Pearson
BTEC Level 1 Introductory in
Hair and Beauty

Specification

First teaching from September 2019

Pearson BTEC Level 1 Introductory Award in Hair and Beauty
Pearson BTEC Level 1 Introductory Certificate in Hair and Beauty
Pearson BTEC Level 1 Introductory Diploma in Hair and Beauty

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Issue 2

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website.

Welcome

With a track record built over 30 years of learner success, BTEC qualifications are widely recognised and respected. They provide progression to the workplace either directly or via study at higher levels. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications.

Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. In this new BTEC Introductory Suite, the focus is on the development of both transferable and sector skills. The development of these skills is key in helping progression to further study – whether that be to other BTECs, to apprenticeships or to training. As we expect many learners to be studying functional skills or GCSEs alongside their BTEC we also offer support skills in English and maths.

When creating the BTEC Introductory Suite, we worked with colleges to ensure that learners' needs were met. The colleges told us that it is essential that Level 1 learners develop key progression skills in areas such as problem solving, communication and research.

We have addressed this through:

- offering a BTEC Introductory Award, a BTEC Introductory Certificate and a BTEC Introductory Diploma, each has a clear and distinct purpose, so there is something to suit every learner's choice of study programme and progression plan
- new skills-focused content closely aligned with what centres need in supporting their learners to become part of a skilled workforce
- graded assessments in every unit to help learners progress to the next stage of their personal journey, whether to further education or to the world of work.

A word to learners

Today's BTEC Introductory qualifications will demand a lot of practical work from you. You will complete a range of units, be organised, take assessments that will demonstrate your skills and keep a portfolio of your assignments. You can feel proud in achieving a BTEC because, whatever your plans, success in your BTEC Introductory Award, Certificate or Diploma will help you progress to the next stage of your learning.

Good luck, and we hope you enjoy your course.

Summary of BTEC Level 1 Introductory Award, Certificate and Diploma in Hair and Beauty Issue 2 changes

Summary of changes made between the previous issue and this current issue	Page number
The wording under *Section 8 Final grading and awarding* subsection *Calculation of the qualification grade* has been updated to clarify current practice in ensuring maintenance and consistency of qualification standards.	Page 133
The wording in *Section 9 Administrative arrangements* subsections *Learner malpractice* and *Teacher/centre malpractice* have been updated to clarify suspension of certification in certain circumstances.	Page 138

Contents

Overview of the BTEC Introductory qualifications

This specification contains the units and information you need to deliver the new Pearson BTEC Level 1 Introductory, Award, Certificate or Diploma in Hair and Beauty. It includes all the units for these qualifications. This specification also signposts additional handbooks and policies.

These qualifications are part of the new suite of BTEC Introductory qualifications offered by Pearson. This suite has been designed for pre-16–19+ learners who wish to achieve at Level 1 qualification in preparation for future study. The qualifications are not designed to lead directly to employment but will maximise opportunities for learners to progress by focusing on the development of transferable and sector-related skills. The qualifications have been designed explicitly to meet the needs of this group of learners in terms of content, assessment and progression. For learners who do not want to specialise in one particular sector, we offer a Vocational Studies qualification in the Award, Certificate and Diploma sizes. The Vocational Studies qualification gives learners the opportunity to study units from across the sectors.

The qualifications have been created in line with the ethos and recommendations of study programmes for pre-16–19+ year olds and recommendations from centres. The qualifications are designed to meet Ofqual requirements.

All qualifications across the suite share common core units as these units contain the generic attributes learners need to be able to progress to further study. The qualification titles are given below with the size of the qualification in guided learning hours (GLH).

These new graded qualifications provide a broad introduction to a sector and give learners the opportunity to demonstrate increased skill levels. Learners will develop the necessary transferable and sector skills to progress more quickly. The qualifications prepare learners for progression to Level 2 BTECs or other study programmes. They provide for progression by either meeting entry requirements in their own right or by being accepted alongside other qualifications at the same level and adding value to them, typically alongside maths and English studies.

In the hair and beauty sector the qualifications are:

Pearson BTEC Level 1 Introductory Award in Hair and Beauty (70 GLH)
(Qualification Number 603/4881/1)

Pearson BTEC Level 1 Introductory Certificate in Hair and Beauty (180 GLH)
(Qualification Number 603/4882/3)

Pearson BTEC Level 1 Introductory Diploma in Hair and Beauty (360 GLH)
(Qualification Number 603/4883/5).

The information in this specification is correct at the time of publication.

Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
Pearson BTEC Level 1 Introductory Award in Hair and Beauty	70 GLH Two units must be achieved, of which one must be taken from Core Skills (Group A), Developing a Personal Progression Plan and one unit from the sector options (Group B).	Designed for learners wishing to gain an introduction to a chosen vocation area. The Award offers the opportunity for learners to study a sector unit and plan for their next steps by completing the mandatory unit: *Developing a Personal Progression Plan*.
Pearson BTEC Level 1 Introductory Certificate in Hair and Beauty	180 GLH Five units must be achieved, of which two must be taken from the Core Skills (Group A), and three from Sector Skills (Group B).	Designed for learners who may be ready to progress quickly to further study, the Certificate offers a basic introduction to the hair and beauty sector. It could form part of a study programme that includes other appropriate subjects such as English and maths.
Pearson BTEC Level 1 Introductory Diploma in Hair and Beauty	360 GLH Ten units must be achieved, of which four must be taken from the Core Skills (Group A), and six from Sector Skills (Group B).	Designed to be taken over one year, giving learners the opportunity to develop a range of skills in the hair and beauty sector and supporting progression on to further study. It could be a substantial vocational qualification within a study programme that includes other appropriate subjects such as English and maths.

Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours of study that it is expected learners will be required to undertake in order to complete the qualification: this is the Total Qualification Time (TQT). This is calculated for the average learner. Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we expect a centre delivering the qualification to provide.

Guided learning means activities, such as lessons, tutorials, supervised study and supervised assessments, that directly involve tutors and assessors in teaching, supervising and invigilating learners. TQT includes other required learning such as private study, preparation for assessment and undertaking assessment when not directly under supervision.

The Pearson BTEC Level 1 Introductory Award in Hair and Beauty is a qualification having:

- Total Qualification Time: 78 hours
- Guided Learning: 70 hours.

The Pearson BTEC Level 1 Introductory Certificate in Hair and Beauty is a qualification having:

- Total Qualification Time: 200 hours
- Guided Learning: 180 hours.

The Pearson BTEC Level 1 Introductory Diploma in Hair and Beauty is a qualification having:

- Total Qualification Time: 400 hours
- Guided Learning: 360 hours.

Centres should take note of these hours in planning their programme but may use their professional judgement to determine the provision of guided learning and study time across the units.

Qualification and unit content

Pearson has developed the content of the new BTEC Introductory qualifications through consultation with further education representatives and other centres that deliver qualifications at this level. This has helped us to design qualifications with a focus on skills development rather than knowledge, therefore avoiding duplication of learning at a higher level and focusing on the broader skills that learners need for progression.

The purpose of these qualifications is to develop the transferable skills, attributes and behaviours needed for learners to progress to further study and ultimately to employment. The qualifications are designed to be delivered in an applied way, bringing together appropriate content with practical and technical skills.

As a Level 1 qualification, the pass standard requires learners to complete routine, simple and directed tasks by applying their knowledge and skills. It is expected that learners complete tasks fully under supervision, direction or with guidance. At merit and distinction levels learners may be expected to complete tasks in greater detail or with greater confidence or independence.

Transferable Skills coverage

The development of transferable and sector skills is the main focus. We intend for every learner to have the opportunity to develop key transferable skills through both core and sector units. This will help learners to appreciate how the transferable skills they develop in their core units can be contextualised in the sector they are studying. On completion of their course, learners will have developed a set of transferable and sector skills that will benefit them whatever their chosen progression route. The transferable skills covered in the units are summarised in the grid below.

Communication
• Writing, speaking and listening to others • Using body language to help communication • Using communication for different purposes • Communicating in a variety of ways, including electronic and social media
Working with others
• Setting common goals • Showing respect for others in the team and valuing their contributions • Listening to others in the team, being open minded • Taking on roles and responsibilities
Problem solving
• Identifying issues by being able to examine information • Dealing with change • Decision making to find solutions • Staying with a problem until it is resolved • Using IT to help solve problems
Managing information
• Collecting and using information from different sources • Determining relevance and accuracy of information • Organising information • Representing information in different ways • Using IT to present and store information
Self-management and development
• Setting goals and planning ahead • Being proactive and flexible • Being resilient and able to work under pressure • Monitoring performance and devising strategies for improvement • Using IT for time management

Sector skills coverage

The sector units introduce learners to some broad sector skills and to some underpinning knowledge of a vocational sector. This will help learners to prepare for progression and ensures that the approach to delivery is practical, active, contextualised and skills based.

Functional skills

The units in this specification signpost opportunities for learners to develop functional skills in English and mathematics.

Assessment

Assessment is designed to fit the purpose and objective of the qualification and all units are internally assessed – giving learners the opportunity to demonstrate skills developed in applied scenarios. There is a range of assessment styles suited to skills- and sector-based qualifications at this level. All units are graded to encourage skills development and performance.

These qualifications consist of two types of unit. Group A units are the core skills units, they cover content designed to reflect the skills and behaviours needed to progress to further study. Group B units are made up of sector units containing sector-specific content to enable learners to develop sector-specific skills and some knowledge to support progression to the next stage of vocational learning.

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use the learner's evidence from the unit to achieve another unit.

Internally-assessed units

All units in these qualifications are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment for each unit – you can use the examples and support that we give in the units. If you are not an approved centre already, before you assess you will need to become one in order to register learners. You will need to prepare to assess using the guidance in *Section 7*.

In line with the requirements and guidance for internal assessment, you select the most appropriate assessment styles according to the learning set out in the unit. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- carry out practical tasks
- present information that they have gathered
- keep working logbooks, records and reflective journals
- practise English and mathematical skills
- take part in oral or written presentations
- take part in role play, interviews and other activities.

You will make grading decisions based on the requirements and supporting essential guidance given in the units. See *Section 5 f*or rules on resubmission and retakes.

Language of assessment

Assessment of the internal units for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 6*.

Grading for units and qualifications

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. Grading has been introduced at this level as a result of feedback from users and practitioners of BTEC qualifications.

All units contribute proportionately, based on the Guided Learning (GLH) to the overall qualification grade.

Qualifications in the suite are graded using a scale of P to D, **or** PP to DD. Please see *Section 9* for more details. The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualifications.

1 Qualification objectives and purpose

Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Hair and Beauty

In this section you will find information on the purpose of the qualifications and how their design meets that purpose. On our website we publish a Statement of Purpose for each qualification. These Statements are designed to guide you and potential learners to make the most appropriate choice about which qualification is most suitable at recruitment.

What is the purpose of these qualifications?

The Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Hair and Beauty are designed around practical skills and tasks that place an emphasis on learners demonstrating what they can do rather than what they know in theory. The qualifications give learners the opportunity to acquire and develop generic, transferable and sector-specific skills in order to complete tasks and demonstrate a level of achievement that enables them to progress to further learning.

The Award offers a taster of the hair and beauty sector and could be studied alongside other subjects.

The Certificate offers an introduction to the hair and beauty sector and could be studied alongside other subjects within a study programme

The Diploma gives learners the opportunity to develop a broader range of skills in the hair and beauty sector.

Who are these qualifications for?

The Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Hair and Beauty are primarily for post-16 learners who want to continue their education and develop their skills for progression to further learning and, ultimately, to employment.

The Award is designed for learners who may want to study a sector unit and plan their next steps by completing the Developing a Personal Progression Plan unit.

The Certificate is designed for learners who may be ready to progress quickly to further study.

The Diploma is designed to be taken over one year, as a substantial vocational qualification within a study programme.

What do these qualifications cover?

The content of these qualifications has been developed in consultation with further education colleges and other providers to ensure that the qualifications support progression to further learning and training. All learners taking these qualifications will study core units that focus on key transferable skills such as research and planning, time management and working with others. Learners will also take a number of sector units. The content of the sector units offers a broad introduction to the skills and knowledge within that sector, allowing the delivery to be practical and active in order to engage the learners. For the hair and beauty sector, the units cover topics and activities such as finding out about the careers and progression within the sector, responding to a brief to come up with ideas, and carrying out hair and beauty treatments.

What could these qualifications lead to?

These qualifications prepare learners for further learning at a higher level in hair and beauty. The development of transferable skills means that learners can also choose a study programme from alternative sectors. For example, these qualifications in hair and beauty could lead to Pearson BTEC Level 2 qualifications in this sector or in other sectors.

How do these qualifications enable learners to progress?

The mode of delivery and assessment in the units is designed to build awareness of a sector and the skills required to work in it. Learners will be given contexts and scenarios to help them develop skills and to acquire knowledge through application. Learners will not develop all the knowledge and skills needed to enter the labour market in a given sector but will develop pre-employability skills and contextualised knowledge to allow them to progress to further learning and training and, ultimately, to become successful in their chosen sector.

The Award, Certificate and Diploma all contain a mandatory unit: *Developing a Personal Progression Plan* that enables learners to consider their next steps in learning.

How do the Award, Certificate and Diploma sizes differ in purpose?

The Award is suitable for learners studying part time or for those who want an introduction to a vocational qualification alongside other qualifications and activities as part of their study programme.

The Certificate is suitable for learners studying part time or for those who wish to study a vocational qualification alongside other qualifications and activities as part of their study programme.

The Diploma is twice the size of the Certificate and will form a substantial element of a learner's study programme. By providing a broader sector experience, the Diploma will suit learners who have a clear indication of the sector they wish to study further. The Diploma encourages learners to take on some individual research, enabling them to be further prepared for higher-level learning.

2 Structure

Pearson BTEC Level 1 Introductory Award in Hair and Beauty

Two units must be achieved, one of which must be Developing a Personal Progression Plan (Group A) and one unit from sector options (Group B).

Pearson BTEC Level 1 Introductory Certificate in Hair and Beauty			
Unit reference	**Unit title**	**GLH**	**Type**
Core	**Group A units – learners must complete this unit**		
A2	Developing a Personal Progression Plan	**30**	**Core**
Sector	**Group B units – learners must complete one unit from this group**		
HB5	Finding Out About the Hair and Beauty Industry	**40**	**Sector**
HB6	Responding to a Hair and Beauty Theme	**40**	**Sector**
HB7	Contributing to Salon-Related Tasks	**40**	**Sector**
HB8	Looking After Customers	**40**	**Sector**
HB9	Carrying Out a Treatment	**40**	**Sector**
HB10	Demonstrating Nail Art	**40**	**Sector**
HB11	Demonstrating Make-up Techniques	**40**	**Sector**
HB12	Demonstrating Hair Styling	**40**	**Sector**

Pearson BTEC Level 1 Introductory Certificate in Hair and Beauty

Learners must complete both core units and three sector units.

Pearson BTEC Level 1 Introductory Certificate in Hair and Beauty			
Unit reference	**Unit title**	**GLH**	**Type**
Core	**Group A units – learners must complete both units**		
A1	Being Organised	**30**	**Core**
A2	Developing a Personal Progression Plan	**30**	**Core**
Sector	**Group B units – learners must complete three units from this group**		
HB5	Finding Out About the Hair and Beauty Industry	**40**	**Sector**
HB6	Responding to a Hair and Beauty Theme	**40**	**Sector**
HB7	Contributing to Salon-Related Tasks	**40**	**Sector**
HB8	Looking After Customers	**40**	**Sector**
HB9	Carrying Out a Treatment	**40**	**Sector**
HB10	Demonstrating Nail Art	**40**	**Sector**
HB11	Demonstrating Make-up Techniques	**40**	**Sector**
HB12	Demonstrating Hair Styling	**40**	**Sector**

Pearson BTEC Level 1 Introductory Diploma in Hair and Beauty

Learners must complete all core units and six sector units.

Unit reference	Unit title	GLH	Type
Pearson BTEC Level 1 Introductory Diploma in Hair and Beauty			
Core	**Group A units – learners must complete all units**		
A1	Being Organised	**30**	**Core**
A2	Developing a Personal Progression Plan	**30**	**Core**
A3	Working with Others	**30**	**Core**
A4	Researching a Topic	**30**	**Core**
Sector	**Group B units – learners must complete six units**		
HB5	Finding Out About the Hair and Beauty Industry	**40**	**Sector**
HB6	Responding to a Hair and Beauty Theme	**40**	**Sector**
HB7	Contributing to Salon-Related Tasks	**40**	**Sector**
HB8	Looking After Customers	**40**	**Sector**
HB9	Carrying Out a Treatment	**40**	**Sector**
HB10	Demonstrating Nail Art	**40**	**Sector**
HB11	Demonstrating Make-up Techniques	**40**	**Sector**
HB12	Demonstrating Hair Styling	**40**	**Sector**

3 Units

Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment.

Each unit in the specification is set out in a similar way. This section explains how the units work. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme read and are familiar with the information given in this section.

Section	Explanation
Unit number	The numbering of the core units is sequential from A1–A4. The numbering of the sector units is preceded by an abbreviation of the sector plus the number of the unit, e.g. HB5, HB6.
Unit title	This is the formal title used and it appears on certificates.
Level	All units are at Level 1 as outlined in the Ofqual level descriptors.
Unit type	This shows whether a unit is a core or sector unit. See structure information in *Section 2* for full details.
GLH	Units may have a value of 30 or 40 Guided Learning Hours GLH. This indicates the number of hours of teaching, directed activity and assessment expected.
Unit in brief	A brief formal statement of the content and the skills learners will develop through the unit. You can use this in summary documents, brochures etc.
Unit introduction	This is designed with learners in mind. It indicates why the unit is important, how learning is structured and how learning might be applied when progressing to further education.
Unit summary	This section helps tutors to see at a glance the main content and skills in the unit presented against the learning aims. The suggested assessment evidence is suitable to fulfil the requirements of the unit.
Functional skills	This table summarises opportunities for functional skills development in the unit.
Unit content	This section sets out the required teaching content of the unit. Content is compulsory except when an 'e.g.' is given. Learners should be asked to complete summative assessment only after the teaching content for the unit has been covered.
Learning aims	Learning aims help to define the scope and style of learning of the unit. They define the context within which the learner develops their skills and how they will demonstrate those skills.
Assessment criteria	Each learning aim has assessment criteria to explain the achievement required to obtain Pass, Merit and Distinction grades. A glossary of the terms used in the assessment criteria is given in *Appendix 1*. All assessors need to understand our expectations of the terms used.

Section	Explanation
Essential information for assessment decisions	This section gives holistic guidance on the learning aims and associated assessment criteria. It explains what the learner must provide as evidence to reach the Pass, Merit and Distinction standard. This section also gives examples and clarification.
Essential resources	This section lists specific resources that are essential for teaching and assessing the unit. For information on support resources see *Section 10.*
Delivery guidance	This section gives suggestions of ways of delivering the unit. It offers ideas of practical activities in sector contexts that can be used to help develop relevant skills and to encourage learner progress.
Suggested assessment activity	This section suggests scenarios and tasks that can be used in summative assessment activities.

Index of units

This section contains all the units developed for these qualifications. Please refer to *pages 8-9* to check which units are available for the health and beauty qualifications.

Unit A1:   Being Organised

Level: **1**
Unit type: **Core**
Guided learning hours: **30**

Unit in brief

Learners will develop key techniques to help organise their work and priorities and manage their time effectively.

Unit introduction

How often do you run out of time to do tasks? Do you ever miss the bus or turn up late for college? Being organised and being able to manage your time is essential for success in your education.

From creating to-do lists and filing systems to setting up your phone for alerts and alarms, this unit will introduce you to ways that will help you to plan and use your time effectively, as well as organising yourself and your work. After learning and practising these techniques, you will have the opportunity to put them into practice over a period of time, reviewing how successful they were and whether they improved your organisational skills.

The skills you learn in this unit are key for progression to the next stage in your education. They are also crucial for work and life.

Learning aims

In this unit you will:

A Explore techniques to improve own organisational skills
B Review the use of techniques to improve own organisational skills.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Explore techniques to improve own organisational skills	• Techniques to improve organisation	• A planner for a two-week period. • Supporting documentation that demonstrates the techniques used.
B Review the use of techniques to improve own organisational skills		

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• This unit can be delivered in a sector context.	• Organisational skills • Time management • Use of ICT management tools	• Planning • Managing information

There are opportunities to develop functional skills in this unit:

Functional skills	
English	• Write clearly and coherently, including an appropriate level of detail. • Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear.
Maths	• Solve problems requiring calculations with common measures, including time and money.

Unit content

Knowledge and sector skills

Techniques to improve organisation

Learners will practice skills and techniques to improve their organisation over a period of time before final assessment.

- Time-management techniques:
  - o produce daily or weekly to-do lists or action plans to meet deadlines
  - o prioritise tasks
  - o create a checklist of tasks that need to be completed, reviewing it regularly
  - o consider how long each task might take
  - o use free calendar software to keep timings of lessons and work
  - o allow a little extra time in case longer is spent on one task than expected
  - o foresee problems and plan ways to overcome them
  - o review priorities.
- Organisational techniques:
  - o ensure there is access to required resources to complete tasks such as notebooks, pens, laptops, tablets
  - o use organisational stationery such as folders, dividers, highlighters
  - o set up and manage a filing system of work and emails to allow for quick and easy access
  - o use alerts on phones and other digital devices
  - o use project plans and spreadsheets for organisation and budgeting
- Planners to organise time:
  - o different types of planner such as wall planners, calendars, electronic and/or online planners
  - o using them daily, weekly or monthly
  - o keeping them updated and reviewing the priorities.
- Review own time-management and organisational skills through identifying:
  - o strengths and weaknesses of techniques used
  - o why some techniques worked better than others
  - o ways to improve own time management and organisation.

Transferable skills

- Planning: using time-management techniques.
- Managing information: prioritising information received and using ICT to organise and manage time.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore techniques to improve own organisational skills		
A.P1 Use limited techniques to improve own organisational skills.	**A.M1** Use appropriate techniques to improve own organisational skills.	**A.D1** Use appropriate and effective techniques to improve own organisational skills.
Learning aim B: Review the use of techniques to improve own organisational skills		
B.P2 Identify the techniques used to improve own organisational skills, giving outline examples.	**B.M2** Review the techniques used, giving some examples of how they improved own organisational skills.	**B.D2** Review the techniques used, giving detailed examples of how they improved own organisational skills.

Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

Essential information for assessment decisions

For distinction standard, learners:

- demonstrate that they have tried out a full range of techniques to organise themselves. This could include evidence of prioritising tasks, to-do lists, action planning with detailed timings, screenshots of folder organisation and online calendar alerts, as well as time allocated for homework
- will review the success of the techniques they used, giving full examples of how they improved their own organisation, making some links on how they could use the techniques again.

For merit standard, learners:

- demonstrate that they have used a range of mostly suitable techniques for the tasks they have to complete. This could include evidence of to-do lists, some basic action planning with timings and perhaps some evidence of the use of ICT features to organise their time
- will provide a review that outlines the techniques used. They will give some relevant examples, demonstrating some reflection on how the use of these techniques improved their own organisation.

For pass standard, learners:

- demonstrate that they have used a small number of simple organisational techniques, e.g. to-do lists and phone alerts and perhaps some folder management
- will list the techniques they used and will provide some outline examples of how they may use them again.

Delivery guidance

It is recommended that practical activities ae used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Prioritising tasks

Learners begin this workshop in small groups to complete a task. Tutors can give different scenarios for each group to work with. Ideally, the tasks should be familiar topics to learners such as planning a shopping trip at the weekend. Learners will need to consider where they are going, how they will get there, what it will cost and how much time they have. Using the information, learners can then make a list of the tasks in order of priority and timing.

Suggested time: about 2 hours.

Planning your time

Tutors explain the importance of planning time to meet deadlines. Learners fill in a blank timetable page, identifying when their lessons are and when they have deadlines for work to be completed.

Suggested time: about 1 hour.

Use of own devices to help organisation

Tutors ask learners to investigate what they have on their phones or other devices that could help to organise their time. This could include phone alerts, free software or a calendar.

Suggested time: about 1 hour.

Filing and folders

Tutors talk through the importance of naming and labelling folders (electronic and hard copies) for ease of reference and access. This could be through colour coding, using stickers or labels.

Learners work through their folders, using some of the filing and labelling techniques they have learned.

Suggested time: about 2 hours.

Using a planner to organise own time

Tutors talk through the various types of planner that could be used to organise own time such as wall planners, calendars, electronic and/or online planners. They also talk through how they can be used daily, weekly or monthly to prioritise key tasks and plan ahead.

In pairs, learners fill in a weekly planner for their partner, talking through what the key priorities are for the week for each of them and identifying ways to manage their time.

Each person presents the planner for their partner.

Suggested time: about 2 hours.

Meeting deadlines in your sector

Learners plan their time around the date for completing a particular activity or task on their course.

They make a list of key tasks and show how long each one could take. They then start at the hand-in date and work back to the beginning of the project.

Learners then use the plan and monitor its effectiveness as they progress through it. Learners should also build in contingencies and consider what obstacles there may be to prevent them achieving the end goal on time.

Suggested time: about 3 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to produce a planner for a set period of time during your course. The time period should be between two and four weeks. Your planner should identify days and times in the week that are blocked out for lessons, work, and sport and leisure activities. You should then demonstrate how you are going to organise yourself and the available time to complete all the tasks you need to in a given timeframe to ensure that you meet all the deadlines.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

Complete a study plan for a particular assignment or activity in your sector units.

Unit A2:   Developing a Personal Progression Plan

Level: **1**
Unit type: **Core**
Guided learning hours: **30**

Unit in brief

Learners will develop the skills and behaviours needed to progress to the next stage in their learning, identifying progression opportunities and creating a plan to enable them to get there.

Unit introduction

What would you like to do when you finish this course? Perhaps you would like to spend more time learning about the subject you are studying at the moment? Or you may want to do something completely different. Before you decide what your next step is, you need to know what you are good at, what your interests are and what your end goal is.

This unit will help you find out what opportunities are available to you and how to get to the next stage. You will carry out a self-audit, identifying what your strengths are and what you need to develop to be able to meet your progression goals. You will learn how to set goals and plan ways to achieve them. You will then produce a personal progression plan to help you reach the next step in your life.

The skills you develop in this unit will be good preparation when applying for another course or training programme.

Learning aims

In this unit you will:

A Explore the skills and behaviours needed to meet personal progression goal

B Produce a progression plan to meet intended progression goal.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Explore the skills and behaviours needed to meet personal progression goal	• Benefits and purpose of developing a progression plan • Finding out about progression opportunities	• Audit of skills and behaviours. • Personal progression plan.
B Produce a progression plan to meet intended progression goal	• Setting a progression goal • Identifying the skills and behaviours needed to meet progression goal • Reviewing own skills and behaviours against progression goal • Creating a progression plan	

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• Learners can reflect on the sector skills they have developed when considering their progression goal.	• Sources of information about progression opportunities and requirements • Producing a progression plan	• Written communication • Managing information

There are opportunities to develop functional skills in this unit:

Functional skills	
English	• Make relevant and extended contributions to discussions, allowing for and responding to others' input. • Prepare for and contribute to the formal discussion of ideas and opinions.

Unit content

Knowledge and skills

Benefits and purpose of developing a progression plan

- Gives direction and focus to short-term and long-term goals.
- Sets out the key steps to achieve progression goal.
- Allows for discussion with others, e.g. tutors, parents, peers.
- Gives time for reflection on what is achievable and realistic.

Finding out about progression opportunities

- Progression opportunities such as to further learning, work or apprenticeships.
- Local sources of information about potential progression routes such as colleges, careers fairs.
- Sources of advice and guidance for progression.
- Tutor advice.
- Careers advice.
- Entry requirements such as baseline entry qualifications, an entry interview, portfolio.

Setting a progression goal

- Matching own skills and behaviours with progression goals.
- Deciding on the next step, e.g. using SMART (specific, measureable, achievable, realistic, time-bound) targets.
- Using research findings to identify the requirements to meet goals.
- Setting a progression goal to work towards.

Identifying the skills and behaviours needed to meet progression goal

- Skills needed to meet progression goal:
  - transferable skills, e.g. communication, working with others, problem solving
  - employability skills, e.g. IT skills, being able to drive.
- Behaviours needed for progression goal, e.g. reliability, efficiency, being trustworthy.
- Qualifications needed for progression, e.g. level of English and maths.

Reviewing own skills and behaviours against progression goal

- Carrying out a self-audit of skills and behaviours using past experience of education and learning.
- Gathering feedback from others about own strengths and areas for improvement.
- Attitudes and behaviours needed for progression.

Creating a progression plan

To include:
- short-term and long-term progression goals
- identification of key activities needed to move towards the progression goal
- key actions to improve skills and behaviours
- key milestones to achieve goal, e.g. interview dates, application deadlines
- realistic timelines to meet goal.

Transferable skills

- Written communication: filling out application forms, progression plan.
- Managing information: from the sources used to find out about possible progression routes.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the skills and behaviours needed to meet personal progression goal		
A.P1 Identify an intended progression goal.	**A.M1** Identify a clear progression goal with some details of the skills and behaviours needed to achieve it.	**A.D1** Identify a realistic progression goal with details of the skills and behaviours needed to achieve it.
A.P2 Outline the skills and behaviours needed to meet personal progression goal.	**A.M2** Identify how own skills and behaviours meet personal progression goal.	**A.D2** Describe how own skills and behaviours meet personal progression goal.
Learning aim B: Produce a progression plan to meet intended progression goal		
B.P3 Produce an outline progression plan to meet intended progression goal.	**B.M3** Produce a clear progression plan, identifying some steps towards meeting intended progression goal.	**B.D3** Produce a detailed and achievable progression plan, identifying most of the steps needed to meet intended progression goal.

Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

Essential information for assessment decisions

For distinction standard, learners:

- set a progression goal that demonstrates evidence of focused research from different sources, showing a clear and detailed understanding of the skills and behaviours needed to achieve it
- carry out an insightful review of own skills and behaviours, using feedback from others and evidence of self-reflection on how own skills and behaviours match those needed to meet the progression goal
- produce a focused progression plan that gives details on the required skills, behaviours and qualifications and produce a detailed plan on the next steps needed to meet the progression goal.

For merit standard, learners:

- set a focused progression goal that demonstrates evidence of finding out information from different sources, showing some understanding of the skills and behaviours needed to achieve it
- carry out a review of own skills and behaviours, using some feedback from others and give some detail on how own skills and behaviours match those needed for the progression goal
- produce a coherent progression plan that outlines some of the skills, behaviours and qualifications needed to meet the goal and covers most of the steps needed to achieve it.

For pass standard, learners:

- set a broad progression goal that shows limited evidence of finding out information from sources
- list the skills and behaviours needed to meet the goal
- produce a basic progression plan that gives broad and unfocused information on how they intend to meet their progression goal.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

What are my progression opportunities?

In groups, learners discuss the progression opportunities that may be available to them.

This can be supported by handouts about the local colleges, links to apprenticeship websites and local jobsites.

As a whole group, the progression opportunities can be listed on the board and the group can discuss what their initial ideas/plans are for the next stage.

Suggested time: about 1 hour.

Skills audit

Learners identify their own skills using a number of different techniques. They could list their own ideas first and then use commercially designed paper-based or online questionnaires. Ideally, learners should have the chance to do both. They can then compare results.

Learners list their skills in order of confidence. If the group know each other well, they could share their list with others to find out their opinion.

Suggested time: about 3 hours.

Appropriate behaviours for progression

Learners could begin the session by watching a video clip of people demonstrating different attitudes and behaviours. The group can then identify different attitudes and behaviours and talk about how they can affect other people's attitudes towards them.

Learners could role-play different scenarios that highlight the influence attitudes and behaviours can have on others, e.g. employers.

Suggested time: about 3 hours.

Local sources of information to identify progression opportunities

In small groups, learners carry out local research to find out where and how they can find out about progression opportunities. They could research online local newspapers and magazines, visit the library or careers service, websites, advice and guidance etc. Learners can collate their information to share with others in the class.

Suggested time: about 3 hours.

Opportunities to develop the skills and behaviours needed to progress

Tutors could invite speakers to talk about the value of volunteering and the skills that learners can develop, e.g. working in a charity shop, running a 5k and getting sponsors, being a youth leader, taking part in the Duke of Edinburgh's Award (DofE) scheme or sport's coach.

Suggested time: about 3 hours.

Setting goals

Learners will find out how to set simple goals that are achievable. Tutors could begin by helping learners set day-to-day goals, e.g. what they are planning to do that evening. Initially learners only need to set clear, achievable goals, however it will be valuable to consider measures and timescales.

Tutors can provide a list of potential goals and learners have to decide if they are clear and achievable.

Suggested time: about 3 hours.

Matching skills and behaviours to progression opportunities

Tutors give a range of course details, job advertisements and job descriptions for learners to review. Learners can then match their skills to the relevant course or job. They could initially work in small groups to identify the information they need from the text. Following the matching exercise, they can then decide if it would be realistic to apply for the course or job, if they would need to develop other skills before they could apply or if the course or job is not appropriate.

Suggested time: about 3 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to attend a progression interview with your tutor to discuss the next step in your learning. In preparation for this, you need to research the possible progression opportunities available to you. You should decide on one opportunity to focus on and produce an outline of the skills and behaviours needed for that particular progression goal and then match your own skills and behaviours to the goal. You should then produce a detailed progression plan, identifying the key areas you need to develop in order to meet your progression goal. Both of these documents will form a basis for the discussion with your tutor.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You will need to produce a new audit and progression plan for a different progression opportunity.

Unit A3:   Working with Others

Level: **1**
Unit type: **Core**
Guided learning hours: **30**

Unit in brief

Learners will develop skills in communication, teamwork and problem solving that will enable them to work effectively with other people on a given activity.

Unit introduction

A key part of being successful in work and study is the ability to work with other people. This includes being able to communicate, working together to solve problems and working in teams to achieve common goals.

In this unit, you will develop these skills and demonstrate how you use them. You will work with others to complete a given activity, agree roles and responsibilities, share ideas and support each other. Problems may come up as you work on the activity and you will need to find solutions to them. It can be difficult working with others and this unit gives you the opportunity to develop the skills and behaviours you need to be successful.

The skills you learn in this unit can be applied throughout your sector units and in broader contexts.

Learning aims

In this unit you will:

A Demonstrate the ability to work with others on a given activity

B Review own and others' performance on a given activity.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Demonstrate the ability to work with others on a given activity **B** Review own and others' performance on a given activity	• Communicating with others • Working with others to achieve common goals • Carrying out an outline review of own and others' performance	• A log/blog that provides evidence of: • role in a set activity where they have worked with others • review of the activity. • Witness statement from tutor.

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• This unit can be delivered in a sector context.	• Ways to communicate effectively through listening and talking • Building effective teams • Ways to assess own performance • How to plan to improve own performance	• Verbal communication • Teamwork • Problem solving

There are opportunities to develop functional skills in this unit:

Functional skills	
English	• Make relevant and extended contributions to discussions, allowing for and responding to others' input. • Make different kinds of contributions to discussions.

Unit content

Knowledge and sector skills

Communicating with others

- Taking part in discussions to decide ways to complete activity.
- Consideration of own verbal communication when working with others.
- Listening and responding appropriately to others.
- Contributing ideas and points of view.
- Accepting and giving positive and negative feedback.

Working with others to achieve common goals

- Identifying individual roles and responsibilities.
- Ensuring clear communication throughout the activity.
- Knowing appropriate behaviours for different situations.
- Working through problems and agreeing solutions together.
- Importance of respecting others who are working with you.
- Reviewing team and personal performance.
- Solving issues in teams.

Carrying out an outline review of own and others' performance

- Identifying own strengths in activity.
- Receiving feedback about own performance.
- Giving feedback to others on their performance.
- Outlining ways to improve own performance when working with others.

Transferable skills

- Verbal communication: working with others.
- Teamwork: working with others to complete an activity or achieve a goal.
- Problem solving: working together to overcome problems.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Demonstrate the ability to work with others on a given activity		
A.P1 Demonstrate limited communication skills when working with others to complete a given activity.	**A.M1** Demonstrate appropriate communication skills when working with others to complete a given activity.	**A.D1** Demonstrate effective communication skills when working with others to complete a given activity.
A.P2 Undertake an activity with others, taking some responsibility for own role within it.	**A.M2** Undertake an activity with others, taking responsibility for own role within it.	**A.D2** Undertake an activity with others, taking full responsibility for own role and making effective contributions.
Learning aim B: Review own and others' performance on a given activity		
B.P3 Produce an outline review of own performance during an activity.	**B.M3** Review own performance during an activity, identifying own strengths and weaknesses, with reference to feedback.	**B.D3** Review own performance during an activity, making suggestions for the future, with detailed reference to feedback.
B.P4 Deliver positive feedback to others that is relevant to the activity.	**B.M4** Deliver positive and negative feedback to others, using examples from the activity.	**B.D4** Deliver constructive feedback to others, using relevant examples from the activity.

Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

Essential information for assessment decisions

For distinction standard, learners:

- work with others successfully, taking ownership of their role in the activity and completing all their own activities while supporting others to achieve the team goal. Their communication skills will be clear and they will be understood by other members of their group to drive the activity forward. They will listen and respond to others, showing respect for their views
- complete a detailed review of their own performance during the activity. This could be written or a verbal recording that gives a detailed overview of the activities they completed. They will describe how they would work with others in the future, using supported examples from feedback they received from others. They will also demonstrate the ability to give positive and negative feedback to their peers in a clear and helpful way, using full examples from the activity.

For merit standard, learners:

- generally work well with others, taking responsibility for their own role in the activity and communicating with others when required, using appropriate language and demonstrating some ability to listen to the views of others
- complete a review of their own performance during the activity. This could be written or a verbal recording which identifies some of their strength and weaknesses, making some reference to the feedback they received from others. They will also demonstrate the ability to give some positive and negative feedback to their peers, using simple examples from the activity.

For pass standard, learners:

- show some ability to work with others, taking some responsibility for their own role in a activity, but not necessarily seeing the activities through to the end. Their communication with others may be minimal and only when necessary
- complete an outline of the role they carried out during the activity. This could be written or a verbal review with minimal attempt to review their own performance. They will attempt to give positive feedback to their peers, although this may be very basic and not linked to concrete examples from the activity.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

What makes a good team?

Tutors ask for examples from the group of any good and effective teams they can think of.
For example, it could be the local netball team, a dance group or a professional football club.
Smaller groups then choose one example from the list and identify two traits that make the team work well together. Examples could be:

- communication
- working together to solve problems
- understanding each other's roles and responsibilities.

Each group has to decide on the two traits they want to feed back to the group. Tutors list them all and then highlight the most prominent. Tutors ask how easy it was to decide as a group on the two traits they had to feed back on.

The group then discuss their experiences of working with others in the past, reflecting on their behaviours and making suggestions on how their team could have worked better.

Suggested time: about 1 hour.

What makes a bad team?

Tutors ask the group for examples of where they have seen or experienced bad teamwork, or of people not working well together. The group discuss the reasons why the team didn't work well together.

Tutors then show examples of bad teamwork, from TV shows like *The Apprentice* or *Big Brother*.

While the clips are being shown, the group write down everything they think has made the team not work properly. They then share their ideas with the whole group.

The whole group then reflects on the benefits of working well with other people and how they have to sometimes modify their behaviour to work effectively with other people.

Suggested time: about 1 hour.

Working in pairs

Tutors hand out photographs of celebrities, well-known people and sports men and women to each person in the group. They are not allowed to tell anyone who their picture is of.

Tutors then put the group in pairs, outside of friendship groups if possible. Then taking turns, one person asks questions about their partner's picture and their partner can only answer 'yes' or 'no'. They are given a time limit to find out the identity of their partner's celebrity.

Once the activity has finished, the tutor asks the group to reflect on how easy it was to communicate with someone when you only get yes or no answers. The group then reflects on how you have to phrase your questions to get the most information and also how to do this quickly under a time limit.

The activity could be repeated in different pairs.

Suggested time: about 1 hour.

Working with a group on an activity

The workshop can focus on building effective teams. There are a range of appropriate activities that learners can participate in.

For example, learners:

- work in small groups to build a tower that can support a marble. They are given drinking straws, sticky tape and a marble. The team that creates the highest tower wins
- work together to create a structure from balloons that will take the weight of one person in the group.

This type of workshop is ideal for discussing roles and responsibilities, participation, communication skills and problem solving.

Tutors could use a team-building activity at the beginning of each workshop instead of having a whole session focusing on this skill.

Suggested time: about 2 hours.

Communicating in teams

Working in groups, learners follow instructions to create an end product.

Learners will need to:

- check they understand what they need to do
- decide who is doing which task
- check progress and follow advice
- ask for help, if necessary
- respect each other's ideas and opinions
- solve problems.

At the end of this session, the group can discuss how effectively they communicated with each other, how well they worked together as a team, any issues they had and how they solved problems.

Suggested time: about 5 hours.

Relaying instructions to others

Learners can take part in a number of activities to develop effective communication skills. For example working in pairs, learners prepare instructions for a simple task such as tying shoe laces. They then share this with another group of learners who then follow the instructions. If the instructions are clear, learners should be able to tie their shoes successfully.

Suggested time: about 1 hour.

Debating a topic with others

Tutors give learners a number of topics to discuss in small groups with some key questions. The group has to firstly decide on the topic they want to discuss and decide on an 'observer' to observe and take notes on the groups' interactions. The group will then be given five minutes to discuss the topic and come to some agreement on the answers to the questions.

The group will decide on one person to feed back on the answers to the questions. The observer will then feed back on how the group interacted with each other and came to decisions.

The activity can be repeated with different people taking the 'observer' role.

The whole group then discuss what they have learned in this session about the views of others and the different roles that are taken in a group.

Suggested time: about 2 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You will work together (in pairs or larger groups) to put on a small fundraising activity at college for a charity day.

In your group you need to discuss and agree:

- the type of activity you will put on
- who you need permission from
- the date the activity will be on
- the resources needed to put on the activity.

You will agree the roles for each member of the group, ensuring that each of you has an equal amount of responsibility. You need to set up a log/blog explaining your role in the group and your key responsibilities. You need to keep this updated throughout the process.

Once the activity is completed your group will carry out a peer assessment of the activity, discussing how successful you were in working together to put on the activity, writing up the discussions in your log/blog and making suggestions for how you can improve your skills and behaviours.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You will work with a different group of people to produce a stand for the college open day.

Unit A4:   Researching a Topic

Level: **1**
Unit type: **Core**
Guided learning hours: **30**

Unit in brief

Learners will develop the skills needed to carry out some outline research into an agreed topic. They will keep a record of their investigation and then present a summary of their findings.

Unit introduction

In this unit, you will have the opportunity to research a topic that interests you. It could be linked to something you have enjoyed in your sector, something that is happening in your local community or perhaps linked to what you would like to do in the future.

Before starting on your research you will need to decide on the focus for your topic. You will set up a research log to record the research tasks you carry out and the sources that you use. When you have completed your research, you will summarise and present your findings.

You will use many of the skills you have developed already, such as planning, time management, research and presenting, as well as any sector skills and knowledge that you have learned. All these skills are important for progressing to further qualifications.

Learning aims

In this unit you will:

A Carry out research into an agreed topic
B Present a summary of research findings into an agreed topic.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Carry out research into an agreed topic	• Selecting a suitable topic • Collecting information on topic • Keeping a research log • Presenting findings of research	• Research log. • A summary of research findings.
B Present a summary of research findings into an agreed topic		

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• The research topic can be in a sector context.	• Ways to plan successfully • Identifying sources of information • How to research • Presentation methods	• Planning • Finding out • Managing information • Communication

There are opportunities to develop functional skills in this unit:

Functional skills	
English	• Present information/points of view clearly and in appropriate language. • Present information in a logical sequence. • Use correct grammar, including correct and consistent use of tense. • Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear.

Unit content

Knowledge and sector skills

Selecting a suitable topic

- Investigation could focus on the local community or area, linked to a sector, hobby or an extra-curricular activity.
- Agreeing investigation title and the scope of the research with tutor.
- Agreeing deadline.
- Ensuring topic is focused and manageable in the timescales.
- Identifying key actions and milestones for the investigation such as setting up a log, organising visits, deadline for completion.

Collecting information on topic

- Sources of information:
  - electronic media, e.g. blogs, podcasts, downloads, websites
  - printed media, e.g. newspapers/magazines/books
  - interviews
  - visits.
- Identifying and selecting the key points from research.

Keeping a research log

- Ongoing record of information researched.
- Information on research sources, methods and key findings.
- Ongoing record of information found out through a chosen medium such as a folder, blog, vlog (video blog).

Presenting findings of research

- Summarising key findings.
- Choosing presentation method, e.g. through a PowerPoint®, vlog, written handouts, oral questioning.
- Explaining findings in a clear and concise way.

Transferable skills

- Planning: identifying key tasks to complete.
- Finding out: information from research sources.
- Managing information: selecting the relevant information, choosing appropriate sources of information.
- Communication: through presentation of findings.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Carry out research into an agreed topic		
A.P1 Search for information on an agreed topic using given research sources.	**A.M1** Search for information on an agreed topic using own and given sources.	**A.D1** Carry out a focused and detailed search into an agreed topic.
A.P2 Select simple information from given sources on the agreed topic.	**A.M2** Select mostly relevant information from sources on the agreed topic.	**A.D2** Select relevant information from sources that link clearly to the agreed topic.
Learning aim B: Present a summary of research findings into an agreed topic		
B.P3 Present an outline summary of research findings on an agreed topic.	**B.M3** Present a clear summary of research findings on an agreed topic, with reference to some of the research sources used.	**B.D3** Present a focused summary of research findings, with clear referencing to the research sources used.

Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

Essential information for assessment decisions

For distinction standard, learners:

- carry out research that remains focused on the agreed topic and uses a range of appropriate sources to collect information
- give a detailed breakdown of the sources they have used and select the most relevant information from them, demonstrating awareness of which sources were more reliable than others
- present their summary of research findings clearly, keeping the focus on the research topic. The summary will also reference in detail the research sources that were used.

For merit standard, learners:

- carry out research that remains mostly focused on the agreed topic but may become too broad in places. Some of the sources will have been given by tutors but some they have found for themselves
- outline the research sources used. They will select appropriate information for their topic. They will demonstrate some understanding of which sources are more reliable than others
- present their summary of research findings, remaining mostly focused on the agreed topic although may go off in other directions at some points. The summary will reference some of the research methods that were used.

For pass standard, learners:

- carry out basic research, using research sources that have been given by tutors
- produce a research log that gives incomplete information of the key tasks they have completed. They will select only simple and obvious information from the given sources
- present a basic summary of research findings that are mainly broad and unfocused. There will be little or no reference to the research methods used.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Choosing a topic to investigate

This is perhaps the hardest part of any project. Learners need to choose a topic that is interesting to them but not too big so that it becomes impossible to complete. In small groups, learners make a list of subjects or hobbies they are interested in. They can then ask each other questions about the topics or hobbies. This could begin to form a list of possible subjects for each project. Alternatively, tutors could provide a list of potential topics for learners to choose from.

Suggested time: about 3 hours.

Deciding on outcomes

Learners can be given a list of outcomes and project titles. Their task will be to match the outcomes with the titles. They can then look at the results with other group members to see if they agree or have different answers. Tutors may want to include answers that will overlap with different topics.

Suggested time: about 3 hours.

Research sources

Tutors do a brief overview of what the difference is between a primary source and a secondary source. Tutors then give out a list of different research sources and learners work in pairs to decide whether it is primary or secondary. Learners feed back on their decisions.

Suggested time: about 2 hours.

Identifying the tasks that need to be completed

Learners plan a task list of the activities they need to complete. Tutors could produce a list of actions needed to complete a project in the wrong order and then, in groups, learners put them in the correct order. They will use the correct list to produce a to-do list of tasks to complete for their investigation.

Suggested time: about 3 hours.

Reviewing progress so far

As a group, learners will begin the session by reviewing what they have done so far. This should be a short presentation, depending on the number in the group. This activity is not intended to use the full time for the workshop. Learners can identify any problems they have had and how they have solved them, if they have. Other learners have the opportunity to ask questions about the project and share ideas.

Learners could record the review in their log.

Suggested time: about 3 hours.

What skills are you using?

This workshop will focus on the skills learners are using to carry out their project. Working in small groups, learners could identify different communication, planning, time-management and problem-solving skills. They can then share their results with the larger group.

Suggested time: about 3 hours.

How to present outcomes

Learners will investigate ways to present their research findings. They could experiment with vlogs or blogging software, and try out PowerPoint or Prezi.

They could also try using graphs, charts or illustrations to present information. Learners could work in small groups to decide which formats would be most appropriate for different topics.

Suggested time: about 3 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You need to select a topic of your choice to carry out some research into. The topic could be an extension of something you have studied on your course or an interest or hobby that you would like to find out more about. You will discuss your ideas with your tutor and then come up with a title for your research. This should be focused and manageable in the time available to complete it. You will set up a research log to record what you are doing. This could be a folder, a blog or vlog. You will produce a to-do list of the tasks you need to complete in the timeframes given to you. While you carry out your research, you will keep an ongoing record of the sources and methods used to find out information. Finally you will summarise your key findings in a presentation method of your choice, making reference to the research sources you used.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You will need to select a different topic for your research.

Unit HB5: Finding Out About the Hair and Beauty Industry

Level: **1**
Unit type: **Sector (Hair and Beauty)**
Guided learning hours: **40**

Unit in brief

Learners will have the opportunity to develop skills and explore the services and treatments offered in the hair and beauty industry.

Unit introduction

In this unit, you will be encouraged to research and use resources to find out about the varied roles in the hair and beauty industry and the skills required to fulfil them. There are many different jobs available; for example, you may start in the salon as a junior and progress into management or become a specialist in one of the many hair or beauty therapies. This sector also offers many different places of work, for example, a high street salon, a mobile service visiting people at home, a hotel or – for the more adventurous – a cruise liner.

This unit will help you to develop skills and knowledge about the hair and beauty industry. You might want to specialise in one area but it is useful to have an overview to help you make choices in the future. You will visit salons, talk to therapists and begin to use skills specific to the industry. You will find out about the many different types of venue that offer these services and treatments, as well as the varied jobs possible.

The information and experience you gain in this unit will help you to make decisions about the areas you wish to pursue, whether hair or beauty. The transferable and sector skills you develop in this unit will enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

A Find out about the hair and beauty industry to identify roles and career opportunities

B Present information about skills required for different services and treatments in the hair and beauty industry.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Find out about the hair and beauty industry to identify roles and career opportunities **B** Present information about the skills required for different services and treatments in the hair and beauty industry	• Different job roles and career opportunities in the hair and beauty sectors • Venues for job roles in the hair and beauty industry • Skills needed to carry out different services and treatments in hairdressing • Skills needed to carry out different services and treatments in beauty therapy	• Small team presentations with individual contribution identified • Poster showing variety of venues for salons • Organisation charts for salons • Lists of skills and treatments advertised in a handout or poster • Advert created for senior role in either hair or beauty, describing skills and experience required • Job description for the job advertised

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• Finding out and researching different roles and career opportunities in the hair and beauty industry • Identifying skills required in hair and beauty roles • Developing and communicating ideas about findings through a presentation • Producing information about skills and career routes in the hair and beauty industry • Working with others to identify roles within a team in the hair and beauty industry	• Research techniques • Presentation techniques • Job roles in the hair and beauty industry • Types of salon • Career progression in the industry • Skills required to carry out the job roles	• Managing information • Self-management and development

There are opportunities to develop functional skills in this unit:

Functional skills	
English	• Present information in a logical sequence. • Make relevant and extended contributions to discussions, allowing for and responding to others' input.

Unit content

Knowledge and sector skills

Different job roles and career opportunities in the hair and beauty sectors

- Job roles:
  - hairdressing roles including: receptionist, hair professional, colour technician, sales representative
  - beautician roles including: receptionist, beauty therapist or consultant, nail technician, masseuse, sales representative.
- Career opportunities:
  - hairdressing careers and pathways: starting as a junior/trainee in a salon, working on reception, steps to becoming a stylist (junior stylist, senior stylist), specialist (e.g. colour technician, braiding), salon manager, salon owner, independent/ self-employed/mobile hairdressing, weddings, sales and retail representative; part-time or full-time courses; learning on the job
  - beauty careers and pathways: starting as an assistant therapist, junior therapist, junior nail technician, make-up consultant, nail consultant, make-up artist, senior therapist, mobile therapist, wedding stylist, retail and sales representative; part-time or full-time courses; learning on the job
  - communicate with others: interview others in hair and beauty to identify career opportunities.

Venues for job roles in the hair and beauty industry

- Venues for hairdressing including: salons, mobile/freelance/independent, ladies only, unisex salons, barbers, hotels, cruise ships.
- Venues for beauty therapy including: beauty salon, health spa, nail bar, tanning shop, resort spa on cruise ship, hotel or airport.

Skills needed to carry out different services and treatments in hairdressing and beauty therapy

- Hairdressing skills:
  - skills to carry out shampoos, blow dries, cutting, styling, keratin treatment, braiding, plaiting, colouring, perming, up-dos, styling hair for weddings
  - customer communication
  - appropriate dress and behaviour
  - organisational and time managements skills: have all the necessary equipment and material in advance of the service/treatment; be aware of appointments for the day and time allocated; maintain confidentiality of information and discretion.
- Beauty therapy skills:
  - skills to carry out manicures, pedicures, waxing, threading, sugaring (hair removal), make-up, facials, massages, beauty treatments for weddings, body treatments
  - customer communication
  - appropriate dress and behaviour
  - organisational and time management skills: have all the necessary equipment and material in advance of the service/treatment; be aware of appointments for the day and time allocated; maintain confidentiality of information and discretion.

Transferable skills

- Self-management and development:
  - using information gathered to set goals for career development
  - being able to plan ahead by having information about the hair and beauty industry
  - identifying skills required and individual skills gaps
  - being able to work to deadlines and gather and present information to time, using technology to help with the presentation of findings and time management.
- Managing information:
  - finding information about the hair and beauty industry
  - gathering information from different sources such as magazines, the internet, interviewing others, libraries
  - selecting and processing information to identify career routes in hair and beauty
  - organising findings in order to present them.

Assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Pass	Merit	Distinction
Learning aim A: Find out about the hair and beauty industry to identify roles and career opportunities		
A.P1 Select information about different roles and career opportunities in the hair and beauty industry from a given source.	**A.M1** Select information about different roles and career opportunities in the hair and beauty industry from given sources.	**A.D1** Select information about different roles and career opportunities in the hair and beauty industry from own and given sources, outlining the chosen sources.
Learning aim B: Present information about skills required for different services and treatments in the hair and beauty industry		
B.P2 Produce correct information about services and treatments in the hair and beauty industry.	**B.M2** Produce detailed information about services and treatments in the hair and beauty industry.	**B.D2** Produce detailed and well-organised information about services and treatments in the hair and beauty industry.

Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from that unit to achieve another unit.

Essential information for assessment decisions

For distinction standard, learners:

- select and present full and relevant information about job roles and career opportunities for both hair and beauty. Information will be clearly presented in a focused way, using appropriate visual aids. There will be a clear and informative organisation chart, which reflects a realistic and accurate salon structure, for both hair and beauty
- identify appropriate career opportunities. The display of information will be well planned, considered and will meet the demands and expectations of the brief
- correctly describe appropriate skills and services/treatments. Information presented will be realistic and relevant, showing a full understanding of the demands and expectations of the brief.

For merit standard, learners:

- select and present relevant information about job roles and career opportunities for both hair and beauty. Information will be clearly presented, using appropriate visual aids. There will be an informative organisation chart, which reflects a realistic salon structure, for both hair and beauty
- identify appropriate career opportunities. The display of information will be planned and will meet the requirements of the brief
- describe appropriate and realistic skills and services/treatments. Information presented will be relevant, showing understanding of the brief.

For pass standard, learners:

- present information about job roles and career opportunities for both hair and beauty. Information will be presented using basic visual aids that contain some relevant information. There will be a basic organisation chart, which reflects a salon structure for both hair and beauty
- identify appropriate career opportunities, although these may be limited. The display of information will respond to the brief
- describe acceptable skills and services/treatments. Any information presented will be relevant.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners participate in a tutor-led discussion about the different job roles in hair and beauty, capturing and displaying the results.

Learners then work in pairs or small teams to research given areas (e.g. hair or beauty), allocated according to initial interest. Learners are given a limited time to gather information about as many roles as possible in their research area, using the internet, the library and other resources (e.g. trade press).

The results of this research are collated and compared with the original list of roles to see how much more detail has been captured. This activity will give learners a basic overview of the many roles in the hair and beauty sectors.

- Skills: working together, using research skills, selecting and presenting information, communicating.

Suggested time: about 4 hours

Finding out about careers in hair and beauty

Learners find out about specific careers in either hair or beauty. They do this in response to a given job advert, for which they need to identify and select appropriate information.

Learners visit the careers office or library, or a salon (perhaps the college salon) to gather information. They then collate and sort the information and select what is appropriate before discussing and sharing information and ideas about their allocated advert/career.

This activity can be carried out individually or in pairs.

- Skills: research, asking questions, gathering data, identifying and selecting information, verbal communication.

Suggested time: about 6 hours

Learning about treatments

A visiting speaker comes in to talk about their career and demonstrate some of the treatments they provide. A mobile hairdresser/beautician would be ideal; otherwise, learners may visit a salon.

If possible, learners should be given the opportunity to join in with demonstrations, for example, to trial different treatments.

Following the demonstrations, tutors lead a group discussion to see if the experience has influenced learners' personal thinking and choices. Learners record their personal reflections in a logbook.

- Skills: listening, observing, practical trialling of a simple service, communicating, asking questions, reflecting and recording information.

Suggested time: about 12 hours

Producing an organisation chart

Learners produce organisation charts for a large hair and beauty salon, from a given case study. To do this, they identify the different roles and levels of all employees in the given example.

Learners then display their completed charts and share their ideas. They may work in pairs for this activity.

- Skills: processing information, presenting information, working with others, communicating.

Suggested time: about 4 hours

Visiting salons

Learners visit salons and spend time observing the services and treatments delivered in both hair and beauty, noting the prices. They then discuss their observations and any differences between salons/treatments.

Learners produce a promotional leaflet for a salon, detailing the services and treatments on offer.

• Skills: asking questions, collecting information, communicating, presenting information.

Suggested time: 10 hours

Pricing treatments

Learners find out how treatments and services are priced. They should collect price lists and compare between salons, before designing an advert to promote prices.

• Skills: research into pricing, asking questions, costing, communicating information.

Suggested time: 4 hours

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You are to put together an information pack for a salon to send out to potential job applicants. The salon is large, with a number of hairstylists and beauticians, and offers both hair and beauty treatments. You have been asked to produce a poster showing the range of treatments available, both in the salon and from the mobile service (which offers at-home treatments). You also need to produce an organisation chart to include in the pack, along with a job advertisement including a job description for a senior job in either hair or beauty.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity:

The information pack would be similar; however, the job advertised and job description would be for the sector – either hair or beauty – which was not used initially.

Unit HB6:   Responding to a Hair and Beauty Theme

Level: **1**
Unit type: **Sector (Hair and Beauty)**
Guided learning hours: **40**

Unit in brief

Learners will develop the skills and techniques needed to produce a mood board and an image that communicate their hair and beauty ideas in response to a brief.

Unit introduction

In this unit, you will explore and develop ways of working with materials and products in order to produce a mood board that can be used to present ideas for a themed hair and beauty image. A mood board consists of a collection of images, textures, colours, fabrics and text that are used to describe creative ideas. Make-up artists and designers use mood boards to present and agree ideas based on the requirements of a brief. You will develop skills in creating images using suitable products and materials and presenting them in a way that communicates your ideas effectively.

This unit will help you to develop skills that will enable you to progress to qualifications in different sectors, or to other qualifications in hair and beauty. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

A Communicate design ideas when producing a mood board in response to a brief

B Present information about skills required for different services and treatments in the hair and beauty industry.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Communicate design ideas when producing a mood board in response to a brief	• Use of materials in response to requirements of a brief • Development and application of skills and techniques • Purpose of a mood board	• Mood board in line with given brief • Image presented which replicates mood board design and brief • Record of skills and techniques used to create the mood board and image ideas
B Present an image in response to a hair and beauty brief		

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• Sourcing products and materials to use to come up with ideas • Experimenting with products, materials and techniques, e.g. practising to drawing the image and presentation • Developing and communicating ideas for final image linked to mood board • Producing final mood board and image • Communicating ideas	• Requirements of a brief • Purpose and requirements of a mood board • Developing ideas and types of image • Research techniques • Practical hair and make-up skills • Presentation techniques	• Managing information • Communication

There are opportunities to develop functional skills in this unit:

Functional skills	
English	• Make different kinds of contribution to discussions. • Present information in a logical sequence.

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Unit content

Knowledge and sector skills

Use of materials in response to requirements of a brief

- Images that can be applied to a mood board, such as drawings, paintings, sketches, cuttings.
- Colours and textures: make-up, hair accessories, fabrics, paper, rubbings, cuttings, card.
- Text: titles, quotes, definitions.
- Samples: make-up images, costume images, hair images.
- Decide on the right materials to meet the requirements of a brief and make choices for selection.

Development and application of skills and techniques

- Select and experiment with materials.
- Plan layout of a mood board to best 'showcase' ideas and concepts.
- Produce notes and annotations to explain developments.
- Communicate ideas through the final mood board.
- Provide supporting information, e.g. pictures of image design, notes to support communication of ideas.
- Apply skills and techniques: use make-up tools, equipment and application, hair tools, equipment and hair design, materials, accessories, consumables.
- Create an image: use make-up tools, equipment and application, hair tools, equipment and hair design, materials, accessories, consumables.
- Select images in response to a brief or theme from a range of designs: mood board.
- Review outcomes in response to requirements of the final presented image conveyed through the mood board.

Purpose of a mood board

- Communicate design ideas in response to a brief.
- Communicate a theme, e.g. through colour, mood, form.
- Convey ideas to support selection and testing of materials, textures and colours.
- Display image outcomes: make-up application, hair design, costume, materials.

Transferable skills

- Communication:
  - communicating ideas through a mood board
  - communicating a theme, e.g. through colour, mood, form
  - using different techniques to present and communicate images and ideas
  - using different ways to communicate ideas – mood board, images and designs.
- Managing information:
  - collecting and using information from different sources to create a mood board, e.g. use magazines and the internet
  - finding materials
  - determining relevance of images selected to convey ideas for mood board
  - organising information to create theme and images
  - presenting information and conveying ideas through images and designs on mood board
  - using IT to create images to present on mood board.

Assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Pass	Merit	Distinction
Learning aim A: Communicate design ideas when producing a mood board in response to a brief		
A.P1 Communicate basic design ideas when producing a mood board with reference to the brief.	**A.M1** Communicate clear design ideas when producing a mood board with links to the requirements of the brief.	**A.D1** Communicate detailed design ideas when producing a mood board, showing how they meet the requirements of the brief.
Learning aim B: Present an image in response to a hair and beauty brief		
B.P2 Present a basic image in response to a brief with links to the ideas in the mood board.	**B.M2** Present a suitable image in response to a brief with appropriate links to the ideas in the mood board.	**B.D2** Present a detailed image in response to a brief with clear links to the ideas in the mood board.

Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from that unit to achieve another unit.

Essential information for assessment decisions

For distinction standard, learners:

* communicate their design ideas and use of materials effectively through their final mood board in a detailed and well-structured format that shows how they met the requirements of the brief. From this, the learner's intention in relation to their ideas will be clear, and the mood board will have clear meaning and purpose.
* create an image that is well-planned, considered and meets the demands and expectations of the brief with clear connections to the mood board.
* present images clearly, with supporting annotations that convey the meaning of the brief and explain the sourcing and selection of materials and how they were used to meet the requirements of the brief and image outcome. They may present a number of images that demonstrate experimentation. The development of final ideas will be supported by the materials and techniques used.

For merit standard, learners:

* communicate their design ideas through their final mood board in a clearly presented format with links to the requirements of the brief. The main intentions of their ideas and mood board will be stated.
* create an image that is planned and meets the demands of the brief, with links to the mood board.
* present ideas in an appropriate format, using some annotation to convey the meaning of the main aspects of the brief. Learners will outline how they sourced and selected the materials used in order to meet the requirements of the brief and image outcome. They may present a number of images that demonstrate experimentation with materials and techniques. These ideas may lack detail but will link to the mood board and brief.

For pass standard, learners:

* communicate their basic design ideas through their final mood board in a suitable format with reference to the requirements of the brief. However, their intentions in terms of their ideas and mood board may not always be clear.
* create a basic image that shows some evidence of planning and reference to the requirements of the brief, with some connections to the mood board.
* present ideas, with limited annotation, to convey the meaning of the brief. Learners will refer to the materials used but there may be limited connections with the requirements of the brief and image outcome.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutors give learners the definition of a mood board and examples of how it is used in different specialist areas, for example:

- make up
- hair
- costume design
- fashion.

Learners analyse the examples given to develop an understanding of the following:

- use of materials
- presentation
- layout
- meaning
- purpose
- communication of ideas.

Suggested time: about 4 hours

Producing a mood board

Tutors introduce the methods learners can use to create their own mood board, then set learners a number of exercises requiring them to produce mood boards that visually describe the design ideas for an image outcome. These exercises can ask learners to develop mood boards for outcomes such as themed hair and make-up looks, production costumes for hair and make-up or fashion hair and make-up.

Tutors can provide materials so learners can focus on developing skills and techniques for producing a mood board. Learners will develop the following skills:

- planning
- selection
- layout
- presentation
- communication.

Learners will present materials on sheets as a mood board that visually describes their design idea.

Suggested time: about 10 hours

Hair and make-up techniques workshop

Learners ask themselves questions, such as:

- How can I get the best possible hair and make-up image linked to my mood board?
- What do I need?
- How can I apply make-up to create my desired image?
- How can I achieve my hair design? What will I need?

Tutors introduce a limited range of hair and make-up application techniques. Then learners practise their skills, recording and discussing the results.

Suggested time: about 8 hours

Using hair and make-up products and equipment to create an image

Tutors provide learners with the tools and equipment they will need to create their desired look or image. Learners are given a time limit and allowed to use a variety of make-up and hair equipment to create their desired look(s) from their mood board. They may work on peers to create their image.

Learners record different uses of tools and equipment and follow safe and effective practices. They should practise creating their image more than once.

Suggested time: about 8 hours

Communicating ideas

Learners will develop skills in communicating their ideas. Tutors set a task that requires learners to present their ideas and images to the group, using the mood boards produced for earlier activities. Learners should feed back on each other's presentations and review their performance based on this feedback, using the information to set targets for development.

Suggested time: about 4 hours

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You are working in a salon environment. As part of your skills development, you have been asked to produce some ideas for hair and beauty images to present to a client for a special occasion. You are to create a mood board and present your images to the client and your supervisor. Your supervisor will give you a brief and you may need to consult with the client for further information. To help show your understanding of what is required, you are to produce a logbook that includes:

- a record and interpretation of the brief received
- a record of any customer consultation
- documentation of the stages of development of the mood board
- the mood board and presentation of your images.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity:

A different brief is given for another occasion with a different client.

Unit HB7: Contributing to Salon-Related Tasks

Level: **1**
Unit type: **Sector (Hair and Beauty)**
Guided learning hours: **40**

Unit in brief

Learners will have the opportunity to develop and practise the skills needed to work as part of a team and be professional in a salon.

Unit introduction

This unit will help you to develop a professional image and practise using communication skills and carrying out a range of tasks in a salon as part of a team. It is likely that the starting role you undertake will be that of a salon assistant; in this role, you will be expected to help out around the salon, perhaps by answering phones, looking after clients, preparing nail stations or folding towels. All these jobs are essential and will help you to gain valuable all-round salon experience.

You must always look and behave in a professional manner, whatever your role in the salon. In this unit, you will learn how to present and maintain a professional image in a salon environment. Being friendly and polite to both customers and colleagues is an important aspect of working in a salon, as is personal hygiene and helping to maintain a safe and hygienic working environment.

The experience gained in this unit will help you to develop practical skills in a range of salon-related tasks, forming the foundation for future development. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

A Work with others to provide support for salon-related tasks

B Carry out salon-related tasks in a professional manner.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Work with others to provide support for salon-related tasks **B** Carry out salon-related tasks in a professional manner	• Salon-related tasks • Tools and equipment for carrying out tasks • Working in a team in a salon environment • Communicating with clients and colleagues in a salon environment • Promoting a professional image • Safe and hygienic working practices • Responding to instructions/ using initiative	• Job description for a salon assistant • Person specification for a salon assistant • Leaflet/poster on safe and hygienic working practices • Record of demonstrated salon-related tasks

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• Working with others and following instructions in a salon environment • Carrying out salon-related tasks, following safe and hygienic working practices and presenting a professional image • Communicating appropriately with customers and colleagues • Being proactive and flexible, responding to instructions in a salon environment	• Tasks required of different roles • Communication with clients and colleagues • Team working in a salon • Tools and equipment required to carry out tasks • Safe and hygienic working practice in a salon • Presenting a professional image	• Communication • Working with others

There are opportunities to develop functional skills in this unit:

Functional skills	
English	• Make relevant and extended contributions to discussions, allowing for and responding to others' input.

Unit content

Knowledge and sector skills

The following content relates to both learning aim A and learning aim B.

Salon-related tasks

- Tasks including: sweeping floors; folding towels; sterilising equipment; keeping the salon hygienic, clean and tidy; stocking retail areas with hair and beauty products; assisting when required or instructed; answering phones; greeting clients; hanging coats; putting on gowns; offering refreshments; booking appointments; helping out on reception; clearing up; preparing nail stations.
- Skills and qualities including: enthusiastic, energetic, team worker, patient, friendly, interested in hair and beauty, likes people, flexible and proactive, effective communicator.

Tools and equipment for carrying out tasks

- Tools and equipment including: towels, washing machines, broom, telephone, front desk, products to put out for sale, gowns, wardrobe to hang client coats, appointment book, sterilisation equipment, hairdryers and other styling equipment, nail products to prepare nail stations.

Promoting a professional image

- Look professional: wear salon colours/uniform; maintain personal hygiene (clean nails, well cared for skin and teeth); follow salon policy and codes of conduct; tidy hair and make-up; be respectful; respond positively to requests; carry out tasks quickly and efficiently.

Safe and hygienic working practices

- Be aware of: client comfort, correct posture for tasks, health and safety instructions from salon policy, PPE (personal protective equipment), COSHH (Control of Substances Hazardous to Health Regulations), sterilisation and sanitation methods, safe use of tools and equipment.

Communication with clients and colleagues in a salon environment

- Interact using verbal and non-verbal communication including: listen and respond to instructions; ask questions when unsure; carry out tasks as required by the salon; be polite, friendly and respectful; work with others in a cooperative way; work as part of a team; keep customers satisfied; record appointments; be polite on the phone.

Transferable skills

- Communication:
  - speaking and listening to others when engaging with clients and colleagues in the salon
  - using body language to help communicate in a professional manner and to help relax clients
  - writing up notes and completing appointment books
  - talking formally with clients and informally with colleagues
  - using email and text to contact clients.
- Working with others:
  - agreeing tasks and goals on a daily basis in the salon
  - working as part of a salon team, showing respect to team members and sharing ideas when asked to contribute or given tasks to complete
  - responding to requests and carrying out tasks in the salon.

Assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Pass	Merit	Distinction
Learning aim A: Work with others to provide support for salon-related tasks		
A.P1 Demonstrate teamwork skills and awareness of tasks, using equipment and products to carry out tasks.	**A.M1** Demonstrate teamwork skills, responding appropriately to instructions, showing knowledge of tasks and carrying out tasks competently.	**A.D1** Demonstrate effective teamwork skills, responding positively to instructions, showing full knowledge of tasks and carrying out tasks efficiently and comprehensively.
A.P2 Demonstrate basic communication skills when working with colleagues and clients.	**A.M2** Demonstrate appropriate communication skills when working with colleagues and clients.	**A.D2** Demonstrate confident communication skills when working with colleagues and clients.
Learning aim B: Carry out salon-related tasks in a professional manner		
B.P3 Carry out salon-related tasks, demonstrating an appropriate attitude, using basic tools and equipment and following safe working practices.	**B.M3** Carry out salon-related tasks, demonstrating a professional attitude, using the correct products, tools and equipment and following safe, hygienic working practices appropriately.	**B.D3** Carry out salon-related tasks, demonstrating a positive and professional attitude, using the correct products, tools and equipment and following safe, hygienic working practices consistently.

Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from that unit to achieve another unit.

Essential information for assessment decisions

For distinction standard, learners:

* carry out salon-related tasks as requested in a positive, professional way using the correct tools and equipment for different tasks. Learners will demonstrate an understanding of safe and hygienic working practices and the need to follow them. Learners will apply these practices in a consistent manner when carrying out tasks
* work with others as part of a team effectively and in a supportive manner. Learners will respond to instructions in a positive manner and show that they understand the tasks they have been allocated. Learners will communicate with clients and colleagues in a professional way, using appropriate verbal and non-verbal methods.

For merit standard, learners:

* carry out salon-related tasks as requested in a professional manner using the correct tools and equipment for most of the allocated tasks. Learners will demonstrate an awareness of safe and hygienic working practices and the need to follow them. Learners will apply these practices when carrying out tasks
* work with others as part of a team and provide relevant support. Learners will respond to instructions in a way expected in the workplace and show that they are aware of the tasks they have been allocated. Learners will communicate with clients and colleagues in an appropriate manner, using verbal and non-verbal methods.

For pass standard, learners:

* carry out basic salon-related tasks, with support if required, using given tools and equipment for the allocated tasks. Learners will recognise that safe and hygienic working practices are in place and should be followed. Learners may need prompting to apply these practices when carrying out tasks and may need to seek clarification
* work with others as part of a team, including providing support relating to allocated tasks or for specific team members. Learners will respond to instructions and show some awareness of the tasks they have been allocated. Learners will use basic communication techniques with clients and colleagues.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutors lead a discussion on being professional in the workplace and the importance of behaving professionally at all times, regardless of the task being carried out.

In pairs, learners identify examples of acceptable and unacceptable behaviour; they then discuss their ideas with the group. Learners may share examples of salons they have visited and how they present a professional image.

Learners produce a checklist of professional behaviour skills and techniques.

- Skills: working together, using research skills, asking questions, selecting and presenting information and communicating.

Suggested time: about 4 hours

Learning about salon roles

Learners explore the role of salon assistant or junior, to understand the tasks they will be expected to complete when first working in a salon. In small groups, learners could find out about the different salon-related tasks and then share their findings with the whole group.

Learners could research or find examples of job adverts and design job descriptions for them, with matching person specifications.

- Skills: research, identifying and selecting information, verbal communication.

Suggested time: about 6 hours

Exploring tools and equipment

In small groups, learners explore the tools and equipment they will use for day-to-day tasks in a salon. They need to be able to identify a range of basic salon tools they will be expected to use. Tutors explain to the whole group how this knowledge will help them when working in a salon.

Individually, learners carry out some given salon–related tasks.

- Skills: investigating, working with others, responding to instructions.

Suggested time: about 6 hours

Speaking to more advanced students

Learners visit a college salon to observe and interview more advanced students. The focus of this activity should be on identifying the range of tasks expected and finding out about safe and hygienic working practices.

In small groups, learners create handouts on general salon-related tasks (tasks to be allocated by tutors).

- Skills: processing information, presenting information, working with others, communicating.

Suggested time: about 6 hours

Practising salon-related tasks

Learners are given tasks to carry out in different scenarios in a salon environment. They should use the correct equipment and follow safe and hygienic working practices when completing their allocated tasks.

- Skills: asking questions, practising skills, reviewing own work.

Suggested time: about 10 hours

Communicating with clients and colleagues

Tutors set tasks to allow learners to practise their communication skills – for example, discussion, question and answer sessions, role play, creating a leaflet or poster. Learners should be able to explain and demonstrate how to communicate with clients and colleagues in different situations, such as greeting a client, responding to instructions or meeting requests from colleagues.

• Skills: working with others, communicating information.

Suggested time: about 3 hours

Understanding safe and hygienic working practices

Tutors lead a discussion around salon polices in relation to safe working practices and hygiene. Learners could produce mind-maps to show the different practices to be observed; these mind maps can be shared with the group for comparison and peer review.

Learners could work in pairs or small groups to devise a salon policy.

• Skills: managing information, reviewing information, communicating.

Suggested time: about 3 hours

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You are working in a salon environment. As part of your skills development, you are to carry out a range of different tasks around the salon. To help show your understanding of what is required, you are to produce:

- information that describes the role and tasks of a salon junior
- a leaflet/poster on safe and hygienic working practices
- evidence that you have carried out different tasks in the salon, detailing the equipment used
- evidence that you have worked as part of a team.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity:

Carry out different tasks around the salon, using different equipment and working with a different team.

Unit HB8:   Looking After Customers

Level: **1**
Unit type: **Sector (Hair and Beauty)**
Guided learning hours: **40**

Unit in brief

Learners will have the opportunity to develop and practise skills in providing customer service while working in a salon environment.

Unit introduction

This unit will help you to understand the importance of customer care, as part of being professional in a salon environment. It will also help you to develop and practise skills in communicating and caring for customers. Following a set of guidelines which focus on the customer is an approach embraced by those who are most successful in the industry.

In this unit, you will explore ways to approach customer service. Customers are an essential part of work in a salon and looking after them well should be your main priority. You need to create the best experience for customers, and look and behave in a professional manner, whatever your role in the salon. You must also ensure your customers are well cared for at all times.

Being friendly and polite to customers is an important aspect of working in a salon, as is personal hygiene and helping to maintain a safe and hygienic working environment. This is all part of providing the best customer service.

The experience gained in this unit will help you to develop practical skills in a range of salon-related tasks. This will form the foundation for future development. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

A Communicate with customers in a salon environment

B Provide customer service in a salon environment.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Communicate with customers in a salon environment **B** Provide customer service in a salon environment	• Purpose of customer care • Communication with customers • Promoting a professional image • Providing customer service • Safe and hygienic working practices	• Guidelines for customer care • Lists of communication techniques to use in different scenarios • Role-play recordings of communication scenarios • Handout on presenting a professional image • Leaflet/poster on safe and hygienic working practices • Record of carrying out customer service activities

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• Communicating appropriately with customers • Being proactive and flexible, responding to customers in a salon environment • Providing customer service in a salon environment • Being professional • Practising hygienic working practices	• Communicating with clients • Communication techniques • Customer care • Safe and hygienic working practices in a salon regarding customers • Presenting a professional image to customers	• Communication • Working with others

There are opportunities to develop functional skills in this unit:

Functional skills	
English	• Make relevant and extended contributions to discussions, allowing for and responding to others' input.

Unit content

Knowledge and sector skills

The following content relates to both learning aim A and learning aim B.

Purpose of customer care

- Creating a positive customer experience, benefits of return custom, customer loyalty, keeping busy with a full diary, word-of-mouth advertisement by customers, increased profits for salon, getting known for providing excellent customer care, improving reputation of salon.

Communication with customers

- Communication techniques:
  - o verbal, e.g. talk to customers using correct tone and pace, listening actively
  - o non-verbal, e.g. body language
  - o written, e.g. appointment book, phone messages.
- Situations for customer communication: meet and greet on entry to salon, on the phone, booking appointments, taking coats, putting on gowns, shampooing hair, getting refreshments, providing magazines, tidying up.
- Customer types: women, men, children, nervous, anxious, unsure, over-confident, elderly, very young, mothers with children.
- Customer communication: provide 'service with a smile'; be very clear in identifying what the customer needs, checking with questions if necessary; keep customer informed of procedures and tasks being carried out; let customer know if they can be quiet, relax or encourage chatting; interact with verbal and non-verbal communication; be polite; work with customers in a cooperative way; remember details and build a rapport over time.

Promoting a professional image

- Look professional by wearing salon colours/uniform, maintain personal hygiene (clean nails, well cared for skin and teeth), follow salon policy and codes of conduct, tidy hair and make-up, be respectful and respond positively to requests, carry out tasks quickly and efficiently.

Providing customer service

- Put the customer first; respond to requests; maintain consistently high standards of professionalism and hygiene personally and in the salon; ensure customers have everything they need; provide refreshments, magazines, colour charts, nail polish colours; know products so you can offer advice if required; be friendly and polite when looking after customers.

Safe and hygienic working practices

- Be aware of: client comfort; correct positions, e.g. hair washing, pedicure, manicure, facial, massage; health and safety instructions from salon policy; PPE (personal protective equipment) and COSHH (Control of Substances Hazardous to Health Regulations); sterilisation and sanitation methods; safe use of tools and equipment.
- Ensure salon is clean and tidy at all times.

Transferable skills

- Communication:
  - writing clearly when booking appointments
  - speaking and listening to customers and colleagues in the salon
  - using body language when talking to customers to convey a friendly and relaxed atmosphere
  - using communication for different purposes, both formal and informal, e.g. when dealing with clients or colleagues, to promote the salon, to record information, to email clients, to text to confirm appointments.
- Working with others:
  - showing respect for colleagues and customers in the salon
  - listening to ideas and requests from customers
  - if given feedback, being open minded and respectful of the client
  - taking on roles and responsibilities in the salon as requested
  - sharing tasks in the team when looking after customers.

Assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Pass	Merit	Distinction
Learning aim A: Communicate with customers in a salon environment		
A.P1 Communicate with customers in the salon environment, demonstrating limited communication techniques.	**A.M1** Communicate with customers in the salon environment, demonstrating relevant communication techniques.	**A.D1** Communicate with customers in the salon environment, demonstrating effective communication techniques.
Learning aim B: Provide customer service in a salon environment		
B.P2 Provide customer service in a salon environment, showing awareness of salon guidelines and professional behaviour.	**B.M2** Provide appropriate customer service in a salon environment, following salon guidelines and behaving in a professional manner.	**B.D2** Provide competent customer service in a salon environment, following all salon guidelines and consistently behaving in a professional manner.

Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from that unit to achieve another unit.

Essential information for assessment decisions

For distinction standard, learners:

- communicate with clients in the salon environment in a professional way, using appropriate verbal and non-verbal methods. Learners will be proactive in their communication with clients, using appropriate communication methods to establish their needs
- provide customer services, acting in a professional manner at all times, which meet the needs and expectations of clients. Learners will show an understanding of why this is important in the salon environment
- demonstrate an understanding of safe and hygienic working practices and the need to follow them. Learners will apply these practices in a consistent manner when carrying out tasks.

For merit standard, learners:

- communicate with clients in the salon environment in a professional way, using relevant verbal and non-verbal methods. Learners will respond to client requests using communication methods to establish their needs
- provide customer services, acting in a professional manner, which meet some of the needs and expectations of clients. Learners will show an awareness of why this is important in the salon environment
- demonstrate an awareness of safe and hygienic working practices and the need to follow them. Learners will apply these practices when carrying out tasks.

For pass standard, learners:

- communicate with clients in the salon environment, using some verbal and non-verbal methods. Learners will answer basic client questions but may need prompting in terms of establishing their needs
- provide customer services, acting in an appropriate manner, which meet the more obvious client needs but may not take into account customer expectations. Learners will recognise that this is important in the salon environment
- recognise that safe and hygienic working practices are in place and should be followed. Learners may need prompting to apply these practices when carrying out tasks and may need to seek clarification.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutors lead discussion on the importance of the customer, recording learners' ideas in a mind map.

In pairs, learners identify examples of acceptable and unacceptable behaviour when dealing with customers in a salon environment. They then discuss their ideas with the whole group.

Learners produce a list of reasons why customers matter.

- Skills: working together, using research skills, asking questions, selecting and presenting information, communicating.

Suggested time: about 4 hours

Understanding communication techniques

Tutors describe different communication techniques. If possible, show video clips demonstrating customer care and communication skills in the reception area. Then lead a whole group discussion in which learners share their experiences of visiting salons and describe the care received.

In pairs or groups, learners role play different given scenarios, to identify positive and negative behaviours when using communication techniques. Learners could create their own video recordings, showing how to (and how not to) behave with customers.

- Skills: communicating, working together, presenting information.

Suggested time: about 8 hours

Creating a professional mood board

Learners visit professional salons and observe the professional images presented. They then create a mood board of professional images, showing different examples.

In a group, learners share their mood boards and discuss why they are professional.

- Skills: investigating, working with others, presenting ideas and information.

Suggested time: about 6 hours

Observing customer service

Learners visit a college salon to observe and interview more advanced students; they should have drawn up a list of questions in advance. The focus of the visit should be on identifying the best ways to look after customers, collating a list of top tips for customer care.

After the visit, learners role play different given scenarios, showing how to provide customer service in a salon environment. Learners watch each other's role plays and offer feedback.

In small groups, learners create handouts on looking after customers in the salon.

- Skills: processing information, presenting information, working with others, communicating.

Suggested time: about 6 hours

Learning about safe and hygienic working practices

Tutors lead a whole group discussion around safe and hygienic working practices and the creation of salon policies.

Learners could produce mind maps to show the different practices that need to be observed when looking after customers. These can be shared with the group for comparison and peer review.

Learners could work in small groups to devise a salon policy, with each group focusing on a different area of practice. Each group should create a handout providing guidelines for safe working practices.

• Skills: managing information, reviewing information, communicating.

Suggested time: about 4 hours

Understanding professional image

Learners could design a uniform and business cards for a new salon, then produce an advert to launch the salon. All the images they produce should reflect the professional image of the salon.

Learners' adverts should explain why customers might want to visit the salon – e.g. what is special for the customer at this salon?

• Skills: problem solving, communicating, presenting information.

Suggested time: about 6 hours

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You are working in a salon environment and, as part of your skills development, you are to be responsible for looking after customers. You will need to ensure their comfort, provide the correct service in the salon and respond to any requests. To show your understanding of what is required, you are to produce a portfolio of evidence that includes:

- guidelines for customer care
- lists of communication techniques used in different scenarios
- recordings of customer communication carried out
- a handout on presenting a professional image
- a leaflet/poster about safe and hygienic working practices
- evidence of the customer service you provided to customers.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity:

Look after at least four different customers in the salon on a different occasion.

Unit HB9:   Carrying Out a Treatment

Level: **1**
Unit type: **Sector (Hair and Beauty)**
Guided learning hours: **40**

Unit in brief

Learners will have the opportunity to develop and practise, under supervision, practical skills used in hair and beauty in a salon environment.

Unit introduction

This unit gives you the opportunity to carry out a hair and beauty task. You will need to choose, or be given, a specific hair or beauty treatment to complete. This will take place in a salon environment and you are expected to treat your client in a professional manner at all times.

In this unit, you will be expected to carry out a task, such as a mini-manicure, nail art, a mini facial or a shampoo and blow dry. Your customer will be asked about your performance and if they are pleased with your work. They will also be asked if you provided appropriate customer care. You are expected to behave in a professional manner during the treatment and to ensure that you maintain a safe and hygienic working environment.

The experience gained in this unit will help you to develop practical skills in a range of salon-related tasks. This will form the foundation for future development. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

A Prepare to carry out a hair and beauty task

B Carry out a hair and beauty task.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Prepare to carry out a hair and beauty task	• Customer consultation • Preparation techniques • Professional image • Hair and beauty tasks • Customer care • Customer feedback • Safe and hygienic working practices	• Record of customer consultation • Logbook of preparation stages for tasks • Leaflet listing hair and beauty tasks • Feedback record from client • Recording/video of task being carried out
B Carry out a hair and beauty task		

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• Consulting appropriately with customers • Carrying out preparation techniques • Carrying out hair and beauty task • Being professional • Practising safe and hygienic working practices	• How to consult with clients • Preparation before a hair and beauty task • Customer care • Safe and hygienic working practices in a salon • Types of hair and beauty task • Presenting a professional image	• Communication • Self-management and development

There are opportunities to develop functional skills in this unit:

Functional skills	
English	• Make relevant and extended contributions to discussions, allowing for and responding to others' input.

Unit content

Knowledge and sector skills

The following content relates to both learning aim A and learning aim B.

Customer consultation

- Steps in a customer consultation: sit down with customer and explain consultation form; look at customer and explain/discuss the treatment; be very clear in identifying what the customer wants and their expectations, checking with questions if necessary; check for any allergies or sensitivities; confirm requests.

Preparation techniques

- Preparation of area for client use: select towels, gown, shampoo and conditioner and ensure they are available and in place; sweep up; ensure a clean, tidy client area; check water temperature.
- Client preparation: protect client with gown and towels; provide tissues; hang up coat; show client to seat; escort client to the basin; select correct products for treatment; carry out customer consultation on selection and suitability; remove all products.
- Products, tools and equipment: select appropriate products and tools.

Professional image

- Look professional: wear salon colours/uniform; maintain personal hygiene (clean nails, well cared for skin and teeth); follow salon policy and codes of conduct; tidy hair and make-up; be respectful; respond quickly to requests; carry out tasks efficiently.

Hair and beauty tasks

- Range of tasks including: mini facial, mini manicure, mini pedicure, nail art, shampoo and blow dry, styling hair, applying make-up.
- Preparation required for each task: carry out preparation using correct tools, products and equipment; ensure safe, hygienic practice.
- Carry out task: ensure all tools, products and equipment are in place; ensure station is prepared; ensure client is prepared.

Customer care

- Ensure customer is: well looked after; clear about treatment; comfortable; provided with all necessary equipment (e.g. gown, towels, hair band); sitting comfortably; offered refreshments; provided with magazines if they need to wait; given colour chart if choosing nail treatment; greeted with a smile; treated politely and professionally.

Customer feedback

- Review performance and outcome of treatment: ask for customer views; capture on a feedback form; assess own performance, identifying what went well and how you could improve; recognise the importance of evaluation.

Safe and hygienic working practices

- Be aware of: client comfort; correct positions (e.g. for hair shampooing, pedicure, manicure, facial, massage); health and safety instructions from salon policy; PPE (personal protective equipment) and COSHH (Control of Substances Hazardous to Health Regulations); sterilisation and sanitation methods; safe use of tools and equipment.
- Ensure salon is clean and tidy at all times.

Transferable skills

- Communication:
  - completing consultation forms and engaging with customers by writing, speaking and listening
  - using body language to help communication
  - communicating formally with clients
  - communicating informally with colleagues.
- Self-management and development:
  - setting goals for hair or beauty task and planning steps to prepare for and achieve them
  - being proactive and flexible when looking after clients
  - being resilient when obtaining feedback
  - being able to work under pressure and meet time constraints when carrying out tasks
  - reviewing own performance and devising strategies for improvement.

Assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Pass	Merit	Distinction
Learning aim A: Prepare to carry out a hair and beauty treatment		
A.P1 Select basic tools, equipment and products for a hair and beauty treatment with reference to the requirements of the agreed treatment.	**A.M1** Select relevant tools, equipment and products in response to client consultation, demonstrating how they meet the requirements of the agreed treatment.	**A.D1** Select correct tools, equipment and products in response to client consultation, demonstrating how they fully meet the requirements of the agreed treatment.
A.P2 Communicate basic ideas for hair and beauty treatment to the client.		
Learning aim B: Carry out a hair and beauty treatment		
B.P3 Carry out a basic hair and beauty treatment following hygienic and safe working practices.	**B.M2** Carry out a hair and beauty treatment appropriately, following hygienic and safe working practices.	**B.D2** Carry out a hair and beauty treatment correctly and effectively, following hygienic and safe working practices.
B.P4 Obtain feedback on own performance during the treatment from clients.	**B.M3** Obtain feedback on own performance during the treatment from clients, listing areas for improvement.	**B.D3** Obtain feedback on own performance during the treatment from clients making recommendations for improvement.

Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from that unit to achieve another unit.

Essential information for assessment decisions

For distinction standard, learners:

- Communicate effectively and professionally with clients, presenting ideas they have developed from the consultation that clearly convey the correct requirements of the client
- Based on the outcomes of the client consultation, select and prepare the correct tools, equipment and products ready for carrying out the treatment
- Carry out treatment using selected equipment, products and tools effectively and correctly, meeting the requirements of the client consultation. Learners will behaviour in a professional manner during the treatment
- Learners will demonstrate an understanding of the safe and hygienic working practices and the need to follow these. Learners will apply these practices in a consistent manner when carrying out tasks
- Learners will obtain feedback from the client positively and use this feedback to make recommendations for future improvement.

For merit standard, learners:

- Communicate with clients appropriately, presenting ideas they have developed from the consultation that convey most of the requirements of the client
- Based on the outcomes of the client consultation, select and prepare the relevant tools, equipment and products to carry out the treatment
- Carry out treatment using selected equipment, products and tools appropriately, meeting most of the requirements of the consultation. Learners will behave in a manner expected in the workplace during the treatment
- Learners will demonstrate an awareness of the safe and hygienic working practices and the need to follow these. Learners will apply these practices when carrying out tasks
- Learners respond appropriately to client feedback and use this feedback to list areas some areas for improvement.

For pass standard, learners:

- Carry out basic communicate with clients, gathering ideas from the consultation which convey the minimum requirements of the client
- Based on their discussion with the client, select the relevant tools, equipment and products to carry out the treatment
- Carry out basic treatment using selected equipment, products and tools, meeting the main requirements of the consultation. Learners may need prompting to recognise all the requirements. Learners will behave in an appropriate manner
- Learners will recognise that safe and hygienic working practices are in place and that these should be followed
- Learners will listen to client feedback.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutors lead a whole group discussion on carrying out a client consultation. Learners could watch video clips, showing how to behave and how not to behave.

In pairs, learners review and complete consultation forms.

- Skills: working together, asking questions, selecting and presenting information, communicating.

Suggested time: about 4 hours

Identifying hair and beauty tasks

Tutors identify learners' aptitude and ability in relation to different hair and beauty tasks. Organise learners into small groups to practise different tasks and techniques on each other, to develop their skills. Learners feed back on each other's performance and identify areas for improvement. Groups could swap and practise different techniques on each other.

Learners complete logbooks listing possible tasks and materials needed to carry out treatments.

- Skills: communicating, recording and presenting information, practising skills.

Suggested time: about 10 hours

Identify salon treatments

Learners compile a leaflet describing different salon treatments, to circulate to potential customers.

Learners visit a salon environment and practise preparing workstations for different treatments.

Learners take bookings from customers (other students, friends, family members).

Learners update their logbooks.

Suggested time: about 8 hours

Carrying out customer consultation and treatment

Learners visit a salon environment and meet customers. They carry out customer consultations, completing consultation forms. They then prepare a workstation and carry out treatment(s).

- Skills: practising skills, communicating, recording information.

Suggested time: about 6 hours

Responding to customer feedback

Learners obtain feedback from clients. This could be written on a structured form and then discussed with tutors in a one-to-one conversation. Learners should be encouraged to identify ways in which they could improve when providing a service another time.

Learners record in their logbooks how they will improve and develop their skills and practice.

- Skills: listening, responding to information, presenting information.

Suggested time: about 3 hours

Reviewing previous activities

Tutors lead a whole group discussion, reviewing how the practical tasks went (e.g. reviewing preparation, consultation, feedback). In pairs, learners discuss their task(s) and identify ways to improve.

Learners record outcomes of the discussions in their logbooks.

- Skills: listening, responding to information, presenting information.

Suggested time: about 3 hours

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You are working in a salon environment and, as part of your skills development, you are to carry out a hair and beauty treatment on a customer. You will need to consult with the client and help them to identify the most suitable treatment. You will then carry out the treatment and receive feedback afterwards. To help show your understanding of what is required, you are to produce a logbook that includes:

- a record of customer consultation
- a description of the preparation stages for the treatment carried out
- a leaflet listing hair and beauty tasks
- a feedback record from the client
- a recording/video of the treatment being carried out.

You will discuss the outcomes with your tutor and review how you can improve your skills.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity:

Carry out a different hair and beauty treatment on a different customer in the salon.

Unit HB10:   Demonstrating Nail Art

Level: **1**
Unit type: **Sector (Hair and Beauty)**
Guided learning hours: **40**

Unit in brief

Learners will have the opportunity, under supervision, to develop and practise skills in using basic nail art techniques.

Unit introduction

In this unit, you will learn about the many aspects of nail-art treatments, including design and application. You will also become familiar with the equipment required and the techniques used. The unit will introduce you to the factors involved in nail-art, the procedures for preparing clients, and the products, tools and equipment used for nail-art treatments.

This unit will help you, under supervision, to develop skills and knowledge about nail-art. You will be able to show your creative side and work independently to create new 2D and 3D images to use on nails. You will also be expected to prepare a client by carrying out a consultation and to ensure the nail station is prepared in a safe and hygienic environment.

The experience gained in this unit will help you to develop practical skills in the design and application of nail art. This will form the foundation for future development. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

A Prepare to carry out nail-art treatments

B Provide nail-art treatments.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Prepare to carry out a hair and beauty task **B** Provide nail-art treatments	• Factors influencing choice of nail-art treatments • Products, tools and equipment used in nail-art treatments • Preparation procedures • Design and application of 2D images and 3D surfaces • Application techniques • Client communication • Safe and hygienic working practices	• Poster showing factors influencing treatment • Mind map or leaflet on products, tools and equipment • Handout on preparation techniques and 2D images • Record of techniques and customer communication demonstrated • Logbook of 2D designs and 3D treatments carried out • Leaflet/poster on safe working practices for nail-art • Role play of client consultation for nail-art treatments

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• Developing and communicating ideas for nail-art • Communicating appropriately with customers • Working with others in a simulated salon situation to prepare for and carry out nail art treatments • Reviewing own work and identifying how to improve	• Factors influencing choice of treatment • Equipment, tools and products for nail art • Client consultation, care and communication • Preparation procedures • Application techniques • Safe and hygienic working practice	• Self-management and development • Managing information

There are opportunities to develop functional skills in this unit:

Functional skills	
English	• Make relevant and extended contributions to discussions, allowing for and responding to others' input.

Unit content

The following content relates to both learning aim A and learning aim B.

Factors influencing choice of nail-art treatments

- Skin colour; outfit colour; specific occasion; time allocation; pricing of treatment; length, strength and shape of nail plate; adverse skin and nail conditions; fashion trends; cultural influences.

Products, tools and equipment used in nail-art treatments

- Products: base coats; nail-art paints; coloured enamels; stick-on transfers; glitter polishes; flat shapes; gemstones; foils; foil/wrap adhesive; foil/metallic wrap sealer; glitter dots and enamel; striping tape; finishing sealer; non-acetone nail polish remover; artificial nail structures.
- Tools and equipment: special effects tool; striping brush; fine detailer brush; fan brush; nail file; orange wood stick; scissors; cotton buds.

Preparation procedures

- Prepare area for client use: use appropriate sterilisation and sanitation methods; prepare tools, materials and equipment; select products; maintain personal hygiene and professional appearance.
- Prepare client: visually inspect hands and nails; sanitise hands and nails; remove jewellery; check for any adverse skin and nail conditions; check nail condition and look for any contraindications; clarify and confirm client requirements.

Design and application of 2D images and 3D surfaces

- 2D images: types of design, e.g. animal, glitter, gem, foil, flat stone, transfer, striping tape designs, freehand painting designs, special occasion designs.
- Techniques: freehand painting, stick-on transfers, gemstones, flat stones, foil wraps, striping tape, glitter polishes, colour blending.
- 3D surface: converting 2D image to a 3D surface using different techniques such as freehand painting, transfer design, flat stone design, striping tape design, special occasion design; giving aftercare advice.

Safe and hygienic working practices

- Be aware of: client comfort; correct posture for client and self; health and safety instructions from salon policy; PPE (personal protective equipment) and COSHH (Control of Substances Hazardous to Health Regulations); sterilisation and sanitation methods; safe use of tools and equipment.

Client communication

- Interact with clients using both verbal and non-verbal communication: listen and respond to instructions; ask questions when unclear; use correct nail-art terminology; maintain records as required by salon; be polite, friendly and respectful; work with others in a cooperative way; work as part of a team; keep customers satisfied; explain use of technology related to nail-art techniques.

Transferable skills

- Self-management and development:
  - setting goals and planning ahead with designs and ideas for nail-art, recording goals and plans in a logbook
  - being proactive and flexible with clients in response to ideas and suggestions for nail-art
  - being resilient and able to work under pressure when creating designs and applying nail-art from 2D to 3D
  - reviewing own work and devising strategies for improvement.
- Managing information:
  - collecting and using information to develop ideas for nail-art designs from sources such as the internet, library, salons or magazines
  - deciding on relevant ideas and designs for particular clients or briefs
  - organising information in logbook
  - keeping records of designs and ideas
  - representing ideas and designs to clients in 2D and 3D.

Assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Pass	Merit	Distinction
Learning aim A: Prepare to carry out nail-art treatments		
A.P1 Demonstrate limited nail-art preparation techniques, selecting some relevant equipment and products. **A.P2** Demonstrate basic communication skills with clients.	**A.M1** Demonstrate competent and hygienic nail-art preparation techniques, selecting appropriate equipment and products, and showing appropriate client communication.	**A.D1** Demonstrate comprehensive and hygienic nail-art preparation techniques, selecting correct equipment and products, and showing professional client communication.
Learning aim B: Provide nail-art treatments		
B.P3 Carry out basic nail-art treatments, using a limited number of products and equipment. **B.P4** Demonstrate safe working practices when carrying out nail-art treatments.	**B.M2** Carry out appropriate nail-art treatments, using selected products, tools and equipment and following safe, hygienic working practices.	**B.D2** Carry out effective nail-art treatments, using selected products, tools and equipment correctly and following all safe, hygienic working practices.

Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from that unit to achieve another unit.

Essential information for assessment decisions

For distinction standard, learners:

- carry out comprehensive nail-art preparation, showing understanding of the purpose of the techniques used and how they are applied in a salon situation. Learners will ask appropriate questions at the consultation stage and show clearly the choices made for proposed nail-art
- carry out effective nail-art treatments, converting at least three 2D images to 3D surfaces. This treatment should be carried out in a professional way, producing results which please the client
- use the correct tools and equipment for different tasks. Learners will demonstrate an understanding of safe and hygienic working practices and the need to follow them. Learners will apply these practices in a consistent manner when carrying out tasks
- communicate with clients and colleagues in a professional way, using appropriate verbal and non-verbal methods.

For merit standard, learners:

- carry out competent nail-art preparation, showing awareness of the purpose of the techniques used and how they are applied in a salon situation. Learners will ask questions at the consultation stage and provide some detail as to the choices made for proposed nail-art
- carry out nail-art treatments, converting at least three 2D images to 3D surfaces with some accuracy. This treatment should be carried out in a way expected in the workplace, producing results which please the client
- use the correct tools and equipment for most of the allocated tasks. Learners will demonstrate an awareness of safe and hygienic working practices and the need to follow them. Learners will apply these practices when carrying out tasks
- communicate with clients and colleagues in an appropriate manner for the workplace, using verbal and non-verbal methods.

For pass standard, learners:

- carry out basic nail-art preparation, recognising the purpose of the techniques used and how they are applied in a salon situation. Learners will ask some obvious questions at the consultation stage and provide limited detail as to the choices made for proposed nail-art
- carry out basic nail-art treatments, but may need some prompting when going through the treatment. This treatment should produce results which please the client
- use given tools and equipment for the allocated tasks. Learners will recognise that safe and hygienic working practices are in place and should be followed. Learners may need prompting to apply these practices when carrying out tasks and may need to seek clarification
- communicate with clients and colleagues, using some verbal and non-verbal methods.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutors lead a discussion about nail-art treatments, for example, comparing nails in the group, sharing experiences, identifying factors that influence choices for treatments.

Learners produce a checklist of things to look for when checking a client's nails/hands before a treatment.

- Skills: working together, using research skills, asking questions, selecting and presenting information, communicating.

Suggested time: about 4 hours

Finding examples of nail-art images

Learners work in small groups to create examples of nail-art images for different occasions and/or different client groups, using a selection of given magazines, the library or the internet. They then share ideas with the whole group.

Individually, learners begin to compile a book of 2D designs. They display and discuss their ideas.

Learners produce a leaflet of different 2D designs which could be shown to clients.

- Skills: research, identifying and selecting information, verbal communication.

Suggested time: about 8 hours

Exploring products, tools and equipment

In small groups, learners explore products, tools and equipment which could be used for nail-art treatments, recording essential items and designing a nail-art toolkit.

Tutors explain to the whole group how this knowledge will help when working in a salon.

Individually, learners prepare a nail station for an identified treatment.

- Skills: investigating, working with others, presenting information.

Suggested time: about 6 hours

Learning about working practices

Learners visit a college salon to observe and interview more advanced students. The focus of the visit should be on gathering information for effective client liaison, and gathering information about safe and hygienic working practices.

In small groups, learners create handouts on different aspects of practice (allocated by tutors).

- Skills: processing information, presenting information, working with others, communicating.

Suggested time: about 6 hours

Practising nail-art skills

Learners practise nail-art skills and techniques on friends and group members, role-playing the consultation aspect and selecting appropriate equipment and products which they use to apply nail-art.

- Skills: asking questions, practising skills, reviewing own work.

Suggested time: about 6 hours

Understanding customer communication and care

Learners explain how to treat a client, from entry to the salon, through consultation and treatment, to exit. This can be done through discussion, question and answer sessions or role-play and captured in a leaflet or poster.

- Skills: working with others, communicating information.

Suggested time: about 3 hours

Discussing safe working practices and hygiene

Tutors lead a discussion around salon policies for safe working practices and hygiene. Learners could produce mind maps to show different practices that should be observed. These can be shared with the group for comparison and peer review. Learners could work in pairs or small groups to devise a salon policy.

- Skills: managing information, reviewing information, communicating.

Suggested time: about 3 hours

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You are working in a salon environment being supervised by a specialist nail-art technician. As part of your skills development, you are to carry out at least three nail-art applications, with appropriate client consultation and demonstration of suitable preparation techniques. To help show your understanding of what is required, you are to produce:

- information that describes influences on nail-art choices
- examples of 2D images
- records of and notes about the preparation techniques used, treatments carried out, products used and how you ensured a hygienic and safe working environment
- a review of your own performance.

You will have a discussion with your supervisor, identifying how successful you were and how you can improve your skills.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity:

Carry out treatments and consultations with three different clients, updating records and your logbook accordingly.

Unit HB11:   Demonstrating Make-up Techniques

Level: **1**
Unit type: **Sector (Hair and Beauty)**
Guided learning hours: **40**

Unit in brief

Learners will have the opportunity to develop and practise skills in using basic make-up techniques.

Unit introduction

In this unit, you will learn about the many products used in make-up application, along with the equipment required and techniques used. You will learn about different skin types as well as the main structures and functions of the skin. This knowledge will help you to make decisions about the right make-up to use on a client. You will be supervised applying basic make-up to create day, evening or special occasion looks.

This unit will help you, under supervision, to develop skills and knowledge about make-up techniques and applications. You will be able to show your creative side and work independently to create new looks. A make-up treatment can be something that is performed on its own, or as part of a whole grooming package (such as for a wedding or prom).

The experience gained in this unit will help you to develop practical skills essential for any kind of make-up application. This will form the foundation for future development. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

A Prepare to use make-up techniques

B Use make-up techniques to provide make-up treatments.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Prepare to use make-up techniques	• Skin types and bone structure • Products, tools and equipment used in make-up techniques • Preparation procedures for applying basic make-up • Application and removal techniques • Client communication • Safe and hygienic working practices	• Poster showing skin types and bone structure • Mind map or leaflet on products, tools and equipment • Handout on preparation techniques • Record of techniques and customer communication being demonstrated • Logbook of applications and procedures carried out • Leaflet/poster on safe working practices • Role play of client consultation
B Use make-up techniques to provide make-up treatments		

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• Developing and communicating ideas for make-up • Communicating appropriately with customers • Working with others in a simulated salon situation to prepare for and use make-up techniques • Reviewing own work and identifying how to improve	• Skin types and bone structure • Equipment, tools and products for make-up techniques • Client consultation, care and communication • Preparation procedures • Application and removal techniques • Safe and hygienic working practice	• Communication • Managing information

There are opportunities to develop functional skills in this unit:

Functional skills	
English	• Make relevant and extended contributions to discussions, allowing for and responding to others' input.

Unit content

The following content relates to both learning aim A and learning aim B.

Skin types and bone structure

- Basic structure of the skin: epidermis, dermis, subcutaneous layer.
- Basic functions of the skin: sensation, heat regulation, absorption, protection, excretion, secretion.
- Basic skin types: normal, oily, dry, combination.
- Bone structure: major facial bones, including frontal, zygomatic, mandible, maxillae.
- Influences on choice of make-up: face shape, eye colour, hair and skin colour, type and texture, outfit colour, natural or artificial light, reason (e.g. special occasion such as a wedding, prom or party), skin condition and reactions, fashion, current trends, culture.

Products, tools and equipment used in make-up techniques

- Application:
  - foundations: liquid, cream- or oil-based, mousses, all-in-one
  - powder and blusher: cream or powder
  - eye shadow: cream or powder, matte, shiny
  - eyeliner: pencil or liquid
  - mascara: waterproof, thickening, lengthening
  - lipstick: glossy, matte, stain, pencil.
- Removal: cleansing milk, e.g. gel or cream.
- Tools: brushes, palettes, sponges, mirror, headbands, gowns, towels, cotton wool.
- Purpose: to help coverage, reduce shine, add colour, highlight, shade, define, enhance, disguise or soften natural features and blemishes.

Preparation procedures for applying basic make-up

- Prepare the area for client use: use appropriate sterilisation and sanitation methods; prepare tools, materials and equipment; select products; maintain personal hygiene and professional appearance.
- Prepare the client: position client on couch; apply gown and headband; use sectioning clips; use head/neck/knee support if necessary; carry out visual inspection of skin to check skin type; note any contraindications such as skin diseases or disorders, eye infections, allergies, conditions that cause discomfort.

Application and removal techniques

- Prepare the face: remove any existing make-up; cleanse, tone and moisturise.
- Apply make-up in accordance with client's wishes, e.g. for day, evening, occasion.
- Remove make-up afterwards using suitable cleansing products.

Safe and hygienic working practices

- Be aware of: client comfort; correct posture for client and self; health and safety instructions from salon; PPE (personal protective equipment) and COSHH (Control of Substances Hazardous to Health Regulations); use appropriate sterilisation and sanitation methods; use tools and equipment safely.

Client communication

- Interact with clients using both verbal and non-verbal communication: listen and respond to instructions; ask questions when unclear; use correct skin care and make-up terminology; maintain records as required by salon; be polite, friendly and respectful; work with others in a cooperative way; work as part of a team; ensure customer satisfaction.

Transferable skills

- Communication:
  - engaging with clients to share and discuss make-up ideas
  - using non-verbal techniques to help put client at ease and feel comfortable
  - using images to explain ideas for make-up, e.g. show visual examples of make-up in magazines or on the internet.
- Managing information:
  - gathering information and creating a mood board showing different styles of applying make-up
  - using different sources, such as magazines, library, books, internet
  - selecting examples and creating images and designs for make-up
  - organising and presenting ideas for make-up application for different clients
  - keeping records of styles and designs used.

Assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Pass	Merit	Distinction
Learning aim A: Prepare to use make-up techniques		
A.P1 Demonstrate limited preparation, selecting some relevant equipment and products. **A.P2** Demonstrate basic communication skills with clients.	**A.M1** Demonstrate competent and hygienic preparation, selecting correct equipment and products, and showing appropriate client communication.	**A.D1** Demonstrate comprehensive and hygienic preparation, selecting correct equipment and products, and showing professional client communication.
Learning aim B: Use make up techniques to provide make-up treatments		
B.P3 Demonstrate basic make-up techniques, using a limited number of products and equipment. **B.P4** Demonstrate safe working practices when using make-up treatments.	**B.M2** Demonstrate appropriate make-up techniques, using products, tools and equipment and following safe, hygienic working practices.	**B.D2** Demonstrate effective make-up techniques, using products, tools and equipment correctly and following all safe, hygienic working practices.

Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from that unit to achieve another unit.

Essential information for assessment decisions

For distinction standard, learners:

- carry out comprehensive preparation, showing understanding of the purpose of this preparation, before using make-up techniques
- demonstrate the effective use of make-up application and removal on at least three different clients, matching client requests from consultation forms. Learners will ask appropriate questions at the consultation stage and clearly show choices made for the proposed application of make-up. This treatment should be carried out in a professional way and produce results which please the client
- use the correct tools and equipment for different tasks. Learners will demonstrate an understanding of safe and hygienic working practices and the need to follow them. Learners will apply these practices in a consistent manner when carrying out tasks
- communicate with clients and colleagues in a professional way, using appropriate verbal and non-verbal methods.

For merit standard, learners:

- carry out competent preparation, showing awareness of the purpose of this preparation, before using make-up techniques
- demonstrate the use of appropriate make-up application and removal on at least three different clients, matching client requests from consultation forms. Learners will ask questions at the consultation stage and provide some detail as to the choices made for the make-up application. This treatment should be carried out in a way expected in the workplace and produce results which please the client
- use the correct tools and equipment for most of the allocated tasks. Learners will demonstrate an awareness of safe and hygienic working practices and the need to follow them. Learners will apply these practices when carrying out tasks
- communicate with clients and colleagues in an appropriate manner, using verbal and non-verbal methods.

For pass standard, learners:

- carry out basic preparation, recognising the purpose of this preparation, before using make-up techniques
- demonstrate the use of basic make-up application and removal on at least three different clients, matching, to some extent, client requests from consultation forms. Learners will ask some obvious questions at the consultation stage and provide limited detail as to the choices made for the proposed make-up application. Learners may need some prompting when going through the application. This treatment should produce results which please the client
- use given tools and equipment for the allocated tasks. Learners will recognise that safe and hygienic working practices are in place and should be followed. Learners may need prompting to apply these practices when carrying out tasks and may need to seek clarification
- communicate with clients and colleagues, using some verbal and non-verbal methods.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutors lead a whole group discussion about client consultation, behaviour towards clients, the purpose of communication and consultation questions.

In pairs, learners role-play client consultations, completing consultation sheets and identifying skin types and bone structure.

- Skills: working together, using research skills, asking questions, selecting and presenting information, communicating.

Suggested time: about 4 hours

Finding examples of make-up styles

In small groups, learners find and/or create examples of make-up styles for different occasions and/or different client groups, using a selection of given magazines, or the library or internet.

Learners then share their ideas with the whole group, displaying and discussing the styles.

- Skills: research, identifying and selecting information, verbal communication.

Suggested time: about 8 hours

Exploring products, tools and equipment

In small groups, learners explore products, tools and equipment which could be used for make-up, recording essential items and designing a make-up tool kit. Tutors explain to the whole group how this knowledge will help when working in a salon.

- Skills: investigating, working with others, presenting information.

Suggested time: about 3 hours

Observing working practices

Learners visit a college salon to observe and interview more advanced students. The focus of this visit should be on gathering information for effective client liaison, and learning about hygienic working practices.

In small groups, learners create handouts on different aspects of practice, as given by tutors.

- Skills: processing information, presenting information, working with others, communicating.

Suggested time: about 4 hours

Practising make-up skills and techniques

On friends, learners practise skills and techniques in consulting and applying make-up.
They select appropriate equipment and products and then use it to apply and remove make-up.

- Skills: asking questions, practising skills, either on each other or on models, reviewing own work.

Suggested time: about 8 hours

Understanding client communication and care

Learners explain how to treat a client, from entry to salon, through make-up services to exit. This can be done through discussion, question and answer sessions or role-play and captured in a leaflet or poster.

- Skills: working with others, communicating information.

Suggested time: about 3 hours

Discussing safe working practices and hygiene

Tutors lead a discussion around safe working practices and hygiene and why they matter. Learners could produce mind maps to show different practices that should be observed. These can be shared with the group for comparison and peer review.

• Skills: managing information, reviewing information, communicating.

Suggested time: about 3 hours

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

As part of your work experience, you are to demonstrate make-up techniques on at least three different clients. You will need to consult with the clients initially and then carry out the make-up application. To help show your understanding of what is required, you are to produce:

- a leaflet showing products, tools and equipment used for make-up application and removal
- a description of at least four different skin types and bone structures
- evidence/observation records of consultations and treatments being carried out
- a logbook with records and notes on preparation, treatments carried out, products used and how you ensured a hygienic and safe working environment.

You will have a discussion with your supervisor, identifying how successful you were and how you can improve your skills.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity:

Carry out treatments and consultations with three different clients, updating records and your log book accordingly.

Unit HB12: Demonstrating Hair Styling

Level: **1**
Unit type: **Sector (Hair and Beauty)**
Guided learning hours: **40**

Unit in brief

Learners will have the opportunity to develop and practise skills in hair management and styling.

Unit introduction

In this unit, you will have the opportunity to learn about different hair types and the options available for simple styling. The unit will introduce you to basic hair-styling techniques for women and men and will allow you to develop your hairdressing skills. Your hand–eye coordination and dexterity will be improved through the techniques practised, which will put you in a better position for future development.

This unit will help you, under supervision, to develop skills and knowledge about hair types and styling. You will develop skills you may already have practised at home, such as blow drying, shampooing, conditioning, hair straightening and using hair products.

The experience gained in this unit will help you to develop practical skills essential for any kind of hair dressing work. These skills will form the foundation for future development. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:
A Prepare to treat customers' hair
B Provide hair treatments for customers.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Prepare to treat customers' hair **B** Provide hair treatments for customers	• Hair structure, types and conditions • Basic techniques for styling • Preparation procedures for shampooing, conditioning and styling • Hair procedures and techniques • Hygienic and safe working practices • Client communication	• Leaflet on different shampoo, conditioners and pH impact • Poster showing variety of hair styles • Mood boards • Handout on preparation techniques • Record of techniques and client care being demonstrated • Logbook of styles and procedures carried out • Leaflet/poster on safe working practices • Role play of client consultation

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• Developing and communicating ideas for hair styles • Communicating appropriately with customers • Working with others, customers and hairdressers, in a simulated salon situation to prepare for and provide hair treatments • Reviewing own work and identifying how to improve	• Hair structure • Hair styling for men and women • Products, tools and equipment used in hair treatments • Preparation procedures • Safe and hygienic working practices • Client consultation, care and communication	• Communication • Managing information

There are opportunities to develop functional skills in this unit:

Functional skills	
English	• Make relevant and extended contributions to discussions, allowing for and responding to others' input.

Unit content

The following content relates to both learning aim A and learning aim B.

Hair structure, types and conditions

- Basic structure of hair: cuticle, cortex, medulla, pH of hair.
- Hair types: dry, greasy, brittle, thin, thick, normal, damaged, colour-treated, bleached, permed, dry scalp, dandruff.
- Conditions: infections and infestations, courses of action if discovered.

Basic techniques for styling

- Styling techniques: tonging, straightening, curling, blow drying, French pleating, smoothing, curling, finger drying, hair up, pin curling, using products.
- Factors influencing styling: head shape, hair growth patterns, hair thickness, length, condition, texture, lifestyle, fashion trends.

Preparation procedures for shampooing, conditioning and styling

- Prepare area for client use: select towels, gown, shampoo and conditioner and ensure they are available and in place; sweep up; ensure a clean, tidy client area; check water temperature.
- Prepare client: protect client with gown and towels; provide tissues; hang up coat; show client to seat; escort client to basin; select correct shampoo and conditioner for hair type; consult customer about shampoo, conditioner, style selection and suitability; remove all products.
- Products, tools and equipment: select appropriate shampoo and conditioner; select products for styling, such as gel, mousse, hairspray, wax, serum; select tools, such as brushes, combs, grips, pins; select equipment, such as correct size tongs, straighteners, hairdryer.

Hair procedures and techniques

- Carry out shampoo and conditioning for different hair types; use correct massage movements for hair and scalp type, e.g. effleurage, rotary, friction, petrissage.
- Towel dry and detangle hair, leaving clients' hair free of moisture; follow correct procedure for towel drying hair – patting and squeezing dry; use correct method of detangling hair, combing from point to root.
- Style women's hair: carry out different styling techniques, e.g. straightening, smoothing, curling, blow drying, setting, plaiting, braiding and twisting, finger drying; up-dos; prepare client area and position tools, products and equipment.
- Style men's hair: carry out different styling techniques, e.g. straightening, blow drying, shaping and styling with products only, styling with use of equipment.

Hygienic and safe working practices

- Be aware of: client comfort; correct posture for client and self; PPE (personal protective equipment) and COSHH (Control of Substances Hazardous to Health Regulations); checks for electrical equipment; personal hygiene (e.g. clean nails, hair and teeth); professional dress and appearance; risks of cross infection/infestation; methods of sterilisation, e.g. autoclave, ultraviolet rays, chemicals.
- Follow: health and safety instructions from salon; manufacturers' instructions for products, e.g. how to use, how much to use.

Client communication

- Interact with clients using both verbal and non-verbal communication: listen and respond to instructions; ask questions when unclear; use correct hairdressing terminology; maintain records as required by salon; be polite, friendly and respectful; work with others in a cooperative way; work as part of a team; ensure customer satisfaction.

Transferable skills

- Managing information:
  - finding examples of hair styles from different sources, such as the internet, magazines, trade information, library
  - recommending styles to clients
  - presenting ideas for hair styles on the internet or in magazines.
- Communication:
  - interacting with clients: discuss treatments; speak and listen; use body language to convey confidence and help relax clients; use touch when shampooing hair; use head massage to help clients feel at ease.

Assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Pass	Merit	Distinction
Learning aim A: Prepare to treat customers' hair		
A.P1 Demonstrate limited hair preparation techniques, selecting some relevant equipment and products. **A.P2** Demonstrate basic communication skills with clients.	**A.M1** Demonstrate competent and hygienic hair preparation techniques, selecting appropriate equipment and products, and showing appropriate client communication.	**A.D1** Demonstrate comprehensive and hygienic hair preparation techniques, selecting correct equipment and products, and showing professional client communication.
Learning aim B: Provide hair treatments for customers		
B.P3 Carry out basic hair treatments, using limited products and equipment. **B.P4** Demonstrate safe working practices when carrying out hair treatments.	**B.M2** Carry out appropriate hair treatments, using products, tools and equipment and following safe, hygienic working practices.	**B.D2** Carry out effective hair treatments, using products, tools and equipment correctly and following all safe, hygienic working practices.

Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from that unit to achieve another unit.

Essential information for assessment decisions

For distinction standard, learners:

- carry out comprehensive hair preparation, showing understanding of the purpose of the techniques used and how they are applied in a salon situation
- carry out effective hair treatments. Learners will shampoo and condition at least two different types of hair, having selected the correct products; they will demonstrate effective, skilled and appropriate massage techniques. Style advice will be focused and direct, showing a full understanding of the client's requirements. Styling will be carried out on at least two different models, showing two different styles. Treatments will be carried out in a professional way and produce results which please the client. Learners will ask appropriate questions at the consultation stage and clearly show choices made for the proposed hair treatments
- use the correct tools and equipment for different tasks. Learners will demonstrate an understanding of safe and hygienic working practices and the need to follow them. Learners will apply these practices in a consistent manner when carrying out tasks
- communicate with clients and colleagues in a professional way, using appropriate verbal and non-verbal methods.

For merit standard, learners:

- carry out competent hair preparation, showing awareness of the purpose of the techniques used and how they are applied in a salon situation
- carry out hair treatments. Learners will shampoo and condition at least two different types of hair, having selected the correct products; they will demonstrate appropriate massage techniques. Style advice will be helpful, showing understanding of the client's requirements. Styling will be carried out on at least two different models, showing two different styles. Treatments will be carried out in a way expected in the workplace and will meet the requirements of the client brief to some extent. Learners will ask questions at the consultation stage and provide some detail of the choices made for the proposed hair treatment
- use the correct tools and equipment for most of the allocated tasks. Learners will demonstrate an awareness of safe and hygienic working practices and the need to follow them. Learners will apply these practices when carrying out tasks
- communicate with clients and colleagues in an appropriate manner, using verbal and non-verbal methods.

For pass standard, learners:

- carry out basic hair preparation, recognising the purpose of the techniques used and how they are applied in a salon situation
- carry out hair treatments. Learners will shampoo and condition at least two different types of hair, having selected products; they will demonstrate basic massage techniques. Style advice will show limited understanding of the client's requirements. Styling will be carried out on at least two different models, producing results which may need further adjustment to match the expectations of the client brief. Learners will ask some obvious questions at the consultation stage and provide limited detail of the choices made for the proposed hair treatment
- use given tools and equipment for the allocated tasks. Learners will recognise that safe and hygienic working practices are in place and should be followed. Learners may need prompting to apply these practices when carrying out tasks and may need to seek clarification communicate with clients and colleagues, using some verbal and non-verbal methods.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutors lead a whole group discussion about client consultation: why it matters, what you can learn from clients, identifying hair and scalp types, understanding style requests.

In pairs, learners role play client consultations, completing consultation sheets. In the same pairs, learners list possible infections and infestations and produce a handout about them.

In small groups, leaners explore the different types of shampoo and conditioner.

- Skills: working together, using research skills, asking questions, selecting and presenting information, communicating.

Suggested time: about 4 hours

Exploring hair styles

Working in pairs or small groups, learners create a mood board from a selection of given magazines, showing a range of styles for given client groups. Completed mood boards are shared with the whole group for discussion and peer review.

Learners create hairstyles to match given face shapes; the results are displayed and discussed.

- Skills: research, identifying and selecting information, verbal communication.

Suggested time: about 8 hours

Exploring shampoo and conditioner

In small groups, learners explore different shampoos and conditioners, e.g. testing pH using litmus papers. They collate their results in charts and share with the whole group.

Tutors explain how this knowledge will help when working in a salon with clients.

- Skills: investigating, working with others, collating data, presenting information.

Suggested time: about 4 hours

Understanding effective working practices

Learners visit a college salon to observe and interview more advanced students. The focus of this visit is on gathering information about: effective client liaison; shampooing and conditioning; responding to clients about their desired hairstyle; safe and hygienic working practices.

In small groups, learners create handouts on different aspects of practice, as given by tutors.

- Skills: processing information, presenting information, working with others, communicating.

Suggested time: about 4 hours

Practising skills and techniques

Learners practise different skills and techniques relating to shampooing and conditioning.
Then they select equipment and use it for appropriate styling, e.g. tongs, curlers, straighteners. Learners will also need to select suitable products.

- Skills: asking questions; practising skills, either on each other or on blocks; reviewing own work.

Suggested time: about 6 hours

Understanding customer communication and care

Learners explain how to treat a client, from entry to the salon, through the hair services to exit. This can be done through discussion, question and answer sessions or role play and captured in a leaflet or poster.

• Skills: working with others, communicating information.

Suggested time: about 3 hours

Discussing safe working practices and hygiene

Tutors lead a discussion around salon policies for safe working practices and hygiene. Learners could produce mind maps to show different practices that should be observed. These can be shared with the group for comparison and peer review. Learners could work in pairs or small groups to devise a salon policy.

• Skills: managing information, reviewing information, communicating.

Suggested time: about 3 hours

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You are working in the college salon being supervised by a more senior student. As part of your training you are to carry out at least three shampoo, conditioning and styling treatments on clients. You will need to consult with them initially and then carry out the treatments. To help show your understanding of what is required, you are to produce:

- a leaflet on the different shampoos and conditioners and their pH impact
- a mood board showing a selection of hair styles
- your logbook with records and notes about consultations and treatments carried out, products used and how you ensured a hygienic and safe working environment
- a review of your own performance.

You will have a discussion with your supervisor, identifying how successful you were and how you can improve your skills.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity:

Carry out treatments and consultations with three different clients, updating your records and logbook accordingly.

4 Planning your programme

How do I choose the right BTEC Introductory qualification for my learners?

BTEC Introductory qualifications come in three sizes, the Award, the Certificate and the Diploma, each with a specific purpose. You will need to assess learners carefully to ensure that they start on the right size of qualification to fit into their study programme. Some learners might start on the Award size, progress to the Certificate size and then on to the larger Diploma. They may then progress to a BTEC Level 2 qualification. Learners who have a clear idea of the sector they would like to study, could start on the Diploma qualification. All three sizes allow for learners to take complementary qualifications such as maths and English alongside their BTEC Introductory qualification.

It is not advised that learners take two Award or Certificate qualifications from different sectors. If learners want to study across two or more sectors, then you should consider offering a Pearson BTEC Level 1 Introductory Vocational Studies Certificate or Diploma. The Vocational Studies qualifications give learners a flavour of a number of different vocational sectors. When learners are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

Is there a learner entry requirement?

There are no formal entry requirements but all learners recruited should be able to access a Level 1 programme. As a centre, it is your responsibility to ensure that learners who are recruited make reasonable progress and are likely to achieve at this level.

Learners are most likely to succeed if they:

- have the personal motivation to succeed at this level and to progress to further study and, ultimately, to employment
- are willing to improve their maths and English skills.

What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications, this is so that they are ready to assess learners and so that we can provide the support that it is needed. Further information is given in *Section 7*.

What level of sector knowledge is needed to teach these qualifications?

We do not set any requirements for tutors but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme to prepare them for progression.

What resources are required to deliver these qualifications?

As part of your centre approval you will need to show that the necessary material resources and work spaces are available to deliver the qualifications. For some units, specific resources are required.

Which modes of delivery can be used for these qualifications?

You are free to deliver BTEC Introductory units using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including some direct instruction in classrooms or vocational environments, practical work, group- and peer work, private study and e-learning.

Support

It is important that you give learners opportunities for learning that are active, engaging and directly relevant to their study. To support you in this, each unit has delivery guidance and suggestions for the summative assessment activity.

What support is available?

We will provide a generic delivery guide which will give suggestions for how to deliver the core units and the transferable skills across the suite. This will be available to download on our website.

To support you in planning your assessments you will be allocated a Standards Verifier early on in the planning stage. See *Section 5* for further details.

5 Assessment

Introduction

All units in this specification are internally assessed and externally verified.

In administering assessments, you, as the centre, need to be aware of the specific procedures and policies that apply, for example for registration, entries and results. Information with signposting to relevant documents is given in *Section 7*.

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Assurance Handbook*. All members of your assessment team need to refer to this document.

For BTEC Introductory qualifications it is important that you can meet the needs of learners by providing a programme that is practical and which will develop transferable and sector skills in a vocational context. Centres can tailor programmes to meet local needs and use links with local organisations and the wider vocational sector.

We have addressed the need to ensure that the time allocated to final assessment of internal units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all learners.

Principles of internal assessment

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, explained in *Section 3*, and the requirements for delivering assessment. In developing an overall plan for delivery and assessment for the programme you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place.

Assessment through assignments

For internally-assessed units, the format of assessment is an assignment taken after the content of the unit or part of the unit, has been delivered. An assignment may take a variety of forms, including practical and written types and can be split into tasks. An assignment is a distinct activity completed independently by learners that is separate from teaching, practice, exploration and other activities that learners complete with direction from, and formative assessment by, tutors.

An assessment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that the learner needs to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC Introductory qualifications are based on the specific criteria given in each unit and set at each grade level. To ensure that standards are consistent in the qualification and across the suite as a whole, the criteria for each unit have been defined according to a framework. The way in which individual units are written provides a balance of assessment of understanding, and sector- and transferable skills appropriate to the purpose of qualification.

The assessment criteria for a unit are hierarchical and holistic. For example, if a Merit criterion requires the learner to 'describe' and the related P criterion requires the learner to 'outline', then to satisfy the M criterion a learner will need to cover both 'outline' and 'describe'. The unit assessment grid shows the relationships of the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 1* we have set out a definition of terms that assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

* to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria); these define outstanding performance across the unit as a whole
* to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
* to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 1 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as having an Unclassified grade. See *Section 8* for further information on grading.

The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities, the roles are listed below. Full information is given in the *Pearson Quality Assurance Handbook*.

* The Lead Internal Verifier (the Lead IV) for the BTEC Introductory suite has overall responsibility for the programme across all sectors delivered in their centre. The Lead IV ensures the record keeping, assessment and internal verification meet our requirements and liaise with our Standards Verifier. The Lead IV registers with Pearson annually. The Lead IV acts as an assessor, supports the rest of the assessment team, makes sure that they have the information they need about our assessment requirements and organises training, making use of our guidance and support materials.
* Internal Verifiers (IVs) oversee all assessment activity in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.
* Assessors set or use assignments to assess learners to national standards. Before taking any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

Effective organisation

Internal assessment needs to be well organised so that the progress of learners can be tracked and so that we can monitor that assessment is being carried out in line with national standards. It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines, and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme, and how they should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

Setting effective assignments

Setting assignments

In setting your assignments, you need to work with the guidance given in the *Essential information for tutors* section of a unit. This section gives you information on assessment decisions, with suggested scenarios for assessments. In designing your own assignment briefs you should bear in mind the following points.

- We recommend that you create a single assignment for the whole unit that incorporates skills and related content. This assignment may be broken into tasks.
- A learning aim must always be assessed as a whole and must not be split into two or more tasks.
- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content, as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance, or a visit to an organisation, then they will address all the relevant range of content that applies in that instance.

Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of their ability.

An assignment brief should have:

- a vocational scenario or context, this could be a simple situation or a full, detailed set of vocational requirements that motivates the learner to apply their learning through the assignment
- clear instructions to the learner about what they are required to do, normally that could be set out through a series of tasks
- an audience or purpose for which the evidence is being provided.

Forms of evidence

BTEC Introductory units allow for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim and the learner being assessed. For most units, the practical demonstration of skills is necessary. The units give you information to suggest what would be suitable forms of evidence and to give learners the opportunity to apply a range of transferable and sector skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 1* but some of the main types of assessment are:

- oral or written presentations with assessor questioning
- practical assessments with observation records and supporting evidence
- recordings of role play, interviews and other activity
- work logbooks, reflective journals.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when you are using performance evidence, you need to consider how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care in ensuring that learners produce independent work.

Making valid assessment decisions

Authenticity of learner work

Once an assessment has begun, learners must not be given feedback on progress towards fulfilling the targeted criteria.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 7*.

Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

Assessors should use the following information and support in reaching assessment decisions:

- the explanation of key terms in *Appendix 1*
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Pass, Merit and Distinction criteria all relate to individual learning aims.

Dealing with late completion of assignments

Learners must have a clear understanding of the centre policy on completing assignments by the deadlines that you give them. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with your centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by your planned deadline or the authorised extension deadline may not have the opportunity to subsequently resubmit.

Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence.

Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, having met the initial deadline. For example, that the learner has not performed as expected
- making sure that giving a further opportunity can be done in such a way that it does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the assessor considers that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

A resubmission opportunity must not be provided where learners:

- have not completed the assignment by the deadline without the centre's agreement or have submitted work that is not authentic.

A learner who has not achieved the level of performance required to pass the relevant learning aims after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The retake may only be achieved at a pass.

The Lead Internal Verifier must only authorise a retake of an assignment in exceptional circumstances where they believe it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity you should refer to the *BTEC Centre Guide to Assessment*. We provide information on writing assignments for retakes on our website (www.btec.co.uk/keydocuments).

Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will work closely with us so that we can quality assure that national standards are being satisfied.

The Lead IV should have an assessment plan, produced as a spreadsheet. When producing their plan, the assessment team may wish to consider:

- the time available to undertake teaching and carry out assessment, taking account of when learners may complete external assessments and when quality assurance will take place
- the completion dates for different assignments
- who is acting as IV for each assignment and the date by which the assignment needs to be verified
- setting an approach to sampling assessor decisions though internal verification that covers all assignments, assessors and a range of learners
- how resubmission dates can be scheduled.

The Lead IV will also maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Quality Assurance Handbook.*

6 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It is of particular value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal assessment. Refer to our *Information Manual* (available on our website) for information on making registrations for the qualification.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a qualification from a different sector, then you must transfer the learner appropriately.

Access to assessment

All assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

Administrative arrangements for internal assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *Information Manual.* We may ask to audit your records so they must be retained as specified.

Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units.*

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our policy *Enquiries and Appeals about Pearson Vocational Qualifications*.

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners please see *Centre Guidance: Dealing with Malpractice*, available on our website.

Note that the procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed. There is no external assessment in this qualification.

Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Tutor/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a JCQ M2(a) form with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see *6.15 of JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and Appeals* policy, on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via pqsmalpractice@pearson.com who will inform you of the next steps.

Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Results issue

Learner results will then be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Post-assessment services

It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

Additional documents to support centre administration

As an approved centre you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Lead Verifier Reports*: these are produced annually and give feedback on the overall performance of learners.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

7 Quality assurance and centre approval

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

Continuing quality assurance and standards verification

We produce the *Pearson Quality Assurance Handbook* on an annual basis. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Introductory qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality-assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for any BTEC Introductory programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

8 Understanding the qualification grade

This section explains the rules that we apply in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

The final grade awarded for a qualification represents a holistic performance across all of the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units will be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number units, the core units along with the sector units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

Awarding and reporting for the qualification

The awarding and certification of these qualifications will comply with Ofqual requirements.

Eligibility for an award

To achieve any qualification grade, learners must:

- complete and report an outcome for all units within a valid combination
  (NB: Unclassified (U) is a permitted unit outcome), and
- achieve the minimum number of points at a grade threshold, and
- achieve sufficient Guided Learning Hours at Pass or above, see table below.

Qualification	Required Guided Learning Hours at Pass or above
Award	70
Certificate	140
Diploma	280

It is the responsibility of a centre to ensure that a correct unit combination is adhered to. Learners who do not achieve sufficient points for a Certificate or a Diploma may be eligible to achieve a smaller sized qualification in the same suite provided they have completed the correct combination of units, met the appropriate qualification grade points threshold and have met the requirement for guided learning a Pass or above.

Calculation of the qualification grade

The qualification grade is an aggregation of a learner's unit level performance. The BTEC Introductory suite comprises Level 1 qualifications which are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Award	P to D
Certificate	P to D
Diploma	PP to DD

The *Calculation of Qualification Grade* table, shown further on in this section, indicates the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. In the event of any change, centres will be informed before the start of teaching for the relevant cohort and an updated table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. Our *Information Manual* gives full information of this process.

Points available for units

The table below shows the number of **points** available for units. For each unit, points are allocated depending on the grade awarded.

	Unit size	
	30 GLH	**40 GLH**
U	0	0
Pass	6	8
Merit	12	16
Distinction	18	24

Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant *Calculation of Qualification Grade* table for the cohort

Calculation of qualification grade

Applicable for registration from 1 September 2019.

Award		Certificate		Diploma	
70 GLH		**180 GLH**		**360 GLH**	
Grade	**Points threshold**	**Grade**	**Points threshold**	**Grade**	**Points threshold**
U	0	U	0	U	0
P	14	P	36	PP	72
				MP	96
M	22	M	60	MM	120
				DM	158
D	36	D	96	DD	196

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

Examples of grade calculations based on table applicable to registrations from September 2019

Example 1: Achievement of an Award with a D grade

	GLH	Grade	Unit points
Unit 1	30	Distinction	18
Unit 7	40	Distinction	24
Totals	**70**	**D**	**36**

The learner has sufficient points for a D grade

Example 2: Achievement of an Award with a P grade

	GLH	Grade	Unit points
Unit 1	30	Pass	6
Unit 7	40	Pass	8
Totals	**70**	**P**	**14**

The learner has met the minimum requirement for 70 GLH at Pass or above.

The learner has sufficient points for a P grade

Example 3: An Award graded unclassified

	GLH	Grade	Unit points
Unit 1	30	U	0
Unit 7	40	Distinction	24
Totals	**70**	**P**	**24**

The learner has a U in Unit 1

The learner has sufficient points for a M but has not met the minimum requirement for 70 GLH

Example 4: Achievement of a Certificate with a D grade

	GLH	Grade	Unit points
Unit 1	30	Distinction	18
Unit 2	30	Pass	6
Unit 5	40	Distinction	24
Unit 6	40	Distinction	24
Unit 7	40	Distinction	24
Totals	**180**	**D**	**96**

The learner has sufficient points for a D grade

Example 5: Achievement of a Certificate with a P grade

	GLH	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Merit	12
Unit 5	40	Pass	8
Unit 6	40	Pass	8
Unit 7	40	Pass	8
Totals	**180**	**P**	**36**

The learner has met the minimum requirement for 140 GLH at Pass or above

The learner has sufficient points for a P grade

Example 6: A Certificate graded Unclassified

	GLH	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Distinction	18
Unit 5	40	Distinction	16
Unit 6	40	U	0
Unit 7	40	Pass	8
Totals	**180**	**U**	**42**

The learner has a U in Units 1 and 6

The learner has sufficient points for M but has not met the minimum requirement for 140 GLH at Pass or above

Example 7: A Diploma graded Unclassified

	GLH	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Distinction	18
Unit 3	30	Pass	6
Unit 4	30	Pass	6
Unit 5	40	Pass	8
Unit 6	40	U	0
Unit 7	40	U	0
Unit 8	40	Distinction	24
Unit 9	40	Distinction	24
Unit 10	40	Distinction	24
Totals	**360**	**U**	**110**

The learner has not met the minimum requirement for 280 GLH at Pass or above

The learner has sufficient points for MP but has not met the minimum requirement for 280 GLH at Pass or above

Example 8: Achievement of a Diploma with a DD grade

	GLH	Grade	Unit points
Unit 1	30	Merit	12
Unit 2	30	Merit	12
Unit 3	30	Distinction	18
Unit 4	30	Distinction	18
Unit 5	40	Distinction	24
Unit 6	40	Distinction	24
Unit 7	40	Distinction	24
Unit 8	40	Distinction	24
Unit 9	40	Distinction	24
Unit 10	40	Merit	16
Totals	**360**	**DD**	**196**

The learner has sufficient points for a DD grade

Example 9: Achievement of a Diploma with a PP grade

	GLH	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Merit	12
Unit 3	30	Pass	6
Unit 4	30	Pass	6
Unit 5	40	U	0
Unit 6	40	Pass	8
Unit 7	40	Pass	8
Unit 8	40	Pass	8
Unit 9	40	Merit	16
Unit 10	40	Pass	8
Totals	**360**	**PP**	**72**

The learner has met the minimum requirement for 280 GLH at Pass or above

The learner has sufficient points for a PP grade

9 Resources and support

Our aim is to give you support to enable you to deliver BTEC Introductory qualifications with confidence. You will find resources to support teaching and learning, and professional development on our website.

Support for setting up your course and preparing to teach

Delivery Guide

The free guide gives you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. It explains the key features of BTEC Introductory qualifications (for example how to deliver and assess transferable and sector skills). It covers guidance on assessment and quality assurance and includes teaching tips and ideas, assessment preparation and suggestions for further resources.

Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications, including:

- textbooks in e-book and print formats
- teaching and assessment packs, including e-learning materials via the Active Learn Digital Service.

Teaching and learning resources are also available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources can be found on our website.

Support for assessment

Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences.

Training and support from Pearson

People to talk to

There are lots of people who can support you and give you advice and guidance on delivering your BTEC Introductory qualifications. They include:

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling
- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC Introductory qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

Appendix 1 Glossary of terms used for internally-assessed units

This is a summary of the key terms used to define the requirements in the units.

Term	Definition
Accurate	Perform processes and procedures without error.
Coherent	Logically consistent.
Collaborate	Work jointly with others.
Competent	Having the necessary knowledge or skill to do something suitably or sufficiently in amount or extent.
Comprehensive	Full, covering a range of factors.
Confident	Demonstrate secure application of skills or processes.
Consistent	Able to reliably repeat an action that progresses towards achieving an aim.
Creative	Use techniques, equipment and processes to express ideas or feelings in new ways.
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe	Give a clear account that includes all the relevant features and characteristics – 'painting a picture with words'.
Effective	Show control over techniques, equipment and processes to efficiently meet the details and broad aims of a requirement.
Explain	Work shows clear details and gives reasons and/or evidence to support an opinion, view or argument. Learners can show comprehension of origins, functions and objectives of a subject and its suitability for purpose.
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Insightful	Being perceptive and discerning.
Outline	Learners' work, performance or practice provides a summary or overview or a brief description.
Reflect	Think carefully and review information and/or performance – includes articulating ideas, concepts, activities, findings or features.
Review	Assess formally, appraising existing information or prior events with the intention of instituting change if necessary.

Term	Definition
Show	Learners' work, performance or practice presents evidence using knowledge, understanding and skills.
State	Learners express the condition of, or facts about something definitely or clearly.
Summarise	Learners express the condition of, or facts about something definitely or clearly.

This is a key summary of the types of evidence used for BTEC Introductory Suite of qualifications.

Type of evidence	Definition and purpose
Vocational context	A specific example to which all learners must select and apply knowledge. Used to show application to a realistic context where direct experience cannot be gained.
Development log	A record kept by learners to show the process of development. Used to show method, self-management and skill development.
Performance	A defined and constrained opportunity to perform, to show skills in a structured context and where the focus is on the skills/process rather than the specific outcome.

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www.pearsonschools.co.uk
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