



Qualifications and
Curriculum Authority

Criteria for the Diploma qualifications in hair and beauty studies at levels 1, 2 and 3

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Contents

Purpose.....	2
Aims	3
Diversity and inclusion	4
Themes	6
Structure	7
Level 1 Summary of topic titles	8
Topic 1.1 Introducing the hair and beauty sector (60 GLH)	10
Topic 1.2 Creating a positive impression (30 GLH).....	11
Topic 1.3 Introducing hair styling (60 GLH).....	12
Topic 1.4 Introducing basic skin care treatments (30 GLH)	14
Topic 1.5 Introducing basic hand and nail care services (30 GLH).....	16
Topic 1.6 Personal appearance, style and wellbeing (30 GLH)	18
Level 2 Summary of topic titles	20
Topic 2.1 Safe and healthy working practices (30 GLH)	21
Topic 2.2 The world of hair and beauty (60 GLH)	23
Topic 2.3 The science of hair and beauty (60 GLH).....	25
Topic 2.4 Communication and client care (60 GLH)	27
Topic 2.5 History of hair and beauty in society (30 GLH).....	29
Topic 2.6 Promoting and selling products and services by professional recommendation (30 GLH).....	30
Topic 2.7 Salon business systems and processes (60 GLH).....	32
Topic 2.8 Exploring skin care and make-up (30 GLH)	34
Topic 2.9 Exploring hair care and styling (30 GLH).....	36
Topic 2.10 Exploring hand care and nail art (30 GLH)	38
Level 3 Summary of topic titles	40
Topic 3.1 Business location and design for hair and beauty (60 GLH)	41
Topic 3.2 Event management for hair and beauty (60 GLH).....	43
Topic 3.3 Product research, design and development within hair and beauty (60 GLH)	45
Topic 3.4 Exploring business management for hair and beauty (60 GLH).....	47
Topic 3.5 Exploring media and image within hair and beauty (90 GLH)	49
Topic 3.6 Exploring the world of spas (60 GLH).....	51
Topic 3.7 Business enterprise, planning and finance within hair and beauty (90 GLH)	53
Topic 3.8 Cosmetic science (60 GLH).....	55
Personal, learning and thinking skills.....	57
Functional skills.....	58
Additional and specialist learning.....	59
Level 3 external assessment	60

Purpose

The purpose of this document is to record a full set of criteria for principal learning for the Diploma in hair and beauty studies at levels 1, 2 and 3. It also sets out the aims for the overall Diploma in hair and beauty studies.

This document should be read in conjunction with the Qualifications and Curriculum Authority (QCA) document *Criteria for accreditation of Diploma qualifications at levels 1, 2 and 3* (QCA/07/3112) at www.qca.org.uk/diploma/regulation/, which defines the overarching criteria for all Diplomas at level 1, 2 and 3, and the *Line of Learning statement in hair and beauty studies* produced by the Diploma development partnership (DDP) representing the industries covered.

All references to guided learning hours (GLH) within this document are for the purposes of ensuring that at each level, there is sufficient content specified to enable the design of qualifications. GLH are not intended to indicate final unit sizes or design.

The purpose of the Line of Learning criteria is twofold:

- to provide the regulatory tools (alongside the overarching criteria) that QCA will use to accredit qualifications that are developed for the Diploma and to admit qualifications and/or units of accredited qualifications into the Diploma catalogue
- to specify the requirements against which awarding bodies will develop their units and/or qualifications for the Diploma and submit qualifications and/or units of accredited qualifications for the Diploma catalogue.

Aims

The general aims of the Diplomas are identified in Section 2 of the document *Criteria for accreditation of Diploma qualifications at levels 1, 2 and 3*.

The purpose of the Diploma in hair and beauty studies at levels 1, 2 and 3 is to introduce learners to the world of hair and beauty. It is for all learners and has particular relevance to learners who are 14–19 and who seek to acquire knowledge and develop skills in the broad context of the hair and beauty industries.

Principal learning provides the essential knowledge, skills and understanding for all learners within the sector(s) covered. Specialist learning enables learners to acquire a deeper understanding and/or application of the topics covered in principal learning or to explore a related topic with a more local focus.

Each Diploma in hair and beauty studies will:

- enable individuals to acquire relevant personal, learning and thinking skills (PLTS) in a hair and beauty context
- give opportunities to practise and acquire essential functional skills in English, mathematics and information and communication technology (ICT), which are relevant to the level and delivered in the context of hair and beauty
- offer progression to other Diplomas, to transfer laterally and progress to further education, apprenticeships and training
- aid effective transition to further education, work-based learning or higher education and to working life by providing a wide range of transferable skills and knowledge
- provide a motivating learning experience, through a blend of general education and applied learning within a coherent and stimulating programme.

Diversity and inclusion

Diplomas will enable all learners to be assessed by means of internal and external assessment, differentiating only on the basis of candidates' abilities to meet the assessment requirement.

Diplomas will use plain language that is free from bias and there will be no covert or overt discrimination in wording or content. There must be fair and equal access to the Diploma for a diverse range of learners, so that all can benefit from the high quality applied learning in employability skills, knowledge and understanding that it provides.

Component awarding bodies must design assessment requirements so that there are no barriers to achievement for disabled people, unless the barrier is explicitly justified as a competency standard in line with the *Criteria for the Diploma qualifications in hair and beauty studies at levels 1,2 and 3*. There must also be no barriers to achievement in the assessment requirements in terms of gender, race, age, sexual orientation and religion/belief.

The development of principal learning qualifications and all associated tasks of assessment, awarding and appeal, must take into consideration the needs of all potential learners to ensure there are no barriers in terms of disability, gender, race, age, sexual orientation and religion/belief. In particular, they should minimise any later need to make reasonable adjustments for disabled learners. This includes the design of information and communication hardware and software, and the formatting of communication in hard copy or online. Reasonable adjustments for disabled people must be offered where these are still needed. Reasonable adjustments should reflect the candidate's usual methods of working and not invalidate the competency standard of the assessment requirements.

Component awarding bodies may allow assessment in British Sign Language. Where more than one language is used, the awarding body must put adequate mechanisms in place to guarantee the consistency of assessment across the different languages.

To support the requirements above, component awarding bodies must have procedures in place to ensure relevant staff and associates are trained in ensuring equality in the design, development and subject matter of qualifications, assessment and awarding procedures, language used in assessment, and systems used to ensure consistency of standards across options, centres and time. They must also ensure that the centres they register do the same and undertake to use buildings that provide access for all candidates in accordance with equalities legislation.

The Diploma qualification must include the identification of opportunities, if appropriate to the subject or sector, for developing understanding of spiritual, moral, ethnical, social, legislative, economic and cultural issues.

Notes

The six areas of diversity in law are disability, gender, race, age, sexual orientation and religion/belief. In addition, QCA's regulation promotes equality and aims to eliminate discrimination in terms of disability, gender and race, in accordance with public sector equality duties.¹

¹ The equality and diversity guidance in the hair and beauty studies Line of Learning statement can be referred to for further clarification regarding sector-specific and delivery issues on diversity and inclusion considerations.

Themes

The classification of topics under themes has not been specified by the hair and beauty studies DDP.

Structure

Structure of Diplomas in hair and beauty studies			
Level	1	2	3
Total GLH	600	800	1,080
Principal learning (GLH)	240	420	540
Generic learning (GLH)	240	200	180
Additional/specialist learning (GLH)	120	180	360

Level 1 Summary of topic titles

Topic no.	Title	GLH
1.1	Introducing the hair and beauty sector	60
1.2	Creating a positive impression	30
1.3	Introducing hair styling	60
1.4	Introducing basic skin care treatments	30
1.5	Introducing basic hand and nail care services	30
1.6	Personal appearance, style and wellbeing	30

In the level 1 Diploma, 180 GLH of principal learning needs to be achieved within the hair and beauty studies Line of Learning. The remaining 60 GLH of principal learning can be selected either from the same line or other Lines of Learning, enabling learners to broaden their study.

Learners following hair and beauty studies as their main Line of Learning, but wishing to take 60 GLH of principal learning elsewhere, must complete the following topics:

- Topic 1.1 Introducing the hair and beauty sector
- Topic 1.2 Creating a positive impression
- Topic 1.6 Personal appearance, style and wellbeing.

Learners opting to take 60 GLH of their principal learning elsewhere may drop the following topics:

- Topic 1.3 Introducing hair styling

OR

- Topic 1.4 Introducing basic skin care treatments **AND**
- Topic 1.5 Introducing basic hand and nail care services

Learners from another Line of Learning who wish to take their 25 per cent option in the hair and beauty sector must complete Topic 1.1 Introducing the hair and beauty sector.

Topic 1.1 Introducing the hair and beauty sector (60 GLH)

The purpose of this topic is to:

- introduce learners to the size and structure of the hair and beauty industries and their interrelation with other sectors
- highlight how the sector has developed and its economic importance in the UK
- provide an overview of the range of services and treatments offered in hair and beauty and key health and safety requirements
- highlight the range of career opportunities and pathways available in the sector
- give learners the opportunity to compare themselves against employer expectations in this and/or other sectors.

Learners must know and understand:

1. key factors relating to the development of current size, scope and geographical distribution of the hair and beauty sector; its contribution to the UK economy; its links with and interrelation to other related sectors
2. the industries within the hair and beauty sector and the key range of services they typically offer
3. the role and influence of the hair and beauty trade and professional organisations
4. the career opportunities, expectations and pathways in the hair and beauty industries; sources of information on careers; factors that might inhibit or restrict career opportunities; the interlinks to other career opportunities
5. typical employer expectations in terms of personal skills, attributes and attitudes
6. key health and safety requirements and personal responsibilities relating to health and safety
7. how to conduct a simple self-assessment against hair and beauty sector expectations
8. the meaning and use of a range of key hair and beauty terminology.

Learners must be able to:

1. use a limited range of basic hair and beauty terminology
2. find and present information on hair and beauty industry sectors, services and career opportunities
3. carry out a simple self-assessment and comparison against hair and beauty sector expectations.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers
- reflective learners.

Topic 1.2 Creating a positive impression (30 GLH)

The purpose of this topic is to:

- introduce learners to the underlying, fundamental aspects of all service industries and the importance of creating a positive first and lasting impression and how this can be achieved
- provide an opportunity for learners to examine their own views and beliefs held regarding personal stereotypes, perspectives about image and beauty and how these could influence their interactions with others.

Learners must know and understand:

1. the key personal presentation, customer service and communication skills necessary to create an initial and ongoing positive impression
2. why image, personal presentation and appearance are important to any customer service business and within the hair and beauty industries in particular
3. the opportunities for creating a positive impression in a hair and beauty business and how to do so
4. the main image differences between hair and beauty environments and the reasons for these
5. the key difference between customer satisfaction and customer care, and the significance of customer satisfaction to business success
6. the main ways in which cultural, racial and socio-economic backgrounds may impact on client expectations
7. how an individual worker's prejudices, communication and personal presentation can potentially affect their interaction with people from different cultural, racial and socio-economic backgrounds
8. methods of gaining customer satisfaction feedback and how to design a simple customer satisfaction survey.

Learners must be able to:

1. carry out and present a simple survey of client satisfaction, under supervision
2. present and conduct themselves in a positive way consistent with business expectations
3. use a range of communication skills in different situations and for different audiences to create a positive impression
4. demonstrate simple ways to avoid behaviour that discriminates against others
5. demonstrate the ability to cooperate with members of a team in order to present a positive impression.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers
- team workers.

Topic 1.3 Introducing hair styling (60 GLH)

The purpose of this topic is to:

- provide learners with an opportunity to practise selected hairdressing skills and introduce the responsibilities of service delivery and how to communicate with clients
- provide learners with an opportunity to explore historical influences, creativity, cultural hair diversity and hair styling as an expression of individuality.

Learners must know and understand:

1. key historical hair-styling trends and landmarks and how the past has influenced more recent trends in hair styling, including the relationship and links between hair and fashion
2. key technological developments in the hair sector and how these have influenced hair styles and styling processes
3. hair types, their main characteristics and why hair type is not a racial issue
4. how the range and diversity of hair styling is influenced by hair type, personality, occasion, gender and cultural factors
5. the main factors that influence the choice of hair style and styling techniques and why
6. the types, purpose and use of a limited range of basic hair-styling products, tools and equipment
7. safe working practices for hair styling and why these must be followed
8. basic hair-styling techniques for men and women and how to use them
9. terminology linked to basic hair-styling services
10. how and what to communicate to clients when delivering a hair-styling service.

Learners must be able to:

1. use safe working practices, under supervision
2. follow instructions
3. select and use suitable products, tools and equipment, under supervision
4. use, under supervision, a limited range of styling and finishing techniques for men and women including client preparation
5. comment on the effectiveness of their hair styling and identify areas and opportunities for improvement
6. demonstrate basic communication skills suitable for professional practice, including use of a limited range of hair-styling-linked terminology.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers
- self-managers
- reflective learners
- team workers.

Topic 1.4 Introducing basic skin care treatments (30 GLH)

The purpose of this topic is to:

- provide learners with an opportunity to practise selected basic skin care services
- give learners an opportunity to consider and challenge perceptions of facial beauty, including review of their own perception of facial beauty
- introduce learners to technological developments in facial treatments and how these have impacted on the beauty industry
- develop learner understanding of basic skin care routines for men and women and the implications of being responsible for treatment delivery
- develop skills that will assist learners to manage their appearance and the health of their skin and make more informed judgements about products and treatment choice based on an introduction to the science of skin care.

Learners must know and understand:

1. the different and diverse nature of the perceptions of facial beauty and the factors that influence perceptions about facial beauty
2. key technological developments in facial treatment and how these have influenced the beauty industry
3. the basic structure of the skin, common skin conditions and the main factors affecting skin condition
4. legal health and safety requirements, safe working practices and preparation procedures specific to basic skin care routines and why these are necessary
5. types of basic skin care routines and the main types of facial treatments available, their purpose, benefits, advantages and disadvantages and main factors affecting their delivery
6. the main types of materials, tools, equipment and products used for basic skin care routines, their benefits, purpose and how and when to use and maintain them
7. the key differences between professional and retail skin care products
8. how to carry out basic skin care and cleansing treatments; how these should be adapted for male and female clients and why
9. how and what to communicate to clients when delivering a skin care service, including terminology linked to basic skin care treatments.

Learners must be able to:

1. follow instructions
2. select and safely use products, tools and equipment suitable for basic skin care treatments and for the client, under supervision
3. carry out basic skin care treatments using safe working practices, under supervision
4. demonstrate basic communication and behavioural skills suitable for professional practice

5. use a limited range of skin care linked terminology.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers
- creative thinkers
- team workers
- reflective learners.

Topic 1.5 Introducing basic hand and nail care services (30 GLH)

The purpose of this topic is to:

- provide learners with an opportunity to practise selected nail service skills
- introduce learners to key technological developments in nail services and how these have influenced the modern day nail industry
- introduce learners to key health and safety and environmental issues linked to nail services
- develop learner understanding of basic nail care skills, routines, products, tools and equipment and the implications of being responsible for service delivery
- develop skills that will assist learners to manage the appearance and health of their hands and nails
- emphasise the importance of hand and nail care in work roles involving physical contact with others.

Learners must know and understand:

1. key technological developments in nail services and how these have influenced the nail industry
2. key health and safety and environmental issues specific to the delivery to nail services
3. the basic structure of nails and their function
4. why the appearance and health of hands and nails is important and to the hair and beauty sector in particular
5. the key factors affecting the health and condition of nails
6. the main ways in which nail appearance can be improved and enhanced
7. safe working practices and preparation procedures specific to the delivery of basic hand and nail care routines; why these must be followed and how to carry them out
8. basic nail care routines, their purpose and benefits and how to carry them out including adaptation for male and female clients
9. the types of products, tools, equipment and materials needed for basic hand and nail care services; their purpose and benefits and how and when to use them
10. maintenance of basic hand and nail care tools and equipment
11. how and what to communicate to clients when delivering a hand and nail care service.

Learners must be able to:

1. plan and prepare for basic nail care routines
2. follow instructions
3. select and use suitable products, tools and equipment, under supervision
4. use safe working practices and demonstrate procedures for hand and nail care, under supervision

5. comment on the effectiveness of what has been done and identify opportunities for improvement or alternative approaches
6. demonstrate basic communication and behavioural skills suitable for professional practice, including use of a limited range of hand and nail care linked terminology.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers
- reflective learners
- creative thinkers.

Topic 1.6 Personal appearance, style and wellbeing (30 GLH)

The purpose of this topic is to:

- encourage learners to investigate the importance of appearance and style and the impact of a range of lifestyle choices on looks, health, wellbeing and the ability to perform effectively at work
- encourage learners to reflect on how lifestyle choices impact on life and the opportunities for improvement
- introduce learners to the standards of personal presentation required to support the image necessary for employment in the hair and beauty sector
- encourage learners to explore their own personal style preferences and reflect on any changes needed to meet hair and beauty sector employment requirements.

This topic could link to:

- Topic 1.2 Creating a positive impression.

Learners must know and understand:

1. the expected personal image and standards required within a range of different sectors and why these are important to career success; how and where to access information on these expectations
2. the standards of personal presentation required at work in the hair and beauty sector and why they are essential
3. how opinions are formed based on personal appearance and presentation and its relevance to success in life
4. ways of offering and gaining feedback from others on personal image
5. how to develop personal style and image and the factors that need to be considered
6. ways in which personal appearance, presentation and image can be adapted to suit different expectations and situations in life and the needs of the hair and beauty sector in particular
7. how to keep looking and feeling good throughout the working day
8. lifestyle choices, the types of areas they cover and how poor lifestyle choices can impact on appearance, health and wellbeing and the ability to perform at work
9. how an individual's current lifestyle choices and personal presentation standards differ from the recommended ideals and expectations
10. how to make lifestyle changes and sources of help to do so.

Learners must be able to:

1. identify opportunities for making changes to lifestyle and personal appearance
2. present results accurately and draw conclusions
3. identify questions to ask and use suitable communication skills, with guidance, in order to gain feedback on appearance and image.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers
- reflective learners
- team workers
- creative thinkers.

Level 2 Summary of topic titles

Topic no.	Title	GLH
2.1	Safe and healthy working practices	30
2.2	The world of hair and beauty	60
2.3	The science of hair and beauty	60
2.4	Communication and client care	60
2.5	History of hair and beauty in society	30
2.6	Promoting and selling products and services by professional recommendation	30
2.7	Salon business systems and processes	60
2.8	Exploring skin care and make-up	30
2.9	Exploring hair care and styling	30
2.10	Exploring hand care and nail art	30

Topic 2.1 Safe and healthy working practices (30 GLH)

The purpose of this topic is to:

- create awareness of the key legal health and safety requirements applicable to all employees and those that apply to the hair and beauty industries in particular
- create awareness of industry personal hygiene, dress code and wellbeing expectations
- introduce learners to the key safe and hygienic working practices necessary to deliver hair and beauty services
- introduce learners to factors that impact on their ability to work effectively.

This topic could link to:

- Topic 2.8 Exploring skin care and make-up
- Topic 2.9 Exploring hair care and styling
- Topic 2.10 Exploring hand care and nail art.

Learners must know and understand:

1. the key legal health and safety requirements, policies and procedures applicable to all employees, including how to behave in emergency situations
2. key legal health and safety requirements specific to the hair and beauty industries' general hair and beauty safe working practices, policies and procedures; the impact of non-compliance and failure to follow manufacturers' instructions
3. the difference between a risk and a hazard and how to complete a simple risk assessment
4. the expected standards of personal presentation and hygiene required in hair and beauty working environments; why these are important and how they impact on safe and healthy working
5. the impact of lifestyle choices and work/life balance issues on personal wellbeing and the ability to perform effectively and safely at work
6. how to avoid, recognise and report occupational health hazards and the importance of early recognition and reporting
7. how to recognise and interpret key health and safety symbols, including those specific to hair and beauty environments
8. basic health and safety terminology, including that specific to hair and beauty.

Learners must be able to:

1. apply their own responsibilities for health and safety, personal presentation, hygiene, wellbeing and use of safe working practices
2. carry out a simple risk assessment in a hair and beauty setting
3. use basic health and safety terminology, including that specific to hair and beauty

4. interpret and follow common health-and-safety-related symbols, including those relating to hair and beauty businesses
5. contribute to identifying, reporting and presenting information on health and safety risks and hazards.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers
- team workers
- effective participators
- reflective learners.

Topic 2.2 The world of hair and beauty (60 GLH)

The purpose of this topic is to:

- give learners the opportunity to examine the global environment in which hair and beauty businesses operate, including exploration of social, economic, ethical and environmental issues
- introduce learners to hair and beauty product design, development and supply chain processes
- allow learners to explore how the hair and beauty industries promote themselves, their products and how this influences purchasing decisions
- extend learners' knowledge of industry-related job roles, career pathways, employability skills and how these may link to careers in other sectors.

This topic could link to:

- Topic 2.5 History of hair and beauty in society
- Topic 2.8 Exploring skin care and make-up
- Topic 2.9 Exploring hair care and styling
- Topic 2.10 Exploring hand care and nail art.

Learners must know and understand:

1. the global nature of the hair and beauty sector, its size and structure, its sub-sectors, types of businesses, including product and equipment manufacturing and the links and interdependences between them and other industries
2. the key economic factors that influence the global market place and, in turn, affect the demand for hair and beauty products and services
3. the key business supply chain processes and functions relating to product development, supply and distribution, service delivery and customers
4. the key social, environmental, ethical and sustainability issues that affect hair and beauty businesses and how these are addressed
5. key iconic product, equipment and manufacturing developments and how they have contributed to, and/or have been influenced by social and economic developments in current or recent times
6. the key ways in which the hair and beauty industries promote and sell their products and services to different audiences; the factors that impact on and create demand
7. ways in which hair and beauty businesses communicate with their customers and suppliers
8. the job roles, training, qualification and career pathways that exist in the hair and beauty sector, career links to other related sectors and where to access this type of information
9. the employability skills needed for general employment; those specific to the hair and beauty industries and why these are important to employers.

Learners must be able to:

1. interpret a range of information relating to the UK and global hair and beauty sector and draw conclusions about the key factors impacting on or influencing the sector and its services
2. examine and interpret information about job roles, training, qualification, career pathways and employability skills required in the hair and beauty sector
3. relate skills and knowledge acquired in the hair and beauty sector to career opportunities in other sectors.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers
- self-managers.

Topic 2.3 The science of hair and beauty (60 GLH)

The purpose of this topic is to:

- introduce learners to the key anatomy, physiology and scientific principles used within basic hair, beauty and nail technical services
- introduce learners to common testing processes used in the hair and beauty sector
- introduce learners to factors that can affect the condition of the skin, hair and nails
- introduce learners to how light and heat can affect the delivery of services and the final appearance of applied colour.

This topic could link to:

- Topic 2.1 Safe and healthy working practices
- Topic 2.8 Exploring skin care and make-up
- Topic 2.9 Exploring hair care and styling
- Topic 2.10 Exploring hand care and nail art.

Learners must know and understand:

1. basic anatomy and physiology linked to the delivery of basic hair, skin and nail services and the key factors that affect the health and condition of skin, hair and nails
2. common hair, skin and nail imperfections and conditions and how these can affect or limit hair and beauty services
3. the common types of analysis and testing processes used on hair, skin and nails and their purpose; how to conduct them and why; how to record and interpret results
4. the pH scale; how pH affects the use of products and its effects on the hair, skin and nails
5. the main scientific principles underpinning how basic hair, beauty and nail care products and their ingredients work
6. how water type and temperature, heat and light can affect hair, beauty and nail service delivery and the use of products and equipment
7. the uses and function of electricity as part of hair and beauty services
8. the principles of colour and their relevance to hair, beauty and nail services; how different types of light can affect the appearance of colour.

Learners must be able to:

1. safely prepare for and conduct basic hair, skin and sensitivity tests; store and dispose of resources following guidelines after testing
2. analyse results and draw conclusions about hair and skin condition, sensitivity and product compatibility following testing; record results accurately

3. safely prepare for and conduct hair-and-beauty-related pH tests; analyse results and draw conclusions; record results accurately
4. safely prepare for and conduct hard and soft water testing and analysis; draw conclusions
5. demonstrate selection of complementary colours to enhance skin tone, product or clothing
6. use basic anatomical and physiological terminology relevant to hair, skin and nails.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers
- self-managers
- creative thinkers.

Topic 2.4 Communication and client care (60 GLH)

The purpose of this topic is to:

- promote further development and understanding of a range of transferable communication skills necessary in service industries, and the hair and beauty industries in particular
- stress the importance of communication skills in building a successful career
- introduce learners to the formal process of client consultation, associated best practice client care and why these processes are critical to successful service or treatment delivery in the hair and beauty sector.

This topic could link to:

- Topic 2.6 Promoting and selling products and services by professional recommendation
- Topic 2.7 Salon business systems and processes
- Topic 2.8 Exploring skin care and make-up
- Topic 2.9 Exploring hair care and styling
- Topic 2.10 Exploring hand care and nail art.

Learners must know and understand:

1. the nature and role of communication and the range of skills needed to communicate clearly, effectively and professionally, including those essential for maintaining a safe working environment
2. how to recognise which communication methods work best in different situations and with different types of people
3. the role and importance of communication skills, personal presentation and appearance in the world of work and to career success, particularly in the hair and beauty sector
4. the need for effective customer service in business and the role of communication skills in contributing to customer satisfaction and effective service delivery
5. the importance of the client consultation process; its role in building relationships and increasing sales
6. the differences between the consultation processes for a hair, beauty and nail service and associated best practice
7. the meaning and use of terminology used for a range of basic hair and beauty services and why this terminology should be used when speaking to clients.

Learners must be able to:

1. use a range of straightforward communication skills in different situations and for different audiences, including those necessary to maintain a safe working environment

2. demonstrate standards of personal presentation and behaviour consistent with hair and beauty industry expectations
3. use hair-and-beauty-related terminology
4. carry out client consultation processes for different hair and beauty services.

In order to engage with this topic effectively, learners must use the following PLTS:

- team workers
- independent enquirers
- effective participators
- self-managers
- reflective learners.

Topic 2.5 History of hair and beauty in society (30 GLH)

The purpose of this topic is to allow learners to discover the impact of historical, cultural, social and economic influences and technical developments on hair and beauty services.

This topic could link to:

- Topic 2.8 Exploring skin care and make-up
- Topic 2.9 Exploring hair care and styling
- Topic 2.10 Exploring hand care and nail art.

Learners must know and understand:

1. particular historical influences on the hair and beauty sector, its services and trends
2. key iconic landmarks in the development of the hair and beauty sector
3. key developments in hair and beauty related technology; when and how these have impacted on hair and beauty services
4. how cultural factors affect the delivery of a range of hair and beauty services
5. how social and economic factors have influenced the delivery of hair and beauty services.

Learners must be able to:

1. relate historical, cultural, social, technical and economic influences to modern trends and to the delivery of hair, beauty and nail services.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers
- self-managers
- reflective learners.

Topic 2.6 Promoting and selling products and services by professional recommendation (30 GLH)

The purpose of this topic is to:

- enable learners to explore basic aspects of promoting and selling by professional recommendation and why these activities are essential to business success
- introduce the impact of legislation on selling and promotion activities and within the hair and beauty industries in particular
- introduce key selling best practice and ethical considerations.

This topic could link to:

- Topic 2.4 Communication and client care
- Topic 2.8 Exploring skin care and make-up
- Topic 2.9 Exploring hair care and styling
- Topic 2.10 Exploring hand care and nail art.

Learners must know and understand:

1. the main ways in which sales, consumer and anti-discrimination legislation impacts on the selling process
2. the role and importance of selling and promotion activities in achieving business success
3. the differences between promoting and selling products in a retail environment and by professional recommendation
4. the key best practice and ethical considerations linked to selling and promotion activities
5. the typical types of retail products, services and/or equipment offered for sale in hair and beauty environments, their use, purpose and benefits
6. opportunities for promotion and selling in a hair and beauty environment; common promotional techniques and incentives used in the hair and beauty sector
7. the types of policies and procedures often in place in hair and beauty environments covering the selling and promotion of products and services
8. the main factors that may influence the decision to use and buy additional hair and beauty products, services and/or equipment
9. basic retail selling techniques, including how to make recommendations based on professional knowledge.

Learners must be able to:

1. create effective product displays in a hair and beauty environment
2. act on buying signals and selling opportunities
3. demonstrate basic selling by professional recommendation suitable for a hair and beauty environment
4. use hair-and-beauty-related terminology.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers
- self-managers.

Topic 2.7 Salon business systems and processes (60 GLH)

The purpose of this topic is to:

- provide learners with the opportunity to explore the operation of basic business systems and processes used in a salon reception function
- equip learners with a basic range of transferable, commercial business skills and knowledge.

This topic could link to:

- Topic 2.4 Communication and client care.

Learners must know and understand:

1. the key types of business systems and processes that need to be in place in any business; their function and importance to a business
2. how the type and size of hair and beauty business impacts on the type and range of business systems needed
3. the role and functions of hair and beauty business reception area and the differences between it and that of other businesses
4. typical manual and computerised business packages used to maintain client and appointment record systems in the hair and beauty sector; how they are used; the importance of establishing and maintaining accurate records
5. the principles underpinning the scheduling of work in a hair and beauty environment
6. legal obligations for the storage and security of client data; the consequences of breaking confidentiality requirements
7. typical hair and beauty sector pricing structures, how costs of services are calculated; what needs to be considered when working out costs
8. methods of payment, how to process them; types of payment discrepancies and how to handle them
9. the type and format of non-promotional information normally publicly displayed in hair and beauty environments
10. methods of organising and maintaining the storage of resources at reception, the general reception area and promotional displays on a day-to-day basis; why this is important
11. the types of communication skills necessary to operate salon systems and reception areas and how to use them
12. the importance and contribution of team working to the effective operation of salon systems.

Learners must be able to:

1. compare and contrast the business systems needed for the different industries and business types within the hair and beauty sector
2. use typical manual and software-based hair and beauty reception systems
3. calculate hair and beauty service times and costs
4. use and maintain a simple stock control system
5. handle a range of payment options and discrepancies
6. demonstrate how to deal with competing priorities in a hair and beauty environment
7. organise, coordinate and maintain resources and promotional displays at salon reception
8. demonstrate a range of communication, client care and handling skills, including the handling of enquiries, disputes and complaints
9. demonstrate cooperative working with others when operating salon systems.

In order to engage with this topic effectively, learners must use the following PLTS:

- self-managers
- team workers
- creative thinkers.

Topic 2.8 Exploring skin care and make-up (30 GLH)

The purpose of this topic is to:

- provide an opportunity for learners to explore and demonstrate how personality, culture, race, gender, fashion and religious influences can be expressed through various skin care and make-up techniques
- develop the learner's knowledge and understanding of basic skin care and make-up including the management of client expectations
- provide learners with an opportunity to practise a range of basic skin care and make-up routines.

This topic could link to:

- Topic 2.1 Safe and healthy working practices
- Topic 2.3 The science of hair and beauty
- Topic 2.4 Communication and client care
- Topic 2.5 History of hair and beauty in society
- Topic 2.6 Promoting and selling products and services by professional recommendation.

Learners must know and understand:

1. the ways in which personality, cultural, racial, gender, fashion and religious influences can be expressed through the use of make-up and skin care techniques
2. the basic types of professional skin care services commonly available in the UK; their function, benefits and suitability for different skin types
3. the critical factors that may prevent and restrict skin care and make-up before and during services; how to deal with them and manage client expectations
4. the types of materials, tools, equipment and products appropriate for skin care and make-up services; their function, benefits, when and how to use them and the criticality of following manufacturers' instructions
5. basic principles of make-up application in order to enhance appearance
6. types of skin care techniques, their benefits and effects and how to perform and adapt them for male and female clients
7. the use and benefits of procedures that can enhance facial skin care treatments
8. safe working practices and health and safety requirements specific to skin care and make-up services
9. terminology specific to skin care and make-up services.

Learners must be able to:

1. select, prepare and safely use products, materials, tools and equipment suitable for basic skin care and make-up
2. demonstrate basic skin care and make-up application techniques that enhance appearance, with some direction
3. adapt service delivery as necessary, with some direction, to take account of skin type and condition
4. develop a range of make-up applications taking into account personality, cultural, racial, gender, fashion and/or religious influences with some direction
5. demonstrate safe and healthy working practices
6. follow instructions
7. use terminology specific to skin care and make-up services
8. present themselves and behave appropriately when practising skin care and make-up routines.

In order to engage with this topic effectively, learners must use the following PLTS:

- self-managers
- team workers
- creative thinkers.

Topic 2.9 Exploring hair care and styling (30 GLH)

The purpose of this topic is to:

- provide an opportunity for learners to explore and demonstrate how personality, culture, race, gender, fashion and religious influences can be expressed through various hairstyling techniques
- extend learners' knowledge of hair care and styling services, products and treatments
- provide an opportunity for learners to practise a range of basic hair care and styling services.

This topic could link to:

- Topic 2.1 Safe and healthy working practices
- Topic 2.3 The science of hair and beauty
- Topic 2.4 Communication and client care
- Topic 2.5 History of hair and beauty in society
- Topic 2.6 Promoting and selling products and services by professional recommendation.

Learners must know and understand:

1. the ways in which personality, cultural, racial, gender, fashion and religious influences can be expressed through the use of hair-styling techniques and how a range of such techniques have been achieved
2. a range of professional hair care and styling services suitable for different hair types; their purpose and benefits
3. the types of products, tools and equipment used for professional hair care and styling services, their purpose, how and when to use them, including the criticality of following manufacturers' instructions
4. the safe working practices and health and safety requirements specific to a basic range of hair care and styling services
5. how to safely and effectively carry out a basic range of hair care and styling techniques, including those that have particular personality, cultural, racial, gender, fashion or religious influences
6. terminology specific to hair care and styling services.

Learners must be able to:

1. select, prepare and safely use products, tools and equipment suitable for basic hair care and styling services
2. demonstrate a range of hair care and hair-styling techniques taking into account personality, cultural, racial, gender, fashion and/or religious influences with some direction
3. demonstrate safe and healthy working practices

4. follow instructions relating to hair care and styling
5. use terminology specific to hair care and styling
6. present themselves and behave appropriately when practising hair care and styling routines.

In order to engage with this topic effectively, learners must use the following PLTS:

- self-managers
- team workers
- creative thinkers.

Topic 2.10 Exploring hand care and nail art (30 GLH)

The purpose of this topic is to:

- allow learners to explore the rapid growth of the nail industry
- provide an opportunity for learners to explore and demonstrate how personality, culture, race, gender, fashion and religious influences can be expressed through hand and nail art techniques
- develop learners' knowledge and understanding of nail care products and services
- provide an opportunity for learners to practise basic hand and nail care routines and an introduction to nail art.

This topic could link to:

- Topic 2.1 Safe and healthy working practices
- Topic 2.3 The science of hair and beauty
- Topic 2.4 Communication and client care
- Topic 2.5 History of hair and beauty in society
- Topic 2.6 Promoting and selling products and services by professional recommendation.

Learners must know and understand:

1. the key factors that have contributed to the rapid growth of the nail industry in the UK
2. the ways in which personality, cultural, racial, gender, fashion and religious influences can be expressed through the use of hand and nail art
3. the main range of professional nail services available in the UK, their function and benefits
4. types of nail shape; their respective advantages and disadvantages
5. the critical factors that may prevent and restrict hand care and nail services before and during services; how to deal with them
6. the types of materials, tools, equipment and products appropriate for skin and nail care and nail art services; their function, benefits, when and how to use them and the criticality of following manufacturers' instructions
7. a range of different hand care, polish application and nail art techniques, including those that have particular personality, cultural, racial, gender, fashion or religious influences
8. the safe, healthy and professional working practices specific to hand care and nail art services
9. the terminology specific to skin, nail care and nail art services.

Learners must be able to:

1. select, prepare and safely use products, materials, tools and equipment suitable for basic hand care, nail care and nail art services
2. develop, with some direction, a range of hand art and nail styles taking into account personality, cultural and fashion influences

3. adapt service delivery as necessary, with some direction, to take account of specific needs and problems
4. follow safe working practices for polish and nail art application
5. follow instructions
6. use terminology specific to hand and nail care and nail art
7. present themselves and behave appropriately when practising hand care, nail care and nail art routines.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers
- self-managers
- team workers
- creative thinkers.

Level 3 Summary of topic titles

Topic no.	Title	GLH
3.1	Business location and design for hair and beauty	60
3.2	Event management for hair and beauty	60
3.3	Product research, design and development within hair and beauty	60
3.4	Exploring business management for hair and beauty	60
3.5	Exploring media and image within hair and beauty	90
3.6	Exploring the world of spas	60
3.7	Business enterprise, planning and finance within hair and beauty	90
3.8	Cosmetic science	60

Topic 3.1 Business location and design for hair and beauty (60 GLH)

The purpose of this topic is to:

- introduce learners to the factors influencing business location, acquisition and the interior design of new and refurbished commercial premises to create a desired business image and a well-designed, safe environment
- extend the learners' research and evaluation skills in the context of business location and design
- introduce learners to the range of external professional services and related career pathways associated with the process of locating, acquiring and designing hair and beauty business premises
- provide a simulated or real creative, experiential learning opportunity by taking learners through the process of planning and designing a hair and beauty business environment.

This topic could link to:

- Topic 3.7 Business enterprise, planning and finance within hair and beauty.

Learners must know and understand:

1. the factors and constraints that must be considered when assessing a potential business location; how to identify and prioritise them; implications for business operation
2. types of business ownership and how this may influence location and design
3. the factors that contribute to creating an ideal working environment for hair and beauty businesses and their clients
4. the principles of commercial interior design and how they apply to salon design, image and ambience creation
5. the theory and psychology of colour, sensory perception and their application to salon design
6. the key principles of project and people management and how this applies to salon design and development processes
7. where to research and source a selected range of professional services and service providers; factors that must be considered to make effective comparisons and evaluations of services and providers
8. design visualisation techniques and drawing conventions suitable for salon design and how to use them.

Learners must be able to:

1. source, research, analyse, evaluate and accurately present the results of salon location, design and business viability assessment activities in a way that aids decision making
2. make informed decisions based on the outcomes of research
3. use visualisation techniques and drawing conventions

4. present designs in an interesting and informative manner.

In order to engage with this topic effectively, learners must use the following PLTS:

- effective participators
- team workers
- self-managers
- independent enquirers
- reflective learners
- creative thinkers.

Topic 3.2 Event management for hair and beauty (60 GLH)

The purpose of this topic is to:

- extend learners' research, planning and organisational skills and knowledge through the planning, marketing, organisation, implementation and evaluation of a hair and/or beauty event linked to business start-up or expansion
- provide an opportunity to lead and work within a team and coordinate the work of others.

This topic could link to:

- Topic 3.1 Business location and design for hair and beauty
- Topic 3.5 Exploring media and image within hair and beauty
- Topic 3.7 Business enterprise, planning and finance within hair and beauty.

Learners must know and understand:

1. the links between promotions and business marketing objectives; how to develop an event marketing plan and maintain it
2. typical types of promotions and events used in the hair and beauty sector and their feasibility and suitability for different purposes
3. key best practice event planning and management processes and techniques, including those for event monitoring and evaluation, and their relationship to success
4. the internal and external factors that impact on and should be considered as part of event planning and management; how they affect implementation
5. types of media suitable for hair and beauty events; how to select, match and create media suitable for an event
6. ways of creatively tailoring messages to different audiences
7. ways of working in a harmonious and supportive manner to encourage best performance from team members.

Learners must be able to:

1. evaluate types of promotions and promotional events to determine suitability for purpose
2. collect and analyse information and data to select that applicable to planning and implementing an event
3. construct a budget for an event
4. negotiate event resources
5. demonstrate the ability to plan an event linked to a marketing strategy, including plans for resources and contingencies
6. design and create suitable event promotional materials and feedback mechanisms
7. demonstrate an effective personal contribution to the implementation of an event
8. collate, analyse and present event feedback; draw suitable conclusions

9. produce an objective evaluation and make suitable recommendations after the event
10. coordinate the work of event team members
11. work in a harmonious and supportive manner and encourage best performance from team members.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers
- self-managers
- team workers
- effective participators
- reflective learners
- creative thinkers.

Topic 3.3 Product research, design and development within hair and beauty (60 GLH)

The purpose of this topic is to:

- provide an opportunity for learners to explore hair and beauty product research, design and development processes and a range of factors that drive and impact on them, including the consumer
- extend learners' knowledge of how iconic and technological developments have contributed to sector development and their impact on consumer spending
- explore marketing strategies for hair and beauty products and their impact on consumers.

This topic could link to:

- Topic 3.2 Event management for hair and beauty
- Topic 3.5 Exploring media and image within hair and beauty
- Topic 3.8 Cosmetic science.

Learners must know and understand:

1. the global size, structure and growth of the hair and beauty manufacturing and retail sector at high street and professional trade levels
2. the interrelationships between hair and beauty manufacturers and retailers and other associated industries.
3. the key social, environmental, ethical and economic factors that influence the global marketplace and, in turn, affect hair and beauty manufacturing and retail businesses and their products and services
4. the internal and external factors that drive and influence the design and development of hair and beauty products; how and why they do so
5. how iconic and technical developments have contributed to the development of the hair and beauty sector and their impact on consumer spending
6. typical consumer market research processes used for hair and beauty products; why these are important to product development
7. the typical stages of the hair and beauty product development process; their role and purpose; how prototypes, trials and pilots are used in the design and development process
8. how development and testing processes can differ between international businesses and smaller national companies
9. the key logistical processes and supply chain mechanisms used by manufacturing and retail businesses in the hair and beauty sector
10. how hair and beauty products and services are marketed and presented to different potential target audiences by different types of business.

Learners must be able to:

1. analyse and evaluate a range of factors that impact on hair and beauty product design and development
2. analyse and evaluate the differences in product development and testing processes between different sizes of businesses
3. analyse and evaluate how different products and services are marketed and presented to potential audiences by different types of business
4. present information succinctly and accurately
5. create design ideas for a specified product and market.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers
- reflective learners
- self-managers
- creative thinkers.

Topic 3.4 Exploring business management for hair and beauty (60 GLH)

The purpose of this topic is to:

- introduce learners to key aspects of hair and beauty business management
- introduce how the management role and management behaviour impact on a business and those within it.

This topic could link to:

- Topic 3.7 Business enterprise, planning and finance within hair and beauty

Learners must know and understand:

1. the main features of a range of leadership, management and motivation theories; how these can be applied to salon and spa management
2. basic principles of hair and beauty management; the roles and responsibilities of managers, including those for business and ethical governance and staff development
3. the key range of legal obligations that managers must observe and their impact on business management policies, procedures and systems
4. what quality assurance means in a hair and beauty business environment and the quality control processes and procedures typically in place and how they are managed
5. the types of communication and personal behavioural skills required by managers
6. key types of sector specific management information systems and their suitability for different tasks and size of business
7. key ways of leading, developing and maintaining effective teams
8. a range of key management terminology.

Learners must be able to:

1. contribute efficiently and effectively to carrying out a range of tasks related to the day-to-day management of a hair and/or beauty business
2. follow policies, procedures and systems
3. lead and accept responsibility for a specific activity
4. encourage and support team members to achieve their personal work objectives
5. make informed decisions and recommendations based on available information
6. analyse and evaluate information and other factors contributing to business success in a hair and/or beauty business environment
7. use a range of media to present information and results effectively and accurately
8. use interpersonal skills effectively and sensitively in different situations and with different audiences
9. use management terminology correctly.

In order to engage with this topic effectively, learners must use the following PLTS:

- effective participators
- team workers
- independent enquirers
- self-managers
- creative thinkers.

Topic 3.5 Exploring media and image within hair and beauty (90 GLH)

The purpose of this topic is to:

- allow learners to critically engage with and evaluate a broad range of media approaches and how they are used in the hair and beauty sector for marketing a business image, retail consumer and professional products at global, national and local level
- introduce the basic principles of marketing and its links to image creation and media use
- provide an opportunity for learners to create and present a physical image linked to a hair or beauty or nail related technical skill.

This topic could link to:

- Topic 3.1 Business location and design for hair and beauty
- Topic 3.2 Event management for hair and beauty
- Topic 3.3 Product research, design and development within hair and beauty

Learners must know and understand:

1. the basic principles of marketing and the marketing mix; their link to image creation and media use
2. the key requirements of a marketing strategy
3. the different types of mass media; their influence in the market place and how they affect audience thinking and behaviour; the influence of indirect advertising
4. sources and types of information and technology used to support media campaigns; how technology is used; how to match media to the message
5. the role and importance of image in the hair and beauty sector
6. the use and influence of mass communication methods in the hair and beauty sector to promote business and personal image and products at global, national and local levels
7. how different types of hair and beauty businesses present themselves to their intended target market
8. the key factors that need to be considered, influence and impact upon the development and implementation of a media campaign
9. the main processes involved in mounting a media-based campaign to promote an image
10. the main critical components and content of a campaign design plan from inception to production
11. the function and purpose of image mood boards and storyboards and how to plan and create them
12. how to perform a range of basic hair or beauty or nail based techniques; how they can be used to interpret and create an image

13. ways in which a new image is launched and presented in the hair and beauty sector; how to make a presentation to an audience.

Learners must be able to:

1. develop a marketing strategy
2. compare and evaluate the use and effectiveness of a range of media approaches for different marketing purposes
3. use and adapt a range of media applications to match to message, image and audience
4. make informed choices and decisions
5. develop and use hair or beauty or nail technical skills to interpret and create a suitable physical image for a specific purpose
6. interpret marketing strategies to design and suitably present a launch to an audience
7. use and adapt presentation skills effectively
8. use interpersonal skills effectively and sensitively in different situations and with different audiences.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers
- self-manager
- creative thinker
- reflective learners
- effective participators.

Topic 3.6 Exploring the world of spas (60 GLH)

The purpose of this topic is to:

- allow learners to examine the development, diversity, benefits and impact of services within the spa industry
- give learners an opportunity to explore debates around the effectiveness of various treatments and the relationship between different forms of treatment
- extend learners' knowledge of industry-related job roles, career pathways and opportunities.

This topic could link to:

- Topic 3.1 Business location and design for hair and beauty.

Learners must know and understand:

1. the history and origins of UK and international spas
2. the global nature of the spa industry, its size and structure; types of business and purpose; the differences between European and international spas; the links and interdependences between spas and related industries; the future of the industry and factors influencing its potential for growth
3. how social, economic, environmental, lifestyle and chronic health conditions have influenced the growth and popularity of the spa industry
4. the range of professional spa organisations; their role and influence
5. the legal, health and safety and ethical requirements that impact on spa operations and how they do so
6. the combination of factors that create the ideal spa environment and ambience
7. the range of services, treatments and therapies offered by spas and their purpose, including their psychological and physiological effects and evidence for their therapeutic efficacy; key factors underpinning the debate about the effectiveness of spa therapies
8. the different categories of complementary therapies and the importance of the therapeutic relationship
9. key holistic therapy and self-healing principles and how these compare and contrast with those for complementary, alternative and orthodox medicine
10. the job roles and responsibilities and associated training, qualification and career pathways within the spa industry; career links to other related sectors and where to access this type of information.

Learners must be able to:

1. interpret and critically evaluate information relating to the European and international spa industry; draw conclusions about the industry, key factors and debates affecting it and its services

2. structure and present information suitable for an intended audience
3. compare and contrast different ideas and principles underpinning spa treatments and therapies with other forms of medical treatment
4. draw conclusions about career potential within the industry and related industries.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers
- reflective learners
- self-managers.

Topic 3.7 Business enterprise, planning and finance within hair and beauty (90 GLH)

The purpose of this topic is to:

- give learners the opportunity to investigate enterprise and entrepreneurial skills and activity and its drivers within the hair and beauty sector
- encourage learners to investigate leading entrepreneurs in the sector and evaluate and reflect on the reasons for their success and factors they can apply to their own career development plans
- provide learners with an introduction to the business planning process, the risks and opportunities of running a business in the hair and beauty sector and day-to-day business accounting and finance
- provide an opportunity for learners to explore the entrepreneurial and personal skills necessary to succeed in business.

This topic could link to:

- Topic 3.1 Business location and design for hair and beauty
- Topic 3.4 Exploring business management for hair and beauty.

Learners must know and understand:

1. the meaning of enterprise and entrepreneurial activity in the hair and beauty sector and the range of factors driving and influencing it; characteristics of successful entrepreneurs; how entrepreneurial activity has influenced the industry
2. techniques for identifying personal enterprise skills and attributes; reviewing and developing personal career objectives and plans
3. how enterprise skills could impact on personal career development plans
4. methods of researching, sourcing, interpreting, presenting and evaluating data relevant to the business-planning process
5. basic principles of business planning; the legal and other factors that impact upon it
6. the critical components of a business plan; ways of compiling and presenting a simple business plan
7. the risks and opportunities of self-employment
8. key sources of finance and financial help and assistance for business set-up and expansion
9. key nationally recognised business quality assurance systems and quality standards and their role in enhancing business performance and reputation
10. the relationship between financial management, accounting and business success, basic principles of financial control; how the legal status of a business affects its financial accounting responsibilities

11. how to interpret a range of financial information
12. day-to-day bookkeeping and budgeting systems and procedures relevant to hair and beauty businesses; how to operate them
13. costing procedures and pricing strategies relevant to hair and beauty businesses and the relationship to profit levels
14. the range of corporate and personal taxes businesses are responsible for and related documentation; when this should be completed
15. terminology relevant to basic business finance and business planning.

Learners must be able to:

1. draw conclusions about the reasons for enterprise and entrepreneurial success in the hair and beauty sector
2. compare and contrast traits of successful entrepreneurs against own characteristics and capabilities and draw conclusions about personal potential for self-employment
3. create informed career development plans
4. gather, interpret, analyse and evaluate a range of information and data suitable for use as part of the business-planning process
5. make informed planning decisions and choices
6. analyse and interpret a range of financial information
7. operate day-to-day bookkeeping and budgeting processes relevant to a hair and beauty business
8. price services and calculate break-even points
9. structure and present financial and business planning information suitable for different audiences and for different purposes
10. use terminology relevant to finance and business planning.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers
- self-managers
- reflective learners
- effective participators
- team workers.

Topic 3.8 Cosmetic science (60 GLH)

The purpose of this topic is to:

- introduce the learner to cosmetic science, including chemistry and its application in the hair and beauty sector
- provide an opportunity to apply knowledge by making simple hair, beauty and nail products.

This topic could link to:

- Topic 3.3 Product research, design and development within hair and beauty.

Learners must know and understand:

1. the basic chemical and molecular structures and properties of ingredients used in hair, beauty and nail products
2. the key scientific principles and concepts of cosmetic chemistry
3. the types and origins of organic and inorganic raw materials used in hair, beauty and nail products
4. the different types and origins of colour pigments, dyes and perfumes used in cosmetic products
5. the different approaches to human safety testing and trialling of new products
6. the potential harmful effects of a range of cosmetic ingredients; why certain ingredients have restricted use and/or been removed from current day use; the historical perspectives on the use of cosmetic ingredients
7. the critical legal and EU requirements applicable to the development and sale of cosmetic products; definition of the term 'cosmetics' provided by EU directives
8. the types of equipment, recipes, ingredients and formulae used to create simple hair, beauty and nail products and how to use them
9. how to record ingredients and write product descriptors and instructions for use
10. how to compare and evaluate cosmetic products
11. the links between cosmetic science and related fields
12. career pathways in cosmetic science
13. the role and influence of professional organisations in the field of cosmetic science.

Learners must be able to:

1. safely follow recipes and formulae to create a range of simple cosmetic products
2. accurately record the quantity and volume of ingredients
3. devise suitable written descriptors and instructions for cosmetic products
4. compare and evaluate a range of cosmetic product features and their effectiveness over a period of time
5. investigate and identify the effects of a range of chemical reactions and concepts linked to cosmetic products; record results accurately

6. interpret and analyse a range of different information and data specific to cosmetic science
7. structure and present cosmetic science-related information and data for different audiences and for different purposes.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers
- reflective learners
- creative thinkers.

Personal, learning and thinking skills

Awarding bodies must design learning outcomes and assessment criteria that clearly include opportunities for the development of personal, learning and thinking skills. At all levels of the Diploma, principal learning must include all six PLTS. These should be integrated as a minimum within the assessment criteria for principal learning to explicitly recognise the application of these skills within sector-relevant contexts.

Awarding bodies must also provide a clear mapping of the coverage of personal, learning and thinking skills within their submission. This should be at the level requested under each topic within the criteria, such as 'independent enquirers', 'creative thinkers' and so on.

Functional skills

Components and qualifications based on these criteria must provide opportunities for learners to develop and apply functional skills within sector-specific contexts. Awarding bodies must provide a summary of the appropriate opportunities identified.

Additional and specialist learning

Please refer to the *Criteria for accreditation of Diploma qualifications at levels 1, 2 and 3* (QCA/07/3112) for the rules governing additional and specialist learning.

The DDP has created and published *Specialist learning for the Diploma in hair and beauty studies*, which outlines the sector requirements for specialist learning. Awarding bodies should use the document as a basis for dialogue with the DDP about the identification and development of specialist learning. Please use the web address below to access this document:

www.habia.org/news.asp?PT_ID=227&strPageHistory=cat

Level 3 external assessment

At level 3, the principal learning will have 180 GLH of external assessment.