



TQUK Level 1 Award in an Introduction to the Hair and Beauty Sector (RQF)

TQUK Level 1 Certificate in an Introduction to the Hair and Beauty Sector (RQF)

TQUK Level 1 Diploma in an Introduction to the Hair and Beauty Sector (RQF)

Qualification Specification

Qualification Numbers:

601/7028/1

601/7029/3

601/7030/X



Introduction

Welcome to TQUK.

TQUK is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England, CCEA Regulation in Northern Ireland and by Qualifications Wales.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation and/or Qualifications Wales, sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications.

Please visit our website www.tquk.org for news of our latest developments.

Qualification Specifications

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the Qualification Specification is to guide a centre through the process for delivering the qualification.

Please read it alongside the TQUK Centre Handbook.

Details of TQUK's procedures and policies can be found on our website www.tquk.org

Qualification specifications can be found also be found on our website www.tquk.org

Please check the website regularly to ensure that you are using the most up to date version.

If you have any further questions, please contact TQUK.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's website relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border and shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be done so as a representation of the true logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties that they may use. TQUK should be made aware of relationships with re-sellers or third parties including any additional websites that the centre will use in addition to their own website. If this information is changed TQUK should be notified. TQUK is required to monitor centre's websites and materials to ensure that learners are not being misled.

If a centre is no longer a TQUK recognised centre it must immediately discontinue the use of TQUK's logo, name and qualifications.

Introduction to the Qualifications

TQUK Level 1 Award in an Introduction to the Hair and Beauty Sector (RQF)

TQUK Level 1 Certificate in an Introduction to the Hair and Beauty Sector (RQF) and

TQUK Level 1 Diploma in an Introduction to the Hair and Beauty Sector (RQF) are regulated by Ofqual.

Qualification Purpose

The purpose of these qualifications is to introduce learners to a range of topics relevant to a career in the hair and beauty sector. Learners will develop their knowledge and skills to prepare them for employment in a variety of job roles in the sector and./or to progress to further vocational learning.

Entry Requirements

There are no specific entry requirements however learners should have a minimum of level one in literacy and numeracy or equivalent.

The qualifications are suitable for learners of 14 years of age and above.

Progression

Successful learners can progress to other qualifications such as:

- TQUK Level 2 Award in Contact Dermatitis Prevention (RQF)
- TQUK Level 2 Certificate in Women's Hairdressing (RQF)
- TQUK Level 2 Diploma in Barbering (RQF)
- TQUK Level 2 Diploma in Hair and Media Make-Up (RQF)
- TQUK Level 2 Diploma in Women's and Men's Hairdressing (RQF)
- TQUK Level 2 Diploma in Women's Hairdressing (RQF)
- TQUK Level 2 NVQ Diploma in Barbering (RQF)
- TQUK Level 2 NVQ Diploma in Beauty Therapy - General (RQF)
- TQUK Level 2 NVQ Diploma in Beauty Therapy - Make-Up (RQF)
- TQUK Level 2 NVQ Diploma in Hairdressing (RQF)

Structure

TQUK Level 1 Award in an Introduction to the Hair and Beauty Sector (RQF)

Learners must achieve a minimum of nine credits in total: six credits from the Mandatory Units and at least three from the Optional Units. A minimum of six credits must be at level 1 or above.

Total Qualification Time for this qualification is 90 hours.

GLH for this qualification is 72.

TQUK Level 1 Certificate in an Introduction to the Hair and Beauty Sector (RQF)

Learners must achieve a minimum of 15 credits in total: six credits from the Mandatory Unit Group and at least nine credits from the Optional Unit Group. At least nine credits must be at level one or above.

Total Qualification Time for this qualification is 150 hours.

GLH for this qualification is 119.

TQUK Level 1 Diploma in an Introduction to the Hair and Beauty Sector (RQF)

Learners must achieve a minimum of 37 credits in total: six credits from the Mandatory Units and at least 31 from the Optional Units. A minimum of 22 credits must be at level 1 or above

Total Qualification Time for this qualification is 370 hours.

GLH for this qualification is 310.

Mandatory Units

Title	Unit ref.	Level	Guided Learning Hours	Credit value
Introduction to the Hair and Beauty Sector	R/502/3981	1	25	3
Presenting a Professional Image in a Salon	Y/502/3982	1	25	3

Optional Units

Title	Unit ref.	Level	Guided Learning Hours	Credit value
Hair Plaiting	R/502/3804	Entry 3	30	3
Plaiting and Twisting Hair	Y/502/3805	1	30	3
Themed Face Painting	L/502/3803	1	30	3
Hand care	K/502/3467	Entry 3	30	3
Nail Art Application	K/502/3470	1	30	3
Create an image using colour for the Hair and Beauty Sector	T/502/3469	Entry 3	30	3
Skin care	Y/502/3464	Entry 3	30	3
Styling Men's Hair	A/502/3795	1	30	3
Styling Women's Hair	F/502/3796	1	30	3
Basic Make-up Application	J/502/3797	1	30	3
Shampoo and Conditioning	L/502/3753	Entry 3	30	3
The Art of Dressing Hair	Y/502/3979	2	30	5
The Art of Photographic Make-Up	L/502/3980	2	30	5

Create a Hair and Beauty Image	Y/600/4875	1	30	3
Providing basic manicure treatment	R/601/3557	1	30	3
Providing Basic Pedicure Treatment	L/601/3556	1	30	3
Colour hair using temporary colour	R/600/4874	1	30	3
Salon reception duties	R/600/6334	1	22	3
Follow health and safety in the salon	A/600/6327	1	22	3
Working with others in the hair and beauty sector	H/600/6323	1	19	2
Create and maintain retail displays in the salon	Y/600/6335	1	17	2
Head Massage	H/601/4356	2	30	4

Barred Units

This Unit	Is barred against these units
Hand care (K/502/3467)	R/601/3557
Hair Plaiting (R/502/3804)	Y/502/3805
Plaiting and Twisting Hair (Y/502/3805)	R/502/3804

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. The credit value, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning.

Guided Learning Hours

These hours are made up of all real time contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

Assessment

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Where indicated in the unit specifications, assessment must meet the requirements of the identified assessment strategy/principles.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes must be met to achieve a pass - there is no grading.

Centre Recognition

To offer any TQUK qualification each centre must be recognised by TQUK and meet qualification approval criteria. Qualification approval must be confirmed prior to any assessment of learners taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

The TQUK Centre Recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. The policies and procedures will also support an approved Centre's quality systems.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, to deliver and assess the qualification.

Support from TQUK

Recognised centres will be able to access support from TQUK whenever necessary. External Quality Assurance activities will be undertaken on a regular basis. TQUK also offers recognised centres the service of a Client Relationship Officer whose role is to support centres with any administration queries or qualification support.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learner's current knowledge and/or skills.

Initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

Learner Registration

Once approved to offer a qualification the centre should register learners before any assessment can take place. Recognised centres must follow TQUK's procedures for registering learners. For short courses, TQUK offer the option of registering a course and booking a number of places. Learners are then added once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

Trainer/Assessor Requirements

Tutors/trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they are delivering. This can include the below:

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- Level 3 Award/4 Certificate/5 Diploma in Education and Training

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer Requirements

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

All staff members involved with the qualification (training, assessing or IQA) will also need to be *'occupationally competent in the subject area being delivered'*. This could be evidenced by a combination of the below:

- A higher level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification/s requested.
- Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification, and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.

Useful Websites

Health and Safety Executive	www.hse.gov.uk
Office of Qualifications and Examinations Regulation	www.ofqual.gov.uk
Register of Regulated Qualifications	http://register.ofqual.gov.uk
Health and Safety Executive NI	https://www.hseni.gov.uk/

For further details regarding approval and funding eligibility please refer to the following websites:

Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+ learners in England

Learning Aim Reference Service (LARS) <https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data>

DAQW – Database of Approved Qualifications www.daqw.org.uk for public funding in Wales

Department for the Economy <https://www.economy-ni.gov.uk/> or Department of Education www.deni.gov.uk for public funding in Northern Ireland.

Units of assessment

Mandatory Units

Title:		Introduction to the Hair and Beauty Sector R/502/3981	
Level:		1	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know the career opportunities and working patterns within the hair and beauty sector	1.1	Identify occupational roles in the hair and beauty sector
		1.2	Outline the working patterns in the hair and beauty sector
		1.3	Identify the main career opportunities available in the hair and beauty sector and related industries
		1.4	Give examples of sources of information on training and career opportunities in the sector
2.	Know the main hairdressing services and beauty treatments	2.1	Identify different types of salon and the types of client they attract
		2.2	Outline the main hairdressing services offered by salons
		2.3	Outline the main beauty treatments offered by salons
Assessment requirements: N/A			

Title:		Presenting a Professional Image in a Salon Y/502/3982	
Level:		1	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1	Be able to communicate in a salon environment	1.1	Communicate professionally in a salon environment to meet the needs of different people
		1.2	Identify the effects of positive and negative attitudes and behaviours
2	Be able to present a professional image and maintain personal hygiene in a salon.	2.1	Identify how to promote a professional image in a salon
		2.2	Identify how to maintain personal hygiene
		2.3	Present a professional image in line with salon policy
Assessment requirements: N/A			

Optional Units

Title:		Hair Plaiting R/502/3804	
Level:		Entry 3	
Credit value:		3	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1	Be able to prepare for basic hair plaiting service	1.1	Prepare for hair plaiting service
		1.2	Select products and tools for plaiting
		1.3	State the procedure for client preparation
2	Be able to carry out basic hair plaiting techniques	2.1	State when and how to use products, tools and equipment
		2.2	Carry out a plaiting technique
		2.3	Follow safe and hygienic working practices
		2.4	Communicate and behave in a professional manner
Assessment requirements: The plaiting techniques include on or off the scalp plaits			

Title:		Plaiting and Twisting Hair	
		Y/502/3805	
Level:		1	
Credit value:		3	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Be able to prepare for basic plaiting and twisting hair	1.1	Identify a range of finished looks that use plaiting and twisting techniques
		1.2	Prepare for plaiting and twisting techniques
		1.3	State the importance of the preparation procedures for plaiting and twisting techniques
		1.4	State the factors that influence the choice of plaiting and twisting techniques
		1.5	Select products and tools for plaiting and twisting techniques
		1.6	State when and how to use products, tools and equipment
2	Be able to carry out basic hair plaiting and twisting techniques	2.1	Carry out plaiting and twisting techniques with and without decoration
		2.2	Provide home care advice
		2.3	Follow safe and hygienic working practices
		2.4	Communicate and behave in a professional manner
		2.5	State the purpose of home care advice
Assessment requirements: Plaiting techniques to include on and off the scalp plaits and twists			

Title:		Themed Face Painting L/502/3803	
Level:		1	
Credit value:		3	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1	Be able to prepare for themed face painting	1.1	State the factors that could influence the choice of themed face painting techniques
		1.2	State the importance of the preparation and removal procedures for themed face painting
		1.3	Prepare for themed face painting
		1.4	Design a 2D image
2	Be able to carry out themed face painting	2.1	Select the products, tools and equipment for themed face painting
		2.2	Carry out face painting techniques using products, tools and equipment adapting the 2D image to a 3D surface
		2.3	Remove face painting products
		2.4	State the products, tools and equipment used in themed face painting
		2.5	Follow safe and hygienic working practices
		2.6	Communicate and behave in a professional manner
Assessment requirements: N/A			

Title:		Hand care K/502/3467	
Level:		Entry 3	
Credit value:		3	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1	Be able to prepare for a basic hand care treatment	1.1	Prepare for a basic hand care treatment
		1.2	State the procedure for client preparation
		1.3	Select products and tools for a hand care treatment
2	Be able to provide basic hand care treatment	2.1	Identify typical nail shapes and basic nail structure
		2.2	Carry out a basic hand care treatment
		2.3	Follow safe and hygienic working practices
		2.4	Communicate and behave in a professional manner
Assessment requirements: None			

Title:		Nail Art Application K/502/3470	
Level:		1	
Credit value:		3	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Be able to prepare for nail art techniques	1.1	Prepare for basic nail art techniques
		1.2	Select products, tools and equipment for basic nail art techniques
		1.3	Design a 2D nail art image
		1.4	State the factors that could influence the choice of basic nail art techniques
		1.5	State the importance of the preparation procedures for basic nail art techniques
		1.6	State the products and basic techniques used in nail art
2	Be able to carry out nail art techniques	2.1	Carry out basic nail art techniques adapting the 2D nail art image to a 3D surface
		2.2	Follow safe and hygienic working practices
		2.3	Communicate and behave in a professional manner
Assessment requirements: Techniques to include striping and colour blending. Products include transfers, glitter, enamels, and gems and foils.			

Title:		Create an image using colour for the Hair and Beauty Sector T/502/3469	
Level:		Entry 3	
Credit value:		3	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1	Know the colour spectrum	1.1	State the primary colours
		1.2	State the secondary colours
		1.3	Outline the colour spectrum and its use in the hair and beauty industries
2	Be able to use the colour spectrum in the hair and beauty industries	2.1	Create an image using colour
Assessment requirements: None			

Title:		Skin care Y/502/3464	
Level:		Entry 3	
Credit value:		3	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1	Be able to prepare for basic skin care treatment	1.1	Prepare for a skin care treatment
		1.2	State the procedure for client preparation
		1.3	Select products and materials for a basic skin care treatment
2	Be able to provide basic skin care treatment	2.1	State the main skin types
		2.2	Carry out a basic skin care treatment
		2.3	Follow safe and hygienic working practices
		2.4	Communicate and behave in a professional manner
Assessment requirements: None			

Title:		Styling Men's Hair A/502/3795	
Level:		1	
Credit value:		3	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Be able to prepare for styling for men	1.1	identify basic styling techniques for men's hair
		1.2	state the factors that influence the choice of hair styling techniques for men
		1.3	state the importance of the preparation procedures for styling men's hair
		1.4	prepare for styling men's hair
2	Be able to provide styling for men	2.1	State the purpose of hair styling and finishing products, tools and equipment
		2.2	select appropriate products, tools and equipment
		2.3	style men's hair using basic styling techniques
		2.4	follow safe and hygienic working practices
		2.5	communicate and behave in a professional manner
<p>Assessment requirements:</p> <p>Straightening, smoothing, curling, finger drying, finishing.</p> <p>Mousse, gel, lotion, spray, moisturisers, wax, dressing cream, heat protectors</p> <p>Legislation</p> <p>Speaking, listening, body language, what to say, how to say it, hair styling terminology.</p> <p>Following instructions, following salon/barbers requirements, working as a team</p> <p>Head shape, face shape, body shape, lifestyle, adverse skin, scalp and hair conditions, hair growth patterns, hair growth cycle, hair length, hair type, hair condition, hair texture, elasticity, density, fashion trends</p> <p>Combs, brushes, dryers, electrical equipment.</p> <p>PPE, COSHH, sterilisation, correct posture - prevention of fatigue and injury, health and safety policy</p> <p>Prepare the client, preparation of the work area</p>			

Title:		Styling Women's Hair F/502/3796	
Level:		1	
Credit value:		3	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1	Be able to prepare for styling for women	1.1	identify basic techniques for styling women's hair
		1.2	state the factors that influence the choice of hair styling techniques for women
		1.3	state the importance of the preparation procedures for styling women's hair
		1.4	prepare for styling women's hair
2	Be able to provide styling for women	2.1	State the purpose of hair styling and finishing products, tools and equipment
		2.2	select appropriate products, tools and equipment
		2.3	style women's hair using basic techniques
		2.4	follow safe and hygienic working practices
		2.5	communicate and behave in a professional manner
Assessment requirements: Mousse, gel, lotion, spray, moisturisers, wax, heat protectors Combs, brushes, dryers, electrical equipment Straightening, smoothing, curling, hair up, blow drying, setting, pin curling, finger drying Head shape, face shape, body shape, lifestyle, adverse skin, scalp and hair conditions, hair growth patterns, hair growth cycle, hair length, hair type, hair condition, hair texture, elasticity, density, fashion trends Prepare the client, prepare the work area, tools and equipment PPE, COSHH, sterilisation, relevant health and safety policy, correct posture - fatigue and injury Speaking, listening, body language; what to say, how to say it, hair terminology. Following instructions, work as a team, following salon requirements			

Title:		Basic Make-up Application J/502/3797	
Level:		1	
Credit value:		3	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1	Be able to prepare for makeup	1.1	state the factors that could influence the choice of basic make-up products and techniques
		1.2	state the importance of the preparation procedures for applying basic make-up
		1.3	prepare for applying basic make-up
		1.4	select products, tools and equipment
		1.5	state how and when to use products, tools and equipment for basic make-up
2	Be able to carry out make up	2.1	state basic skin types
		2.2	State the basic structure and function of the skin
		2.3	State the bone structure of the face
		2.4	prepare the face
		2.5	apply basic make-up products
		2.6	remove basic make-up
		2.7	follow safe and hygienic working practices
		2.8	communicate and behave in a professional manner
Assessment requirements: Prepare work area prior to and following basic make-up application, visual inspection of the skin, basic skin preparation, skin types, skin disorders, skin allergies Concealers, foundations, powders, blushers, lip products: lipstick, lip make-up, eye make-up, make-up removers, applicators, brushes, cotton wool, tissues, make-up palette, head bands, gowns, towels. Face shapes, skin colour, type and texture, hair and eye colour, skin conditions and reactions, enhancing, disguising or softening natural features and blemishes, occasion make-up, day make-up, fashion trends, cultural factors			

PPE, COSHH, methods of sterilisation, health and safety policy, correct posture

Speaking, listening, body language, what to say, how to say it, range of skin care and make-up related terminology

Following instructions and salon requirements, Team work

Oily, dry, combination, normal skin types

Epidermis, dermis,

sensation, heat regulation, absorption, protection, excretion, secretion

Title:		Shampoo and Conditioning L/502/3753	
Level:		Entry 3	
Credit value:		3	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Be able to prepare for shampoo and conditioning	1.1	prepare the client for shampooing and conditioning
		1.2	state the procedure for client preparation
		1.3	select products and tools for shampoo and conditioning
2	Be able to shampoo, condition and towel dry hair	2.1	shampoo and condition hair
		2.2	towel dry and detangle hair
		2.3	state the effects of shampooing and conditioning on the hair
		2.4	state the basic structure of the hair
		2.5	follow safe and hygienic working practices
		2.6	communicate and behave in a professional manner
		2.7	state the main hair types and conditions
Assessment requirements: None			

Title:		The Art of Dressing Hair Y/502/3979	
Level:		2	
Credit value:		5	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1	Be able to prepare for Dressing Hair	1.1	prepare the client and work area for dressing service
		1.2	state the procedure for client preparation
		1.3	consult with clients to confirm their requirements
		1.4	describe the effects of different styling techniques
		1.5	evaluate the potential of the hair to achieve the desired look by identifying the influencing factors
		1.6	describe the factors that need to be considered when styling and dressing hair
		1.7	describe the physical effects of styling on the hair structure
		1.8	describe the effects of humidity on the hair structure and resulting style
		1.9	explain how the incorrect use of heat can affect the hair and scalp
2	Be able to provide a Dressing Hair Service	2.1	select and use styling products, tools and equipment to achieve the desired look
		2.2	describe the correct use and routine maintenance of tools, equipment and accessories
		2.3	describe the use for the range of styling products
		2.4	position self and client appropriately throughout the service
		2.5	use working methods that meet salon and legal requirements

	2.6	use styling techniques and dressing effects that take into account the identified factors
	2.7	control and secure hair effectively during dressing
	2.8	describe how to secure and control the long hair looks
	2.9	state the purpose of back combing and back brushing when dressing hair
	2.10	dress hair to the satisfaction of the client
	2.11	apply finishing products to maintain the style
	2.12	evaluate the result of the treatment with the client
	2.13	describe the uses for the range of finishing products
	2.14	provide suitable aftercare advice
	2.15	describe the aftercare advice that should be provided
	2.16	follow safe and hygienic working practices
	2.17	outline safe and hygienic working practices when styling and dressing hair
	2.18	communicate and behave in a professional manner
	2.19	state how to communicate in a salon environment
	2.20	state the behavioural expectations within a salon environment

Assessment requirements:

This unit should be delivered in a realistic learning environment. The word client can be related to friends, peers, mannequins and does not need to be carried out on paying clients or within commercial timescales.

Assessment Requirements - Range

Endorsement - HBS DDP

Range

Styling products

Lotions, mousses, activators, gels, moisturisers.

Tools, equipment and accessories

Hand held dryer, hood dryer, diffuser, nozzle, round brushes, flat brushes, rollers secured with pins, pin curl clips, straighteners, curling tongs, heated rollers, feathers, ribbons, flowers.

Safety considerations

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

Factors

Hair: wet, dry, curly, straight.

Client requirements, hair texture, length and density, head/face shapes/features, client lifestyle, contraindications, body shape, hair growth patterns, hair type, hair elasticity, fashion trends.

Styling techniques

Setting (brickwind, directional wind), blow-drying, finger-drying, curling, waving, smoothing, straightening, pin curling, finger waving.

Long hair looks

Scalp plait, vertical roll, twists.

Finishing products

Sprays, waxes, gels, serums, dressing creams, oils.

Physical effects

Appearance of the hair, structural changes.

Incorrect use of heat

Temperature, direction of air flow, frequency of use.

Purpose of backcombing and back brushing

Styling: duration, shape, securing.

Working methods

Client preparation, COSHH, service requirements, safe working methods, manufacturers' instructions, PPE.

Aftercare advice

How to maintain the look, suitable styling and finishing products to use.

Communicate

Speaking, listening, body language, reading, recording, following instructions using a range of related terminology linked to styling hair.

Behavioural expectations

Working cooperatively with others, following salon requirements.

Safe and hygienic working practices

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

Title:		The Art of Photographic Make-Up L/502/3980	
Level:		2	
Credit value:		5	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Be able to prepare for Photographic Makeup	1.1	produce a mood board
		1.2	outline the purpose of a mood board
		1.3	outline how to develop a mood board
		1.4	describe ways of effectively presenting a mood board
		1.5	state the importance of the preparation procedures for photographic make-up
		1.6	explain how natural ageing, lifestyle and environmental factors affect the condition of the skin
		1.7	describe the structure and function of the skin
		1.8	describe the position of the major facial bones
2	Be able to provide Photographic Makeup	2.1	select and use products, tools and equipment for photographic make-up application taking into account identified factors
		2.2	state tools, equipment and products used when carrying out a photographic make-up application
		2.3	describe the factors that need to be considered when carrying out a photographic make-up application
		2.4	describe the sequence in which make-up products should be applied
		2.5	apply a photographic make-up application
		2.6	evaluate effectiveness of the photographic make-up application

	2.7	state methods of evaluating the effectiveness of the application of the make-up
	2.8	provide suitable aftercare advice
	2.9	describe the aftercare advice that should be provided
	2.10	follow safe and hygienic working practices
	2.11	outline safe and hygienic working practices when carrying out photographic make-up application
	2.12	communicate and behave in a professional manner
	2.13	state how to communicate
	2.14	state the behavioural expectations
Assessment requirements: None		

Title:		Create a Hair and Beauty Image Y/600/4875	
Level:		1	
Credit value:		3	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1	Be able to plan an image	1.1	access sources of information for creating an image
		1.2	identify sources of information for creating an image
		1.3	state the importance of researching when developing a plan for creating an image
		1.4	prepare and develop a plan for creating an image
		1.5	describe how to develop a plan for creating a range of images
2	Be able to create an image	2.1	develop the image
		2.2	state the importance of developing an image
		2.3	describe ways of effectively presenting a created image
		2.4	produce and present the final image
		2.5	follow safe working practices
		2.6	outline the safety considerations that must be taken into account
Assessment requirements: This unit should be delivered in a realistic learning environment. The word client can be related to friends, peers, mannequins and does not need to be carried out on paying clients or within commercial timescales. Independent assessment of practical skills and knowledge and understanding is required.			

Title:		Providing basic manicure treatment R/601/3557	
Level:		1	
Credit value:		3	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1	Be able to prepare for basic manicure treatments	1.1	prepare themselves, the client and work area for a basic manicure treatment
		1.2	carry out a visual study of the hands and nails to identify factors that will influence the treatment
		1.3	outline salon's requirement for client preparation, preparing themselves and the work area
		1.4	state the importance of carrying out a visual study of the hands and nails to identify factors that will influence the treatment
2	Be able to provide basic manicure treatments	2.1	identify typical nail shapes and basic nail structure
		2.2	select and use products, techniques and equipment taking into account identified factors
		2.3	carry out a basic manicure treatment
		2.4	state possible contra-actions and how to respond
		2.5	follow safe and hygienic working practices
		2.6	communicate and behave in a professional manner
Assessment requirements: This unit should be delivered in accordance with the Habia Sector Qualification Strategy and with reference to the National Occupational Standards. To take this unit, the candidates will have to take either the health & safety unit or have prior industry experience.			

Title:		Providing Basic Pedicure Treatment L/601/3556	
Level:		1	
Credit value:		3	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1	Be able to prepare for a basic pedicure treatment	1.1	prepare themselves, the client and work area for a basic pedicure treatment
		1.2	carry out a visual study of the feet and nails to identify factors that will influence the treatment
		1.3	outline salon's requirement for client preparation, preparing themselves and the work area
		1.4	state the importance of carrying out a visual study of the feet and nails to identify factors that will influence the treatment
2	Be able to provide a basic pedicure treatment	2.1	identify typical nail shapes and basic nail structure
		2.2	select and use products, techniques and equipment taking into account identified factors
		2.3	carry out a basic pedicure treatment
		2.4	state possible contra-actions and how to respond
		2.5	follow safe and hygienic working practices
		2.6	communicate and behave in a professional manner
Assessment requirements: This unit should be delivered in accordance with the Habia Sector Qualification Strategy and with reference to the National Occupational Standards. To take this unit, the candidates will have to take either the health & safety unit or have prior industry experience.			

Title:		Colour hair using temporary colour R/600/4874	
Level:		1	
Credit value:		3	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1	Be able to prepare for application of temporary colour	1.1	identify the purpose and effects of temporary, semi permanent and permanent colouring and lightening
		1.2	state the factors that influence the choice of temporary colouring products and method of application
		1.3	state the importance of the preparation procedures for temporary colouring
		1.4	list types of temporary colouring products
		1.5	outline procedures for temporary colouring
		1.6	select temporary colouring products
2	Be able to apply a temporary colour	2.1	Carry out hair sectioning techniques
		2.2	Apply temporary colouring products according to manufacturers' instructions
		2.3	follow safe and hygienic working practices
		2.4	communicate and behave in a professional manner
		2.5	State the basic structure of the hair
		2.6	state the methods and techniques used for temporary colouring
		2.7	State how to remove colouring products from hair
Assessment requirements: This unit should be delivered in accordance with the Habia Sector Qualification Strategy and reference to the National Occupational Standards.			

Title:		Salon reception duties R/600/6334	
Level:		1	
Credit value:		3	
Guided learning hours:		22	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1	Be able to carry out salon reception duties	1.1	present a positive image of them self and the salon
		1.2	communicate and behave in a professional manner
		1.3	record and pass on information accurately and clearly
		1.4	maintain client confidentiality
		1.5	outline the need to present a positive image
		1.6	outline typical salon reception duties
		1.7	list features of a well-run reception service
		1.8	state the importance of maintaining client confidentiality
		1.9	identify payment methods used for salon services
		1.10	state how to communicate and behave within a salon environment
2	Be able to record salon appointments	2.1	record salon appointments for a variety of services
		2.2	outline how to record appointments for a variety of services
		2.3	list the basic information required from the client
		2.4	identify the different systems for recording appointments
		2.5	outline factors to consider when agreeing appointments
Assessment requirements: This unit should be delivered in a realistic learning environment. The word client can be related to friends, peers, mannequins and does not need to be carried out on paying clients or within commercial timescales.			

Title:		Follow health and safety in the salon A/600/6327	
Level:		1	
Credit value:		3	
Guided learning hours:		22	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1	Be able to maintain health and safety practices	1.1	identify hazards in the salon environment
		1.2	carry out a simple risk analysis of the salon
		1.3	follow safe and hygienic working practices
		1.4	outline the main provisions of the Health and Safety legislation
		1.5	state the difference between a 'hazard' and 'risk'
		1.6	state the employers' responsibilities for the safety of employees and customers in the salon
		1.7	outline safe and hygienic working practices
2	Be able to follow emergency procedures	2.1	locate fire fighting equipment in the salon
		2.2	locate the first aid equipment and the accident report book
		2.3	follow fire and evacuation procedures
		2.4	state the procedures for dealing with accidents and emergencies
Assessment requirements: This unit should be delivered in a realistic learning environment. The word client can be related to friends, peers, mannequins and does not need to be carried out on paying clients or within commercial timescales.			

Title:		Working with others in the hair and beauty sector H/600/6323	
Level:		1	
Credit value:		2	
Guided learning hours:		19	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Be able to work as part of a team in a salon	1.1	communicate and behave in a professional manner
		1.2	assist others to resolve problems
		1.3	follow safe and hygienic working practices
		1.4	state different ways of communicating
		1.5	state how to adapt communication for different situations
		1.6	outline the benefits of effective team working
		1.7	identify the effects of negative attitude and behaviour on others
		1.8	identify roles and responsibilities of team members in a salon
		1.9	state when to refer problems
Assessment requirements: This unit should be delivered in a realistic learning environment. The assessment can be related to friends, peers, mannequins and does not need to be carried out on paying clients or within commercial timescales.			

Title:		Create and maintain retail displays in the salon Y/600/6335	
Level:		1	
Credit value:		2	
Guided learning hours:		17	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Be able to create and maintain a retail display	1.1	obtain advice for planning and positioning of display
		1.2	create and maintain retail displays consistent with salon image
		1.3	outline the factors to be taken into account when creating a retail display
		1.4	state the types of products suitable for retail displays
		1.5	state the procedure for reporting retail stock shortages
		1.6	outline safe and hygienic working practice
Assessment requirements: This unit should be delivered in accordance with the Habia Sector Qualification Strategy and with reference to the National Occupational Standards.			

Title:		Head Massage H/601/4356	
Level:		2	
Credit value:		4	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Be able to prepare for head massage	1.1	prepare themselves, the client and work area for head massage
		1.2	use suitable consultation techniques to identify treatment objectives
		1.3	advise the client on how to prepare for the treatment
		1.4	identify influencing factors
		1.5	provide clear recommendations to the client based on factors
		1.6	describe salon's requirement for client preparation, preparing themselves and the work area
		1.7	identify different consultation techniques used to identify treatment objectives
		1.8	describe the factors that need to be considered when selecting techniques, products and equipment
		1.9	describe the environmental conditions suitable for head massage treatment
		1.10	describe the safety considerations that must be taken into account when providing head massage treatment
		1.11	identify the range of equipment used for head massage treatment
		1.12	identify products used and their key ingredients
		1.13	describe contra-indications that prevent or restrict head massage treatment

2	Be able to provide head massage	2.1	communicate and behave in a professional manner
		2.2	position themselves and the client correctly throughout the treatment
		2.3	select and use products, equipment and techniques taking into account identified factors
		2.4	follow safe and hygienic working practices
		2.5	identify contra-actions and take appropriate action during treatment
		2.6	provide suitable aftercare advice
		2.7	complete the treatment to the satisfaction of the client
		2.8	evaluate the results of the treatment with the client
		2.9	describe how to communicate and behave in a professional manner
		2.10	state the importance of positioning themselves and the client correctly throughout the treatment
		2.11	describe safe and hygienic working practices
		2.12	describe contra-actions which might occur during and following the treatment and how to respond
		2.13	describe the aftercare advice that should be provided
		2.14	state the importance of completing the treatment to the satisfaction of the client
		2.15	state the methods of evaluating the effectiveness of the treatment
		2.16	describe the basic structure and function of the skin
		2.17	describe the basic structure and functions of the bones of the neck and skull
		2.18	describe the functions of the muscles of the scalp and neck
		2.19	describe the massage movements used in head massage treatments

Assessment requirements:

Independent assessment of practical skills and knowledge and understanding is required. This should be delivered in a realistic learning environment. The word client relates to friends, peers and does not need to be carried out on paying clients or within commercial timescales.

To meet the ASL requirements the following range must be covered:

Assessment Requirements – Range

Factors

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

Preparation requirements

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

Massage medium

Spirit based, shampoo, conditioner, oils.

Massage movements

Effleurage, petrissage, tapotement, friction, vibrations.

Effects and benefits

Increasing the blood supply, stimulation and toning of underlying tissues, stimulation and soothing of nerves.

Contra-indications

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

Basic anatomy of the head and neck

The position of the head and neck muscles: (frontalis, temporalis, occipitalis, sternocleidomastoid, trapezius).

The position of the bones of the head and neck: (skull – occipital, parietal, temporal, neck - cervical vertebrae).

The structure and function of the skin (epidermis, dermis, subcutaneous layer, nerve endings) function of the skin (protection, heat regulation, absorption, sensation, secretion) location and function of sweat and sebaceous gland, hair follicle.

Physiological effects

Relaxation of the client, relieves tension.

Safety considerations

Visual checks on the electrical equipment, correct use of equipment, client/self preparation, client/self

positioning, hygiene, equipment, correct application of massage movement.

Working methods

Client preparation, COSHH, service requirements, safe working methods, PPE.

Aftercare advice

The types of scalp products suitable for home use by clients.

Communicate

Speaking, listening, body language, reading, recording, following instructions using a range of related terminology linked to head massage.

Behavioural expectations

Working cooperatively with others, following salon requirements.

Safe and hygienic working practices

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