and beauty sector	**5 to 8 marks** Given a description with some detail of the requirements and expectations of the sector Identified a good number of the factors that may restrict entry into the hair and beauty sector	**9 to 12 marks** Given an extensive and detailed description of the requirements and expectations of the sector Identified the majority of the factors that may restrict entry into the hair and beauty sector

3. Be able to assess readiness to work in the hair and beauty sector	0 to 7 marks	8 to 14 marks	15 to 21 marks
	Carried out self-assessment methods, identifying a small amount of personal strengths and weaknesses	Carried out self-assessment effectively and appropriately, identifying some personal strengths and weaknesses	Carried out self-assessment effectively and appropriately, identifying a good amount of personal strengths and weaknesses
	Shown an ability to carry out a self-assessment, showing little comparison between own strengths and weaknesses against sector expectations	Shown a good ability to carry out a self-assessment, showing a good attempt at comparing own strengths and weaknesses against sector expectations	Shown an excellent ability to carry out a self-assessment, fully comparing own strengths and weaknesses against sector expectations

Guidance for delivery

Central to this unit is research and exploration of the hair and beauty sector. The purpose of this unit is to introduce learners to the career opportunities, expectations and pathways available.

The learners will need to carry out activities that emphasise the diversity of careers opportunities and teachers need to highlight the following areas available for specialism; fashion, retail, sports therapy, health and fitness, complementary and alternative medicine, para-medical treatments, media, film and TV. Teachers must ensure that the learners are given the opportunity to investigate all industries within the hair and beauty sector and related industries including: hairdressing, African Caribbean type hairdressing, barbering, beauty therapy, spa therapy and nail technology.

Learners must be informed about sources of information on careers and teachers should encourage discussion on the factors that might inhibit or restrict career opportunities and highlight any interlinks to other career opportunities.

The teacher will support the learner to carry out a simple self-assessment against hair and beauty sector expectations in order for them the make informed career choices. They can do this by using a straight forward strengths, weaknesses, opportunities and threats review. Feedback should be given by peers and the teaching practitioner to enable the learner to review and revise personal development.

Learners will gain valuable knowledge about the hair and beauty sector by visiting realistic working environments and questioning employees in different roles. Visiting speakers that have experience from a range of industries within the hair and beauty sector will strengthen the learners' knowledge and further support learner understanding of the diverse and exciting career opportunities available. Learners will gain an understanding of the career pathways that visiting speakers took in order to achieve their present position.

Along with the applied activities, learners should be given time to complete research and review any tasks carried out. Teachers should encourage learners to undertake research using the internet and/or local library resources. Learners should use this to supplement the experiences they gained from the industry when working in a realistic learning environment.

When delivering this unit teachers should use a wide range of teaching and learning techniques including; group work, discussion, role play (virtual and/or real) and interactive materials. It is recommended that a teacher with specialist knowledge of the hair and beauty sector delivers this unit.

When discussing the communication skills and behaviour expectations of this industry, it is essential that the learners understand how listening, speaking, body language are needed to communicate effectively.

Also consideration should be given to the expected behaviour, personal conduct, personal presentation, personal hygiene, dress code, cooperation and safe working practices, all of which are a requirement when working within the hair and beauty sector. Teachers may want to use photos or pictorial comparisons of good/bad dress/hygiene etc.

There are many questionnaires, career suitability diagnostics and personality test activities available on the internet. Learners enjoy this type of activity and often have faith in the outcomes because it is on the internet. Care needs to be taken in helping learners interpret the results.

There are also many non ICT activities that can be used to identify personal skills and attributes, for example basic 360 degree appraisals. Learners can ask their friends, teachers, parents and possibly employers (from work experience or part-time employment) to list the qualities that the learner has. Learners will often be surprised at the qualities they possess and this makes for a positive start to the unit.

Learners, having researched into their own personal skills and attributes, will have provided some suggestions for future employment. However, it is likely that learners will still need support in identifying suitable types of employment that match their own personal skills and attributes. Approaches taken will depend on individual learner groups but some suggestions include:

- activities to determine what the learner would enjoy or want from employment, eg security, level of earnings, indoors or outdoors, practical, and then identify jobs that might have these attributes
- small groups of learners could investigate the requirements for different occupations and make presentations to the whole class.

Schemes of work should reflect coherence to the Learning outcomes and Assessment criteria. Informal assessment of learning should be encouraged to enable the review process to be effective and for the learner to know which areas they need to work on and which areas worked well. Inclusivity will be supported through a variety of tasks within each session to encompass differentiation.

Opportunities for applied learning

Learners will need to carryout work experience in a real working environment to experience contact with those already working within this environment and to observe professional therapists at work.

Learners will benefit from being teamed with experienced practitioners and will gain valuable insight into the sector expectations and the job roles available.

Other applied learning can be gained from:
- guest speakers from a variety of career pathways, including specialists
- guest speakers from career guidance organisations
- visits to Salon International to speak with Habia and Awarding Bodies.

In order for the learners to carry out self assessments they must have experience in other forms of self assessment so that they can understand that this can be a positive experience.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone. Alternative approaches could be selected. The learner could develop PLTS by:

Independent enquirers
- carrying out research relating to the careers, employment and self-employment opportunities available in the hair and beauty sector
- supporting conclusions, using the evidence gained from their research when comparing their own skills, attributes and attitudes against a chosen role

Creative thinkers
- designing self assessments in an inventive way when presenting their comparisons

Reflective learners
- making self assessment comparisons against hair and beauty sector expectations and their own skills, attributes and attitudes

Team workers
- working in teams and collaborating with others when carrying out research in employment opportunities

Self-managers
- organising time and resources when carrying out research of the employment opportunities available in the hair and beauty sector

Effective participators
- discussing with their tutor issues of concern, progress of work when carrying out tasks and seeking resolutions if and when needed.

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

As the title indicates this unit is very much about understanding career opportunities within the industry and the requirements of the various roles available. These activities provide a range of opportunities for reading skills development involving the reading of advertisements, job specifications etc. The self assessment activities will enable learners to write in a variety of formats whilst identifying their own skills and attributes.

If work for this unit is generated electronically, the learner will have the opportunity to develop skills and/or evidence for the Functional Skills in ICT.

Suggested learning resources
Books

- Armstrong, J.; Crosland, A.; Nordmann, L.; Green, M. (2006). The Official Guide to the City & Guilds Certificate in Salon Services. Published: Cengage Learning EMEA. ISBN: 978-1844804566.
- Crebbin-Bailey, J.; Harcup, J.; Harrington, J. (2004). The Spa Book. Published: Cengage Learning EMEA. ISBN: 978-1861529176.
- Gittens, S. (2002). African-Caribbean Hairdressing. Published: Cengage Learning EMEA. ISBN: 978-1861528049.
- Green, M. (2004). Begin Hairdressing! Published: Cengage Learning EMEA. ISBN: 978-1844801749. Jefford, J.; Swain, A. (2006). The Encyclopaedia of Nails (2nd ed.). Published: Cengage Learning EMEA.ISBN: 978-1844804603.
- Nordmann, L. (2007). Beauty Basics: The Official Guide to Level 1. Published: Cengage Learning EMEA.ISBN: 978-1844806942.
- Nordmann, L. (2007). Beauty Therapy – The Foundations: The Official Guide to Level 2 (4th ed.). Published: Cengage Learning EMEA. ISBN: 978-1844806959.

Journals and magazines
- Hairdressers Journal
- Health & Beauty Salon
- International Therapist
- Professional Spa
- Professional Beauty

Websites

- Smartscreen **www.smartscreen.co.uk**
- Learnxtrahairdressing **www.learnxtra-hairdressing.com**
- Department for Children, Schools and families **www.dcsf.gov.uk**
- Black Beauty and Hair **www.blackbeautyandhair.com**
- The Freelance Hair and Beauty Federation **www.fhbf.org.uk**
- Habia **www.habia.org.uk**
- Health & Safety Executive **www.hse.gov.uk**
- Hair & Fashions **www.hairco.com.au**
- Cengage Learning EMEA **www.thomsonlearning.co.uk**

4   Assessment guidance

The following guidance is applicable to all Principal Learning qualifications and at all levels. The guidance will be available within the specifications and contained in other relevant publications that support Principal Learning qualifications made available to consortia/centres.

4.1   Task setting

Guidance
Each internally assessed unit has guidance related to task setting within the Assessment section. Clear guidance, with exemplars of suitable internal assessment, is available to all consortia centres in order to ensure that suitable tasks are set. City & Guilds will give extra guidance on task setting through its moderators and they will review a selection of proposed tasks to check that these are suitable at the early advisory visits.

The teacher at a centre with overall responsibility for internal standardisation is also responsible for the standardisation of task setting.

Guidance is provided on the total amount of time that a task should take, on the amount of time that specific activities within a task should take and on the form of supervision expected.

The Assessment structure within each unit clearly states what must be covered in the assessment and must be used in order to set appropriate assignments. The units also give details of the demand expected in each assessment task and the overall sector purpose that must be adhered to.

The Weighting of Learning outcomes in relation to marking should also be used as guidance in task setting, so that teachers can allocate appropriate depth and breadth to different areas of the assignment.

Moderation
All centres will receive an early visit by their moderator, which will include guidance on assignment/task setting for internally set and marked units. This visit will also include guidance on marking.

Centres will also receive detailed feedback following moderation of any units, which includes appropriateness of the task set.

4.2   Task taking

Internal assessment

Control criteria for internally assessed assignments
The internal assignments must all be taken using controls where appropriate. The forms of evidence required in a unit will drive the controls needed. The following controls should be in place for certain forms of assessment. Where there is specific guidance required beyond that stated below, it will be found in the Assessment section of the unit concerned.

Form of evidence	Attendance by moderator or Video/DVD recording	Photographs to confirm individual work or product	Witness statement	Bibliography or list of sources	Signed notes evidencing questions asked by teacher	Transcript or audio recording	Log or journal event/ business with financial record if applicable	Learner's own record	Supervision	Submission of artefact or product
Performance	1		2							
Research of relevant sources of material				1	2					
Record of interviews with business, industry or third party representatives			2 with learner's own record			1 with evidence of permission		2 with witness statement		
Artefact or Production	2	2	2			2			1*	1*
Practical assignment/ experiment	2	2	2			2			1*	1 if possible
Set up and run an event or business			3				2	2	1*	
Portfolio of evidence										1*
Presentation of ideas			2				1			
Report					2 where applicable					1*
Career plan/personal development plan										1*
Witness statement										1*
Job application										1*

Please note:

Control methods rated 1 must be used. Those rated 2 may be used if employing the favoured method is not practical and has been agreed with the centre's moderator. They may also be used as a way of providing additional evidence of the learner's having met the Assessment criteria. Those rated 3 are optional forms of control that may be employed.

*Where the number 1 is followed by an asterisk, this indicates that any other control methods may accompany but not substitute the use of this method.

Supervision of learners' work

Learners' work for assessment should be carried out under direct supervision when this is appropriate to the task. Some items of work must use direct supervision as per the controls table. Where direct supervision is not practical the table above shows the controls that would need to be in place and therefore allow the teacher to authenticate that the work is the learner's own.

All learners must sign that the work submitted is their own and teachers/assessors must confirm that the work assessed is solely that of the learner concerned and was conducted under the conditions required by the specification.

Guidance by the teacher

The work assessed must be solely that of the learner concerned. Any assistance given to an individual learner which is beyond that given to the group as a whole must be recorded.

External assessment

Timing of external assessments

The external assessments will be timetabled twice a year, in January and June and the dates will be published at the start of the academic year.

4.3 Task marking

Guidance on applying the unit Assessment grid

When assessing learners' work, teachers/assessors should consider the level of attainment demonstrated in four broad areas within the demands and context of the specific unit being assessed:

- the depth and breadth of understanding
- the level of skills
- the level of synthesis, analysis and evaluation
- the level of independence and originality.

In the Assessment grid for each unit, mark ranges are specified for each Learning outcome. When assessing a learner's work, teachers/assessors should use their professional judgement to identify, for each Learning outcome, the mark band description within which that work falls and then the mark within that range that best describes the depth and quality of the work. To achieve the higher mark bands, learners should show greater depth and breadth of understanding, higher level skills, higher levels of synthesis, analysis and evaluation and higher levels of independence and originality. Work that clearly meets all the requirements of the mark band description should be awarded the maximum mark identified.

Aspects of the work that might fall short of meeting the description in full, but which do not, in the judgement of the teacher/assessor sufficiently influence the overall level of achievement to merit the work being assigned to a lower mark band, will reduce the mark awarded within the identified range available. This can be expressed as identifying the 'best-fit' approach, where the areas of strength in the work submitted by the learner can be allowed to compensate for weaknesses in other areas.

Assessors will use archived exemplars as they become available as a reference point. By comparing their own learners' work with archive work which has an assessment commentary attached, the assessor will be able to position the work either on a higher or lower point.

Moderators will also use exemplar work in their early advisory visits to consortia/centres to aid in the consistent application of the marking grids.

Assessment of group work

Group work is a useful way of obtaining information for some activities but it is important that individual learners meet the Assessment criteria requirements. Teachers/assessors assessing the evidence will need to be convinced of its individual authenticity. Questioning can be used in order to clarify the validity, authenticity and sufficiency of evidence and, under these circumstances, the teacher/assessor may wish to include a dated witness statement detailing this evidence. It is expected that the use of such statements will be kept to a minimum so that they constitute a very minor part of the submitted evidence. Annotation of written/photographic evidence can also be used to detail an individual's contribution.

It is recognised that there can be instances where learners are required to carry out tasks as part of a group and the group-working skills are an integral part of the assessment requirements. In such cases this general guidance on group work will be superseded by the specific requirements and instructions of the individual unit(s).

Internal standardisation of marking

The centre is required to standardise the assessment across different teachers and teaching groups, within and across units, to ensure that all work at the centre has been judged against the same standards. If two or more teachers are involved in marking units, one teacher must be designated as responsible for internal standardisation.

Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate.

The teacher responsible for standardising the marking must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by City & Guilds. The centre is required to send to the moderator a signed Centre Declaration Sheet (confirming that the marking of work at the centre has been standardised). If only one teacher has undertaken the marking, that person must sign this form.

Claiming and moderation of internal assessment

Claiming and moderation of internal assessment will only be available in the summer term at fixed dates that will be published at the start of the academic year.

Unfair practice

At the start of the course, the supervising teacher is responsible for informing learners of the City & Guilds Regulations concerning malpractice. Learners must not take part in any unfair practice in the preparation of work to be submitted for assessment, and must understand that to present material copied directly from books or other sources, without acknowledgement, will be regarded as deliberate deception. Centres must report suspected malpractice to City & Guilds.

Authentication of learners' work

Both the learner and the teacher are required to sign declarations confirming that the work submitted for assessment is the learner's own. The teacher declares that the work was conducted under the specified conditions and records details of any additional assistance.

Work other than that of the learner can be utilised in coursework for research and reference, but must be fully acknowledged.

Malpractice

Learners must not:
- submit work which is not their own
- lend work to other learners
- allow other learners access to, or the use of, their own independently-sourced source material (this does not mean that learners may not lend their books to another learner, but learners should be prevented from plagiarising other learners' research)
- include work copied directly from books, the internet or other sources without acknowledgement and attribution
- submit work typed or word-processed by a third person without acknowledgement.

These actions constitute malpractice, for which a penalty (eg disqualification from the examination) will be applied.

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in coursework/portfolios is identified by a centre after the learner has signed the declaration of authentication, the Head of Centre must submit full details of the case to City & Guilds at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website (www.jcq.org.uk/).

Malpractice in coursework/portfolios discovered prior to the learner signing the declaration of authentication need not be reported to City & Guilds, but should be dealt with in accordance with

the centre's internal procedures. City & Guilds would expect centres to treat such cases very seriously. Details of any work which is not the learner's own must be recorded on the coursework/portfolio cover sheet or other appropriate place.

Moderation

A moderator will be assigned to each consortium for each line of learning. The moderator, through City & Guilds' processes check the setting, taking and marking of internal assessments.

Moderation has two stages. The first is the technical advisory visit to check matters such as coverage of applied learning, understanding of controlled conditions, coverage of PLTS and arrangements for internal standardisation, including use of the marking grids. There is also a requirement at the advisory visits for moderators to see examples of assessment tasks that will be used for internal assessment.

The second stage of moderation is to check the taking and marking of assessments. This stage will take place at fixed times in the academic year, and may be through postal moderation or through a visit to a consortia/centre. This will depend on the line of learning and the type of evidence submitted. The moderator will review a sample of units and the marks awarded by the consortium, in line with national standards. The consortium may be asked to review its marking following this process. In extreme cases, the work of all learners will be re-marked by the moderator.

5   Administration

5.1   Availability of Principal Learning units

All internally assessed Principal Learning units for this specification are available to claim once a year in June, commencing 2013. External assessments will be timetabled twice a year, in January and June, and the dates will be published at the start of the academic year.

5.2   Centre registration

Centres wishing to prepare learners for this specification should apply for approval to offer Principal Learning before teaching begins. Completed application forms should be submitted to your local City & Guilds Regional Office. Further details of the approval process are available on the website at: www.cityandguilds.com

5.3   Centre requirements

Resources

Centres must have access to sufficient equipment in the centre or in other centres within the consortium to ensure that learners have the opportunity to cover all the practical activities. Any requirement for specialised equipment is to be found in the description of the units themselves.

Health and safety

The importance of safe working practice and the demands of the Health and Safety at Work Act 1974 must be stressed to all learners. Learners have responsibilities for maintaining the safety of others as well as their own. Anyone behaving in an unsafe fashion must be stopped and a suitable warning given by the teacher responsible. It is essential that all learners acquire habits required to promote health and safety in the workplace and that their learning avoids potentially unpleasant or dangerous consequences.

Centre staff

Centre staff should be technically competent in all the areas for which they are delivering education and training and/or should also have relevant experience of providing the necessary practical training.

Continuing Professional Development (CPD)

Centres are expected to support their staff in ensuring that their knowledge and skills in the vocational area remain current and take account of any national or legislative developments

5.4   Quality assurance

Internal quality assurance

Registered centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre registration by City & Guilds and the centre's and/or consortium's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance.

National standards and rigorous quality assurance are maintained by the use of:
* City & Guilds external examinations
* City & Guilds externally set briefs or assignments
* internal quality assurance
* City & Guilds external moderation.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:
* the setting of appropriate tasks (see Section 4.1)
* the application of appropriate control of tasks (see Section 4.2)
* training in the use of the Assessment grid (see Section 4.3)
* completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place (see Section 4.3)
* the completion by learners and teachers/assessors of the record form for each learner's work (see Section 4.3).

External quality assurance

External quality assurance is provided by the two stage moderation system described in Section 4.3. External moderation of internally assessed work is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres and that national standards are maintained.

In order to carry out their quality assurance role, external moderators must have appropriate teaching and vocational knowledge and expertise. City & Guilds will appoint external moderators and will ensure that they attend regular training and development meetings designed to keep them up-to-date, to ensure standardisation of all assessments and to share good practice.

External moderators:
* provide advice and support to staff in centres
* ensure the quality and consistency of assessments within and between centres and over time by the use of systematic sampling
* regularly visit centres to ensure that they continue to meet the centre registration requirements of City & Guilds
* provide feedback to centres and to City & Guilds.

In order to monitor compliance with JCQ requirements, particularly for administering external tests, JCQ inspectors will regularly visit centres.

City & Guilds requires the Head of Centre to:

- facilitate any inspection of the Centre which is undertaken on behalf of City & Guilds

- make secure arrangements to receive, check and keep examination material secure at all times, maintain the security of City & Guilds confidential material from receipt to the time when it is no longer confidential and keep scripts secure from the time they are collected from the learners to their despatch to City & Guilds.

5.5 Irregularities

Centres must inform City & Guilds of any irregularity, including any learner who arrives late for a test. For detailed instructions please refer to the current JCQ Instructions for Conducting Examinations which is available to view or to download from the JCQ's website:
www.jcq.org.uk

5.6 Awarding grades and reporting results

The Foundation Principal Learning in Hair and Beauty Studies will be reported on a three-grade scale: A*, A and B. Learners who fail to reach the minimum standard for grade B will be recorded as U (Unclassified) and will not receive a qualification certificate.

5.7 Enquiries about results

The services available for enquiries about results include a clerical check, re-mark of external assessments and re-moderation of internally assessed work. Requests must be submitted within the specified period after the publication of results for individual assessments.

In cases where a post-results enquiry reveals inaccurate assessment, the result may be confirmed, raised or lowered.

For further details of enquiries about results services, please consult the current version of the JCQ Post-Results Services booklet.

5.8 Re-sits and shelf-life of unit results

Unit results remain available to count towards certification, whether or not they have already been used, as long as the specification is still valid.

Learners may re-sit a unit any number of times within the shelf-life of the specification. The best result for each unit will count towards the final qualification.

Learners will be graded on the basis of the work submitted for assessment.

5.9   Access arrangements and special consideration

We have taken note of the provisions of equalities legislation in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination GCSE, GCE, GNVQ, AEA, Entry Level, Basic Skills & Key Skills Access Arrangements and Special Consideration. This is published on the JCQ website: **http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration**

Access arrangements

We can make arrangements so that learners with disabilities, special educational needs and temporary injuries can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a learner with visual impairment.

Special consideration

We can give special consideration to learners who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the Examinations Officer at the centre.

5.10   Language of examinations

We will provide units for this specification in English only.

5.11   Qualification titles

The qualification based on this specification is:
• City & Guilds Level 1 Principal Learning in Hair and Beauty Studies.

Appendix 1

Other issues

European Dimension

City & Guilds has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen units.

Environmental Education

City & Guilds has taken account of the 1988 Resolution of the Council of the European Community and the Report Environmental Responsibility: An Agenda for Further and Higher Education 1993 in preparing this specification and associated specimen units.

Avoidance of Bias

City & Guilds has taken great care in the preparation of this specification and specimen units to avoid bias of any kind.