

# **Entry 3 and Level 1 Qualifications in an Introduction to the hair and beauty sector (3001)**

**Entry 3 Award in an Introduction to the Hair and Beauty  
Sector (3001-90) 4**

**Entry 3 Certificate in an Introduction to the Hair and Beauty  
Sector (3001-01)**

**Level 1 Award in an Introduction to the Hair and Beauty  
Sector (3001-90)**

**Level 1 Certificate in an Introduction to the Hair and Beauty  
Sector (3001-02)**

**Level 1 Diploma in an Introduction to the Hair and Beauty  
Sector (3001-02)**

**Level 1 Certificate in Hairdressing and Beauty  
Therapy (3001-12)**

**Level 1 Diploma in Hair and  
Beauty (3001-11)**

City & Guilds

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### 1 Introduction to the qualifications

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

#### Qualification titles and levels

**GLH TQT City & Guilds qualification number**

**Ofqual accreditation number**

**Last registration date**

**Last certification date** Entry 3 Award in an Introduction to the Hair and Beauty Sector

62 70 3001-90 500/6433/2

Entry 3 Certificate

114 130 3001-01 500/6325/X in an Introduction to the Hair and Beauty Sector Level 1 Award in

72 90 3001-90 500/6345/5 an Introduction to the Hair and Beauty Sector Level 1 Certificate

Please see the Walled in an Introduction

Garden for last registration/ to the Hair and

certification dates Beauty Sector

129 150 3001-02 500/6347/9

Level 1 Diploma in an Introduction to the Hair and Beauty Sector

320 380 3001-02 500/6346/7

Level 1 Certificate in Hairdressing and Beauty Therapy

233 290 3001-12 600/2752/6

Level 1 Diploma in Hair and Beauty

347 420 3001-11 600/2753/8

These qualifications:

- meet the needs of candidates who want to work in the hair and beauty sector
- allow candidates to learn, develop and practice the skills required for employment and/or career progression in the hair and beauty sector
- can be used as part of a **Foundation Learning** programme
- provide valuable accreditation of skills and/or knowledge for candidates, without requiring or proving occupation competence

For more information on the Foundation Learning please go to [www.cityandguilds.com/fl](http://www.cityandguilds.com/fl)  
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**1.1 Related publications** City & Guilds also provides the following documents specifically for this qualification:

**Publication Available from**

Assignment guide Centre resources section of the City & Guilds website

Fast track approval forms City & Guilds website, regional office

There are other City & Guilds documents which contain general information on City & Guilds qualifications:

- *Providing City & Guilds Qualifications – a guide to centre and scheme (qualification) approval:* Contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification.
- *Ensuring Quality* –contains updates on City & Guilds assessment and policy issues.
- *Centre toolkit* –this CD-ROM contains additional information on *Providing City & Guilds Qualifications* which links to the internet for access to the latest documents, reference materials and templates
- *Directory of Qualifications* –Contains details of general regulations, registration and certification procedures and fees. This information also appears on the Walled Garden, the online qualification administration service for City & Guilds approved centres. If there are any differences between the *Directory of Qualifications* and this Guide, the *Directory of Qualifications* contains the more up- to-date information.

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

**City & Guilds websites Website Address Purpose and content** City & Guilds main website

[www.cityandguilds.com](http://www.cityandguilds.com) This is the main website for finding out

about City & Guilds qualifications. It contains qualification documentation and updates.

SmartScreen [www.smartscreen.co.uk](http://www.smartscreen.co.uk) SmartScreen is the City & Guilds online

support website. It gives registered subscribers access to qualification-specific support

materials. Walled Garden [www.walled-garden.co.uk](http://www.walled-garden.co.uk) The Walled Garden is an online

qualification administration portal for approved centres.

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## 1.2 Qualification structures

**Entry 3 Award in an Introduction to the Hair and Beauty Sector** Learners must achieve **4** credits from the mandatory units and **3** credits from the optional units available below.

**Entry 3 Certificate in an Introduction to the Hair and Beauty Sector** Learners must achieve **4** credits from the mandatory units and **9** credits from the optional units available below.

### City & Guilds unit number

Unit title Level Credit

value

**Guided learning hours Mandatory** Unit 001 Introduction to the Hair and Beauty

Sector

Entry 3 2 20

Unit 002 Presenting a Professional Image in a Salon

Entry 3 2 20

**Optional (only one of 004 and 105 can be taken within a qualification)** Unit 003 Shampoo and Conditioning Entry 3 3 30

Unit 004 Hair Plaiting Entry 3 3 30

Unit 005 Create an Image using Colour for the Hair and Beauty Sector

Entry 3 3 30

Unit 006 Skin Care Entry 3 3 30 Unit 007 Hand Care Entry 3 3 30

Unit 103 Styling Women's Hair 1 3 30 Unit 104 Styling Men's Hair 1 3 30 Unit 105 Plaiting and Twisting Hair 1 3 30 Unit 106 Basic Make-up Application 1 3 30 Unit 107 Themed Face Painting 1 3 30 Unit 108 Nail Art Application 1 3 30

Unit 109 Providing Basic Manicure Treatment 1 3 30

Unit 110 Providing Basic Pedicure Treatment 1 3 30

Unit 111 Colour Hair using Temporary Colour 1 3 30

Unit 112 Create a Hair and Beauty Image 1 3 30

Unit 113 Follow Health and Safety in the Salon 1 3 30

Unit 114 Salon Reception Duties 1 3 30

Unit 115 Working with Others in the Hair and Beauty Sector

1 2 19

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**Level 1 Award in an Introduction to the Hair and Beauty Sector** Learners must achieve **6** credits from the mandatory units and a minimum of **3** credits from the optional units available below.

**Level 1 Certificate in an Introduction to the Hair and Beauty Sector** Learners must achieve **6** credits from the mandatory units and a minimum of **9** credits from the optional units available below.

**Level 1 Diploma in an Introduction to the Hair and Beauty Sector** Learners must achieve **6** credits from the mandatory units and a minimum of **32** credits from the optional units available below.

**A minimum of 50% of credits must come from level 1 or above.**

**City & Guilds unit number**

**Unit title Level Credit**

**value**

**Guided learning hours Mandatory**

Unit 101 Introduction to the Hair and Beauty

Sector

1 3 25

Unit 102 Presenting a Professional Image in a

Salon

1 3 25

**Optional (only one of 004 and 105 can be taken within a qualification) (only one of 108 and 218 can be taken within a qualification)** Unit 003 Shampoo and Conditioning Entry 3 3 30

Unit 004 Hair Plaiting\* Entry 3 3 30 Unit 005 Create an Image using Colour for the Hair and Beauty Sector

Entry 3 3 30

Unit 006 Skin Care Entry 3 3 30 Unit 007 Hand Care Entry 3 3 30 Unit 103 Styling Women's Hair 1 3 30

Unit 104 Styling Men's Hair 1 3 30 Unit 105 Plaiting and Twisting Hair\* 1 3 30 Unit 106 Basic Make-up Application 1 3 30 Unit 107 Themed Face Painting 1 3 30

Unit 108 Nail Art Application\*\* 1 3 30 Unit 109 Providing Basic Manicure Treatment 1 3 30

Unit 110 Providing Basic Pedicure Treatment 1 3 30

Unit 111 Colour Hair using Temporary Colour 1 3 30

Unit 112 Create a Hair and Beauty Image 1 3 30

Unit 113 Follow Health and Safety in the Salon 1 3 30

Unit 114 Salon Reception Duties 1 3 30

Unit 115 Working with Others in the Hair and Beauty Sector

1 2 19

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Unit 215 The Art of Dressing Hair 2 5 30 Unit 216 The Art of Photographic Make-up 2 5 30

Unit 217 The Art of Colouring 2 7 60

Unit 218 Provide Nail Art \*\* 2 3 24

**\*Only one of these units can be taken \*\*Only one of these units can be taken**

**City & Guilds Level 1 Certificate in Hairdressing and Beauty Therapy** Learners must achieve 29 credits overall - 11 credits from the four mandatory units and a minimum of 18 credits from the optional units available for each pathway as shown below.

**City & Guilds unit number**

**Unit title Level Credit**

**value**

**Guided learning hours Mandatory**

Unit 101 Introduction to the Hair and Beauty

Sector

1 3 25

Unit 102 Presenting a Professional Image in a Salon

1 3 25

Unit 113 Follow health and safety in the salon 1 3 30

Unit 115 Working with others in the hair and beauty sector

1 2 19

Plus one of five pathways;

1. Hairdressing 2. Beauty Therapy 3. Barbering 4. Make-up 5. Nails

### **Pathway 1 Hairdressing**

**All mandatory units plus 18 credits from the following optional units**

**City & Guilds unit number**

**Unit title Level Credit**

**value**

**Guided learning hours** Unit 003 Shampoo and Conditioning Entry 3 3 30

Unit 004 Hair Plaiting\* Entry 3 3 30

Unit 005 Create an image using colour for the Hair and Beauty Sector

Entry 3 3 30

Unit 103 Styling Women's Hair 1 3 30

Unit 105 Plaiting and Twisting hair\* 1 3 30

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Unit 111 Colour hair using temporary colour\*\* 1 3 30 Unit 112 Create a hair and beauty image 1 3 30 Unit 114 Salon reception duties 1 3 30 Unit 215 The Art of Dressing Hair 2 5 30

Unit 217 The Art of Colouring hair\*\* 2 7 60 **\*Only one of these units can be selected as part of the same qualification \*\*Only one of these units can be selected as part of the same qualification**

### **Pathway 2 Beauty Therapy**

**All mandatory units plus 18 credits from the following optional units**

**City & Guilds unit number**

**Unit title Level Credit**

**value**

**Guided learning hours** Unit 005 Create an image using colour for the Hair

and Beauty Sector

Entry 3 3 30

Unit 006 Skin Care Entry 3 3 30

Unit 007 Hand Care\* Entry 3 3 30

Unit 106 Basic Make-up Application 1 3 30

Unit 107 Themed Face Painting 1 3 30

Unit 108 Nail Art Application 1 3 30

Unit 109 Providing Basic Manicure Treatments \* 1 3 30

Unit 110 Providing Basic Pedicure Treatments 1 3 30

Unit 112 Create a hair and beauty image 1 3 30

Unit 114 Salon reception duties 1 3 30

Unit 216 The Art of Photographic Make-up 2 5 30 **\*Only one of these units can be selected as part of the same qualification**

### **Pathway 3 Barbering**

**All mandatory units plus 18 credits from the following optional units**

**City & Guilds unit number**

**Unit title Level Credit**

**value**

**Guided learning hours**

**Unit 003 Shampoo and Conditioning Entry 3 3 30**

Unit 005 Create an image using colour for the  
Hair and Beauty Sector

Entry 3 3 30

Unit 006 Skin Care Entry 3 3 30

Unit 007 Hand Care Entry 3 3 30

Unit 104 Styling Men's Hair 1 3 30

Unit 107 Themed Face Painting 1 3 30

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Unit 111 Colour hair using temporary colour\* 1 3 30

Unit 112 Create a hair and beauty image 1 3 30

Unit 114 Salon reception duties 1 3 30

Unit 217 The Art of Colouring hair\* 2 7 60 **\*Only one of these units can be selected as part of the same qualification**

### **Pathway 4 Make – up**

**All mandatory units plus 18 credits from the following optional units**

**City & Guilds unit number**

**Unit title Level Credit**

**value**

**Guided learning hours**

**Unit 005 Create an image using colour for the**

**Hair and Beauty Sector**

**Entry 3 3 30**

Unit 006 Skin Care Entry 3 3 30

Unit 103 Styling Women's Hair 1 3 30

Unit 105 Plaiting and Twisting hair 1 3 30

Unit 106 Basic Make-up Application 1 3 30

Unit 107 Themed Face Painting 1 3 30

Unit 112 Create a hair and beauty image 1 3 30

Unit 114 Salon reception duties 1 3 30

Unit 216 The Art of Photographic Make-up 2 5 30

**Pathway 5 Nails All mandatory units plus 18 credits from the following optional units**

**City & Guilds unit number**

**Unit title Level Credit value**

**Guided learning hours**

**Unit 005 Create an image using colour for the Hair and Beauty Sector**

**Entry 3 3 30**

Unit 007 Hand Care\*\* Entry 3 3 30

Unit 108 Nail Art Application\*\* 1 3 30

Unit 109 Providing Basic Manicure Treatments

\*\*

1 3 30

Unit 110 Providing Basic Pedicure Treatments 1 3 30

Unit 112 Create a hair and beauty image 1 3 30

Unit 114 Salon reception duties 1 3 30

Unit 218 Provide Nail Art\*\* 2 3 24

**\*Only one of these units can be selected as part of the same qualification \*\*Only one of these units can be selected as part of the same qualification**

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**City & Guilds Level 1 Diploma in Hair and Beauty** Learners must achieve 42 credits overall - 11 credits from the four mandatory units and a minimum of 31 credits from the optional units available for each pathway as shown below.

**City & Guilds unit number**

**Unit title Level Credit value**

**Guided learning hours Mandatory**

Unit 101 Introduction to the Hair and Beauty Sector

1 3 30

Unit 102 Presenting a Professional Image in a Salon

1 3 30

Unit 113 Follow health and safety in the salon 1 3 30

Unit 115 Working with others 1 2 19

**Plus one of four pathways 1. Hairdressing 2. Beauty Therapy 3. Hairdressing and Beauty Therapy 4. Barbering**

**Pathway 1 Hairdressing All mandatory units plus 31 credits from the following optional units City & Guilds unit number**

**Unit title Level Credit value**

**Guided learning hours** Unit 003 Shampoo and Conditioning Entry 3 3 30

Unit 004 Hair Plaiting\* Entry 3 3 30

Unit 005 Create an Image using Colour in the



Hair and Beauty Sector

Entry 3 3 30

Unit 007 Hand Care Entry 3 3 30

Unit 103 Styling Women's Hair 1 3 30

Unit 104 Styling Men's Hair 1 3 30

Unit 105 Plaiting and Twisting hair\* 1 3 30

Unit 111 Colour hair using temporary colour \*\* 1 3 30

Unit 112 Create a hair and beauty image 1 3 30 Unit 114 Salon reception duties 1 3 30 Unit 215

The Art of Dressing Hair 2 5 30

Unit 217 The Art of Colouring hair\*\* 2 7 60 **\*Only one of these units can be selected as part of the same qualification \*\*Only one of these units can be selected as part of the same qualification**

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**Pathway 2 Beauty Therapy All mandatory units plus 32 credits from the following optional units City & Guilds unit number**

**Unit title Level Credit**

**Guided value**

**learning hours**

**Unit 005 Create an Image using Colour in the Hair and Beauty Sector**

**Entry 3 3 30**

Unit 006 Skin Care Entry 3 3 30

Unit 007 Hand Care\*\* Entry 3 3 30

Unit 106 Basic Make-up Application 1 3 30

Unit 107 Themed Face Painting 1 3 30

Unit 108 Nail Art Application\* 1 3 30

Unit 109 Providing Basic Manicure

Treatments\*\*

1 3 30

Unit 110 Providing Basic Pedicure Treatments 1 3 30

Unit 112 Create a hair and beauty image 1 3 30

Unit 114 Salon reception duties 1 3 30

Unit 216 The Art of Photographic Make-up 2 5 30 Unit 218 Provide Nail Art \* 2 3 24

**\*Only one of these units can be selected as part of the same qualification \*\*Only one of these units can be selected as part of the same qualification**

**Pathway 3 Hairdressing and Beauty Therapy All mandatory units plus 31 credits from the following optional units City & Guilds unit number**

**Unit title Level Credit**

**Guided value**

**learning hours** Unit 003 Shampoo and Conditioning Entry 3 3 30

Unit 004 Hair Plaiting\* Entry 3 3 30

Unit 005 Create an Image using Colour in the Hair and Beauty Sector

Entry 3 3 30

Unit 006 Skin Care Entry 3 3 30

Unit 007 Hand Care\*\*\*\* Entry 3 3 30

Unit 103 Styling Women's Hair 1 3 30

Unit 104 Styling Men's Hair 1 3 30

Unit 105 Plaiting and Twisting hair\* 1 3 30

Unit 106 Basic Make-up Application 1 3 30

Unit 107 Themed Face Painting 1 3 30 Unit 108 Nail Art Application\*\*\* 1 3 30

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Unit 109 Providing Basic Manicure

Treatments\*\*\*\*

1 3 30

Unit 110 Providing Basic Pedicure Treatments 1 3 30 Unit 111 Colour hair using temporary colour\*\* 1 3 30 Unit 112 Create a hair and beauty image 1 3 30 Unit 114 Salon reception duties 1 3 30 Unit 215 The Art of Dressing Hair 2 5 30 Unit 216 The Art of Photographic Make-up 2 5 30

Unit 217 The Art of Colouring hair\*\* 2 7 60

Unit 218 Provide Nail Art \*\*\* 2 3 24

**\*Only one of these units can be selected as part of the same qualification \*\*Only one of these units can be selected as part of the same qualification \*\*\*Only one of these units can be selected as part of the same qualification \*\*\*\*Only one of these units can be selected as part of the same qualification**

**Pathway 4 Barbering All mandatory units plus 31 credits from the following optional units City & Guilds unit number**

**Unit title Level Credit**

**value**

**Guided learning hours**

**Unit 003 Shampoo and Conditioning Entry 3 3 30**

Unit 005 Create an Image using Colour in the Hair and Beauty Sector

Entry 3 3 30

Unit 006 Skin Care Entry 3 3 30

Unit 007 Hand Care Entry 3 3 30

Unit 104 Styling Men's Hair 1 3 30

Unit 107 Themed Face Painting 1 3 30

Unit 111 Colour hair using temporary colour\* 1 3 30 Unit 112 Create a hair and beauty image 1 3 30 Unit 114 Salon reception duties 1 3 30 Unit 217 The Art of Colouring hair\* 2 7 60 **\*Only one of these units can be selected as part of the same qualification**

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## **Total Qualification Time**

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

## 1.2 Opportunities for progression

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

- Level 1 Foundation Diploma in Creative Hair and Beauty Studies
- 3008 Level 1 NVQ Certificate in Hairdressing and Barbering
- 3009 SVQ 1 at SCQF Level 4 in Hairdressing and Barbering
- 3007 Level 1 NVQ in Beauty therapy
- 3011 SVQ 1 at SCQF Level 4 in Beauty therapy
- 3008 Level 1 NVQ Diploma in Hairdressing and Beauty therapy
- 3002 Level 2 Diploma in Hairdressing
- 3003 Level 2 Diploma in Beauty therapy
- 3008 Level 2 NVQ Diploma in Hairdressing, Barbering or Combined hair types
- 3009 SVQ 2 at SCQF Level 5 in Hairdressing, Barbering or Combined hair types
- 3007 Level 2 NVQ Diploma in Beauty therapy
- 3007 Level 2 NVQ Diploma in Nail services
- 3011 SVQ 2 at SCQF Level 5 in Beauty therapy
- 3011 SVQ 2 at SCQF Level 5 in Nail services

## 1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for these qualifications

### **Description How to access**

Assessor Pack and Answer Guide [www.cityandguilds.com/hairandbeauty](http://www.cityandguilds.com/hairandbeauty)

Candidate Pack [www.cityandguilds.com/hairandbeauty](http://www.cityandguilds.com/hairandbeauty)

Hair & Beauty Product updates (monthly) Sign up via the website

Fast track approval form [www.cityandguilds.com/hairandbeauty](http://www.cityandguilds.com/hairandbeauty)

Smart screen Sign up via the website

The Assessor Pack /Answer guide and Candidate Pack are all password protected, to get the password please check the walled garden

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## **2 Centre requirements**

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

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

Centres must meet a set of quality criteria including:

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

## **2.1 New centres to City & Guilds qualification in this subject area**

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

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

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

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

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

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

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

Centres approved to offer the qualification 6926 Level 1 Qualifications in Salon Services may apply for approval for the new 3001 Entry Level and Level 1 Qualifications in an Introduction to the Hair and Beauty Sector using the **fast track approval form**, available from the City & Guilds website. Centres may apply to offer the new qualifications using the fast track form

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

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

## 2.3 Resource requirements

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

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

The learning and assessment setting should incorporate a real, or simulated but realistic learning environment. The setting should take account of any bye-laws, legislation or legal authority requirements that would affect commercial establishments.

Use of the word client within these qualifications refers to any of the following; candidates themselves, peers, friends and family, head blocks, training hands or nail trainers. For more specific information about each unit please refer to the assessors pack and answer guide

**Centre staff** Centre staff must satisfy the requirements for occupational expertise for these qualifications. Internal Quality Assurers (IQA) and assessors must:

1. have verifiable and relevant current industry experience and competence of the occupational working area at or above the level being assessed and evidence of the quality of occupational experience to ensure the credibility of the assessment judgements.

Appropriate evidence will include:

- curriculum vitae and references

- achievement of a relevant qualification
- continuing professional development (CPD)

2. only assess in their acknowledged area of occupational competence

3. participate in training activities for their continued professional development

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4. be competent in making accurate assessment decisions: it is recommended that assessors

hold, or are working towards, Learning and Development unit A1; or hold units D32 and D33 and assess to A1 standard.

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

**Continuing professional development (CPD)** Centres are expected to support their staff in ensuring that their knowledge of the occupational area and of best practice in delivery, mentoring, assessment and verification remains current, and takes account of any national or legislative developments.

## 2.4 Candidate entry requirements

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

**Age restrictions** There are no age limits attached to candidates undertaking the 3001-01, 3001-02 3001-12 or 3001-90 unless this is a legal requirement of the process or the environment.

City & Guilds cannot accept any registrations for candidates under 16 who wish to undertake 3001-11 Level 1 Diploma in Hair and Beauty as this qualification is not approved for under 16s

## 2.5 Quality Assurance

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

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

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

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

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

**External verifiers:** The role of the external verifier is to:

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

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

Further details of the role of external verifiers are given in *Providing City & Guilds Qualifications*. ir and beauty sector 21



## **3 Course design and delivery**

### **3.1 Initial assessment and induction**

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

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualifications. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

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

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available on the City & Guilds website.

### **3.2 Recommended delivery strategies**

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

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualifications.

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

City & Guilds recommends that centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National

Occupational Standards, functional Skills, Personal Social Development units (PSD) and other related qualifications.

Centres may wish to include topics as part of the course programme which will not be assessed through the qualifications.

## **4 Assessment**

### **4.1 Summary of assessment methods**

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

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

Each assignment will be made up of a series of tasks. For more information about the tasks please refer to the following documents:

**Assessors Pack** [www.cityandguilds.com/hairandbeauty](http://www.cityandguilds.com/hairandbeauty)

**Candidate Pack** [www.cityandguilds.com/hairandbeauty](http://www.cityandguilds.com/hairandbeauty)

### **4.2 Grading and marking**

Entry 3 units will be pass/fail only

Level 1 & level 2 units will be graded pass, merit and distinction

Detailed marking and grading criteria are provided in the Marking and Grading Criteria section of each assignment in the Candidate Pack.

Assignments are externally set and internally marked.

**5 Units** to the  
hair and beauty  
sector

## **Unit 001 Introduction to the hair and beauty sector** Level: Entry 3

**Credit value: 2**

**Unit aims** This unit should enable learners to gain a general introduction to the hair and beauty sector and understand the range of services and treatments on offer.

**Learning outcomes** There are **two** learning outcomes to this unit. The learner will: 1. Know the career opportunities within the hair and beauty sector 2. Know the main hairdressing services and beauty treatments

**Guided learning hours** It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part- time basis.

**Endorsement of the unit by a sector or other appropriate body** This unit is endorsed by Habia.

**Assessment** This unit will be assessed by:

- an assignment covering underpinning knowledge.

## **Unit 001 Introduction to the hair and beauty sector** Learning outcomes and assessment criteria

### **Outcome 1 Know the career opportunities within the hair and beauty sector**

**Underpinning knowledge** The learner can: 1. state **job roles** in the hair and beauty sector 2. state the main **career opportunities** available in the hair and beauty sector

### **Outcome 2 Know the main hairdressing services and beauty**

## **treatments**

**Underpinning knowledge** The learner can: 1. identify the different types of salon 2. list the main hairdressing services offered by salons 3. list the main beauty treatments offered by salons

## **Range**

**Job roles** Salon junior, hair stylist, barber, beauty therapist, make-up artist, nail technician, salon manager, receptionist, salon owner

**Career opportunities** Specialist salons, clinics, health farms, health and fitness clubs, leisure centres, hotels, facilities aboard cruise liners, theatre, film/video/television make-up departments and studios, fashion and photographic settings, hospitals, mobile salons in remote areas, in retail – via consultancy, demonstration and sales facilities in department stores, in workplace or home visits.

## **Unit 002 Presenting a professional image in a salon**

**Level: Entry 3**

**Credit value: 2**

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

**Learning outcomes** There are **two** learning outcomes to this unit. The learner will: 1. Be able to present a professional image in a salon environment 2. Be able to communicate and behave in a salon environment

**Guided learning hours** It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part- time basis.

**Endorsement of the unit by a sector or other appropriate body** This unit is endorsed by Habia.

**Assessment** This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## **Unit 002 Presenting a professional image in a salon**

### Learning outcomes and assessment criteria

#### **Outcome 1 Be able to present a professional image in a salon environment**

**Practical skills** The learner can: 1. present a **professional image** in a salon environment

**Underpinning knowledge** The learner can: 1. state the **personal hygiene** required for working in a salon

#### **Outcome 2 Be able to communicate and behave in a salon environment**

**Practical skills** The learner can: 1. **communicate** and **behave** professionally in a salon environment

**Underpinning knowledge** The learner can: 1. state how to communicate and behave in a salon environment

### **Range**

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

**Personal hygiene** Daily cleansing of the body, face, hands and feet, oral hygiene, use of skin and body care preparations – moisturisers, deodorants, anti-perspirants

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

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

## **Unit 003 Shampoo and conditioning**

**Level: Entry 3**

**Credit value: 3**

**Unit aims** This unit should enable learners to know the effects of shampoo and conditioning and be able to shampoo and condition hair under supervision.

**Learning outcomes** There are **two** learning outcomes to this unit. The learner will: 1. Be able to prepare for shampooing and conditioning 2. Be able to shampoo, condition and towel dry hair

**Guided learning hours** It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part- time basis.

**Relationship between the unit and relevant national occupational standards** This unit is linked to:

- 3008 Level 1 NVQ Certificate in Hairdressing and Barbering / 3008 Level 1 NVQ Diploma in Hairdressing and Beauty Therapy
  - Unit 003 GH1 Shampoo and condition hair

**Endorsement of the unit by a sector or other appropriate body** This unit is endorsed by Habia

**Assessment** This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## **Unit 003 Shampoo and conditioning**

**Learning outcomes and assessment criteria**

**Outcome 1 Be able to prepare for shampooing and**

## **conditioning**

**Practical skills** The learner can: 1. prepare the client for shampooing and conditioning 2. select **products and tools** for shampoo and conditioning

**Underpinning knowledge** The learner can:  
1. state the procedure for **client preparation**

## **Outcome 2 Be able to shampoo, condition and towel dry hair**

**Practical skills** The learner can: 1. shampoo and condition hair 2. towel dry and detangle hair 3. follow **safe and hygienic working practices** 4. **communicate** and **behave** in a professional manner

**Underpinning knowledge** The learner can: 1. state the **main hair types and conditions** 2. state the **basic structure of the hair** 3. state the **effects of shampooing and conditioning on the hair**

## **Range**

**Products and tools** Shampoos, surface conditioners, basin comb

**Client preparation** Correct position, gown and towel.

**Safe and hygienic working practices** PPE, COSHH, methods of sterilization, relevant health and safety legislation

**Communicate** Speaking, listening, body language, what to say, how to say it, range of

hairdressing terminology

## **Unit 003 Shampoo and conditioning**

### Learning outcomes and assessment criteria

#### **Range (continued)**

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

#### **Main hair types and conditions**

Normal, dry, oily, dandruff, damaged

#### **Basic structure of the hair**

Cuticle, cortex, medulla

**Effects of shampooing and conditioning on the hair** Shampooing – To cleanse the hair and scalp Conditioning – Closing and smoothing the cuticle, adding shine, replacing moisture

## **Unit 004 Hair plaiting**

**Level: Entry 3**

**Credit value: 3**

**Unit aims** This unit should enable students to provide basic plaiting techniques under supervision

**Learning outcomes** There are **two** learning outcomes to this unit.

The learner will be able to: 1. Be able to prepare for hair plaiting service 2. Be able to carry out hair plaiting techniques

**Guided learning hours** It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.



**Endorsement of the unit by a sector or other appropriate body** This unit is endorsed by Habia.

**Assessment** This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## **Unit 004 Hair plaiting** Learning outcomes and assessment criteria

### **Outcome 1 Be able to prepare for hair plaiting service**

**Practical skills** The learner can: 1. prepare for hair plaiting service 2. select **products and tools** for basic plaiting

**Underpinning knowledge** The learner can:  
1. state the procedure for **client preparation**

### **Outcome 2 Be able to carry out hair plaiting techniques**

**Practical skills** The learner can: 1. carry out a basic **plaiting technique** 2. follow **safe and hygienic working practices** 3. **communicate** and **behave** in a professional manner

**Underpinning knowledge** The learner can: 1. state when and how to use products, tools and equipment

## **Range**

**Products and tools** Decoration, combs, brushes, section clips, bands, pins, ribbons, electrical equipment, gel, oil, lotions, spray, moisturisers

**Client preparation** Prepare the hair,

gown and protect client

**Plaiting technique** Off scalp –  
single plait, fishtail plait

## **Unit 004 Hair plaiting** Learning outcomes and assessment criteria

### **Range (continued)**

**Safe and hygienic working practices** PPE, COSHH, methods of  
sterilization, relevant health and safety legislation

**Communicate** Speaking, listening, body language, what to say, how to say it, range of hair  
plaiting terminology

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

## **Unit 005 Create an image using colour for the hair and beauty sector**

**Level: Entry 3**

**Credit value: 3**

**Unit aims** This unit should enable learners to know the colour spectrum and use it within the  
hair and beauty industries

**Learning outcomes** There are **two** learning outcomes to this unit.  
The learner will be able to: 1. Know the colour spectrum 2. Be able to  
use the colour spectrum in the hair and beauty industries

**Guided learning hours** It is recommended that **30** hours should be allocated for this unit. This  
may be on a full-time or part- time basis.

**Endorsement of the unit by a sector or other appropriate  
body** This unit is endorsed by Habia.

**Assessment** This unit will be  
assessed by:

- an assignment covering practical skills and underpinning knowledge.

## **Unit 005 Create an image using colour for the hair and beauty sector** Learning outcomes and assessment criteria

### **Outcome 1 Know the colour spectrum**

**Underpinning knowledge** The learner can: 1. state the **primary colours**  
2. state the **secondary colours** 3. outline the colour spectrum and its **use in the hair and beauty industries**

### **Outcome 2 Be able to use the colour spectrum in the hair and beauty industries**

**Practical skills** The learner can:  
1. create an image using colour

## **Range**

### **Primary colours**

Blue, red, yellow

### **Secondary colours**

Violet, orange, green

**Use in the hair and beauty industries** Complementary colours

## **Unit 006 Skin care**

**Level:** Entry 3

**Credit value:** 3

**Unit aims** This unit should enable learners to know how to prepare for and provide basic skin care treatment under supervision

**Learning outcomes** There are **two** learning outcomes to

this unit. The learner will: 1. Be able to prepare for skin care treatment 2. Be able to provide skin care treatment

**Guided learning hours** It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part- time basis.

**Endorsement of the unit by a sector or other appropriate body** This unit is endorsed by Habia.

**Assessment** This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## **Unit 006 Skin care Learning outcomes and assessment criteria**

### **Outcome 1 Be able to prepare for skin care**

**treatment Practical skills** The learner can: 1. **prepare** for skin care treatment 2. select **products and materials** for basic skin care treatment

**Underpinning knowledge** The learner can:  
1. state the procedure for client preparation

### **Outcome 2 Be able to provide skin care**

**treatment Practical skills** The learner can: 1. carry out a basic skin care treatment 2. follow **safe and hygienic working practices** 3. **communicate** and **behave** in a professional manner

### **Underpinning knowledge**

The learner can: 1. state the main **skin types**

## **Range**

**Prepare** Prepare work area, visual inspection, products, materials

**Products and materials** Cleanser, toner, moisturiser, head band, gown, towels, cotton

wool, tissues, spawlers, bowls

**Safe and hygienic working practices** PPE, COSHH, methods of sterilization, relevant health and safety legislation

**Communicate** Speaking, listening, body language, what to say, how to say it, range of skin care terminology

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

**Skin types** Oily, dry, combination, normal

## **Unit 007 Hand care**

**Level: Entry 3**

**Credit value: 3**

**Unit aims** This unit should enable learners to know how to prepare and provide basic hand care treatments under supervision

**Learning outcomes** There are **two** learning outcomes to this unit. The learner will: 1. Be able to prepare for hand care treatment 2. Be able to carry out hand care treatment

**Guided learning hours** It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

**Endorsement of the unit by a sector or other appropriate body** This unit is endorsed by Habia.

**Assessment** This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

**Unit 007 Hand care Learning outcomes and assessment criteria**

**Outcome 1 Be able to prepare for hand care**

## **treatment**

**Practical skills** The learner can: 1. **prepare** for a basic hand care treatment 2. select **products and tools** for a hand care treatment

**Underpinning knowledge** The learner can:  
1. state the procedure for client preparation

## **Outcome 2 Be able to carry out hand care treatment**

**Practical skills** The learner can: 1. carry out a basic hand care treatment 2. follow **safe and hygienic working practices** 3. **communicate** and **behave** in a professional manner

**Underpinning knowledge** The learner can: 1. identify typical **nail shapes** and **basic nail structure**

## **Range**

**Prepare** Prepare work area, visual inspection, products, materials

**Products and tools** Manicure bowl, files, cuticle cream, hand cream, cotton wool, tissues, spatulas, base coat, top coat, coloured varnish.

**Safe and hygienic working practices** PPE, COSHH, methods of sterilization, relevant health and safety legislation

**Communicate** Speaking, listening, body language, what to say, how to say it, range of hand care terminology

## **Unit 007 Hand care Learning outcomes and assessment criteria**

### **Range**

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

**Nail shapes** Oval, square, sqoval, pointed, round

**Basic nail structure** Nail plate, free edge, nail wall, nail bed, cuticle

## **Unit 101 Introduction to the hair and beauty sector**

**Level: Level 1**

**Credit value: 3**

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

**Learning outcomes** There are **two** learning outcomes to this unit. The learner will: 1. Know the career opportunities and the working patterns within the hair and beauty sector  
2. Know the main hairdressing services and beauty treatments

**Guided learning hours** It is recommended that **25** hours should be allocated for this unit. This may be on a full-time or part- time basis.

**Endorsement of the unit by a sector or other appropriate body** This unit is endorsed by Habia.

**Assessment** This unit will be assessed by:

- an assignment covering underpinning knowledge.

## **Unit 101 Introduction to the hair and beauty sector**

**Learning outcomes and assessment criteria**

**Outcome 1 Know the career opportunities and the working patterns within the**

**hair and beauty sector**

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

## **Outcome 2 Know the main hairdressing services and beauty treatments**

**Underpinning knowledge** The learner can: 1. identify different types of salon and the types of client they attract 2. outline the main hairdressing services offered by salons 3. outline the main beauty treatments offered by salons

### **Range**

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

**Working patterns** Shift work, flexible working, standing all day, part time, full time

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

## **Unit 102 Presenting a professional image in a salon**

**Level:** Level 1

**Credit value:** 3

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

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



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

**Guided learning hours** It is recommended that **25** hours should be allocated for this unit. This may be on a full-time or part- time basis.

**Endorsement of the unit by a sector or other appropriate body** This unit is endorsed by Habia.

**Assessment** This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## **Unit 102 Presenting a professional image in a salon**

Learning outcomes and assessment criteria

**Outcome 1 Be able to present a professional image and maintain personal**

**hygiene in a salon**

**Practical Skills** The learner can: 1. present a **professional image** in line with salon policy

**Underpinning knowledge** The learner can: 1. identify how to promote a **professional image** in a salon 2. identify how to maintain **personal hygiene**

**Outcome 2 Be able to communicate in a salon environment**

**Practical Skills** The learner can: 1. **communicate** professionally in a salon environment to meet the needs of different people

**Underpinning knowledge** The learner can: 1. identify the effects of positive and negative attitudes and behaviours

**Range**

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

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

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

## **Unit 103 Styling women's hair**

**Level: Level 1**

**Credit value: 3**

**Unit aims** The aim of this unit is to introduce the learner to the basic techniques of styling hair for women, engaging their interest through experiential learning of selected hairdressing skills focused on achieving a final finished look. This unit will allow the learner to develop their creativity skills further and practise under supervision, achieving a finished look using a selected range to practical hair styling techniques, products and equipment.

**Learning outcomes** There are **two** learning outcomes to this unit.  
The learner will be able to: 1. Be able to prepare for styling for women  
2. Be able to provide styling for women

**Guided learning hours** It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part- time basis.

**Relationship between the unit and relevant national occupational standards** This unit is linked to:

- 3008 Level 1 NVQ Certificate in Hairdressing and Barbering / 3008 Level 1 NVQ Diploma in Hairdressing and Beauty Therapy
  - Unit 006 GH2 Blow dry hair

**Endorsement of the unit by a sector or other appropriate body** This unit is endorsed by Habia.

**Assessment** This unit will be

assessed by:

- an assignment covering practical skills and underpinning knowledge.

## **Unit 103 Styling women's hair Learning**

outcomes and assessment criteria

### **Outcome 1 Be able to prepare for styling for women**

**Practical Skills** The learner can: 1. **prepare** for styling women's hair

**Underpinning knowledge** The learner can: 1. identify **basic techniques** for styling women's hair 2. state the **factors** that influence the choice of hair styling techniques for women 3. state the importance of the preparation procedures for styling women's hair

### **Outcome 2 Be able to provide styling for women**

**Practical Skills** The learner can: 1. select appropriate **products, tools and equipment** 2. style women's hair using **basic techniques** 3. follow **safe and hygienic working practices** 4. **communicate** and **behave** in a professional manner

**Underpinning knowledge** The learner can: 1. state the purpose of basic hair styling and finishing **products, tools and equipment**

## **Range**

**Prepare** Prepare the client, prepare the work area, PPE, correct posture, shampoo and condition hair, tools and equipment

**Basic techniques** Straightening, smoothing, curling, hair up, blow drying, setting, pin curling, finger drying

**Factors** 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

## **Unit 103 Styling women's hair Learning**

outcomes and assessment criteria

### **Range (continued)**

**Products** Mousse, gel, lotion, spray, moisturisers, wax, heat protectors

**Tools and equipment** Combs, brushes, dryers, electrical equipment

**Safe and hygienic working practices** PPE, COSHH, methods of sterilization, relevant health and safety regulation

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

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

## **Unit 104 Styling men's hair**

**Level: Level 1**

**Credit value: 3**

**Unit aims** The aim of this unit is to introduce the learner to the basic technique, products and equipment for hair styling for men, engaging their interest through experiential learning of selected barbering skills focused on achieving a final finished look.

**Learning outcomes** There are **two** learning outcomes to this unit. The learner: 1. Be able to prepare for styling for men 2. Be able to provide styling for men

**Guided learning hours** It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

**Relationship between the unit and relevant national occupational standards** This unit is linked to:

- 3008 Level 1 NVQ Certificate in Hairdressing and Barbering / 3008 Level 1 NVQ Diploma in Hairdressing and Beauty Therapy
  - Unit 006 GH2 Blow dry hair

**Endorsement of the unit by a sector or other appropriate body** This unit is endorsed by Habia.

**Assessment** This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## **Unit 104 Styling men's hair Learning**

outcomes and assessment criteria

### **Outcome 1 Be able to prepare for styling for men**

**Practical Skills** The learner can:

1. **prepare** for styling men's hair

**Underpinning knowledge** The learner can: 1. identify **basic techniques** for styling men's hair 2. state the **factors** that influence the choice of hair styling techniques for men 3. state the importance of the preparation procedures for styling men's hair

### **Outcome 2 Be able to provide styling for men**

**Practical Skills** The learner can: 1. select appropriate **products, tools and equipment** 2. style men's hair using **basic techniques** 3. follow **safe and hygienic working practices** 4. **communicate** and **behave** in a professional manner

**Underpinning knowledge** The learner can: 1. state the purpose of basic hair styling and finishing **products, tools and equipment**

## **Range**

**Prepare** Prepare the client, prepare the work area, PPE, correct posture, shampoo and condition hair, tools and equipment

**Basic techniques** Straightening, smoothing, curling, finger drying, finishing, blow drying

**Factors** 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

## **Unit 104 Styling men's hair Learning outcomes and assessment criteria Range (continued)**

**Products** Mousse, gel, lotion, spray, moisturisers, wax, dressing creams, heat protectors

**Tools and equipment** Combs, brushes, dryers, electrical equipment

**Safe and hygienic working practices** PPE, COSHH, methods of sterilization, relevant health and safety regulation

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

**Behave** Following instructions, following salon/barbers requirements, working co-operatively

## **Unit 105 Plaiting and twisting hair**

**Level: Level 1**

**Credit value: 3**

**Unit aims** The aim of this unit is to introduce the learner to the basic techniques of plaiting and twisting hair. The learner will look at the steps to be followed to achieve a finished look, using

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

**Learning outcomes** There are **two** learning outcomes to this unit. The learner will: 1. Be able to prepare for hair plaiting and twisting 2. Be able to carry out hair plaiting and twisting techniques

**Guided learning hours** It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part- time basis.

**Relationship between the unit and relevant national occupational standards** This unit is linked to:

- 3008 Level 1 NVQ Certificate in Hairdressing and Barbering / 3008 Level 1 NVQ Diploma in Hairdressing and Beauty Therapy
  - Unit 009 GH6 Plait and twist hair using basic techniques

**Endorsement of the unit by a sector or other appropriate body** This unit is endorsed by Habia.

**Assessment** This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## **Unit 105 Plaiting and twisting hair**

Learning outcomes and assessment criteria

**Outcome 1 Be able to prepare for hair plaiting and twisting**

**Practical Skills** The learner can: 1. **prepare** for plaiting and twisting techniques 2. select **products and tools** for basic plaiting and twisting techniques

**Underpinning knowledge** The learner can: 1. identify the range of finished looks that use **plaiting and twisting techniques** 2. state the **factors** that

influence the choice of plaiting and twisting techniques 3. state the importance of the preparation procedures for plaiting and twisting hair 4. state when and how to use **products, tools and equipment**

## **Outcome 2 Be able to carry out hair plaiting and twisting techniques**

**Practical Skills** The learner can: 1. carry out basic **plaiting and twisting techniques** with and without decoration 2. provide home care advice 3. follow **safe and hygienic working practices** 4. **communicate** and **behave** in a professional manner

**Underpinning knowledge** The learner can: 1. state the purpose of home care advice

### **Range**

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

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

### **Plaiting and twisting techniques**

On scalp plaits, off scalp plaits, twists

### **Factors**

Entry 3 and Level 1 Qualifications in an Introduction to the hair and beauty sector 53

Head shape, face shape, body shape, life style, adverse skin, scalp and hair conditions, hair growth patterns, hair growth cycle, hair length, hair type, texture, elasticity, density, degree of curl, cultural and fashion trends, gender, personality, occasion 1 Qualifications in an Introduction to the hair and beauty sector

## **Unit 105 Plaiting and twisting hair**



## Learning outcomes and assessment criteria

### Range (continued)

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

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

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

## Unit 106 Basic make-up application

Level: Level 1

Credit value: 3

**Unit aims** This unit should enable learners to prepare for and carry out basic make up.

**Learning outcomes** There are **two** learning outcomes to this unit. The learner will: 1. Be able to prepare for make up  
2. Be able to carry out make up

**Guided learning hours** It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part- time basis.

**Relationship between the unit and relevant national occupational standards** This unit is linked to:

- 3007 Level 1 NVQ Certificate in Beauty Therapy / 3008 Level 1 NVQ Diploma in Hairdressing and Beauty Therapy

- Unit 063 B3 Assist with day make-up

**Endorsement of the unit by a sector or other appropriate body** This unit is endorsed by Habia.

**Assessment** This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## **Unit 106 Basic make-up application**

Learning outcomes and assessment criteria

### **Outcome 1 Be able to prepare for make up**

**Practical Skills** The learner can: 1. **prepare** for applying basic make up 2. select **products and tools and equipment**

**Underpinning knowledge** The learner can: 1. state the **factors** that could influence the choice of basic make-up products and techniques 2. state the importance of the preparation procedures for applying basic make up 3. state how and when to use products, tools and equipment for basic make up

### **Outcome 2 Be able to carry out make up**

**Practical Skills** The learner can: 1. prepare the face 2. apply basic make up 3. follow **safe and hygienic working practices** 4. remove basic make up 5. **communicate** and **behave** in a professional manner

**Underpinning knowledge** The learner can: 1. state the **basic skin types** 2. state the **basic structure and functions of the skin** 3. state the **bone structure of the face**

## **Range**

**Prepare** Prepare work area, visual inspection of the skin, cleansing, toning and moisturising

**Products, tools and equipment** Concealers, foundations, powders, blushers, lip products: lipstick, lip liners, lip gloss, eye products: eye shadow, eye pencil, mascara, applicators, brushes, cotton wool, tissues, make-up palette, head bands, gowns, towels

**Factors** Face shape – round, oval, square, oblong, skin colour type and texture, hair colour, eye colour, skin conditions, occasion – day make-up, evening make-up, fashion trends, cultural factors

## **Unit 106 Basic make-up application**

Learning outcomes and assessment criteria

### **Range (continued)**

**Safe and hygienic working practices** PPE, COSHH, methods of sterilization, relevant health and safety legislation

**Communicate** Speaking, listening, body language, what to say, how to say it, range of make-up terminology

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

**Basic skin types** Oily, dry, combination, normal

**Basic structure and functions of the skin** Epidermis, dermis, sensation, heat regulation, absorption, protection, excretion, secretion

**Bone structure of the face** Mandible, maxillae, zygomatic, frontal

## **Unit 107 Themed face painting** Level:

Level 1

**Credit value: 3**

**Unit aims** The purpose of this unit is to introduce the learner to the world of themed face painting. The learner will look at the steps to be followed to achieve a selection of themed designs, so developing their skills of dexterity, imagination and creativity. The learner will use a range of face painting products and techniques to achieve different finished looks. This unit

provides opportunity for allowing the learner to analyse and interpret how a 2D image can be transferred to a 3D surface.

**Learning outcomes** There are **two** learning outcomes to this unit. The learner will: 1. Be able to prepare for a themed face painting 2. Be able to carry out a themed face painting

**Guided learning hours** It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part- time basis.

**Endorsement of the unit by a sector or other appropriate body** This unit is endorsed by Habia.

**Assessment** This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## **Unit 107 Themed face painting** Learning outcomes and assessment criteria

### **Outcome 1 Be able to prepare for a themed face painting**

**Practical Skills** The learner can: 1. **prepare** for a themed face painting 2. design a 2D image

**Underpinning knowledge** The learner can: 1. state the **factors** that could influence the choice of themed face painting techniques 2. state the importance of the preparation and removal procedures for themed face painting

### **Outcome 2 Be able to carry out a themed face painting**

**Practical Skills** The learner can: 1. select the products and tools for themed face painting 2. carry out face painting technique 3. use products, tools and equipment 4. adapt 2D images to **3D surfaces** 5. remove face painting products 6. follow **safe and hygienic working**

**practices 7. communicate** and **behave** in a professional manner

**Underpinning knowledge** The learner can: 1. state the **products and tools** used in themed face painting

## **Range**

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

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

## **Unit 107 Themed face painting** Learning outcomes and assessment criteria

### **Range (continued)**

**3D Surfaces** Mannequin, client or mask

**Safe and hygienic working practices** PPE, COSHH, methods of sterilization, relevant health and safety legislation

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

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

**Products and tools** Sponges, brushes, face paints, glitters, gems, transfers, cleansers, toners, moisturisers

## **Unit 108 Nail art application**

**Level: Level 1**

**Credit value: 3**

**Unit aims** The purpose of this unit is to introduce the learner to the world of nail art, engaging their interest through experiential learning of selected basic nail art products and techniques focused on achieving a final, finished look. The learner will look at the steps to be followed to achieve a selection of designs, so developing their skills of dexterity, imagination and creativity. This unit provides opportunity for allowing the learner to analyse and interpret how a 2D image can be transferred to a 3D surface.

**Learning outcomes** There are **two** learning outcomes to this unit. The learner will: 1. Be able to prepare for a nail art technique 2. Be able to carry out nail art techniques

**Guided learning hours** It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part- time basis.

**Relationship between the unit and relevant national occupational standards** This unit is linked to:

- 3007 Level 1 NVQ Certificate in Beauty Therapy / 3008 Level 1 NVQ Diploma in Hairdressing and Beauty Therapy
  - Unit 064 N1 Assist with nail services

**Endorsement of the unit by a sector or other appropriate body** This unit is endorsed by Habia.

**Assessment** This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## **Unit 108 Nail art application Learning outcomes and assessment criteria**

### **Outcome 1 Be able to prepare for a nail art techniques**

**Practical Skills** The learner can: 1. prepare for basic nail art techniques 2. select **products** and tools for basic nail art techniques 3. design a 2D nail art image

**Underpinning knowledge** The learner can: 1. state the **factors** that could influence the choice of basic nail art techniques and products 2. state the importance of the

preparation procedures for nail art 3. state the **products** and basic techniques used in nail art

## **Outcome 2 Be able to carry out nail art techniques**

**Practical Skills** The learner can: 1. carry out a **basic nail art technique** adapting the 2D nail art image to a 3D surface 2. follow **safe and hygienic working practices** 3. **communicate** and **behave** in a professional manner

**Underpinning knowledge** The learner can: 1. state the **products** and tools used in nail art

### **Range**

**Products** Foils, transfers, glitter dots and enamel, non-acetone enamel remover, artificial nail structure

**Factors** Length, strength, shapes, adverse skin and nail conditions, occasion, fashion trends, cultural factors, nail growth rate

**Basic nail art technique** 3D designs, striping, colour blending

## **Unit 108 Nail art application Learning outcomes and assessment criteria**

### **Range (continued)**

**Safe and hygienic working practices** PPE, COSHH, methods of sterilization, relevant health and safety legislation

**Communicate** Speaking, listening, body language, what to say, how to say it, range of related terminology linked to basic nail art techniques and general hand and nail care

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

## **Unit 109 Providing basic manicure treatment**

**Level: Level 1**

**Credit value: 3**

**Unit aims** This unit is about providing basic manicure treatments. The knowledge gained in this unit includes how to prepare and provide basic manicure treatments.

**Learning outcomes** There are **two** learning outcomes to this unit. The learner will: 1. Be able to prepare for basic manicures 2. Be able to provide basic manicure treatments

**Guided learning hours** It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part- time basis.

**Relationship between the unit and relevant national occupational standards** This unit is linked to:

- 3007 Level 1 NVQ Certificate in Beauty Therapy / 3008 Level 1 NVQ Diploma in Hairdressing and Beauty Therapy
  - Unit 064 N1 Assist with nail services

**Endorsement of the unit by a sector or other appropriate body** This unit is endorsed by Habia.

**Assessment** This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## **Unit 109 Providing basic manicure treatment**

### **Learning outcomes and assessment criteria**

#### **Outcome 1 Be able to prepare for basic manicures**

**Practical Skills** The learner can: 1. prepare themselves, the client and work area for a basic manicure treatment 2. carry out a visual study of the hands and nails to identify **factors that will influence the**



## **treatment**

**Underpinning knowledge** The learner can: 1. outline salon's requirements for client preparation, preparing themselves and the work area 2. state the importance of carrying out a visual study of the hands and nails to identify **factors that will influence the treatment**

## **Outcome 2 Be able to provide basic manicure treatments**

**Practical Skills** The learner can: 1. select and use **products**, techniques and **equipment** taking into account identified factors 2. carry out a **basic manicure treatment** 3. follow **safe and hygienic working practices** 4. **communicate** and **behave** in a professional manner

**Underpinning knowledge** The learner can: 1. identify typical **nail shapes** 2. identify the **basic structure of the nail** 3. state possible **contra-actions** and **how to respond**

## **Range**

**Factors that will influence the treatment** Allergies, nail length, skin condition, nail condition, surrounding cuts and abrasions, bruising and swelling, severe nail damage, treatment objectives

## **Products**

Nail varnish remover, cuticle cream, hand and arm lotion, base coat, top coat, nail varnishes

## **Equipment**

Nail file/emery board, orange wood stick, manicure/finger bowl, soak, cotton wool, towels

## **Unit 109 Providing basic manicure treatment**

# Learning outcomes and assessment criteria

## Range (continued)

### **Basic manicure treatment**

File, soften cuticles, provide superficial hand and arm massage, varnish

**Safe and hygienic working practices** PPE, COSHH, methods of sterilization, relevant health and safety legislation, cleaned work area after finished treatment

**Communicate** Speaking, listening, body language, what to say, how to say it, range of related terminology linked to basic manicure techniques and general hand and nail care

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

### **Nail shapes**

Oval, rounded, square-shaped.

### **Basic structure of the nail**

Nail plate, nail wall, cuticle, free edge.

### **Contra-actions**

Erythema, irritation, swelling

### **How to respond**

During treatment: Stop procedure immediately, remove product, report to supervisor

After treatment: Remove product, apply soothing lotion

## **Unit 110 Providing basic pedicure treatment**

**Level: Level 1**

**Credit value: 3**

**Unit aims** The unit is about providing basic pedicure treatments. The knowledge gained in this unit includes how to prepare and provide basic pedicure treatments.

**Learning outcomes** There are **two** learning outcomes to this unit. The learner will: 1. Be able to prepare for basic pedicures 2. Be able to provide basic pedicure treatments

**Guided learning hours** It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part- time basis.

**Relationship between the unit and relevant national occupational standards** This unit is linked to:

- 3007 Level 1 NVQ Certificate in Beauty Therapy / 3008 Level 1 NVQ Diploma in Hairdressing and Beauty Therapy
  - Unit 064 N1 Assist with nail services

**Endorsement of the unit by a sector or other appropriate body** This unit is endorsed by Habia.

**Assessment** This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## **Unit 110 Providing basic pedicure treatment**

Learning outcomes and assessment criteria

**Outcome 1 Be able to prepare for basic pedicures**

**Practical Skills** The learner can: 1. prepare themselves, the client and work area for a basic pedicure treatment 2. carry out a visual study of the feet and nails to identify **factors that will influence the treatment**

**Underpinning knowledge** The learner can: 1. outline salon's requirements for client preparation, preparing themselves and the work area 2. state the importance of carrying out a visual study of the feet and nails to identify **factors that will influence the treatment**

## **Outcome 2 Be able to provide basic pedicure treatments**

**Practical Skills** The learner can: 1. select and use **products**, techniques and **equipment** taking into account identified factors 2. carry out a **basic pedicure treatment** 3. follow **safe and hygienic working practices** 4. **communicate** and **behave** in a professional manner

**Underpinning knowledge** The learner can: 1. identify typical **nail shapes** 2. identify the **basic structure of the nail** 3. state possible **contra-actions** and **how to respond**

## **Range**

**Factors that will influence the treatment** Allergies, nail length, skin condition, nail condition, surrounding cuts and abrasions, bruising and swelling, severe nail damage, treatment objectives

**Products** Nail varnish remover, cuticle cream, foot and leg lotion, base coat, top coat, nail varnishes.

**Equipment** Nail file/emery board, orange wood stick, pedicure bowl, foot soak, cotton wool, tissues, towels

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## **Unit 110 Providing basic pedicure treatment**

Learning outcomes and assessment criteria

**Range (continued)**

**Basic pedicure treatment** File, soften cuticles, provide superficial foot and lower leg massage, varnish

**Safe and hygienic working practices** PPE, COSHH, methods of sterilization, relevant health and safety legislation, clean work area following treatment

**Communicate** Speaking, listening, body language, what to say, how to say it, range of related terminology linked to basic pedicure techniques and general foot and nail care

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

### **Nail shapes**

Oval, rounded, square-shaped

**Basic structure of the nail** Nail plate, nail wall, cuticle, free edge

**Contra-actions** Erythema, irritation, swelling

### **How to respond**

During treatment: Stop procedure immediately, remove product, report to supervisor

After treatment: Remove product, apply soothing lotion

## **Unit 111 Colour hair using temporary colour**

**Level: Level 1**

**Credit value: 3**

**Unit aims** The purpose of this unit is to introduce the learner to the different hair colouring techniques, engaging their interest through experiential learning of selected temporary hair colouring skills focused on achieving a final, finished look, under supervision. They will investigate the advantages, disadvantages and effects of temporary, semi-permanent and permanent hair colouring. This unit applies to both hairdressing and barbering salons.

**Learning outcomes** There are **two** learning outcomes to this unit. The learner will: 1. Be able to prepare for application of temporary colour 2. Be able to apply a temporary colour

**Guided learning hours** It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part- time basis.

**Relationship between the unit and relevant national occupational standards** This unit is linked to:

- 3008 Level 1 NVQ Certificate in Hairdressing and Barbering / 3008 Level 1 NVQ Diploma in Hairdressing and Beauty Therapy
  - Unit 007 GH4 Assist with hair colouring services

**Endorsement of the unit by a sector or other appropriate body** This unit is endorsed by Habia.

**Assessment** This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## **Unit 111 Colour hair using temporary colour**

Learning outcomes and assessment criteria

**Outcome 1 Be able to prepare for application of temporary colour**

**Practical Skills** The learner can: 1. **prepare** for applying temporary colour 2. select **temporary colouring products**

**Underpinning knowledge** The learner can: 1. identify the **purpose and effect** of applying temporary, semi permanent and permanent colouring and lightening products. 2. state the **factors** that influence the choice of temporary colouring products and method of **application** 3. state the importance of the preparation procedures for temporary colouring 4. list types of **temporary colouring products** 5. outline **procedures for temporary colouring**

## **Outcome 2 Be able to apply a temporary colour**

**Practical Skills** The learner can: 1. carry out hair sectioning techniques 2. apply **temporary colouring products** according to manufacturer's instructions 3. follow **safe and hygienic working practices** 4. **communicate** and **behave** in a professional manner

**Underpinning knowledge** The learner can: 1. state the **basic structure of the hair** 2. state the **methods and techniques** used for temporary colouring 3. state how to **remove colouring products** from hair

### **Range**

**Prepare** Prepare the client, prepare the work area, PPE, correct posture, shampoo and condition hair, tools and equipment

#### **Temporary colouring products**

Mousses, gels, wands, sprays (hair and glitter), lotions, setting lotions, water rinses, colour paints

## **Unit 111 Colour hair using temporary colour**

### **Learning outcomes and assessment criteria**

#### **Range (continued)**

#### **Purpose and effect**

Temporary and Semi permanent products: Enhances the natural colour by adding tones (eg. Warm, golden or ashen), darkens natural coloured hair, for fashion effects

Permanent products: Enhances the natural colour by adding tones (e.g. Warm, golden or ashen), darkens and lightens natural coloured hair, for fashion effects

Lightening products: Lightens all hair

## **Factors**

Hair and scalp condition (hair porosity, headlice, dry flaky scalp), natural hair colour, fashion trends, desired finished look

## **Application**

Full head, partial head

## **Procedure for temporary colouring**

Application method, suitable equipment, manufacturer's instructions, preparing client's hair, preparing the colour product, even, neat partings/meshes/sections, applying sufficient product

## **Safe and hygienic working practices**

Methods of sterilisation, PPE, relevant health and safety legislation, Electricity at Work Act, posture

**Communicate** Speaking, listening, body language, what to say, how to say it, range of hair colouring terminology

## **Behave**

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

## **Basic structure of the hair**

Cuticle, cortex, medulla

## **Methods and techniques**

Scrunching, shoe shining, stencilling, combing



## **Unit 111 Colour hair using temporary colour**

Learning outcomes and assessment criteria

**Range (continued)**

### **Remove colouring products**

Semi permanent, quasi-permanent, permanent, lightening products, cap, foils

## **Unit 112 Create a hair and beauty image**

**Level: Level 1**

**Credit value: 3**

**Unit aims** The aim of this unit is to introduce the learner to creative approaches, using hair and/or beauty techniques, to develop, produce and present an image.

The image could be created on a block, model or peer.

**Learning outcomes** There are **two** learning outcomes to this unit. The learner will: 1. Be able to plan an image 2. Be able to create an image

**Guided learning hours** It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part- time basis.

**Relationship between the unit and relevant national occupational standards** This unit contributes towards the knowledge and understanding required for the following qualifications

- 3008 Level 1 NVQ Certificate in Hairdressing and Barbering
- 3007 Level 1 NVQ Certificate in Beauty Therapy
- 3008 Level 1 NVQ Diploma in Hairdressing and Beauty Therapy

**Endorsement of the unit by a sector or other appropriate body** This unit is endorsed by Habia.

**Assessment** This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## **Unit 112 Create a hair and beauty image**

Learning outcomes and assessment criteria

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

**Practical Skills** The learner can: 1. access **sources of information** for creating an image 2. prepare and develop a plan for creating an image

**Underpinning knowledge** The learner can: 1. identify **sources of information** for creating an image 2. state the importance of researching when developing a plan for creating an image 3. describe **how to develop a plan for creating a range**

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

**Practical Skills** The learner can: 1. develop the image 2. produce and present the final image 3. follow safe working practices

**Underpinning knowledge** The learner can: 1. state the importance of developing an image 2. describe ways of effectively **presenting a created image** 3. outline the **safety considerations** that must be taken into account

## **Range**

### **Sources of information**

The Internet, magazines, photographs, sketches, text books, TV/DVD, image libraries, hair/fashion shows

### **Plan for creating an image**

Design plan, storyboard/mood board

**How to develop a plan for creating a range**

Identify image, select from a range of hair accessories/products, body art/make-up/beauty products.

**Unit 112 Create a hair and beauty image**

Learning outcomes and assessment criteria

**Range (continued)**

**Presenting a created image**

Part of show, competition, presentation, photographic shoot.

**Safety considerations**

Preparation, COSHH, safe working methods, PPE, manufacturers' instructions