

Level 3 – Principal Learning (Wales)
Specification (7378)
Assessment 2010 onwards

AQA

City &
Guilds

HAIR AND BEAUTY STUDIES (WALES)



Hair and Beauty Studies (Wales)

Level 3 Principal Learning

Specification (7378)
Assessment 2010 onwards

This Principal Learning specification should be read in conjunction with:

- Specimen assessment materials and mark schemes for Principal Learning
- Teacher guidance materials for Principal Learning
- Examiners' Reports for Principal Learning

This specification will be published annually on our website (www.diplomainfo.org.uk/PLQ-Wales.asp)

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

You can get further copies of this specification from:

AQA Logistics Centre Unit 2, Wheel Forge Way, Ashburton Park, Trafford Park, Manchester M17 1EH
or you can download it from our website (www.diplomainfo.org.uk/PLQ-Wales.asp)

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1 Introduction

1.1 Why choose AQA-City & Guilds?

AQA is the UK's main provider of GCSEs and A levels. Over 3.5 million AQA examinations are taken every year and AQA is recognised by schools and colleges as the number one choice for customer service and high quality products.

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

Principal Learning is a blend of academic and vocational learning and that is why AQA-City & Guilds is the ideal choice for any school, college or consortium looking to offer them. The collaboration brings together the leading providers of qualifications in both fields to provide all the support you need to deliver the Principal Learning at one point of contact.

Why are AQA and City & Guilds so popular?

- **Specifications**

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

- **Support**

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

- **Service**

AQA-City & Guilds Principal Learning is administered from AQA's offices in Manchester and Guildford. We are committed to providing an efficient and effective service and we are at the end of a phone when you need information, advice or guidance. We will try to resolve issues the first time you contact us and will work with you to find the solution.

- **Ethics**

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

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

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

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

The Principal Learning will enable learners to progress into Further and Higher Education and future employment. Learners taking a Principal Learning in Hair and Beauty Studies will also:

- develop Essential Skills Wales and Wider Key Skills
- produce a project which complements the Principal Learning and/or supports progression.

1.3 How do I start using this specification?

Before you can start using this specification, you must check that your organisation has successfully applied through the Department for Children, Education, Lifelong Learning and Skills (DCELLS) to offer the Welsh Baccalaureate.

Effective provision of the Welsh Baccalaureate must be through Consortia/Network collaboration that may include schools, colleges, employers and work based training providers. There must be a minimum of two partners per application and applications must be completed by 14–19 Network Co-ordinators per Local Authority Area.

For further information, please contact **DCELLS.Enquiries@wales.gsi.gov.uk**

- Almost all examination centres in England and Wales are approved by either AQA or City & Guilds or both. A small minority are not. If your centre is new to both AQA and City & Guilds, please contact our centre approval section at:
centreapproval@aqa.org.uk

1.4 How do I find out more?

Use Ask AQA – our online information service

Centres offering AQA-City & Guilds Principal Learning will have 24-hour access to answers to the most commonly-asked questions at:

www.aqa.org.uk/rn/askaqa.php

If the answer to your question is not available you can submit a query for our team. Our target response time is two days.

Contact your Principal Learning Support Team

You may also contact the Principal Learning Support Team for your region. Please check current details on: **www.diplomainfo.org.uk/PLQ-Wales.asp**

Principal Learning Support Teams have particular expertise in:

- supporting centres and consortia on their applications
- curriculum development and delivery including consortium operation
- assessment and quality assurance
- dealing with work experience.

Attend a Teacher Support meeting

Details of the full range of current Teacher Support meetings are available on our website **www.diplomainfo.org.uk/PLQ-Wales.asp**

If you require further information call us on 08700 242466 or email us at: **diploma-events@cityandguilds.com**

Contact the Exams Office Support department

Our Exams Office Support department offers administrative support for the Principal Learnings. There is an office team to deal with your queries about:

- general administration
- general documents
- results documents
- timetable information
- publication orders.

You can contact us on 0870 410 1036 or email: **eos@aqa.org.uk**

The department includes AQA's five Regional Officers who can provide up-to-date information, advice, support and guidance at a local level in your region. To contact the Regional Officer for your area, see: **www.aqa.org.uk/regional_officer.php**

2 Specification at a glance

2.1 The Welsh Baccalaureate Advanced Principal Learning at a glance

Core Certificate	Options
To achieve the overall Welsh Baccalaureate at Advanced level, learners must:	To satisfy the options requirements, learners must undertake external qualifications approved on the NQF and/or QCF equivalent to 720 GLH.
1 achieve three of the six skills at Level 3, one of which must be ESW Communication, Application of Number or ICT, together with the other three skills at Level 2.	For example: 1 Two GCE grades A – E 2 NVQ Level 3/BTEC National Certificate/Level 3 QCF Diploma sized qualification (480 GLH)
2 attain level 3 for an Individual Investigation arising from an aspect of the Core (20 hours).	or 3 Principal Learning Level 3 (540 GLH)
3 show satisfactory completion of the curriculum requirements of the Core as detailed below. The hours are notional: <ul style="list-style-type: none"> Wales, Europe and the World (WEW) – 60 hours on four elements covering political, social and economic and cultural issues and a 20 hour language module 15 hours of a ‘Team Enterprise Activity’ Personal and Social Education (PSE) – 30 hours and 15 hours of ‘community Participation’ Work-related Education (WRE) – 30 hours of ‘Working with an Employer’. 	and Extended Project Qualification (120 GLH) and Any approved external qualification(s) at NQF/QCF Level 3 equivalent to or a minimum of 60 GLH.
Total 250 notional teaching hours	Total 720 GLH

2.2 Level 3 Principal Learning in Hair and Beauty Studies at a glance

- all 8 units are compulsory

Unit 1 60 GLH

Business location and design for the hair and beauty sector (Wales)

Internally assessed

Unit 2 90 GLH

Event management and enterprise for the hair and beauty sector (Wales)

Internally assessed

Unit 3 60 GLH

Product research, design and development within the hair and beauty sector (Wales)

Internally assessed

Unit 4 60 GLH

Exploring business management for the hair and beauty sector (Wales)

Externally assessed

Unit 5 90 GLH

Exploring media and image within the hair and beauty sector (Wales)

Internally assessed

Unit 6 60 GLH

Exploring the world of spas (Wales)

Externally assessed

Unit 7 60 GLH

Business planning and finance within the hair and beauty sector (Wales)

Externally assessed

Unit 8 60 GLH

Cosmetic science (Wales)

Internally assessed

3 Principal Learning

3.1 Essential Skills Wales and the Wider Key Skills in Principal Learning

Skills in applied learning

A unique and central feature of Principal Learning (PL) is the requirement that at least 50% must be completed in an applied or work-related context. This means that learners must actively engage with the curriculum they are studying, putting theory into practice and working cooperatively with other learners, with their teachers, and with people from outside the classroom. They should learn in a range of contexts and environments, carrying out investigations and active enquiries, learning through doing and relating their learning to job roles.

The skills embodied in the three Essential Skills Wales (ESW) and the three wider key skills (WKS) are therefore integral to the delivery of Principal Learning (PL) at all levels and in all lines of learning. Principal Learning offers many opportunities to develop all six skills (ESW + WKS) that are required if a candidate is to achieve the Welsh Baccalaureate Qualification (WBQ).

To achieve the WBQ at Advanced level, learners must achieve three of the six skills at Level 3, one of which must be ESW Communication, Application of Number or ICT, together with the other three skills at Level 2.

Developing skills

The table below lists, in the first column, the skills that a learner must develop for the ESW or WKS in question. The second column suggests a PL context in which the skill would arise naturally and might be developed. It is important that, when developing an ESW skill, both the learner and the teacher pay close attention to the section in the standards headed 'In order to show that you are competent'. Similarly for the WKS, teachers and learners must study Part A. The third column in the table identifies the ESW or WKS component.

Portfolio evidence

If a learner is aiming to generate portfolio evidence in the context of a learning activity or assignment in PL, it is important to ensure that the requirements of the assignment match the evidence requirements of the skill qualification (ESW or WKS) in question, in terms of content and of presentation. A portfolio of evidence will often require more than one example of the skill, so teachers will need to identify other contexts and opportunities from the many that exist in the context of the WBQ as a whole.

The table below does not include details of these requirements. It is therefore essential that teachers are familiar with:

- the standards for ESW and the associated documents '*Amplification of Evidence Requirements*' (which includes guidance), and '*Mandatory Definitions*', which are available from <http://old.accac.org.uk/eng/content.php?mID=752>
- the standards for the wider key skills and the associated document '*The key skills qualifications and guidance: working with others, improving own learning and performance and problem solving – levels 1-4 2004*' (QCA 2004); order ref QCA/04/1294, downloadable from http://www.qca.org.uk/qca_6462.aspx.

It is important to emphasise that candidates may develop these skills and/or generate portfolio evidence from anywhere in their learning programme. It is therefore not necessary, nor expected, that any one unit of Principal Learning should offer development and/or evidence opportunities for all the components of each of the six skills. Where opportunities to develop these skills and to provide portfolio evidence arise naturally in learning contexts, they should be pursued; learning and assignments should not be distorted to include the skills where they do not arise naturally.

Essential Skills Wales

Communication

The ESW standards aim to integrate the different aspects of communication (speaking and listening, reading and writing) and emphasise that communication should be purposeful. So, for example, the purpose of reading might be to inform discussion and/or writing, or a discussion might be part of a candidate's preparation for a piece of writing, all in relation to the purpose of the Principal Learning unit.

Application of Number

The ESW standards emphasise that numbers must be applied and used for the purpose of tackling a problem or task. At Level 3, the standards are structured round the following process:

- Understand and tackle a problem → Collect and interpret data → Carry out calculations → Check results → Interpret results → Present findings → Reflect/review.

The problem should arise naturally in the context of the candidate's work for the Principal Learning unit.

For portfolio evidence at this level, the candidate must carry out at least one activity that shows their skills in the process as a whole, ie covering all three components of the unit.

ICT

As with Application of Number, the ESW standards emphasise the importance of using ICT in context and for a purpose. The *'Amplification of evidence requirements'* specifically states that 'You must demonstrate your ICT skills in the context of these activities; demonstrating your skills in isolation cannot be used as evidence'.

Also similarly to Application of Number, the learner, while developing their ICT skills, is likely to focus on parts of the process and on specific skills, but they should always have the 'big picture' in mind and build towards seeing the process as a whole.

For the portfolio, the *'Amplification'* states that:

'You must carry out at least two activities that, overall:

- show that you can plan and carry through a number of different activities, one of which must be a complex activity covering ICT3.1, ICT3.2 and ICT3.3'.

While much of the portfolio evidence may be presented electronically and/or as printouts, it is essential that it shows the processes the candidate used to confirm their understanding of their task, to select, enter and develop information, and to present their work. This will normally involve drafting, revising, correcting, redrafting or reformatting the work. This is therefore an important aspect of developing ESW ICT, and the evidence submitted for assessment must include at least one complete draft with notes, annotations, highlighting, alterations etc. The final printouts, presentations etc are not, on their own, sufficient as evidence, though they must be included in the portfolio.

The wider key skills

All three of the wider key skills require the candidate to learn and to demonstrate the process skills of:

Planning → Doing → Reviewing.

Each component of this process can be learned and developed separately, though portfolio evidence must cover all three components of the qualification in a single activity.

Working with Others at Level 3 requires that the example in the portfolio shows that the learner can work as part of a group or team made up of at least three people (i.e. the learner works with at least two other people). The learner must become conscious of and focus on their own skills and how they relate to others if they are to develop their ability to contribute effectively to a team project or activity. They must be able to review their work with others, identify factors that influenced the outcome and agree how to improve their teamworking skills for the future. The evidence in a candidate's portfolio must show their individual contribution to the work of the group.

Problem Solving is a skill that many younger learners do not at first recognise as a skill that, like other skills, involves learning and developing specialised techniques. The learner has to identify and analyse a problem (which must be individual to them, not a group activity), come up with different ways of tackling it and choose one, make a plan, follow it, and check whether the problem has been solved. They must then review their approach to problem solving. As with Working with Others, each phase can be focused on separately in the learning and development phase, but the portfolio requires two examples, each of which follows though all three components of the qualification.

Improving Own Learning and Performance, like the other wider key skills, requires the learner to become consciously aware of how they learn and which ways of learning are most effective for them in different situations. Many learners will have used only one or two ways of learning hitherto and need to be introduced to other possibilities. They must take responsibility for improving their learning and performance, set targets for what they want to learn or do, make a plan with targets, follow the plan, reflect on and review their progress, establish what they have achieved, and agree ways to further improve their performance. Any of the learning outcomes in the Principal Learning unit could provide opportunities to develop IOLP skills, but SMART targets must be set that relate to the purpose of the unit. The portfolio of evidence must include at least one example that covers at least three targets. Overall, the evidence must show at least two different ways of learning.

3.2 Level 3 Units

Level 3 Unit 1: Business location and design for the hair and beauty sector (Wales)

What is this unit about?

This unit will expose the learner to the factors influencing business location, acquisition and the interior design of new and refurbished commercial premises to create a desired business image and a well designed, safe environment.

The purpose of this unit is to provide the learner with an understanding of the factors influencing business location, business acquisition, and interior design of commercial premises.

This unit will extend the learner's research and evaluation skills providing creative, experiential learning opportunities through the process of planning and designing a hair and beauty business.

The learner will explore the factors that influence well-designed and safe premises. Knowledge acquired will offer the learner an opportunity to develop appreciation of colour theory.

The learner will explore project and people management through following a design development cycle, identify and prioritise the push and pull factors of business location, the socio-economic and demographic profile of the clientele and the buoyancy of surrounding businesses.

Knowledge gained will support the learners understanding of the range of external professional services and related career pathways associated with the process of location acquiring and designing a salon.

Guided learning hours

This unit has 60 GLH assigned to it, of which 15 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 143–150 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Know the factors to be considered when choosing a business environment	a identify the factors to be considered when assessing a potential business location b identify the factors to be considered when assessing potential business premises
2 Understand how to achieve the desired salon/spa image and ambience using the principles of interior design	a explain the factors that contribute to an ideal working environment in the hair and beauty sector b explain the principles of commercial interior design and how they differ between the six hair and beauty industries c explain how the psychology of colour and sensory perception is applied to salon design
3 Know how to manage a design project	a explain the key principles of project and people management in relation to salon design and development processes b compare a range of professional services and service providers
4 Be able to plan a hair and beauty sector business environment	a develop a plan for a business location b use suitable visualisation and drawing convention methods to generate a design for a business environment c evaluate the viability of the business

Scope of content

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

It is important that, through the Level 3 Principal Learning in Hair and Beauty Studies, learners receive as broad an experience of the whole sector as possible. Teachers are urged to refer to, and use examples from, each of the six industries where appropriate and relevant. The industries are:

- Hairdressing
- Barbering
- Beauty Therapy
- Spa Therapy
- Nail Services
- African-Caribbean type hairdressing and barbering.

Learning outcome 1: Know the factors to be considered when choosing a business environment

Learners must be taught the following factors when assessing a potential business location. Learners must know the constraints as well as the decisions that need to be made around property location.

- transport links
- parking facilities
- rates and rental costs
- competition
- type of premises and accessibility
- restrictions on opening hours
- socio-economic and demographic profile of potential clientele
- buoyancy of surrounding businesses
- new build or refurbishment.

Learners must be taught about the factors to be considered when assessing business premises.

- planning restrictions – complying with health, safety and fire regulations, local bye-laws, equality and diversity legislation relating to access of premises and smoking in enclosed places
- business ownership – leasehold and freehold, and be able to explain how these may influence the location and design of the business.

Learning outcome 2: Understand how to achieve the desired salon/spa image and ambience using the principles of interior design

Learners must be taught the factors that create an ideal working environment for hair and beauty businesses and their customers. For example:

- suitable flooring and wall coverings
- ergonomic seating and treatment surfaces
- levels of lighting
- ventilation
- heating
- sound and privacy
- storage and security (equipment, products, staff and clients' belongings)
- laundry facilities
- staff rest areas
- refreshments for clients and staff
- toilets and showers
- display areas
- security at reception.

Learners must be taught the principles of commercial interior design and how to apply them to salon design. Learner must have an understanding of how the principles differ between the six hair and beauty industries. For example, Image and ambience – concepts, visual impact, impression/expression of quality, professionalism, creativity and increased turnover.

Learners must be taught about the psychology of colour and sensory perception and how they can be applied to salon design. For example:

Colour:

- black – authority, power
- white – innocence, purity
- red – faster heart beat, love
- blue – peaceful, tranquil
- green – nature, calming
- yellow – attention getter
- purple – luxury, wealth
- brown – solid, genuine.

Sensory perceptions:

- audio – level and type of music and sound
- touch – texture of towels and level of comfort
- sight – use of colour
- design and space and olfactory – use of aromas and control of fumes.

Learning outcome 3: Know how to manage a design project

Learners must be taught about the key principles of project and people management and how these apply to salon design and development. For example:

- design plan
- long-term and short-term goals
- target setting
- delegation
- allocation and leadership.

Learners must be taught and be able to explain the services offered by each of the following professional services and service providers. Learners should also be able to compare the services offered by these professionals.

- | | |
|--------------------------------|----------------------|
| • salon fitters and furnishers | • heating engineer |
| • flooring contractors | • telephone engineer |
| • decorators | • IT services |
| • equipment suppliers | • security services |
| • product suppliers | • solicitors |
| • electrician | • estate agent |
| • plumber | • architect. |

Learners must be taught investigative techniques for research in order to plan for a business location. For example:

- interviews – telephone, postal and face-to-face
- questionnaires – postal, electronic, internet searches and document searches
- internet searches.

Learners must be taught the design visualisation techniques. For example:

- scale design plan
- themed mood board
- 3D Model
- 2D and 3D drawing convention.

Learners must be able to evaluate the viability of the business, such as any problems arising from external factors and view possible solutions. For example, planning restriction.

Assessment

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

The purpose of the assessment is for the learner to experience the innovative and creative world of designing new and refurbished commercial premises. The learner will explore key principles and factors affecting the interior design of any business and skills required to express a design brief.

Task setting

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

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

Task	Form(s) of evidence	LO mapping
Business location plan	The following must be provided: <ul style="list-style-type: none">illustrated plan, report or presentation	LO1 and 4
Design brief for new or refurbished commercial premises	The following must be provided: <ul style="list-style-type: none">documented design brief	LO2 and 3
Salon design visualisation as an interpretation of the design brief	The following must be provided: <ul style="list-style-type: none">visual display, drawings or presentation	LO2, 3 and 4

Duration

The assignment will take approximately 15 of the 60 guided learning hours available for this unit.

Sector-relevant purpose

The business location plan and design brief must be for a salon/spa for one of the six hair and beauty industries.

Demand

The learners are to select one hair and beauty enterprise for which to design a plan.

The business location plan must comply with relevant regulations and legislation. It should include evidence of the use of investigative techniques to research the suitability of the potential location.

The design brief must cover the roles of professionals involved in the design and development of the premises, including a comparison of the advantages and disadvantages of using different professionals where relevant, and the management of these individuals.

The design brief and salon visualisation must demonstrate the consideration the principles of commercial interior design and the psychology of colour and sensory perception. The design visualisation must reflect the design brief and use suitable visualisation and drawing convention methods.

Task taking

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 146–148 of the specification.

The assessment for this unit could be linked with the following units.

Level 3 Unit 5: Exploring media and image within the hair and beauty sector (Wales)

Level 3 Unit 7: Business planning and finance within the hair and beauty sector (Wales)

Weighting of learning outcomes

Learning outcomes	Marks	Weighting
1 Know the factors to be considered when choosing a business environment	12	13.3%
2 Understand how to achieve the desired salon/spa image and ambience using the principles of interior design	15	16.7%
3 Know how to manage a design project	18	20%
4 Be able to plan a hair and beauty sector business environment	45	50%
Total	90	100%

Assessment grid

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 4 marks	5 to 8 marks	9 to 12 marks
1 Know the factors to be considered when choosing a business environment	<p>Identified the factors to be considered when assessing a potential business location, with limited accuracy.</p> <p>Identified the factors to be considered when assessing a potential business premises, with limited accuracy.</p>	<p>Identified the factors to be considered when assessing a potential business location, with general accuracy.</p> <p>Identified the factors to be considered when assessing a potential business premises, with general accuracy.</p>	<p>Identified the factors to be considered when assessing a potential business location, with consistent accuracy.</p> <p>Identified the factors to be considered when assessing a potential business premises, with consistent accuracy.</p>
	0 to 5 marks	6 to 10 marks	11 to 15 marks
2 Understand how to achieve the desired salon/spa image and ambience using the principles of interior design	<p>Offered a basic explanation of the factors that contribute to an ideal working environment in the hair and beauty sector.</p> <p>Explained the principles of commercial interior design in relation to the working environments of the six industries, showing a limited understanding of the principles.</p> <p>Offered a basic explanation of the psychology of colour and sensory perception as applied to salon design.</p>	<p>Offered a sound explanation of the role of the factors that contribute to an ideal working environment in the hair and beauty sector, using examples.</p> <p>Explained the principles of commercial interior design in relation to the working environments of the six industries, showing a sound understanding of the principles.</p> <p>Offered a sound explanation of the psychology of colour and sensory perception as applied to salon design.</p>	<p>Offered a detailed explanation of the role of the factors that contribute to an ideal working environment in the hair and beauty sector, using relevant examples.</p> <p>Explained the principles of commercial interior design in relation to the working environments of the six industries, showing a strong understanding of the principles and relating them to the industries in a consistent and relevant manner.</p> <p>Offered a detailed explanation of the psychology of colour and sensory perception as applied to salon design.</p>
	0 to 6 marks	7 to 12 marks	13 to 18 marks
3 Know how to manage a design project	<p>Explained the key principles of project and people management in relation to the salon design and development process, showing a limited knowledge of the principles.</p> <p>Compared and gave brief evaluation of a range of professional services and service providers.</p>	<p>Explained the key principles of project and people management in relation to the salon design and development process, showing a sound knowledge of the principles.</p> <p>Compared and gave reasonable evaluation of a range of professional services and service providers.</p>	<p>Explained the key principles of project and people management in relation to the salon design and development process, showing a strong knowledge of the principles and relating them to the design and development process in a consistent and relevant manner.</p> <p>Compared and gave a detailed evaluation of a range of professional services and service providers.</p>

Assessment grid (continued)

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 15 marks	16 to 30 marks	31 to 45 marks
4 Be able to plan a hair and beauty sector business environment	<p>Developed a simple plan for a business location, showing basic awareness of regulations and legislation, and limited use of investigative techniques; made minimal reference to the professionals involved.</p> <p>Selected and used suitable visualisation and drawing convention methods at times, when generating a design for a business, showing limited consideration of the psychology of colour and sensory perception.</p> <p>Provided a limited evaluation of the viability of the business.</p>	<p>Developed a sufficiently detailed plan for a business location, showing sound awareness of regulations and legislation, and the appropriate use of investigative techniques; included a generally accurate assessment of the professionals involved.</p> <p>Consistently selected and used suitable visualisation and drawing convention methods when generating a design for a business, taking into account the psychology of colour and sensory perception.</p> <p>Provided a sound evaluation of the viability of the business.</p>	<p>Developed a comprehensive plan for a business location which complies with regulations and legislation, using relevant investigative techniques appropriately; included a consistently accurate assessment of the roles of the professionals involved.</p> <p>Consistently and skillfully selected and used suitable visualisation and drawing convention methods when generating a design for a business, effectively considering the psychology of colour and sensory perception.</p> <p>Provided an extensive evaluation of the viability of the business.</p>

Guidance for delivery

Level 3 Unit 1 is an introduction into the planning and developing business designs, being aware of the effects of geographical and market influences and the effects on the design plans, the interior development requirements for salon environments and image and building on the skills required to plan, develop and draw accurately design ideas. The unit does not take into consideration the financial aspects of the implementation of business design, but does link well with Level 3 Unit 7 to develop this area.

Learners should study the opportunities within the market place for hairdressing, beauty therapy, nail service and spa provision, with emphasis on the factors that make the geographical positioning of the salon potentially more successful. Learners should have the opportunity to investigate the different types of positioning within a selected localised area, for example:

- town centre positions: high street, secondary streets, pedestrianised areas, walk through pathways (eg to car park, bus station)
- residential areas, shopping precincts
- urban and rural areas
- industrial area
- main road
- within other businesses: sports centres, hotels, high street stores, complexes and out of town shopping centres etc.

Learners should have the opportunity to analyse the range of constraints of the different business allocations and other factors that need to be considered and evaluate how a position can potentially be more advantageous and viable than another.

Learners will need to understand the different types of business premises and the legal obligations and variations of leasehold and freehold, whether the business is a new build, change of use, or modernisation of an existing salon and any local political influences and competition.

Learners need to understand the commercial interior design principles and should be provided with the opportunity to learn through investigation and exploration design requirements, furnishings, tools and equipment required in a salon environment, with emphasis on the professional image and expectations of the industry and legal requirements, as well as being aware of market and target clientele influences.

Learners need to develop an in-depth understanding of the key principles of project management for the design development application of a hairdressing, nail and beauty salon, from the first stages of development implementation to completion. They should also understand the importance of meeting agreed timescales and people management to balance resources with the application of interior development and design, interrelating trade skills, maintaining targets and with exploration discussions on possible problems and issues that may take the project over times set.

Learners will need to be aware of the interior requirements, tools, equipment and fitting for hair, nail and beauty salons.

Knowledge and understanding of drawing conventions, scales and accuracy will be required, with the opportunity to develop visualisation techniques when developing and presenting design ideas. This could be through mood boards, story boards, sketches, photographs and other visual concepts. Learners should also understand how to reference interior furnishings and develop ideas to produce final presentation of design plans for a professional nail, hairdressing and beauty salon environment.

Opportunities for applied learning

Visiting speakers from the following: estate agents, architects, salon owners, planning officers, interior designers, equipment suppliers, health and safety officers.

Visits to exhibitions eg Ideal Home, Salon International, Professional Beauty.

Essential Skills Wales

Level 3 Foundation Principal Learning in Hair and Beauty Studies (Wales) Unit 1: Business location and design for the hair and beauty sector (Wales)		
Essential Skills Wales: Communication		
Skill/s to be developed	Suggested context	Reference
Speaking and listening		C3.1
Understanding and responding to spoken language on a range of topics and in a range of contexts.	a Formal face-to-face discussions with at least two other people about the range of constraints on different business allocations and how a position can potentially be more advantageous and viable than another b A talk/presentation about your design brief for a new salon including the key principles of project and people management. (this activity could be linked with the suggested context for C3.2 and C3.3.)	C3.1.1
Speaking to communicate <ul style="list-style-type: none"> information feelings opinions questions complex instructions on a range of familiar and unfamiliar topics, using appropriate language and non-verbal communication, and in a range of contexts.		C3.1.2
a Taking part in formal discussions with two or more other people b Giving a talk/presentation of at least eight minutes.		C3.1.3
Reading		C3.2
Reading, understanding and synthesising information from at least two documents about the same subject. Each document must be at least 1,000 words long. At least one must contain complex information or reasoning and at least one must contain an image.	Read at least two documents about the principles of commercial interior design in preparation for a talk/presentation. (this activity could be linked with the suggested context for C3.1b.) (notes made while reading, understanding and synthesising information could also be used when writing different types of document.)	C3.2.1
Writing		C3.3
Writing two documents of different types, each one giving different information to different audiences about complex subjects in appropriate formats and using language that is appropriate to purpose and audience. One document must be at least 1,000 words long.	Write a design brief for a new or refurbished commercial premise to house a salon for the purpose of reference and providing information to an audience of practitioners in the sector. (this activity could be linked with the suggested context for C3.1b.)	C3.3.1

Essential Skills Wales: ICT		
Skill/s to be developed	Suggested context	Reference
Using ICT systems		ICT3.1
Analysing and accurately describing how to approach at least one complex activity that involves the use of ICT.	Use ICT to research the psychology of colour and sensory perception and design and create a visual display showing how they can be applied to salon design.	ICT3.1.1
Using ICT independently to carry out the activity efficiently and effectively.		ICT3.1.2
Following safe, healthy and secure working practices at all times.		ICT3.1.3
Finding, selecting and exchanging information		ICT3.2
Planning how to find the ICT-based and non ICT-based information required.	Find, select and exchange ICT-based information and non ICT-based information to access the internet, electronic media, archives and libraries and/or emailing organisations to obtain the required information for their research and accessing suitable software applications and images as appropriate.	ICT3.2.1
Searching for, evaluating, selecting and getting, from a range of sources, relevant ICT-based and non ICT-based information.		ICT3.1.2
Entering, saving, communicating and exchanging ICT-based information to suit the purpose.		ICT3.1.3
Developing and presenting information		ICT3.3
Organising, developing, formatting and combining ICT-based and non ICT-based information from different sources to suit content and purpose, in the form of: a text b tables c images d numbers e records.	Develop and present ICT-based information for the purpose of designing and creating a visual display in the form of text and/or images for an audience of peers and practitioners in the sector.	ICT3.3.1
Presenting the final output effectively, using a consistent style and formats and layouts that are appropriate to purpose and audience, using ICT, and reviewing the work.		ICT3.3.2

Essential Skills Wales: Application of Number		
Skill/s to be developed	Suggested context	Reference
Understanding numerical data		N3.1
Identifying, analysing and accurately describing at least one practical problem or task that involves a range of numerical data and information.	Identify, analyse and describe the task of designing plans for the interior development of a salon environment, planning how to tackle it and collecting relevant data from a range of sources. (this activity could be linked with the suggested context for C3.1b.)	N3.1.1
Planning how to tackle it.		N3.1.2
Collecting relevant numerical data and information from a range of sources to meet the purpose of the task. Sources must include at least two of a table, a chart, a graph or a diagram, of which at least one must be complex, and a large data set.		N3.1.3
Carrying out calculations		N3.2
Choosing and using appropriate methods to get the results needed and justifying the methods used.	Choose and using appropriate methods and carry out calculations to get the results needed by using the relevant numerical data obtained from reliable sources to estimate and measure dimensions using metric and, where appropriate, imperial units, draw 2-D representations of 3-D objects, and work out actual dimensions from scale drawings.	N3.2.1
Using the data and information obtained to carry out calculations relevant to the task to do with: a amounts or sizes b scales or proportion c handling statistics d using formulae.		N3.2.2
Interpreting results and presenting findings		N3.3
Selecting and justifying two different ways to present results, using charts or graphs, and tables or diagrams appropriate to audience.	Present and explain results about designing plans for the interior development of a salon environment, to an audience of peers and subject specialists in two different ways, explaining methods and how the findings meet the purpose of the task and are appropriate to the audience. Justify ways of presenting, methods and findings.	N3.3.1
Presenting and explaining methods and findings and justifying how they meet the purpose of the task and are appropriate to the audience.		N3.3.2

Key Skills: Working with Others

Learners must develop the skills needed to work in a group or team situation, checking their progress as they work. The emphasis must be on the individual learner's contribution to the work of the pair or group.

Skill/s to be developed	Suggested context	Reference
Planning work with others	Work in a group or team to investigate what needs to be considered when assessing business premises, taking into account planning restrictions and business ownership.	WO3.1
Agreeing realistic objectives for working together and what needs to be done to achieve them.		WO3.1.1
Sharing relevant information to help agree roles and responsibilities.		WO3.1.2
Agreeing suitable working arrangements with those involved.		WO3.1.3
Seeking to develop co-operation and checking progress towards agreed objectives		WO3.2
Organising and carrying out tasks efficiently to meet responsibilities.		WO3.2.1
Seeking effective ways to develop cooperation including ways to resolve any conflict.		WO3.2.2
Sharing accurate information on progress, agreeing changes where necessary to achieve objectives.		WO3.2.3
Reviewing work with others and agreeing ways of improving collaborative work in the future		WO3.3
Agreeing the extent to which work with others has been successful and the objectives have been met.		WO3.3.1
Identifying factors, including own role, in influencing the outcome.		WO3.3.2
Agreeing ways of improving own work with others in the future, including interpersonal skills.		WO3.3.3

Key Skills: Improving Own Learning and Performance

Learners must develop at least two different ways of learning to improve their performance. Their plan should include at least three targets.

Skill/s to be developed	Suggested context	Reference
Setting targets using information from appropriate people and planning how these will be met.	This unit provides opportunities for learners to improve their own learning and performance by setting targets, identifying action points, planning, taking responsibility for their own learning, managing time effectively, reflecting on their progress, seeking feedback and reviewing their progress and looking for further ways to improve their performance.	LP3.1
Seeking information on ways to achieve targets, and identifying factors that might affect plans.		LP3.1.1
Using this information to set realistic targets and identify clear action points.		LP3.1.2
Planning how to manage time, using support, reviewing progress and overcoming possible difficulties.	The teaching style required needs to ensure learners set their own targets, choose different ways of learning and work independently.	LP3.1.3
Taking responsibility for own learning, using the plan to help meet targets and improve performance	For example, when learning about different types of business premises and their legal obligations, taking into account variations of leasehold and freehold and whether the business is a new build, change of use or modernisation.	LP3.2
Managing time effectively to meet deadlines, revising the plan as necessary.		LP3.2.1
Choosing ways of learning to improve performance, working at times independently and adapting approaches to meet new demands.		LP3.2.2
Reflecting on progress, seeking feedback and relevant support to help meet targets.		LP3.2.3
Reviewing progress and establishing evidence of achievements		LP3.3
Providing information on the ways learning has been used to meet new demands and on factors affecting the quality of the outcome.		LP3.3.1
Identifying targets met and gathering evidence of achievements.		LP3.3.2
Consulting appropriate people to agree ways to further improve performance.		LP3.3.3

Key Skills: Problem Solving

Learners must explore at least three different ways of tackling a problem and implement at least one way.

Skill/s to be developed	Suggested context	Reference
Exploring a problem and identifying different ways of tackling it	<p>This unit provides opportunities for learners to explore a problem, identify different ways of tackling it, plan and implement their chosen way of solving the problem, checking and reviewing progress.</p> <p>The teaching style required needs to ensure learners identify, analyse and describe their problem and know when it has been solved. They should work independently when planning but obtain confirmation to implement their plan. They should review their approaches to problem solving considering if different approaches would have been more effective.</p> <p>For example, when tackling the problem of dealing with constraints when assessing a potential business location for example, transport links, parking facilities, restriction on opening hours, accessibility etc.</p>	PS3.1
Identifying, analysing and accurately describing the problem, and agreeing with others how to know it has been solved.		PS3.1.1
Selecting and using a variety of methods to come up with different ways of tackling the problem.		PS3.1.2
Comparing the main features and risks of each approach, and justifying the method to be used.		PS3.1.3
Planning and implementing at least one way of solving the problem		PS3.2
Planning the chosen way of solving the problem and getting the go-ahead from an appropriate person.		PS3.2.1
Putting the plan into action, effectively using support and feedback from others to help tackle the problem.		PS3.2.2
Checking regularly progress towards solving the problem, revising the approach as necessary.		PS3.2.3
Checking if the problem has been solved and reviewing own approach to problem solving		PS3.3
Applying systematically methods agreed with an appropriate person, to check if the problem has been solved.		PS3.3.1
Describing fully the results and drawing conclusions on how successful the learner was in solving the problem.	PS3.3.2	
Reviewing own approach to problem solving, including whether other approaches might have proved more effective.	PS3.3.3	

Suggested learning resources

Books

Le Marinel, A. (2004). *Start and Run Your Own Business*. Published: How to Book Ltd. ISBN: 978-1857039887.

Cartwright, J.; Ward, D. (2004). *Health and Beauty*. Published: Nelson Thornes. ISBN: 978-0748790357.

Crebbin-Bailey, J.; Harcup, J.; Harrington, J. (2004). *The Spa Book*. Published: Cengage Learning EMEA. ISBN: 978-1861529176.

Cressy, S. (2003). *Business Management for Hairdressers and Therapists*. Published: Heinemann. ISBN: 978-043546412.

Cressy, S. (2004). *The Beauty Therapy Fact File (4th ed.)*. Published: Heinemann. ISBN: 978-0435451424.

D'Angelo, J. (2006). *Spa Business Strategies*. Published: Delmar Learning. ISBN: 978-1401881641.

Green, M. (2004). *Salon Management*. Published: Cengage Learning EMEA. ISBN: 978-1861526601.

Connor, J.; Hiscock, J.; Stoddart, E. (2004). *Beauty Therapy Level 3*. Published Heinemann. ISBN: 978-0435456405.

Mernagh-Ward, D.; Cartwright, J. (1997). *Good Practice in Salon Management*. Published: Nelson Thornes. ISBN: 978-9748728879.

Milady (2008). *Salon and Spa Management Tools (2nd ed.)*. Published: Cengage Learning EMEA. ISBN: 978-1428353176.

Journals and magazines

- Hairdressing Journal. Reeds Publishing. London.
- Coiffure De Paris. Mensuel. Paris
- Professional Nails. Emap communications. Oxon
- Beauty Professional. Emap Communications. Oxon

Websites

- Habia www.habia.org.uk
- Dermalogica www.dermalogica.com
- Beauty 4 Students www.beauty4students.co.uk
- Schwarzkopt www.consumer.schwarzkopf.com
- L'Oreal www.loreal.co.uk
- Wella www.wella.co.uk/page/home-salonproducts
- Wella Training online www.wella-training-online.com
- Pure Beauty www.purebeauty.co.uk
- St Tropez www.stropezonline.com

Level 3 Unit 2: Event management and enterprise for the hair and beauty sector (Wales)

What is this unit about?

This unit will allow the learner to investigate the new and exciting field of event management. They will develop an understanding of planning, marketing and implementation of an event and will evaluate the process of staging the event. This will extend the learners' research, planning and organisational skills through activities and work-related experience.

For some young people, this exciting field may be extended by the learner entering into higher education and embarking on a degree in event management.

Central to this unit is the planning, coordination and evaluation of a promotional hair and beauty event. This is an active unit that will introduce the learner to understand key aspects of hair and beauty sector event management. Active participation is one of the most appropriate methods of learning and the learners will have access to realistic event management situations where they can develop their skills.

Throughout this unit the learner will discover the attributes and successes of entrepreneurs in the hair and beauty sector and be able to assess themselves against these traits using a variety of techniques. They will analyse how entrepreneurial activities have influenced the hair and beauty sector and the reasons for enterprise and entrepreneurial activity. This may motivate some learners to break through into the world of business enterprise.

Learners will benefit from experiential learning throughout this unit and may use this experience to broaden their career prospects and make informed choices when creating personal career development plans. They will develop skills which will enable them to research, analyse, design and evaluate an event and will coordinate the work of team members as well as work using their own initiative.

Guided learning hours

This unit has 90 GLH assigned to it, of which 15 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 143–150 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the role of entrepreneurship in the hair and beauty sector	a analyse the factors that drive entrepreneurship in the hair and beauty sector b explain the impact of entrepreneurs on the hair and beauty sector c analyse the factors that influence the success of entrepreneurs in the hair and beauty sector
2 Understand the personal qualities of entrepreneurs in the hair and beauty sector	a describe the common personality traits of successful entrepreneurs b evaluate the reasons for entrepreneurial success
3 Understand events in the hair and beauty sector	a analyse marketing objectives to select types of promotional events b explain the types of events c explain best practice processes in event planning and promotion d explain the internal and external factors that may impact on success
4 Be able to plan and run a promotional event	a collect and analyse information appropriate to planning an event b generate an idea for an event c negotiate budget and resources for an event d review and adapt idea e design and create material to promote an event f collaborate as part of a team to run an event g evaluate own performance and invite feedback
5 Be able to create a personal career plan	a use techniques to identify skills and set objectives b review career plan and identify improvements c draw conclusions with regards to personal potential for self employment

3

Scope of content

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

It is important that, through the Level 3 Principal Learning in Hair and Beauty Studies, learners receive as broad an experience of the whole sector as possible. Teachers are urged to refer to, and use examples from, each of the six industries where appropriate and relevant. Details of these industries may be found on page 15 of the specification.

Learning outcome 1: Understand the role of entrepreneurship in the hair and beauty sector

Learners must be taught the factors that drive entrepreneurship in the hair and beauty sector. For example:

- niche market
- demand in the sector
- fewer overheads
- small and easy to manage.

Learners must be taught the impact of entrepreneurs on the hair and beauty sector. For example:

- use of their name on products and therefore impact on sales
- influence entrepreneurs can have on trends in hair and beauty sector
- marketing of an entrepreneur as a brand itself.

Learners must be taught the range of factors driving and influencing enterprise and entrepreneurial activity in the hair and beauty sector. For example:

- financial reward
- power
- enjoyment
- commitment
- innovation.

Learning outcome 2: Understand the personal qualities of entrepreneurs in the hair and beauty sector

Learners will need to understand the characteristics and personality traits of successful entrepreneurs. For example:

- charisma
- enthusiasm
- competitiveness
- committed
- innovator
- strong desire to achieve
- ability to solve problems
- goal orientated behaviour
- self confidence
- calculated risk taker.

Learners must be taught the reasons for entrepreneurial success. For example:

- brand
- marketing eg sales campaign for a product increasing its desirability and use within the industry
- diversification – ie growth of beauty services within hair salons
- franchise opportunities.

Learning outcome 3: Understand events in the hair and beauty sector

Learners must be taught marketing objectives related to the hair and beauty sector. For example:

- self promotion
- starting a new business
- introducing new services or product ranges
- introducing new staff members
- re-opening after refurbishment.

Learners must be taught the types of promotions and promotional events related to the hair and beauty sector. For example:

- hair show
- fashion show
- trade show
- open day
- ladies/gents evening and special offers.

Learners must be taught key best practice on event planning and management and why these are crucial to success. For example:

- SMART objectives
- team/individual roles
- finance and resources (constructing a budget)
- ideas and concepts
- timeline
- target audience
- customer needs
- venue
- human resources
- monitoring and evaluating.

Learners must be taught internal and external factors that may impact on success. For example:

- health, safety, fire and other legal requirements
- suitability of venue
- venue bookings
- risk assessments
- hiring external professionals
- insurance requirements
- local bye-laws – restrictions
- team performance
- matching suitable media for different audiences (products, make-up, clothes, jewellery, added hair, head-dresses, ICT facilities).

Learning outcome 4: Be able to plan and run a promotional event

Learners must be taught how to collect and analyse information appropriate to planning an event. For example:

- purpose of event
- budget
- costs
- timescales
- resources
- roles and responsibilities
- supplier management.

Learners must be taught how to generate ideas for an eve. For example:

- brain storming
- SWOT analysis.

Learners must be taught how to negotiate and construct a budget and resources for an event.

Learners must be taught how to review and adapt ideas. For example:

- personal reflection
- feedback
- outcome of budget.

Learners must be taught how to design and create promotional materials. For example:

- posters
- tickets
- leaflets
- flyers
- website
- newspaper advert.

Learners must be taught how to create and collaborate as part of a team to run an event, eg encourage the best performance from team members.

Learners must be taught receiving feedback from the event using suitable feedback mechanisms. They must be able to evaluate the event including the feedback and make recommendations for future events. Learners will need to know how to present this evaluation and adapt presentations for different audiences.

Learning outcome 5: Be able to create a personal career plan

Learners must be taught the techniques used to identify skills and set objectives. For example:

- psychometric personality testing
- personal SWOT analysis
- review and reflection
- risks and opportunities.

Learners must be taught the techniques for reviewing and developing personal career objectives/plans. For example:

- SMART objectives
- personal SWOT analysis
- review and reflection and risks and opportunities.

Learners must be taught about how to draw conclusions with personal potential for self employment.

Assessment

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

The purpose of this assessment is to extend learners' research, planning and organisational skills and knowledge through the planning, marketing, organisation, coordination and evaluation of a hair and/or beauty event. Learners will recognise how entrepreneurial skills are required in event organisation and put these skills to use. It will also provide an opportunity to lead and work within a team and coordinate the work of others.

The learner should complete a career plan informed by their experiences of event organisation and their use of their entrepreneurial skills.

Task setting

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

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

Task	Form(s) of evidence	LO mapping
Promotional event	The following must be provided: <ul style="list-style-type: none">• plan of event Version 1• witness statements of negotiations• plan for event Version 2• promotional material (eg poster)	LO1, 2, 3 and 4
Personal evaluation of performance and skills	The following must be provided: <ul style="list-style-type: none">• electronic record including witness statements as necessary	LO1, 2, 3, 4 and 5
Career plan	The following must be provided: <ul style="list-style-type: none">• written or electronic document	LO5

Duration

The assessment will take approximately 15 of the 90 guided learning hours available for this unit.

Sector-relevant purpose

The learner must organise an event related to the hair and beauty sector.

Demand

Written evaluations should be no more than 4 pages in length.

The career plan should be no more than 4 pages in length.

Task taking

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 146–148 of the specification.

Where appropriate the teacher can take the role of the customer to simulate the negotiation of the event.

Witness statements should be used to clarify the role of individuals within team work situations.

Weighting of learning outcomes

Learning outcomes	Marks	Weighting
1 Understand the role of entrepreneurship in the hair and beauty sector	12	13.3%
2 Understand the personal qualities of entrepreneurs in the hair and beauty sector	9	10%
3 Understand events in the hair and beauty sector	15	16.7%
4 Be able to plan and run a promotional event	27	30%
5 Be able to create a personal career plan	27	30%
Total	90	100%

3

Assessment grid

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 4 marks	5 to 8 marks	9 to 12 marks
1 Understand the role of entrepreneurship in the hair and beauty sector	<p>Analysed showing limited understanding the factors that drive entrepreneurship in the hair and beauty sector.</p> <p>Explained showing limited understanding the impact of entrepreneurs on the hair and beauty sector.</p> <p>Analysed showing limited understanding the factors that influence the success of entrepreneurs in the hair and beauty sector.</p>	<p>Analysed showing clear understanding the factors that drive entrepreneurship in the hair and beauty sector.</p> <p>Explained showing a clear awareness the impact of entrepreneurs on the hair and beauty sector.</p> <p>Analysed showing clear understanding the factors that influence the success of entrepreneurs in the hair and beauty sector.</p>	<p>Analysed showing broad understanding the factors that drive entrepreneurship in the hair and beauty sector.</p> <p>Explained showing considerable insight the impact of entrepreneurs on the hair and beauty sector.</p> <p>Analysed showing broad understanding the factors that influence the success of entrepreneurs in the hair and beauty sector.</p>
	0 to 3 marks	4 to 6 marks	7 to 9 marks
2 Understand the personal qualities of entrepreneurs in the hair and beauty sector	<p>Described using limited knowledge the common personality traits of successful entrepreneurs.</p> <p>Evaluated showing limited ability to draw conclusions on the reasons for enterprise and entrepreneurial success.</p>	<p>Described using clear knowledge the common personality traits of successful entrepreneurs.</p> <p>Evaluated showing clear ability to draw conclusions on the reasons for enterprise and entrepreneurial success.</p>	<p>Described using broad knowledge the common personality traits of successful entrepreneurs.</p> <p>Evaluated showing broad ability to draw conclusions on the reasons for enterprise and entrepreneurial success.</p>
	0 to 5 marks	6 to 10 marks	11 to 15 marks
3 Understand events in the hair and beauty sector	<p>Shown limited ability to analyse marketing objectives to select types of promotional events.</p> <p>Explained by giving limited description types of event.</p> <p>Explained showing limited understanding the key best practice processes in event planning and promotion.</p> <p>Explained by giving a limited range the internal and external factors that may impact on success of an event.</p>	<p>Shown clear ability to analyse marketing objectives to select types of promotional events.</p> <p>Explained by giving clear description the types of events.</p> <p>Explained showing clear understanding the key best practice processes in event planning and promotion.</p> <p>Explained by giving a wide range the internal and external factors that may impact on success of an event.</p>	<p>Shown excellent ability to analyse marketing objectives to select types of promotional events.</p> <p>Explained by giving a detailed description the types of events.</p> <p>Explained showing broad understanding the key best practice processes in event planning and promotion.</p> <p>Explained by giving a comprehensive range internal and external factors that may impact on success of an event.</p>

Assessment grid (continued)

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 9 marks	10 to 18 marks	19 to 27 marks
4 Be able to plan and run a promotional event	<p>Collected and analysed limited information appropriate to planning an event.</p> <p>Generated a simple idea for an event.</p> <p>Constructed a simple plan and showed a limited ability to negotiate resources.</p> <p>Shown limited knowledge when reviewed and adapted data.</p> <p>Shown limited knowledge when designing and creating promotional material.</p> <p>Shown limited collaboration working as part of a team when running event.</p> <p>Shown a limited ability to collate, analyse and present event feedback and made some suitable recommendations.</p>	<p>Collected and analysed sufficient and relevant information appropriate to planning an event.</p> <p>Generated a sufficient idea for an event.</p> <p>Constructed a clear plan and showed a reasonable ability to negotiate resources.</p> <p>Shown clear knowledge when reviewed and adapted data.</p> <p>Shown clear awareness of designing and creating promotional material.</p> <p>Shown clear collaboration working as part of a team when running event.</p> <p>Shown a clear ability to collate, analyse and present event feedback and made several suitable recommendations.</p>	<p>Collected and analysed extensive information appropriate to planning an event.</p> <p>Generated an excellent idea for an event.</p> <p>Constructed a comprehensive plan and showed an excellent ability to negotiate resources.</p> <p>Shown excellent knowledge when reviewed and adapted data.</p> <p>Shown extensive comprehension of designing and creating promotional material.</p> <p>Shown excellent collaboration working as part of a team when running event.</p> <p>Shown a considerable ability to collate, analyse and present event feedback and made many suitable recommendations.</p>
	0 to 9 marks	10 to 18 marks	19 to 27 marks
5 Be able to create a personal career plan	<p>Shown a limited understanding of the techniques used for identifying personal enterprise skills and set objectives.</p> <p>Shown limited understanding of the techniques used for reviewing and developing personal career development plans.</p> <p>Shown limited awareness and understanding when drawing conclusions with regards to personal potential for self employment.</p>	<p>Shown a clear understanding of the techniques used for identifying personal enterprise skills and set objectives.</p> <p>Shown clear understanding of the techniques used for reviewing and developing personal career development plans.</p> <p>Shown clear awareness and understanding when drawing conclusions with regards to personal potential for self employment.</p>	<p>Shown an extensive understanding of the techniques used for identifying personal enterprise skills and set objectives.</p> <p>Shown extensive understanding of the techniques used for reviewing and developing personal career development plans.</p> <p>Shown broad awareness and understanding when drawing conclusions with regards to personal potential for self employment.</p>

Guidance for delivery

Learner focussed activities will range from researching and developing an event plan to coordinating, monitoring and managing the hair and beauty sector event. Learners will prepare and coordinate a work plan, work to an agreed negotiated budget, demonstrating the ability to lead and work within a team and coordinate individuals, through team meetings, as well as being able to work using their own initiative. Team work is fundamental to the success of this unit as this would be the basis of all event planning within the sector.

In order for the learners to develop the knowledge to be able to carry out this unit they will need to learn how to develop plans, which match the objectives that the business has set out to do. Visits, virtual and real, to regional/national events will give the learners ideas to implement their own event. Evaluation of a range of event types will also give the learners experience when evaluating their own event, including how to improve and strengthen the planning stage.

In order to develop the skills and knowledge needed for this unit teachers should utilise a diverse range of guest speakers to include leading local entrepreneurs and event management specialists from a range of industries. Through this learners will gain knowledge of links between promotions and business marketing objectives; practical application of typical promotions and events used in the hair and beauty sector; best practice event planning and management processes; practical application of the types of media suitable for hair and beauty events and examples of event 'time-lines' and the reasons these are used as a tool to successful event management.

When delivering this unit teachers should use a wide range of teaching and learning techniques including; demonstration, group work, discussion and interactive resources. Schemes of work should reflect coherence to the learning outcomes and assessment criteria. Inclusivity will be supported through a variety of tasks within each lesson to encompass differentiation. It is recommended that a teacher with management experience within the hair, beauty or related sectors will teach this unit.

Opportunities for applied learning

This unit is well suited to activities undertaken in the workplace, as well as in school or college. Where activities are carried out away from the normal supervision of school or college, it is important that the learner is fully inducted into health and safety procedures.

Learners will benefit from being teamed with experienced practitioners, and will gain valuable insight and experience when engaged in the planning, implementation and evaluation of promotional events.

Other applied learning can be gained from:

- guest speakers from salon owners speaking about their experience of event, shows and exhibitions
- guest speakers from PR companies, marketing and event management companies
- visits to exhibitions eg Salon International, Pro Beauty
- visit to hair and beauty competitions.

Essential Skills Wales

Level 3 Foundation Principal Learning in Hair and Beauty Studies (Wales) Unit 2: Event Management and enterprise for the hair and beauty sector (Wales)

Essential Skills Wales: Communication

Skill/s to be developed	Suggested context	Reference
Speaking and listening		C3.1
Understanding and responding to spoken language on a range of topics and in a range of contexts.	a Formal face-to-face discussions with at least two other people about the characteristics and personality traits of successful entrepreneurs	C3.1.1
Speaking to communicate <ul style="list-style-type: none"> information feelings opinions questions complex instructions. on a range of familiar and unfamiliar topics, using appropriate language and non-verbal communication, and in a range of contexts.	b A talk/presentation about planning and running a promotional event within the hair and beauty sector. (this activity could be linked with the suggested context for Working with Others.)	C3.1.2
a Taking part in formal discussions with two or more other people b Giving a talk/presentation of at least eight minutes.		C3.1.3
Reading		C3.2
Reading, understanding and synthesising information from at least two documents about the same subject. Each document must be at least 1,000 words long. At least one must contain complex information or reasoning and at least one must contain an image.	Read at least two documents about the role of entrepreneurship in the hair and beauty sector, in preparation for a discussion. (notes made while reading, understanding and synthesising information could also be used when writing different types of document.)	C3.2.1
Writing		C3.3
Writing two documents of different types, each one giving different information to different audiences about complex subjects in appropriate formats and using language that is appropriate to purpose and audience. One document must be at least 1,000 words long.	Write a plan about a suitable career pathway within the hair and beauty sector for the purpose of personal use to an audience of practitioners in the sector and the learner.	C3.3.1

Essential Skills Wales: ICT		
Skill/s to be developed	Suggested context	Reference
Using ICT systems		ICT3.1
Analysing and accurately describing how to approach at least one complex activity that involves the use of ICT.	Use ICT to research different software applications to design and create promotional materials, for example, posters, tickets, leaflets, flyers, website and newspaper advert. Choose at least one of these examples to design and create.	ICT3.1.1
Using ICT independently to carry out the activity efficiently and effectively.		ICT3.1.2
Following safe, healthy and secure working practices at all times.		ICT3.1.3
Finding, selecting and exchanging information		ICT3.2
Planning how to find the ICT-based and non ICT-based information required.	Find, select and exchange ICT-based information and non ICT-based information to access the internet, electronic media, archives and libraries and/or emailing organisations to obtain the required information for their research and accessing suitable software applications and images as appropriate.	ICT3.2.1
Searching for, evaluating, selecting and getting, from a range of sources, relevant ICT-based and non ICT-based information.		ICT3.1.2
Entering, saving, communicating and exchanging ICT-based information to suit the purpose.		ICT3.1.3
Developing and presenting information		ICT3.3
Organising, developing, formatting and combining ICT-based and non ICT-based information from different sources to suit content and purpose, in the form of: a text b tables c images d numbers e records.	Develop and present ICT-based information for the purpose of designing and creating promotional materials, in the form of text and/or tables and/or images and/or numbers for an audience of prospective customers.	ICT3.3.1
Presenting the final output effectively, using a consistent style and formats and layouts that are appropriate to purpose and audience, using ICT, and reviewing the work.		ICT3.3.2

Essential Skills Wales: Application of Number		
Skill/s to be developed	Suggested context	Reference
Understanding numerical data		N3.1
Identifying, analysing and accurately describing at least one practical problem or task that involves a range of numerical data and information.	Identify, analyse and describe the task of negotiating and constructing a budget and resources for an event, planning how to tackle it and collecting relevant data from a range of sources.	N3.1.1
Planning how to tackle it.		N3.1.2
Collecting relevant numerical data and information from a range of sources to meet the purpose of the task. Sources must include at least two of a table, a chart, a graph or a diagram, of which at least one must be complex, and a large data set.		N3.1.3
Carrying out calculations		N3.2
Choosing and using appropriate methods to get the results needed and justifying the methods used.	Choose and use appropriate methods and carrying out calculations to get the results needed by using the relevant numerical data obtained from reliable sources to calculate with sums of money and calculate, measure, and record time.	N3.2.1
Using the data and information obtained to carry out calculations relevant to the task to do with: a amounts or sizes b scales or proportion c handling statistics d using formulae.		N3.2.2
Interpreting results and presenting findings		N3.3
Selecting and justifying two different ways to present results, using charts or graphs, and tables or diagrams appropriate to audience.	Present and explain results about negotiating and constructing a budget and resources for an event to an audience of practitioners in the sector in two different ways, explaining methods and how the findings meet the purpose of the task and are appropriate to the audience. Justify ways of presenting, methods and findings.	N3.3.1
Presenting and explaining methods and findings and justifying how they meet the purpose of the task and are appropriate to the audience.		N3.3.2

Key Skills: Working with Others

Learners must develop the skills needed to work in a group or team situation, checking their progress as they work. The emphasis must be on the individual learner's contribution to the work of the pair or group.

Skill/s to be developed	Suggested context	Reference
Planning work with others	Work in a group or team to plan and run a promotional event within the hair and beauty sector. (this activity could be linked with the suggested context for C3.1b.)	WO3.1
Agreeing realistic objectives for working together and what needs to be done to achieve them.		WO3.1.1
Sharing relevant information to help agree roles and responsibilities.		WO3.1.2
Agreeing suitable working arrangements with those involved.		WO3.1.3
Seeking to develop co-operation and checking progress towards agreed objectives		WO3.2
Organising and carrying out tasks efficiently to meet responsibilities.		WO3.2.1
Seeking effective ways to develop cooperation including ways to resolve any conflict.		WO3.2.2
Sharing accurate information on progress, agreeing changes where necessary to achieve objectives.		WO3.2.3
Reviewing work with others and agreeing ways of improving collaborative work in the future		WO3.3
Agreeing the extent to which work with others has been successful and the objectives have been met.		WO3.3.1
Identifying factors, including own role, in influencing the outcome.		WO3.3.2
Agreeing ways of improving own work with others in the future, including interpersonal skills.		WO3.3.3

Key Skills: Improving Own Learning and Performance

Learners must develop at least two different ways of learning to improve their performance. Their plan should include at least three targets.

Skill/s to be developed	Suggested context	Reference
Setting targets using information from appropriate people and planning how these will be met	This unit provides opportunities for learners to improve their own learning and performance by setting targets, identifying action points, planning, taking responsibility for their own learning, managing time effectively, reflecting on their progress, seeking feedback and reviewing their progress and looking for further ways to improve their performance. The teaching style required needs to ensure learners set their own targets, choose different ways of learning and work independently.	LP3.1
Seeking information on ways to achieve targets, and identifying factors that might affect plans.		LP3.1.1
Using this information to set realistic targets and identify clear action points.		LP3.1.2
Planning how to manage time, using support, reviewing progress and overcoming possible difficulties.		LP3.1.3
Taking responsibility for own learning, using the plan to help meet targets and improve performance	For example, when evaluating a range of different event types related to the hair and beauty sector. For example: <ul style="list-style-type: none"> • hair show • fashion show • trade show • open day • ladies/gents evening and special offers. 	LP3.2
Managing time effectively to meet deadlines, revising the plan as necessary.		LP3.2.1
Choosing ways of learning to improve performance, working at times independently and adapting approaches to meet new demands.		LP3.2.2
Reflecting on progress, seeking feedback and relevant support to help meet targets.		LP3.2.3
Reviewing progress and establishing evidence of achievements		LP3.3
Providing information on the ways learning has been used to meet new demands and on factors affecting the quality of the outcome.		LP3.3.1
Identifying targets met and gathering evidence of achievements.	LP3.3.2	
Consulting appropriate people to agree ways to further improve performance.	LP3.3.3	

Key Skills: Problem Solving

Learners must explore at least three different ways of tackling a problem and implement at least one way.

Skill/s to be developed	Suggested context	Reference
Exploring a problem and identifying different ways of tackling it	<p>This unit provides opportunities for learners to explore a problem, identify different ways of tackling it, plan and implement their chosen way of solving the problem, checking and reviewing progress.</p> <p>The teaching style required needs to ensure learners identify, analyse and describe their problem and know when it has been solved. They should work independently when planning but obtain confirmation to implement their plan. They should review their approaches to problem solving considering if different approaches would have been more effective.</p> <p>For example, when tackling the problem of dealing with internal and external factors that impact on success, for example, health, safety, fire and other legal requirements, problems with venue bookings, hiring external people unknown to you, restrictions with local bye-laws etc.</p>	PS3.1
Identifying, analysing and accurately describing the problem, and agreeing with others how to know it has been solved.		PS3.1.1
Selecting and using a variety of methods to come up with different ways of tackling the problem.		PS3.1.2
Comparing the main features and risks of each approach, and justifying the method to be used.		PS3.1.3
Planning and implementing at least one way of solving the problem		PS3.2
Planning the chosen way of solving the problem and getting the go-ahead from an appropriate person.		PS3.2.1
Putting the plan into action, effectively using support and feedback from others to help tackle the problem.		PS3.2.2
Checking regularly progress towards solving the problem, revising the approach as necessary.		PS3.2.3
Checking if the problem has been solved and reviewing own approach to problem solving		PS3.3
Applying systematically methods agreed with an appropriate person, to check if the problem has been solved.		PS3.3.1
Describing fully the results and drawing conclusions on how successful the learner was in solving the problem.	PS3.3.2	
Reviewing own approach to problem solving, including whether other approaches might have proved more effective.	PS3.3.3	

Suggested learning resources

Books

Bowdin, G.; Allen, J.; O'Toole, W.; Harris, R.; McDonnell, I. (2006). *Event Management*. Published: Butterworth-Heinemann. ISBN: 978-0750665339.

Cartwright, J.; Ward, D. (2004). *Health and Beauty*. Published: Nelson Thornes. ISBN: 978-0748790357.

Crebbin-Bailey, J.; Harcup, J.; Harrington, J. (2004). *The Spa Book*. Published: Cengage Learning EMEA. ISBN: 978-1861529176.

Cressy, S. (2004). *The Beauty Therapy Fact File (4th ed.)*. Published: Heinemann. ISBN: 978-0435451424.

D'Angelo, J. (2006). *Spa Business Strategies*. Published: Delmar Learning. ISBN: 978-1401881641.

Foster-Walker, M.; Lemaire, C. (2005). *Start and Run and Event Planning Business*. Published: Self-Counsel Press. ISBN: 978-1551803678.

Connor, J.; Hiscock, J.; Stoddart, E. (2004). *Beauty Therapy Level 3*. Published Heinemann. ISBN: 978-0435456405.

Shone, A.; Parry, B. (2004). *Successful Event Management*. Published: Thomson Learning. ISBN: 978-1844800766.

Journals and magazines

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

Websites

- British Spas www.britishspas.co.uk
- Professional beauty www.professionalbeauty.co.uk
- The Spa Directory www.thespadirectory.com
- Habia www.habia.org.uk
- International Spa Association www.experienceispa.com/ISPA
- Beauty Guild www.beautyguild.com
- Beauty Jobs online www.beautyjobsonline.com

Level 3 Unit 3: Product research, design and development within the hair and beauty sector (Wales)

What is this unit about?

The purpose of this unit is to provide learners with the opportunity to explore hair and beauty product research, design and development processes. Learners will investigate the factors that drive and impact on them and to examine how consumer characteristics within the hair and beauty sector affects the principals of product choice design testing and manufacture.

The learner will investigate the processes involved including, the logistical process, supply chain and the environments in which hair and beauty manufacturing businesses operate globally and at the level of professional salon and high street retail.

Knowledge acquired will support the learner to identify iconic and technological developments including ethical environmental and sustainability issues and the impact they have had on consumer spending.

The learner will explore the impact of hair and beauty products on themselves as consumers and how the media and other sources can influence decisions made on individual purchases.

Guided learning hours

This unit has 60 GLH assigned to it, of which 15 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 143–150 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand global manufacturing and retail within the hair and beauty sector	a explain the global size and growth of manufacturing and retail within the hair and beauty sector b explain how manufacturers, retailers and other associated industries within the hair and beauty sector are interrelated
2 Understand how key factors and technical developments impact on the design and development of products	a explain how key factors and issues impact on product design and development b summarise how iconic and technical developments have impacted on the design and development of hair and beauty products c explain how key technological developments have impacted on consumer spending in the sector
3 Understand the stages of development for hair and beauty products	a analyse the processes used to research and develop new retail products within the sector b compare how different size businesses develop and test products
4 Understand the processes used by the manufacturing and retail businesses within the hair and beauty sector	a explain the logistical processes and supply chain mechanisms used by manufacturing and retail businesses within the hair and beauty sector
5 Understand marketing within the hair and beauty sector	a explain how hair and beauty products and services are marketed and presented to potential target audiences by different types of businesses
6 Be able to design a product for the hair and beauty sector	a use relevant market research techniques, asking questions to identify consumer requirements b generate ideas for a product for the hair and beauty sector based on research c invite feedback on product ideas and identify improvements

Scope of content

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

It is important that, through the Level 3 Principal Learning in Hair and Beauty Studies, learners receive as broad an experience of the whole sector as possible. Teachers are urged to refer to, and use examples from, each of the six industries where appropriate and relevant. Details of these industries may be found on page 15 of the specification.

Learning outcome 1: Understand global manufacturing and retail within the hair and beauty sector

Learners must be taught and will need to be able to explain the global size and structure of manufacturing and retail within the hair and beauty sector. Learners must be taught products at high street and professional trade levels. For example:

- L'Oreal
- Wella
- Boots
- Superdrug
- Body Shop.

Learners must be taught and will need to be able to explain the relationships between the manufacturers, retailers and other associated industries.

Learning outcome 2: Understand how key factors and technical developments impact on the design and development of products

Learners must be taught about the factors and issues which impact the design and development processes of hair and beauty products. Learners must be taught how and why these factors affect the design and development process. For example:

Economic factors will include:

- fashion
- exchange rates
- trends.

Ethical issues will include:

- animal testing
- artificial/natural products.

Environmental issues will include:

- recycling
- waste disposal
- chemical waste.

Social issues will include:

- cost
- wages
- fair trade
- workers' rights.

Internal and external factors will include:

- environmental issues
- sustainability and availability of resources
- costs
- additives
- preservatives
- potential health and allergy issues
- technological developments.

Learners must be taught how the ionic and technical developments have impacted on the design and development of hair and beauty product. For example:

- designer labels
- own brands
- celebrity endorsements
- no animal testing.

Learners must be taught how technological developments have impacted on consumer spending in the hair and beauty sector. For example:

- TV advertising
- internet advertising
- improvements in product design.

Learners will need to be able to explain the supply chain mechanisms and the logistical processes used by the manufacturing and retail industries within the hair and beauty sector.

Supply chain will include:

- manufacturer
- wholesaler
- salon
- clientele.

Learning outcome 3: Understand the stages of development for hair and beauty products

Learners must be taught and will need to be able to analyse the processes used to research and develop new retail products. Learners must be taught why these are important and how they may differ between international businesses and smaller national companies. For example:

Consumer market research processes

- postal questionnaires
- street surveys
- online feedback forms.

Product development process

- prototypes
- trials
- piloting.

Learners must be taught and able to compare how businesses develop and test products. For example:

- small national businesses can react to local trends because of availability to formula is limited
- international businesses have a larger palette of formula available can therefore test globally.

Learning outcome 4: Understand the processes used by the manufacturing and retail businesses within the hair and beauty sector

Learners must be taught the logistical processes and supply chain mechanism used by manufacturing and retail business in the hair and beauty sector. For example:

- road
- rail
- water
- air.

Learning outcome 5: Understand marketing within the hair and beauty sector

Learners must be taught and be able to explain how marketing and presentation of products varies between different potential audiences and types of business. For example:

- shelf in salon reception
- cabinet in salon reception
- a section in a retail store
- supermarket aisle
- specialist stores
- departments in stores
- TV advertising
- celebrity endorsements
- internet advertising.

Learning outcome 6: Be able to design a product for the hair and beauty sector

Learners must be taught market research techniques. For example:

- primary research eg surveys, questionnaires
- secondary research eg internet research.

Learners must be taught about how to generate ideas for a product for the hair and beauty sector based on research carried out. For example:

- analysing the research and acting on outcome
- brainstorming session based on the research.

Learners must be taught how to invite feedback and use suitable feedback mechanisms. They must be able to evaluate the feedback received and make recommendations for improvements.

Assessment

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

The learner should work under controlled conditions in accordance with the guidance on pages 143–150 of the specification and evidence kept for moderation purposes.

Task setting

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

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

Task	Form(s) of evidence	LO mapping
Investigation of the design and development of hair and beauty products	The following must be provided: <ul style="list-style-type: none">• portfolio, record or report of research, analysis and findings	LO1, 2, 3, 4 and 5
Product design for the hair and beauty sector	The following must be provided: <ul style="list-style-type: none">• an illustrated display, presentation or storyboard• record of review of feedback	LO3, 4, 5 and 6

Duration

The assignment will take approximately 15 of the 60 guided learning hours available for this unit.

Sector-relevant purpose

The learner must design a hair and beauty product.

Demand

Only one product must be designed.

Task taking

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 146–148 of the specification.

Weighting of learning outcomes

Learning outcomes	Marks	Weighting
1 Understand global manufacturing and retail within the hair and beauty sector	12	13.3%
2 Understand how key factors and technical developments impact on the design and development of products	12	13.3%
3 Understand the stages of development for hair and beauty products	12	13.3%
4 Understand the processes used by the manufacturing and retail businesses within the hair and beauty sector	12	13.3%
5 Understand marketing within the hair and beauty sector	12	13.3%
6 Be able to design a product for the hair and beauty sector	30	33.3%
Total	90	100%

Assessment grid

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 4 marks	5 to 8 marks	9 to 12 marks
1 Understand global manufacturing and retail within the hair and beauty sector	<p>Shown limited knowledge when explaining the global size, structure and growth of the sector.</p> <p>Shown limited awareness of how manufacturers, retailers and associated industries are interrelated.</p>	<p>Shown clear knowledge when explaining the global size, structure and growth of the sector.</p> <p>Shown a clear comprehension of how manufacturers, retailers and associated industries are interrelated.</p>	<p>Shown extensive knowledge when explaining the global size, structure and growth of the sector.</p> <p>Shown an extensive appreciation of how manufacturers, retailers and associated industries are interrelated.</p>
	0 to 4 marks	5 to 8 marks	9 to 12 marks
2 Understand how key factors and technical developments impact on the design and development of products	<p>Shown limited understanding of how key factors and issues impacted on product design and development.</p> <p>Shown limited understanding of how iconic and technical developments impacted on product design and development.</p> <p>Shown limited understanding of how key technological developments have contributed and impacted on consumer spending.</p>	<p>Shown moderate understanding of how key factors and issues impacted on product design and development.</p> <p>Shown clear understanding of how iconic and technical developments impacted on product design and development.</p> <p>Shown clear understanding of how key technological developments have contributed and impacted on consumer spending.</p>	<p>Shown detailed understanding of how key factors and issues impacted on product design and development.</p> <p>Shown extensive understanding of how iconic and technical developments impacted on product design and development.</p> <p>Shown extensive understanding of how key technological developments have contributed and impacted on consumer spending.</p>
	0 to 4 marks	5 to 8 marks	9 to 12 marks
3 Understand the stages of development for hair and beauty products	<p>Shown limited understanding of research processes used to develop new products.</p> <p>Shown limited knowledge of how businesses of different sizes test products.</p>	<p>Shown moderate understanding of research processes used to develop new products.</p> <p>Shown good knowledge of how businesses of different sizes test products.</p>	<p>Shown broad understanding of research processes used to develop new products.</p> <p>Shown extensive knowledge of how businesses of different sizes test products.</p>
	0 to 4 marks	5 to 8 marks	9 to 12 marks
4 Understand the processes used by the manufacturing and retail businesses within the hair and beauty sector	Shown limited knowledge of the logistical process and supply chain mechanism used in the hair and beauty sector.	Shown sound knowledge of the logistical process and supply chain mechanism used in the hair and beauty sector.	Shown extensive knowledge of the logistical process and supply chain mechanism used in the hair and beauty sector.

Assessment grid (continued)

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 4 marks	5 to 8 marks	9 to 12 marks
5 Understand marketing within the hair and beauty sector	Shown limited knowledge of how products/services are marketed to target audience by businesses of different types.	Shown sound knowledge of how products/services are marketed to target audience by businesses of different types.	Shown extensive knowledge of how products/services are marketed to target audience by businesses of different types.
	0 to 10 marks	11 to 20 marks	21 to 30 marks
6 Be able to design a product for the hair and beauty sector	Used limited research techniques to identify consumer requirements. Generated limited ideas for a product based on the research outcome. Invited feedback for the product idea and identified limited improvements.	Used clear research techniques to identify consumer requirements. Generated clear ideas for a product based on the research outcome. Invited feedback for the product idea and identified variety of sound improvements.	Used broad research techniques to identify consumer requirements. Generated significant ideas for a product based on the research outcome. Invited feedback for the product idea and identified variety of significant improvements.

Guidance for delivery

Central to this unit is the learner's ability to research a wide source of information with availability to access information through the internet, libraries and manufacturing and retail outlets is essential.

Learners must be aware of how consumer characteristics within the hair and beauty sector affect the principals of product choice, design, testing and manufacture. The learners will need to research and investigate the processes involved in the design and development of products, such as the logistical process, supply chain and the environment in which hair and beauty manufacturing businesses operate: globally and at the level of professional salon and high street retail.

Teachers must ensure that learners research and identify iconic and technical developments, including environmental and sustainability issues. Learners must be given sufficient information about how they have contributed to the development of the hair and beauty sector and the impact they have had on consumer spending.

Learners should be encouraged to explore how manufacturing and retail businesses collect and react to data gathered on consumer spending. Teachers must provide opportunities for learners to discuss the impact of these hair and beauty products on themselves as consumers and how the media and other sources influence decisions made on individual purchases.

Opportunities for applied learning

Guest speakers from: manufacturers in hair and beauty products, hair and beauty retail outlets and professional salons would be advantageous to the learner, providing invaluable industrial knowledge and understanding.

Visits to manufacturers of hair and beauty products, professional salons and high street retail outlets will also provide the learner with the opportunities to develop the knowledge required for this unit.

The learner should also be encouraged to reflect on the themselves and how iconic influences and other factors have played a part in their own actions when purchasing hair and beauty products.

Level 3 Unit 8: Cosmetic Science will give the learner the opportunity to apply the knowledge and understanding acquired to follow through the design idea for a product. Work experience will also give the opportunity for an insight into retail and product use for services.

Level 3 Unit 2: will provide the learners with the practical opportunities to promote retail products and evaluate marketing strategies.

Essential Skills Wales

Level 3 Foundation Principal Learning in Hair and Beauty Studies (Wales)		
Unit 3: Product research, design and development within the hair and beauty sector (Wales)		
Essential Skills Wales: Communication		
Skill/s to be developed	Suggested context	Reference
Speaking and listening		C3.1
Understanding and responding to spoken language on a range of topics and in a range of contexts.	a Formal face-to-face discussions with at least two other people about how designer labels have impacted on the design and development of hair and beauty products	C3.1.1
Speaking to communicate <ul style="list-style-type: none"> information feelings opinions questions complex instructions on a range of familiar and unfamiliar topics, using appropriate language and non-verbal communication, and in a range of contexts.	b A talk/presentation about ideas for a product for the hair and beauty sector based on research undertaken.	C3.1.2
a Taking part in formal discussions with two or more other people		C3.1.3
b Giving a talk/presentation of at least eight minutes.		
Reading		C3.2
Reading, understanding and synthesising information from at least two documents about the same subject. Each document must be at least 1,000 words long. At least one must contain complex information or reasoning and at least one must contain an image.	Read at least two documents about the processes involved in the design and development of products in the hair and beauty sector, in preparation for a writing a document. (this activity could be linked with the suggested context for Improve own Learning and Performance.)	C3.2.1
Writing		C3.3
Writing two documents of different types, each one giving different information to different audiences about complex subjects in appropriate formats and using language that is appropriate to purpose and audience. One document must be at least 1,000 words long.	Write a report about your investigation into the processes involved in the design and development of products in the hair and beauty sector for the purpose of providing information to an audience of practitioners in the sector.	C3.3.1

3

Essential Skills Wales: ICT		
Skill/s to be developed	Suggested context	Reference
Using ICT systems		ICT3.1
Analysing and accurately describing how to approach at least one complex activity that involves the use of ICT.	Use ICT to design and create a questionnaire to be used as part of market research to generate ideas for a new product in the hair and beauty sector.	ICT3.1.1
Using ICT independently to carry out the activity efficiently and effectively.		ICT3.1.2
Following safe, healthy and secure working practices at all times.		ICT3.1.3
Finding, selecting and exchanging information		ICT3.2
Planning how to find the ICT-based and non ICT-based information required.	Find, select and exchange ICT-based information and non ICT-based information to access the internet, electronic media, archives and libraries and/or emailing organisations to obtain the required information for their questionnaire and accessing suitable software applications and images as appropriate.	ICT3.2.1
Searching for, evaluating, selecting and getting, from a range of sources, relevant ICT-based and non ICT-based information.		ICT3.1.2
Entering, saving, communicating and exchanging ICT-based information to suit the purpose.		ICT3.1.3
Developing and presenting information		ICT3.3
Organising, developing, formatting and combining ICT-based and non ICT-based information from different sources to suit content and purpose, in the form of: a text b tables c images d numbers e records.	Develop and present ICT-based information for the purpose of designing and creating a questionnaire, in the form of text and images for an audience of the wider community.	ICT3.3.1
Presenting the final output effectively, using a consistent style and formats and layouts that are appropriate to purpose and audience, using ICT, and reviewing the work.		ICT3.3.2

Essential Skills Wales: Application of Number		
Skill/s to be developed	Suggested context	Reference
Understanding numerical data	Although there is no requirement to develop numeracy skills in this unit the suggested context will provide limited opportunities to practise some of the numeracy skills required at this level.	N3.1
Identifying, analysing and accurately describing at least one practical problem or task that involves a range of numerical data and information.	Identify, analyse and describe the task of investigating the factors which impact on the design and development of hair and beauty products, such as, cost, wages, exchange rates and resources, planning how to tackle it and collecting relevant data from a range of sources.	N3.1.1
Planning how to tackle it.		N3.1.2
Collecting relevant numerical data and information from a range of sources to meet the purpose of the task. Sources must include at least two of a table, a chart, a graph or a diagram, of which at least one must be complex, and a large data set.		N3.1.3
Carrying out calculations		N3.2
Choosing and using appropriate methods to get the results needed and justifying the methods used.	Choose and use appropriate methods and carrying out calculations to get the results needed by using the relevant numerical data obtained from reliable sources including primary and secondary research, to calculate with sums of money, calculate, measure, and record time and use fractions and percentages.	N3.2.1
Using the data and information obtained to carry out calculations relevant to the task to do with: a amounts or sizes b scales or proportion c handling statistics d using formulae.		N3.2.2
Interpreting results and presenting findings		N3.3
Selecting and justifying two different ways to present results, using charts or graphs, and tables or diagrams appropriate to audience.	Present and explain results about the factors which impact on the design and development of hair and beauty products to an audience of practitioners in the sector in two different ways, explaining methods and how the findings meet the purpose of the task and are appropriate to the audience. Justify ways of presenting, methods and findings.	N3.3.1
Presenting and explaining methods and findings and justifying how they meet the purpose of the task and are appropriate to the audience.		N3.3.2

Key Skills: Working with Others

Learners must develop the skills needed to work in a group or team situation, checking their progress as they work. The emphasis must be on the individual learner's contribution to the work of the pair or group.

Skill/s to be developed	Suggested context	Reference
Planning work with others	Work in a group or team to analyse the processes used to research and develop new retail products. For example: Consumer market research processes <ul style="list-style-type: none"> • postal questionnaires • street surveys • online feedback forms. 	WO3.1
Agreeing realistic objectives for working together and what needs to be done to achieve them.		WO3.1.1
Sharing relevant information to help agree roles and responsibilities.		WO3.1.2
Agreeing suitable working arrangements with those involved.		WO3.1.3
Seeking to develop co-operation and checking progress towards agreed objectives		WO3.2
Organising and carrying out tasks efficiently to meet responsibilities.		WO3.2.1
Seeking effective ways to develop cooperation including ways to resolve any conflict.		WO3.2.2
Sharing accurate information on progress, agreeing changes where necessary to achieve objectives.		WO3.2.3
Reviewing work with others and agreeing ways of improving collaborative work in the future		WO3.3
Agreeing the extent to which work with others has been successful and the objectives have been met.		WO3.3.1
Identifying factors, including own role, in influencing the outcome.		WO3.3.2
Agreeing ways of improving own work with others in the future, including interpersonal skills.		WO3.3.3

Key Skills: Improving Own Learning and Performance

Learners must develop at least two different ways of learning to improve their performance. Their plan should include at least three targets.

Skill/s to be developed	Suggested context	Reference
Setting targets using information from appropriate people and planning how these will be met	This unit provides opportunities for learners to improve their own learning and performance by setting targets, identifying action points, planning, taking responsibility for their own learning, managing time effectively, reflecting on their progress, seeking feedback and reviewing their progress and looking for further ways to improve their performance. The teaching style required needs to ensure learners set their own targets, choose different ways of learning and work independently.	LP3.1
Seeking information on ways to achieve targets, and identifying factors that might affect plans.		LP3.1.1
Using this information to set realistic targets and identify clear action points.		LP3.1.2
Planning how to manage time, using support, reviewing progress and overcoming possible difficulties.		LP3.1.3
Taking responsibility for own learning, using the plan to help meet targets and improve performance	For example, when learning about the supply chain mechanisms and the logistical processes used by the manufacturing and retail industries within the hair and beauty sector. (this activity could be linked with the suggested context for C3.2.)	LP3.2
Managing time effectively to meet deadlines, revising the plan as necessary.		LP3.2.1
Choosing ways of learning to improve performance, working at times independently and adapting approaches to meet new demands.		LP3.2.2
Reflecting on progress, seeking feedback and relevant support to help meet targets.		LP3.2.3
Reviewing progress and establishing evidence of achievements		LP3.3
Providing information on the ways learning has been used to meet new demands and on factors affecting the quality of the outcome.		LP3.3.1
Identifying targets met and gathering evidence of achievements.		LP3.3.2
Consulting appropriate people to agree ways to further improve performance.		LP3.3.3

3

Key Skills: Problem Solving

Learners must explore at least three different ways of tackling a problem and implement at least one way.

Skill/s to be developed	Suggested context	Reference
Exploring a problem and identifying different ways of tackling it	<p>This unit provides opportunities for learners to explore a problem, identify different ways of tackling it, plan and implement their chosen way of solving the problem, checking and reviewing progress.</p> <p>The teaching style required needs to ensure learners identify, analyse and describe their problem and know when it has been solved. They should work independently when planning but obtain confirmation to implement their plan. They should review their approaches to problem solving considering if different approaches would have been more effective.</p> <p>For example, when tackling the problem of ethical and social issues in the developmental processes of hair and beauty products, for example, animal testing and worker's rights.</p>	PS3.1
Identifying, analysing and accurately describing the problem, and agreeing with others how to know it has been solved.		PS3.1.1
Selecting and using a variety of methods to come up with different ways of tackling the problem.		PS3.1.2
Comparing the main features and risks of each approach, and justifying the method to be used.		PS3.1.3
Planning and implementing at least one way of solving the problem		PS3.2
Planning the chosen way of solving the problem and getting the go-ahead from an appropriate person.		PS3.2.1
Putting the plan into action, effectively using support and feedback from others to help tackle the problem.		PS3.2.2
Checking regularly progress towards solving the problem, revising the approach as necessary.		PS3.2.3
Checking if the problem has been solved and reviewing own approach to problem solving		PS3.3
Applying systematically methods agreed with an appropriate person, to check if the problem has been solved.		PS3.3.1
Describing fully the results and drawing conclusions on how successful the learner was in solving the problem.	PS3.3.2	
Reviewing own approach to problem solving, including whether other approaches might have proved more effective.	PS3.3.3	

Suggested learning resources

Books

Ford, G.; Steward, H. (2003). *Hairdressing*. Published: Heinemann. ISBN: 978-0435456474.

Hatton, P. (1998). *Hygiene for Hairdressers and Beauty Therapists*. Published: Longman. ISBN: 978-0582322608.

Green, M.; Palladino, L. (2007). *Professional Hairdressing (5th ed.)*. Published: Cengage Learning EMEA. ISBN: 978-1844806973.

Websites

- British Spas **www.britishspas.co.uk**
- Professional beauty **www.professionalbeauty.co.uk**
- The Spa Directory **www.thespadirectory.com**
- Habia **www.habia.org.uk**
- International Spa Association **www.experienceispa.com/ISPA**
- Beauty Guild **www.beautyguild.com**
- Beauty Jobs online **www.beautyjobsonline.com**

Level 3 Unit 4: Exploring business management for the hair and beauty sector (Wales)

What is this unit about?

This unit will expose the learner to the motivational world of business management within the hair and beauty sector and related industries. The purpose of this unit is to provide an opportunity for the learner to explore, compare and contrast leadership and management skills required from global companies, through to national and local individual hair and beauty businesses.

This unit will engage learners' interest by exploring a range of leadership, management and motivational theories and how these can be applied to salon and spa management. Learners will investigate the basic principles of hair, beauty and related industries management and the roles and responsibilities of managers, including those for business and ethical governance and staff development. Knowledge gained will support learner understanding of the key range of legal obligations that managers must observe and their impact on business management policies, procedures and systems.

The learner will be introduced to what quality assurance means in the hair and beauty sector business environment, the quality control processes and procedures typically in place and how these are managed effectively.

The types of communication and personal behavioural skills required by managers will be highlighted throughout, ensuring the learner understands the importance of contributing efficiently and effectively when carrying out a range of tasks related to the day-to-day management of a hair and/or beauty business. The learner will experience the key types of sector specific management information systems and will research their suitability for different tasks and sizes of businesses.

The learner will analyse the effectiveness of teamwork, group dynamics and effective communication, including how to set and maintain standards and targets, understanding the importance of the review process, being able to follow policies, procedures and systems. There will be opportunities within this unit to develop the knowledge required to encourage and support team members to achieve their personal work objectives, lead and accept responsibilities for specific activities.

Knowledge gained will ensure the learner appreciates the structure and culture of an organisation, looking at roles and responsibilities, management policies and legislation relating to health and safety, and employment.

The learners will have the opportunity to analyse and evaluate information that contribute to business success in a hair and/or beauty business environment.

Guided learning hours

This unit has 60 GLH assigned to it, of which includes any time needed for assessment preparation. Learners will sit an examination lasting 2 hours.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the key aspects of business management for the hair and beauty sector	a summarise the main features of leadership, management and motivational theories b summarise the roles and responsibilities of managers in the hair and beauty business c evaluate the key range of legal obligations for managers and their impact on business management policies, procedures and systems
2 Understand the management systems, processes and procedures used in the hair and beauty sector	a analyse the effectiveness of quality assurance systems in the hair and beauty sector b explain how quality control processes and procedures in the hair and beauty sector are managed c compare the suitability of sector specific management information systems for different tasks and size of business
3 Know the relevant personal skills required by managers	a explain, using business management terminology, the relevant communication and behavioural skills required by a manager in the hair and beauty sector b summarise the key ways of leading, developing and maintaining effective teams
4 Be able to contribute to the management role in a hair, beauty or related industry	a evaluate information and other factors to solve a range of day-to-day hair and beauty management tasks efficiently and effectively b implement a strategy for improvements based on informed decisions and recommendations in line with salon policies, procedures and systems c demonstrate interpersonal skills to support and encourage team members to achieve their personal work objectives d use a range of media to present information and results effectively and accurately

3

Scope of content

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

It is important that, through the Level 3 Principal Learning in Hair and Beauty Studies, learners receive as broad an experience of the whole sector as possible. Teachers are urged to refer to, and use examples from, each of the six industries where appropriate and relevant. Details of these industries may be found on page 15 of the specification.

Learning outcome 1: Understand the key aspects of business management for the hair and beauty sector

Learners must be taught the main features of the motivational theories and understand how these can be applied to the management of a hair and beauty business. For example:

- Maslow
- Herzberg
- Taylor
- Mayo
- McGregor.

Learners must be taught the roles and responsibilities of managers in hair and beauty business. For example:

- planning
- organisation
- direction/delegation and controlling resources (human, technology, facilities, equipment, information and financial).

Learners will need to be taught the legal obligations that a manager must observe and understand their impact on business management policies, procedures and systems. For example:

- Health and safety at Work Act
- Data Protection Act
- Minimum Wage
- Working Time Regulations
- Equal Opportunities Regulations
- Disability Discriminations Act.

Learning outcome 2: Understand the management systems, processes and procedures used in the hair and beauty sector

Learners must be taught what quality assurance systems mean to the hair and beauty business and what quality control measures are in place and how they are managed within the sector. Considerations must include reviewing standards (performance, services and customer satisfaction) and reviewing procedures to ensure customer care.

Learners must be taught how quality controlling is carried out and the process used in the hair and beauty sector. For example:

- regular review of procedures
- ensuring client care
- customer feedback.

Learners must be taught the management information systems used in the hair and beauty sector. For example:

- manual record keeping
- IT specific software (eg Salon Genius, Compuware) and be able to comment on their suitability in the sector for a range of tasks and industry sizes.

Learning outcome 3: Know the relevant personal skills required by managers

Learners must be taught and know the communication and personal behavioural skills should be used by an effective manager. For example:

- spoken word
- listening
- body language
- non-verbal communication
- courteous
- polite
- manner
- reputation.

Examples of business management terminology

- leadership
- staff
- bureaucratic
- autocratic
- evaluation
- financial
- overheads
- budgets
- standards
- disciplinary
- ethical
- policies
- procedures.

Learners must be taught the ways of leading, developing and maintaining effective teams. For example:

- staff meetings
- setting work schedules
- delegation
- lead by example
- organise and plan
- review progress and give feedback.

Learning outcome 4: Be able to contribute to the management role in a hair, beauty or related industry

Learners must be taught how to evaluate information to carry out day to day management tasks in the hair and beauty sector environment. For example:

- consider any problems and their possible solutions
- making decisions and recommendations
- review and reflect back on action taken
- planning and managing resources.

Learners must be taught how to implement strategies for improvements in line with policies, procedures and systems. For example:

- health and safety
- emergency procedures
- codes of practice
- complaints
- evaluation and identifying good practice.

Learners must be taught how to use interpersonal skills effectively and sensitively when supporting and encouraging team members to achieve their objectives. For example:

- listening
- understand their needs
- encouraging staff.

Learners must be taught how to use a range of media when presenting information. Learners must show how they adapt their behaviour to different audiences in different situations. For example the presentation they give to their peers should be very different to a presentation which is pitching a business idea to a potential investor.

Assessment

This unit is assessed by an external examination set and marked by AQA-City & Guilds.

This unit will be tested via a short answer paper under controlled conditions. Learners will be allowed 2 hours to complete the paper.

Examination specification

Duration: 2 hours

Assessment Type: A written paper, with some extended answers

Number of marks: 90

Learning outcomes	Assessment criteria	Marks	Weighting
1 Understand the key aspects of business management for the hair and beauty sector	a summarise the main features of leadership, management and motivational theories	18	20%
	b summarise the roles and responsibilities of managers in the hair and beauty business		
	c evaluate the key range of legal obligations for managers and their impact on business management policies, procedures and systems		
2 Understand the management systems, processes and procedures used in the hair and beauty sector	a analyse the effectiveness of quality assurance systems in the hair and beauty sector	18	20%
	b explain how quality control processes and procedures in the hair and beauty sector are managed		
	c compare the suitability of sector specific management information systems for different tasks and size of business		
3 Know the relevant personal skills required by managers	a explain, using business terminology, the relevant communication and behavioural skills required by a manager in the hair and beauty sector	9	10%
	b summarise the key ways of leading, developing and maintaining effective teams		
4 Be able to contribute to the management role in a hair, beauty or related industry	a evaluate information and other factors to solve a range of day-to-day hair and beauty management tasks efficiently and effectively	45	50%
	b implement a strategy for improvements based on informed decisions and recommendations in line with salon policies, procedures and systems		
	c demonstrate interpersonal skills to support and encourage team members to achieve their personal work objectives		
	d use a range of media to present information and results effectively and accurately		
Total		90	100%

Guidance for delivery

This is an active unit that will introduce the learner to key aspects of hair and beauty sector business management. The purpose of this unit is to introduce the knowledge and understanding of how the management role and management behaviour impact on a business and those within it.

Teachers should familiarise learners with the main features of a range of leadership, management and motivation theories and how these can be applied to salon and spa management. Basic principles of hair and beauty sector management; the roles and responsibilities of managers, including those for business and ethical governance and staff development will need to be researched and put into context.

Learners must be given an understanding of the key range of legal obligations that managers must observe and how these impact on business management policies, procedures and systems. Through a range of tasks related to the day-to-day management of a hair and/or beauty business the learner must be supported in their development to contribute efficiently and effectively whilst following any policies, procedures and systems, lead and accept responsibility for a specific activity. Teachers should highlight the control processes and procedures that are typically in place and how these could be managed. The teacher should encourage learners to investigate the types of sector specific management information systems available and their suitability for different tasks and size of business.

Teachers must emphasise the types of communication and personal behaviour skills that are required by managers within the hair and beauty sector and how the learner can encourage and support team members to achieve their personal work objectives. The learner should be encouraged to make informed decisions and recommendations based on the information available to them. Teachers must provide opportunities for the learners to use interpersonal skills effectively and sensitively in different situations and with different audiences, whilst understanding key ways of leading, developing and maintaining effective teams.

When delivering this unit teachers should use a wide range of teaching and learning techniques including; demonstration, group work, discussion and interactive resources. Active participation is one of the most appropriate methods of learning and the learners must have access to realistic management situations where they can develop their management skills. It is recommended that a teacher with management experience within the hair, beauty or related sectors will teach this unit.

Schemes of work should reflect coherence to the learning outcomes and assessment criteria. Inclusivity will be supported through a variation of tasks within each lesson to encompass differentiation. Teachers should integrate terminology throughout the delivery of the unit in order to develop learners' understanding of and ability to use terminology in the context of the hair and beauty sector.

Opportunities for applied learning

Learners will need to experience a realistic management environment in order to be able to apply their developing skills and knowledge. Contact with experienced industry managers will help the learners to understand the key aspects of hair and beauty business management. Sector specific work experience will help to give the learners a realistic view of the industry and how management can impact on a business.

Visiting speakers representing all six hair and beauty industries will enforce the knowledge and understanding required within this unit. These inspirational guest speakers, from salons/local business can give talks on the principles of management that are essential within businesses.

Visits to a variety of hair and beauty sector businesses will enable the learners to appreciate the range of legal obligations and how they impact on business management policies, procedures and systems. Learners carrying out work experience in a commercial salon/spa will be able to solve a range of day to day hair and beauty management tasks efficiently and effectively. Contact with practitioners will help the learners understand how to interact with others in a professional team orientated industry.

Essential Skills Wales

Level 3 Foundation Principal Learning in Hair and Beauty Studies (Wales) Unit 4: Exploring business management for the hair and beauty sector (Wales)

Essential Skills Wales: Communication

Skill/s to be developed	Suggested context	Reference
Speaking and listening		C3.1
Understanding and responding to spoken language on a range of topics and in a range of contexts.	<p>a Formal face-to-face discussions with at least two other people about the roles and responsibilities of managers in hair and beauty businesses</p> <p>b A talk/presentation about the main features of leadership management and motivational theories in the hair and beauty sector.</p> <p>(this activity could be linked with the suggested context for C3.2 and C3.3.)</p>	C3.1.1
<p>Speaking to communicate</p> <ul style="list-style-type: none"> information feelings opinions questions complex instructions <p>on a range of familiar and unfamiliar topics, using appropriate language and non-verbal communication, and in a range of contexts.</p>		C3.1.2
<p>a Taking part in formal discussions with two or more other people</p> <p>b Giving a talk/presentation of at least eight minutes.</p>		C3.1.3
Reading		C3.2
<p>Reading, understanding and synthesising information from at least two documents about the same subject.</p> <p>Each document must be at least 1,000 words long. At least one must contain complex information or reasoning and at least one must contain an image.</p>	Reading at least two documents about the main features of the motivational theories and how these can be applied in the management of a hair and beauty business, in preparation for a talk/presentation and writing a document.	C3.2.1
Writing		C3.3
<p>Writing two documents of different types, each one giving different information to different audiences about complex subjects in appropriate formats and using language that is appropriate to purpose and audience. One document must be at least 1,000 words long.</p>	Write a set of notes/handout about the main features of the motivational theories and how these can be applied in the management of a hair and beauty business for the purpose of personal use and providing information to an audience of peers and subject specialists.	C3.3.1

Essential Skills Wales: ICT		
Skill/s to be developed	Suggested context	Reference
Using ICT systems		ICT3.1
Analysing and accurately describing how to approach at least one complex activity that involves the use of ICT.	Use ICT to use and comment on management information systems (MIS) used in the hair and beauty sector for a range of tasks and industry sizes.	ICT3.1.1
Using ICT independently to carry out the activity efficiently and effectively.		ICT3.1.2
Following safe, healthy and secure working practices at all times.		ICT3.1.3
Finding, selecting and exchanging information		ICT3.2
Planning how to find the ICT-based and non ICT-based information required.	Find, select and exchange ICT-based information to accessing IT specific software, for example, Salon Genius and Compuware.	ICT3.2.1
Searching for, evaluating, selecting and getting, from a range of sources, relevant ICT-based and non ICT-based information.		ICT3.1.2
Entering, saving, communicating and exchanging ICT-based information to suit the purpose.		ICT3.1.3
Developing and presenting information		ICT3.3
Organising, developing, formatting and combining ICT-based and non ICT-based information from different sources to suit content and purpose, in the form of: a text b tables c images d numbers e records.	Develop and present ICT-based information for the purpose of commenting on their suitability, in the form of text and/or tables and/or images and/or, numbers and/or records for an audience of practitioners in the sector.	ICT3.3.1
Presenting the final output effectively, using a consistent style and formats and layouts that are appropriate to purpose and audience, using ICT, and reviewing the work.		ICT3.3.2

Essential Skills Wales: Application of Number

Skill/s to be developed	Suggested context	Reference
Understanding numerical data	Although there is no requirement to develop numeracy skills in this unit the suggested context will provide limited opportunities to practise some of the numeracy skills required at this level.	N3.1
Identifying, analysing and accurately describing at least one practical problem or task that involves a range of numerical data and information.	Identify, analyse and describe the task of setting a work schedule, planning how to tackle it and collecting relevant data from a range of sources.	N3.1.1
Planning how to tackle it.		N3.1.2
Collecting relevant numerical data and information from a range of sources to meet the purpose of the task. Sources must include at least two of a table, a chart, a graph or a diagram, of which at least one must be complex, and a large data set.		N3.1.3
Carrying out calculations		N3.2
Choosing and using appropriate methods to get the results needed and justifying the methods used.	Choose and using appropriate methods and carry out calculations to get the results needed by using the relevant numerical data obtained from reliable sources to calculate, measure, record and compare time.	N3.2.1
Using the data and information obtained to carry out calculations relevant to the task to do with: a amounts or sizes b scales or proportion c handling statistics d using formulae.		N3.2.2
Interpreting results and presenting findings		N3.3
Selecting and justifying two different ways to present results, using charts or graphs, and tables or diagrams appropriate to audience.	Present and explain results about setting a work schedule to an audience of employees in two different ways, explaining methods and how the findings meet the purpose of the task and are appropriate to the audience. Justify ways of presenting, methods and findings.	N3.3.1
Presenting and explaining methods and findings and justifying how they meet the purpose of the task and are appropriate to the audience.		N3.3.2

Key Skills: Working with Others

Learners must develop the skills needed to work in a group or team situation, checking their progress as they work. The emphasis must be on the individual learner's contribution to the work of the pair or group.

Skill/s to be developed	Suggested context	Reference
Planning work with others	Work in a group or team to plan a staff meeting in a role play situation. Each member of the group or team taking turns in the different roles, for example, chairperson, minutes secretary etc.	WO3.1
Agreeing realistic objectives for working together and what needs to be done to achieve them.		WO3.1.1
Sharing relevant information to help agree roles and responsibilities.		WO3.1.2
Agreeing suitable working arrangements with those involved.		WO3.1.3
Seeking to develop co-operation and checking progress towards agreed objectives		WO3.2
Organising and carrying out tasks efficiently to meet responsibilities.		WO3.2.1
Seeking effective ways to develop cooperation including ways to resolve any conflict.		WO3.2.2
Sharing accurate information on progress, agreeing changes where necessary to achieve objectives.		WO3.2.3
Reviewing work with others and agreeing ways of improving collaborative work in the future		WO3.3
Agreeing the extent to which work with others has been successful and the objectives have been met.		WO3.3.1
Identifying factors, including own role, in influencing the outcome.		WO3.3.2
Agreeing ways of improving own work with others in the future, including interpersonal skills.		WO3.3.3

Key Skills: Improving Own Learning and Performance

Learners must develop at least two different ways of learning to improve their performance. Their plan should include at least three targets.

Skill/s to be developed	Suggested context	Reference
Setting targets using information from appropriate people and planning how these will be met	<p>This unit provides opportunities for learners to improve their own learning and performance by setting targets, identifying action points, planning, taking responsibility for their own learning, managing time effectively, reflecting on their progress, seeking feedback and reviewing their progress and looking for further ways to improve their performance.</p> <p>The teaching style required needs to ensure learners set their own targets, choose different ways of learning and work independently.</p> <p>For example, when learning about the communication and personal behavioural skills that should be used by an effective manager.</p>	LP3.1
Seeking information on ways to achieve targets, and identifying factors that might affect plans.		LP3.1.1
Using this information to set realistic targets and identify clear action points.		LP3.1.2
Planning how to manage time, using support, reviewing progress and overcoming possible difficulties.		LP3.1.3
Taking responsibility for own learning, using the plan to help meet targets and improve performance		LP3.2
Managing time effectively to meet deadlines, revising the plan as necessary.		LP3.2.1
Choosing ways of learning to improve performance, working at times independently and adapting approaches to meet new demands.		LP3.2.2
Reflecting on progress, seeking feedback and relevant support to help meet targets.		LP3.2.3
Reviewing progress and establishing evidence of achievements		LP3.3
Providing information on the ways learning has been used to meet new demands and on factors affecting the quality of the outcome.		LP3.3.1
Identifying targets met and gathering evidence of achievements.	LP3.3.2	
Consulting appropriate people to agree ways to further improve performance.	LP3.3.3	

Key Skills: Problem Solving

Learners must explore at least three different ways of tackling a problem and implement at least one way.

Skill/s to be developed	Suggested context	Reference
Exploring a problem and identifying different ways of tackling it	<p>This unit provides opportunities for learners to explore a problem, identify different ways of tackling it, plan and implement their chosen way of solving the problem, checking and reviewing progress.</p> <p>The teaching style required needs to ensure learners identify, analyse and describe their problem and know when it has been solved. They should work independently when planning but obtain confirmation to implement their plan. They should review their approaches to problem solving considering if different approaches would have been more effective.</p> <p>For example, when tackling the problem of a bad managerial appointment in a hair and beauty business and how to deal with it.</p>	PS3.1
Identifying, analysing and accurately describing the problem, and agreeing with others how to know it has been solved.		PS3.1.1
Selecting and using a variety of methods to come up with different ways of tackling the problem.		PS3.1.2
Comparing the main features and risks of each approach, and justifying the method to be used.		PS3.1.3
Planning and implementing at least one way of solving the problem		PS3.2
Planning the chosen way of solving the problem and getting the go-ahead from an appropriate person.		PS3.2.1
Putting the plan into action, effectively using support and feedback from others to help tackle the problem.		PS3.2.2
Checking regularly progress towards solving the problem, revising the approach as necessary.		PS3.2.3
Checking if the problem has been solved and reviewing own approach to problem solving		PS3.3
Applying systematically methods agreed with an appropriate person, to check if the problem has been solved.		PS3.3.1
Describing fully the results and drawing conclusions on how successful the learner was in solving the problem.	PS3.3.2	
Reviewing own approach to problem solving, including whether other approaches might have proved more effective.	PS3.3.3	

Suggested learning resources

Books

Le Marinel, A. (2004). *Start and Run Your Own Business*. Published: How to Book Ltd. ISBN: 978-1857039887.

Cartwright, J.; Ward, D. (2004). *Health and Beauty*. Published: Nelson Thornes. ISBN: 978-0748790357.

Crebbin-Bailey, J.; Harcup, J.; Harrington, J. (2004). *The Spa Book*. Published: Cengage Learning EMEA. ISBN: 978-1861529176.

Cressy, S. (2003). *Business Management for Hairdressers and Therapists*. Published: Heinemann. ISBN: 978-043546412.

Cressy, S. (2004). *The Beauty Therapy Fact File (4th ed.)*. Published: Heinemann. ISBN: 978-0435451424.

D'Angelo, J. (2006). *Spa Business Strategies*. Published: Delmar Learning. ISBN: 978-1401881641.

Green, M. (2004). *Salon Management*. Published: Cengage Learning EMEA. ISBN: 978-1861526601.

Connor, J.; Hiscock, J.; Stoddart, E. (2004). *Beauty Therapy Level 3*. Published Heinemann. ISBN: 978-0435456405.

Mernagh-Ward, D.; Cartwright, J. (1997). *Good Practice in Salon Management*. Published: Nelson Thornes. ISBN: 978-9748728879.

Milady (2008). *Salon and Spa Management Tools (2nd ed.)*. Published: Cengage Learning EMEA. ISBN: 978-1428353176.

Journals and magazines

- Hairdressing Journal. Reeds Publishing. London
- Coiffure De Paris. Mensuel. Paris
- Professional Nails. Emap communications. Oxon
- Beauty Professional. Emap Communications. Oxon

Websites

- Habia www.habia.org.uk
- Dermalogica www.dermalogica.com
- Beauty 4 Students www.beauty4students.co.uk
- Schwarzkopt www.consumer.schwarzkopf.com
- L'Oreal www.loreal.co.uk
- Wella www.wella.co.uk/page/home-salonproducts
- Wella Training online www.wella-training-online.com
- Pure Beauty www.purebeauty.co.uk
- St Tropez www.stropezonline.com

Level 3 Unit 5: Exploring media and image within the hair and beauty sector (Wales)

What is this unit about?

The purpose of this unit is to provide the learner with an opportunity to critically engage with an evaluated and broad range of media approaches and how they are used in the hair and beauty sector.

The learner will examine the consumer and professional products from a global or national scale to local applications and their many guises and budgets. The learner will investigate different media marketing strategies, and analyse, evaluate and report on their effectiveness and the influence on consumer spending power.

Knowledge acquired will provide the learner with the opportunity to create and present a physical image linked to a hair, beauty or nail related technical skills.

Knowledge gained encompasses the main processes, critical components and content of a campaign to promote an image from inception to production.

3

Guided learning hours

This unit has 90 GLH assigned to it, of which 15 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 143–150 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Know the basic principles of marketing	a describe the basic principles of marketing and the marketing mix b summarise how image creation and media are used within the marketing mix c describe the key requirements of a marketing strategy
2 Understand the use of mass media in marketing	a summarise the different types of mass media and how they influence consumers b explain how different types of information technology are used in marketing campaigns c explain how mass communication methods are used for promotion in the hair and beauty sector
3 Understand the use of image within the hair and beauty sector	a explain the role and importance of image in the hair and beauty sector b explain how different types of business present themselves to their intended target market
4 Understand the processes involved with mounting a marketing campaign	a summarise the process of mounting a media-based campaign to promote an image b explain the critical components of a campaign design plan c explain the use of mood boards and story boards in media based campaigns
5 Be able to develop and implement a marketing campaign	a produce a marketing strategy based on client requirements b evaluate the effectiveness of a range of media approaches judging their relevance and value to the campaign c generate ideas for a physical image to complement a marketing strategy d invite feedback on image and adapt ideas as circumstances change e design and present a launch to an audience f evaluate launch in light of audience feedback and make recommendations for future improvements

Scope of content

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

It is important that, through the Level 3 Principal Learning in Hair and Beauty Studies, learners receive as broad an experience of the whole sector as possible. Teachers are urged to refer to, and use examples from, each of the six industries where appropriate and relevant. Details of these industries may be found on page 15 of the specification.

Learning outcome 1: Know the basic principles of marketing

Learners must be taught the principles of marketing and the marketing mix. Learners must understand how this links to images and media used in the hair and beauty sector. For example:

- target audience
- segmentation
- objectives
- understand the audience
- marketing mix – 4Ps
 - price
 - product
 - place
 - promotion.

Learners must be taught how image creation and media are used within the marketing mix.

Learners must be taught the key requirements of a marketing strategy. For example:

- objectives: SMART
- target audience – segmentation
- marketing mix
- budget, measurements and evaluation.

Learning outcome 2: Understand the use of mass media in marketing

Learners must be taught the types of mass media and how these are used in the hair and beauty sector. For example:

- TV
- Film/cinema
- Radio
- Bill boards.

Learners must be taught the sources and types of information technology used to support a marketing campaign. For example:

- Digital images
- Web
- SMS
- Emails.

Learners must be taught the mass communication methods used for promotion by the hair and beauty sector. For example:

- TV advertising
- Film/cinema advertising
- Radio advertising
- Bill boards.

Learning outcome 3: Understand the use of image within the hair and beauty sector

Learners must be taught the importance of image within the sector, both their own image and the messages which can be given using different images. They also need to know how businesses use image to present themselves to their target market.

Learners will need to know different types of hair, beauty and nail businesses and how they present themselves to their intended target market. For example:

- salons – small, medium, national
- freelance
- chains
- sole trader
- partnerships
- franchise
- limited company
- large employer
- small employer.

Learning outcome 4: Understand the processes involved with mounting a marketing campaign

Learners must be taught the main processes involved in mounting a media-based campaign. For example:

- agency – Buy space
- plan – Strategy – Vision
- finance – Budget.

Learners must be taught the critical components of a campaign design plan. For example:

- objectives
- target audience
- message
- outcomes – Budget – Timescale
- house style
- logos.

Learners must be taught the function and purpose of image mood boards and storyboards and how to create them. For example:

- mood boards – used to brain storm ideas and visualise effects
- storyboards – give an overview at a glance of an advertisement campaign/promotion.

Learning outcome 5: Be able to develop and implement a marketing campaign

Learners must be taught how to produce a marketing strategy for a product based on client requirements.

They must be taught how to evaluate the range of media and marketing approaches judging their relevance and value to the campaign.

Learners must be taught how to generate ideas for a physical image to complement marketing strategy. For example:

- analysing client requirement and acting on outcome
- brainstorming session based on the research.

Learners must be taught how to invite feedback and use suitable feedback mechanisms. They must be able to evaluate the feedback received, review and modify according to the feedback received.

Learners must be taught how to design and launch a marketing campaign and use an image in their promotion. The image should match the message, audience and the image the learner wants the marketing to portray. Learners must then design and present their launch to an audience.

Learners must be taught how to evaluate feedback received from the launch and make recommendations for future improvements.

Assessment

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

The learner should work under controlled conditions in accordance with the guidance on pages 143–150 of the specification and evidence kept for moderation purposes.

Task setting

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

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

Task	Form(s) of evidence	LO mapping
Development of a marketing strategy and campaign	The following must be provided: <ul style="list-style-type: none">documented strategy and campaign plan	LO1, 2, 3, 4 and 5
Launch of a campaign to an audience and review feedback	The following must be provided: <ul style="list-style-type: none">recording or report of launch presentation with record of audience feedbackrecord or witness testimony from review with tutor	LO4 and 5

Duration

The assignment will take approximately 15 of the 90 guided learning hours available for this unit.

Sector-relevant purpose

The learner must design a marketing strategy and launch a campaign for a hair and beauty product/service to a realistic audience for the hair and beauty sector.

Demand

The marketing strategy and campaign may be for a product or service on a local or national scale. Learners' marketing strategies must demonstrate consideration of the 'four Ps'. They should include SMART objectives and a plan for evaluating the effectiveness of the strategy.

The marketing campaign must be complemented by a physical image.

If it includes the use of mass media, the launch of the campaign may be demonstrated using example campaign materials.

Feedback must be constructive but should address negative aspects of the campaign as well as positive, in order that learners can respond to it and recommend amendments to their strategy and campaign.

Task taking

Launch must be to a realistic audience and audience feedback must be recorded. The teacher must be present for the launch presentation.

Review of plans, launch and feedback must be with the tutor and a record or witness testimony must be recorded. Learners must be given the opportunity to invite feedback before it is volunteered.

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 146–148 of the specification.

Weighting of learning outcomes

Learning outcomes	Marks	Weighting
1 Know the basic principles of marketing	15	16.6%
2 Understand the use of mass media in marketing	15	16.6%
3 Understand the use of image within the hair and beauty sector	15	16.6%
4 Understand the processes involved with mounting a marketing campaign	15	16.6%
5 Be able to develop and implement a marketing campaign	30	33.3%
Total	90	100%

Assessment grid

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 5 marks	6 to 10 marks	11 to 15 marks
1 Know the basic principles of marketing	<p>Described the basic principles of marketing and the marketing mix, with limited accuracy.</p> <p>Summarised how image creation and media are used within the marketing mix, showing limited extraction of relevant information.</p> <p>Offered a limited description of the key requirements of a marketing strategy.</p>	<p>Described the basic principles of marketing and the marketing mix, with general accuracy.</p> <p>Summarised how image creation and media are used within the marketing mix, extracting relevant information most of the time.</p> <p>Offered a detailed description of the key requirements of a marketing strategy.</p>	<p>Described the basic principles of marketing and the marketing mix, with consistent accuracy.</p> <p>Summarised how image creation and media are used within the marketing mix, extracting relevant information.</p> <p>Offered a detailed and in-depth description of the key requirements of a marketing strategy.</p>
	0 to 5 marks	6 to 10 marks	11 to 15 marks
2 Understand the use of mass media in marketing	<p>Summarised the different types of mass media and their influences, showing limited extraction of relevant information.</p> <p>Offered a limited explanation of how different types of information technology are used in marketing campaigns.</p> <p>Offered a limited explanation of the use of mass communication methods in the hair and beauty sector.</p>	<p>Summarised the different types of mass media and their influences, extracting relevant information most of the time.</p> <p>Offered a sound explanation of how different types of information technology are used in marketing campaigns, using examples.</p> <p>Offered a sound explanation of the use of mass communication methods in the hair and beauty sector, using examples.</p>	<p>Summarised the different types of mass media and their influences, extracting relevant information.</p> <p>Offered a detailed explanation of how different types of information technology are used in marketing campaigns, using relevant examples.</p> <p>Offered a detailed explanation of the use of mass communication methods in the hair and beauty sector.</p>
	0 to 5 marks	6 to 10 marks	11 to 15 marks
3 Understand the use of image within the hair and beauty sector	<p>Offered a limited explanation of the role and importance of image in the hair and beauty sector.</p> <p>Offered a limited explanation of how different types of business present themselves to their intended target market.</p>	<p>Offered a sound explanation of the role and importance of image in the hair and beauty sector, using examples.</p> <p>Offered a sound explanation of how different types of business present themselves to their intended target market, using examples.</p>	<p>Offered a detailed explanation of the role and importance of image in the hair and beauty sector, using relevant examples.</p> <p>Offered a detailed explanation of how different types of business present themselves to their intended target market, using relevant examples.</p>

Assessment grid (continued)

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 5 marks	6 to 10 marks	11 to 15 marks
4 Understand the processes involved with mounting a marketing campaign	<p>Summarised the process of mounting a media-based campaign, showing limited extraction of relevant information.</p> <p>Offered a limited explanation of the critical components of a campaign design plan.</p> <p>Offered a limited explanation of the use of mood and story boards in media campaigns.</p>	<p>Summarised the process of mounting a media-based campaign, extracting relevant information most of the time.</p> <p>Offered a sound explanation of the critical components of a campaign design plan, using examples.</p> <p>Offered a sound explanation of the use of mood and story boards in media campaigns, using examples.</p>	<p>Summarised the process of mounting a media-based campaign, extracting relevant information.</p> <p>Offered a detailed explanation of the critical components of a campaign design plan, using relevant examples.</p> <p>Offered a detailed explanation of the use of mood and story boards in media campaigns, using relevant examples.</p>
	0 to 10 marks	11 to 20 marks	21 to 30 marks
5 Be able to develop and implement a marketing campaign	<p>Produced a basic marketing strategy that shows limited evidence of informed choices and decisions based on client requirements.</p> <p>Carried out a limited evaluation of the effectiveness of a range of media approaches and their relevance and value to the campaign.</p> <p>Generated basic ideas for a physical image to complement marketing strategy, some of which are fit for purpose.</p> <p>Invited feedback on the image created and identified and made limited adaptations.</p> <p>Designed and presented a basic launch event with limited effectiveness.</p> <p>Carried out a limited evaluation in light of audience feedback and made limited recommendations for future improvements.</p>	<p>Produced an effective marketing strategy that shows informed choices and decisions based on client requirements.</p> <p>Evaluated the effectiveness of a range of media approaches and their relevance and value to the campaign.</p> <p>Generated basic ideas for a physical image to complement marketing strategy, which are generally fit for purpose.</p> <p>Invited feedback on the image created and identified and made a variety of sound adaptations.</p> <p>Designed and presented an effective launch event.</p> <p>Evaluated the launch in light of audience feedback and made effective recommendations for future improvements.</p>	<p>Produced an effective and innovative marketing strategy that shows informed choices and decisions based on client requirements.</p> <p>Carried out an in-depth and balanced evaluation of the effectiveness of a range of media approaches and their relevance and value to the campaign.</p> <p>Generated basic ideas for a physical image to effectively complement marketing strategy.</p> <p>Invited feedback on the image created and identified used it discerningly to make a variety of effective adaptations.</p> <p>Designed and presented an effective launch event, using materials to make a strong impact.</p> <p>Carried out an in-depth evaluation of the launch in light of audience feedback, and used feedback discerningly to make effective recommendations for future improvements.</p>

Guidance for delivery

Central to this unit is the development, implementation and evaluation of media image and approaches used within the hair and beauty sector at global, national and local level.

The purpose of this unit is to extend learners' research, planning and skill development and knowledge through the planning, marketing, image creation, implementation and evaluation of marketing strategies. It will also provide an opportunity to develop and use a range of hair styling and/or make-up and/or nail art practical skills that demonstrate innovation and creativity to produce a physical image.

The activities will range from researching and developing a marketing strategy to implementing and adapting a range of media applications. Learners will prepare and present a marketing strategy by using and adapting media applications that match with message, image and audience. Learners will also develop and use hair or beauty or nail technical skills to interpret and create a suitable physical image for a specific purpose and develop and use interpersonal skills effectively and sensitively in different situations and with different audiences. As part the process, they will produce a mood board/storyboard to replicate the 'image' and desired profile. The learner will be required to exhibit the 'Image' to an audience using an appropriate media production that considers design, audience, salon image, and suitable opportunities for marketing. Throughout the unit the learner must demonstrate understanding of the need to comply with all relevant legislation and health and safety regulations governing skill applications and marketing.

Learners will need to gain knowledge of:

- the general concepts and theories of how mass media affects audience thinking and behaviour
- how the media can influence consumer spending power
- how intervening variables can alter clients' perception of media messages
- how the use and influence of mass communication is applied in the hair and beauty sector
- how the influence of electronic basic communication and the growth of personal basic communication may influence marketing in the hair and beauty sector in the future
- the concepts, methods and sources for undertaking a market research project for a hypothetical salon/spa
- a range of hairstyling and/or make-up and/or nail art practical skills that demonstrate innovation and creativity to produce a physical image.

30 GLH of this unit should be used to develop practical skills.

Both individual and group tasks may be carried out by learners when working on this unit. Opportunities to use this unit to consolidate learning in associated units should be taken.

Opportunities for applied learning

This unit is well suited to activities undertaken in the workplace, as well as in school or college. Where activities are carried out away from the normal supervision of school or college, it is important that the learner is fully inducted into health and safety procedures.

Learners will benefit from being teamed with experienced practitioners, and will gain valuable insight and experience when engaged in the planning and implementation of the marketing strategy.

Other applied learning can be gained from:

- Guest speakers and employers speaking about role and importance of image in the hair and beauty sector
- Guest speakers from PR companies, advertising agencies, fashion and lifestyle/well-being magazines, press.

Essential Skills Wales

Level 3 Foundation Principal Learning in Hair and Beauty Studies (Wales) Unit 5: Exploring media and image within the hair and beauty sector (Wales)		
Essential Skills Wales: Communication		
Skill/s to be developed	Suggested context	Reference
Speaking and listening		C3.1
Understanding and responding to spoken language on a range of topics and in a range of contexts.	a Formal face-to-face discussions with at least two other people about the types of mass media and how these are used in the hair and beauty sector b A talk/presentation about a launch of a marketing campaign. (this activity should be linked with the suggested context for Working with Others.)	C3.1.1
Speaking to communicate <ul style="list-style-type: none"> • information • feelings • opinions • questions • complex instructions on a range of familiar and unfamiliar topics, using appropriate language and non-verbal communication, and in a range of contexts.		C3.1.2
a Taking part in formal discussions with two or more other people b Giving a talk/presentation of at least eight minutes.		C3.1.3
Reading		C3.2
Reading, understanding and synthesising information from at least two documents about the same subject. Each document must be at least 1,000 words long. At least one must contain complex information or reasoning and at least one must contain an image.	Read at least two documents about the principles of marketing and the marketing mix, in preparation for a discussion and/or a talk/presentation and/or writing a document.	C3.2.1
Writing		C3.3
Writing two documents of different types, each one giving different information to different audiences about complex subjects in appropriate formats and using language that is appropriate to purpose and audience. One document must be at least 1,000 words long.	Write a report about the launch presentation with a record of audience feedback for the purpose of providing information and making recommendations for future improvements to an audience of practitioners in the sector and personal use.	C3.3.1

3

Essential Skills Wales: ICT		
Skill/s to be developed	Suggested context	Reference
Using ICT systems		ICT3.1
Analysing and accurately describing how to approach at least one complex activity that involves the use of ICT.	Use ICT to use and comment on sources and types of information technology used to support marketing campaigns, for example, digital cameras, web, SMS and emails.	ICT3.1.1
Using ICT independently to carry out the activity efficiently and effectively.		ICT3.1.2
Following safe, healthy and secure working practices at all times.		ICT3.1.3
Finding, selecting and exchanging information		ICT3.2
Planning how to find the ICT-based and non ICT-based information required.	Find, select and exchange ICT-based information and non ICT-based information to access the internet, electronic media, archives and libraries and/or emailing organisations to obtain the required information for their research and accessing suitable software applications and images as appropriate.	ICT3.2.1
Searching for, evaluating, selecting and getting, from a range of sources, relevant ICT-based and non ICT-based information.		ICT3.1.2
Entering, saving, communicating and exchanging ICT-based information to suit the purpose.		ICT3.1.3
Developing and presenting information		ICT3.3
Organising, developing, formatting and combining ICT-based and non ICT-based information from different sources to suit content and purpose, in the form of: a text b tables c images d numbers e records.	Develop and present ICT-based information for the purpose of commenting on how different types of information technology are used in marketing campaigns, in the form of text and/or tables and/or images and/or numbers and/or records for an audience of practitioners in the sector.	ICT3.3.1
Presenting the final output effectively, using a consistent style and formats and layouts that are appropriate to purpose and audience, using ICT, and reviewing the work.		ICT3.3.2

Essential Skills Wales: Application of Number		
Skill/s to be developed	Suggested context	Reference
Understanding numerical data	Although there is no requirement to develop numeracy skills in this unit the suggested context will provide limited opportunities to practise some of the numeracy skills required at this level.	N3.1
Identifying, analysing and accurately describing at least one practical problem or task that involves a range of numerical data and information.	Identify, analyse and describe the task of budgeting when developing a marketing strategy or mounting a mass media campaign planning how to tackle it and collecting relevant data from a range of sources.	N3.1.1
Planning how to tackle it.		N3.1.2
Collecting relevant numerical data and information from a range of sources to meet the purpose of the task. Sources must include at least two of a table, a chart, a graph or a diagram, of which at least one must be complex, and a large data set.		N3.1.3
Carrying out calculations		N3.2
Choosing and using appropriate methods to get the results needed and justifying the methods used.	Choose and use appropriate methods and carrying out calculations to get the results needed by using the relevant numerical data obtained from reliable sources to calculate, measure, record and compare time, calculate using sums of money with numbers of any size and use formulae, equations and expressions.	N3.2.1
Using the data and information obtained to carry out calculations relevant to the task to do with: a amounts or sizes b scales or proportion c handling statistics d using formulae.		N3.2.2
Interpreting results and presenting findings		N3.3
Selecting and justifying two different ways to present results, using charts or graphs, and tables or diagrams appropriate to audience.	Present and explain results about budgeting to an audience of practitioners in the sector in two different ways, explaining methods and how the findings meet the purpose of the task and are appropriate to the audience. Justify ways of presenting, methods and findings.	N3.3.1
Presenting and explaining methods and findings and justifying how they meet the purpose of the task and are appropriate to the audience.		N3.3.2

Key Skills: Working with Others

Learners must develop the skills needed to work in a group or team situation, checking their progress as they work. The emphasis must be on the individual learner's contribution to the work of the pair or group.

Skill/s to be developed	Suggested context	Reference
Planning work with others	Work in a group or team to design and launch a marketing campaign using an image in their promotion. The launch must then be presented to an audience. (this activity should be linked with the suggested context for C3.1b.)	WO3.1
Agreeing realistic objectives for working together and what needs to be done to achieve them.		WO3.1.1
Sharing relevant information to help agree roles and responsibilities.		WO3.1.2
Agreeing suitable working arrangements with those involved.		WO3.1.3
Seeking to develop co-operation and checking progress towards agreed objectives		WO3.2
Organising and carrying out tasks efficiently to meet responsibilities.		WO3.2.1
Seeking effective ways to develop cooperation including ways to resolve any conflict.		WO3.2.2
Sharing accurate information on progress, agreeing changes where necessary to achieve objectives.		WO3.2.3
Reviewing work with others and agreeing ways of improving collaborative work in the future		WO3.3
Agreeing the extent to which work with others has been successful and the objectives have been met.		WO3.3.1
Identifying factors, including own role, in influencing the outcome.		WO3.3.2
Agreeing ways of improving own work with others in the future, including interpersonal skills.		WO3.3.3

Key Skills: Improving Own Learning and Performance

Learners must develop at least two different ways of learning to improve their performance. Their plan should include at least three targets.

Skill/s to be developed	Suggested context	Reference
Setting targets using information from appropriate people and planning how these will be met	This unit provides opportunities for learners to improve their own learning and performance by setting targets, identifying action points, planning, taking responsibility for their own learning, managing time effectively, reflecting on their progress, seeking feedback and reviewing their progress and looking for further ways to improve their performance. The teaching style required needs to ensure learners set their own targets, choose different ways of learning and work independently.	LP3.1
Seeking information on ways to achieve targets, and identifying factors that might affect plans.		LP3.1.1
Using this information to set realistic targets and identify clear action points.		LP3.1.2
Planning how to manage time, using support, reviewing progress and overcoming possible difficulties.		LP3.1.3
Taking responsibility for own learning, using the plan to help meet targets and improve performance	For example, when learning about how to invite feedback and use suitable feedback mechanisms to evaluate the feedback received to review and modify accordingly. They could evaluate feedback received from the launch presentation to make recommendations for future improvements. (this activity should be linked with the suggested context for Working with Others, C3.1b and C3.3.)	LP3.2
Managing time effectively to meet deadlines, revising the plan as necessary.		LP3.2.1
Choosing ways of learning to improve performance, working at times independently and adapting approaches to meet new demands.		LP3.2.2
Reflecting on progress, seeking feedback and relevant support to help meet targets.		LP3.2.3
Reviewing progress and establishing evidence of achievements		LP3.3
Providing information on the ways learning has been used to meet new demands and on factors affecting the quality of the outcome.		LP3.3.1
Identifying targets met and gathering evidence of achievements.	LP3.3.2	
Consulting appropriate people to agree ways to further improve performance.	LP3.3.3	

3

Key Skills: Problem Solving

Learners must explore at least three different ways of tackling a problem and implement at least one way.

Skill/s to be developed	Suggested context	Reference
Exploring a problem and identifying different ways of tackling it	<p>This unit provides opportunities for learners to explore a problem, identify different ways of tackling it, plan and implement their chosen way of solving the problem, checking and reviewing progress.</p> <p>The teaching style required needs to ensure learners identify, analyse and describe their problem and know when it has been solved. They should work independently when planning but obtain confirmation to implement their plan. They should review their approaches to problem solving considering if different approaches would have been more effective.</p> <p>For example, when tackling the problem of how to deal with the wrong message an image appears to be giving and the impact this can have on the hair and beauty sector.</p>	PS3.1
Identifying, analysing and accurately describing the problem, and agreeing with others how to know it has been solved.		PS3.1.1
Selecting and using a variety of methods to come up with different ways of tackling the problem.		PS3.1.2
Comparing the main features and risks of each approach, and justifying the method to be used.		PS3.1.3
Planning and implementing at least one way of solving the problem		PS3.2
Planning the chosen way of solving the problem and getting the go-ahead from an appropriate person.		PS3.2.1
Putting the plan into action, effectively using support and feedback from others to help tackle the problem.		PS3.2.2
Checking regularly progress towards solving the problem, revising the approach as necessary.		PS3.2.3
Checking if the problem has been solved and reviewing own approach to problem solving		PS3.3
Applying systematically methods agreed with an appropriate person, to check if the problem has been solved.		PS3.3.1
Describing fully the results and drawing conclusions on how successful the learner was in solving the problem.	PS3.3.2	
Reviewing own approach to problem solving, including whether other approaches might have proved more effective.	PS3.3.3	

Suggested learning resources

Books

Ford, G.; Steward, H. (2003). *Hairdressing*. Published: Heinemann. ISBN: 978-0435456474.

Hatton, P. (1998). *Hygiene for Hairdressers and Beauty Therapists*. Published: Longman. ISBN: 978-0582322608.

Green, M.; Palladino, L. (2007). *Professional Hairdressing (5th ed.)*. Published: Cengage Learning EMEA. ISBN: 978-1844806973.

Journals and magazines

- Hairdressing Journal
- The Beauty Therapist

Level 3 Unit 6: Exploring the world of spas (Wales)

What is this unit about?

The purpose of this unit is to provide an opportunity for the learner to examine the development, diversity, benefits and impact of services within the spa industry by investigating the different spa concepts, their location, the services offered and their target markets.

The learner will explore debates around the effectiveness of various treatments and the relationship between different forms of treatment.

Knowledge acquired will allow the learner to explore debates around the effectiveness of various treatments and the relationship between different forms of treatment.

The learner will research how spas have evolved historically and to identify the treatments, their benefits, and their physiological and psychological impact. Learners will extend their knowledge of industry related job roles, career pathways and opportunities.

Knowledge gained will ensure the learner understands the global nature of the spa industry, the links and interdependencies between Spas and related industries.

Guided learning hours

This unit has 60 GLH assigned to it, of which includes any time needed for assessment preparation. Learners will sit an examination lasting 2 hours.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the global spa industry	a explain the history and origins of UK and international spas b explain the global nature of the spa industry c compare the European and international spa industry d analyse the various factors that have influenced the growth and popularity of the spa industry e explain the links and interdependences between spas and related industries
2 Understand the services, treatments and therapies offered by spas	a explain the purpose of the range of services, treatments and therapies offered by spas b summarise the debates concerning the effectiveness of spa therapies c categorise a range of complementary therapies and explain the importance of the therapeutic relationship d compare key holistic and self-healing principles with complementary, alternative and orthodox medicine
3 Know the legal, health and safety and professional requirements of running a spa environment	a describe the factors that create the ideal spa environment and ambience b describe how legal, health and safety and ethical requirements impact on spa operations c describe the role and influence of professional spa organisations
4 Know the career opportunities in the spa industry	a identify the jobs available in the spa industry b identify the training and qualifications associated with the spa industry c describe the career links with other related industries d know where to access career information for the spa industry
5 Be able to interpret information on job roles and career pathways within the spa and related industries	a analyse and evaluate information about European and international spa industry drawing conclusions as to the factors and debates affecting their services b compare and contrast complementary services offered by the spa industry and present information in a range of formats c draw conclusions on the career potential within the spa industry

3

Scope of content

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

It is important that, through the Level 3 Principal Learning in Hair and Beauty Studies, learners receive as broad an experience of the whole sector as possible. Teachers are urged to refer to, and use examples from, each of the six industries where appropriate and relevant. Details of these industries may be found on page 15 of the specification.

Learning outcome 1: Understand the global spa industry

Learners must be taught the history and origins of the UK and international spas. For example:

- UK
- Harrogate
- Bath
- International
- Greek
- Roman.

Learners must be taught the global nature of the spa industry. Learners must know the size, structure and types of businesses within the industry and the purpose of these businesses. For example:

- day spa
- destination spa
- connoisseur spa
- health club/leisure centre spa
- health farm
- high street spa
- hotel spa
- local authority spa.

Learners must be taught the differences between European and international spas. For example:

- concept
- services
- client care
- cost.

Learners must be taught the factors influencing the growth and popularity of the spa industry. For example:

- economic factors
- therapeutic effects
- social
- economic
- environmental
- lifestyle – eg leisure time, finance available
- chronic health – eg muscular, joint, circulatory, stress related illnesses.

Learners must be taught the links and interdependencies between the spa industry and related industries. For example:

- complementary therapy
- healthcare.

Learning outcome 2: Understand the services, treatments and therapies offered by spas

Learners must be taught the range of services and treatments offered by spas. For example:

- hairdressing
- fitness and gym services
- beauty therapy treatments
- holistic and alternative therapies
- nail services
- tanning treatments
- weight management and nutritional advice
- personal training
- non surgical procedures
- stress therapy management.

Learners must be taught effectiveness of spa therapies. For example:

- the therapeutic efficacy
- the psychological and physiological effects.

Psychological and physiological effects may include:

- revitalise
- relaxing
- stimulate
- energise
- increases blood flow and lymph
- desquamation
- calming/soothing.

Learners must be taught how to categorise complementary therapies and the importance of the therapeutic relationships. For example:

- Aromatherapy
- Reflexology
- Massage
- Flower remedies
- Homeopathy
- Acupuncture
- Reiki therapy.

Examples of complementary, alternative and orthodox medicines.

- Orthodox – eg prescribed and non-prescribed medicines, Ayurvedic medicine, Chinese medicine
- Complementary and alternative – eg Herbal remedies, hopi ear, Bach flowers, Craniosacral therapy, colour therapy, oxygen therapy, Reiki therapy, stone therapy, aromatherapy, reflexology, Indian head massage, crystal therapy, thalasso therapy.

Learners must be taught key holistic and self healing principles with complementary, alternative and orthodox medicines. For example:

- natural and faith healers
- healing comes from within
- Certain Meridians channel healing
- auras
- energy fields
- chakras.

Learning outcome 3: Know the legal, health and safety and professional requirements of running a spa environment

Learners must be taught the factors that create ideal spa environment. For example:

- lighting
- heating
- ambience
- cleanliness.

Learners must be taught the legal, health and safety and ethical requirements and how these can impact on spa operators. For example:

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

Learners must be taught the range of professional spa organisations. For example:

- Habia
- Sparta.

Learning outcome 4: Know the career opportunities in the spa industry

Learners must be taught the job roles available in the spa industry. For example:

- | | |
|---------------------------------------|----------------------|
| • receptionist | • spa director |
| • hairdresser | • fitness instructor |
| • spa assistant | • life guard |
| • spa therapist | • sports masseur |
| • complementary/alternative therapist | • nutritionist |
| • spa treatment manager | • nurse |
| • spa operations manager | • doctor. |

Learners must be taught the training and qualifications associated with spa industry. For example:

- VRQs level 2 & 3
- NVQs Level 2, 3 & 4
- foundation degrees.

Learners must be taught the career links with other related industries. For example:

- health care sector
- GPs
- Hospices.

Learners must be taught where to access information on career information for the spa sector. For example:

- Habia
- careers offices.

Learning outcome 5: Be able to interpret information on job roles and career pathways within the spa and related industries

Learners must be taught how to analyse and evaluate information about European and International spa and factors and debates affecting their services. For example:

- difference in services
- quality of service
- client care
- cost.

Learners must be taught comparing and contrasting complementary services offered by the spa industry and present them in variety of formats. For example:

- charts eg bar, pie
- presentation.

Learners must be taught how to draw conclusions on the career potential in the spa industry.

Assessment

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

This unit requires knowledge and understanding and is therefore considered an appropriate unit for external testing.

This assignment will be an external assessment of a short answer question paper to assess the learning outcomes, content and assessment criteria that comprise the unit under the headings in the test specification shown below.

There should ideally be opportunities for the learners to apply the knowledge and understanding to practical situations during formative assessment.

Examination specification

Duration: 2 hours

Assessment Type: short answer

Number of marks: 90

Learning outcomes	Assessment criteria	Marks	Weighting
1 Understand the global spa industry	a explain the history and origins of UK and international spas	21	23.3%
	b explain the global nature of the spa industry		
	c compare the European and international spa industry		
	d analyse the various factors that have influenced the growth and popularity of the spa industry		
	e explain the links and interdependences between spas and related industries		
2 Understand the services, treatments and therapies offered by spas	a explain the purpose of the range of services, treatments and therapies offered by spas	21	23.3%
	b summarise the debates concerning the effectiveness of spa therapies		
	c categorise a range of complementary therapies and explain the importance of the therapeutic relationship		
	d compare key holistic and self-healing principles with complementary, alternative and orthodox medicine		
3 Know the legal, health and safety and professional requirements of running a spa environment	a describe the factors that create the ideal spa environment and ambience	12	13.3%
	b describe how legal, health and safety and ethical requirements impact on spa operations		
	c describe the role and influence of professional spa organisations		
4 Know the career opportunities in the spa industry	a identify the jobs available in the spa industry	12	13.3%
	b identify the training and qualifications associated with the spa industry		
	c describe the career links with other related industries		
	d know where to access career information for the spa industry		
5 Be able to interpret information on job roles and career pathways within the spa and related industries	a analyse and evaluate information about European and international spa industry drawing conclusions as to the factors and debates affecting their services	24	26.6%
	b compare and contrast complementary services offered by the spa industry and present information in a range of formats		
	c draw conclusions on the career potential within the spa industry		
Total		90	100%

Guidance for delivery

This unit deals with the concept and global nature of the spa industry and its development over the years, exploring how health, economy and lifestyle have an impact on the organisation and the treatments on offer. This unit also deals with the job roles and career pathways within the spa industry.

When delivering this unit teachers should use a wide range of techniques including lectures, discussion, practical demonstrations and question and answer techniques. Realistic work in a salon environment where learners can prescribe and carry out various spa treatments would be an advantage in order to able to develop their skills to industry standards.

As this area is very diverse it is important for learners to explore and experience new and existing spa treatments and alternative therapies. This can be enhanced by visits to trade shows, exhibitions, health farms, day spas and foreign spas. Guest speakers could be invited to talk about various ranges of spa facilities, products and treatments.

Opportunities to explore job roles and career pathways that exist in the spa industry will need to be directed by the teacher and the learner can be directed to the internet for further research.

Teachers could also engage learners with the opportunity for them to present information from their research to a suitable audience.

Opportunities for applied learning

Learners will derive great benefit from visits to various spa environments and the knowledge of guest speakers.

Essential Skills Wales

Level 3 Foundation Principal Learning in Hair and Beauty Studies (Wales) Unit 6: Exploring the world of spas (Wales)		
Essential Skills Wales: Communication		
Skill/s to be developed	Suggested context	Reference
Speaking and listening		C3.1
Understanding and responding to spoken language on a range of topics and in a range of contexts.	a Formal face-to-face discussions with at least two other people about the job roles available in the spa industry	C3.1.1
Speaking to communicate <ul style="list-style-type: none"> information feelings opinions questions complex instructions on a range of familiar and unfamiliar topics, using appropriate language and non-verbal communication, and in a range of contexts.	(this activity could be linked with the suggested context for Improve own Learning and Performance)	C3.1.2
a Taking part in formal discussions with two or more other people b Giving a talk/presentation of at least eight minutes.	b A talk/presentation about the history and origins of UK and international spas.	C3.1.3
Reading		C3.2
Reading, understanding and synthesising information from at least two documents about the same subject. Each document must be at least 1,000 words long. At least one must contain complex information or reasoning and at least one must contain an image.	Read at least two documents about the history and origins of the UK and international spas, in preparation for a talk/presentation and writing a document.	C3.2.1
Writing		C3.3
Writing two documents of different types, each one giving different information to different audiences about complex subjects in appropriate formats and using language that is appropriate to purpose and audience. One document must be at least 1,000 words long.	Write a set of notes/handout about the history and origins of the UK and international spas for the purpose of an aid to giving a presentation and providing information to an audience of peers.	C3.3.1

3

Essential Skills Wales: ICT		
Skill/s to be developed	Suggested context	Reference
Using ICT systems		ICT3.1
Analysing and accurately describing how to approach at least one complex activity that involves the use of ICT.	Use ICT to design and create a booklet about the range of services and treatments offered by spas.	ICT3.1.1
Using ICT independently to carry out the activity efficiently and effectively.		ICT3.1.2
Following safe, healthy and secure working practices at all times.		ICT3.1.3
Finding, selecting and exchanging information		ICT3.2
Planning how to find the ICT-based and non ICT-based information required.	Find, select and exchange ICT-based information and non ICT-based information to access the internet, electronic media, archives and libraries and/or emailing organisations to obtain the required information for their research and accessing suitable software applications and images as appropriate.	ICT3.2.1
Searching for, evaluating, selecting and getting, from a range of sources, relevant ICT-based and non ICT-based information.		ICT3.1.2
Entering, saving, communicating and exchanging ICT-based information to suit the purpose.		ICT3.1.3
Developing and presenting information		ICT3.3
Organising, developing, formatting and combining ICT-based and non ICT-based information from different sources to suit content and purpose, in the form of: a text b tables c images d numbers e records.	Develop and present ICT-based information for the purpose of providing information, in the form of text and/or tables and/or images and/or numbers and/or records for an audience of prospective customers.	ICT3.3.1
Presenting the final output effectively, using a consistent style and formats and layouts that are appropriate to purpose and audience, using ICT, and reviewing the work.		ICT3.3.2

Essential Skills Wales: Application of Number		
Skill/s to be developed	Suggested context	Reference
Understanding numerical data	Although there is no requirement to develop numeracy skills in this unit the suggested context will provide limited opportunities to practise some of the numeracy skills required at this level.	N3.1
Identifying, analysing and accurately describing at least one practical problem or task that involves a range of numerical data and information.	Identify, analyse and describe the task of evaluating information about the European and International spa industry, planning how to tackle it and collecting relevant data from a range of sources.	N3.1.1
Planning how to tackle it.		N3.1.2
Collecting relevant numerical data and information from a range of sources to meet the purpose of the task. Sources must include at least two of a table, a chart, a graph or a diagram, of which at least one must be complex, and a large data set.		N3.1.3
Carrying out calculations		N3.2
Choosing and using appropriate methods to get the results needed and justifying the methods used.	Choose and use appropriate methods and carrying out calculations to get the results needed in the task by using the relevant numerical data obtained from primary and secondary sources to compare data, using measures of average and range, and estimate mean, median and range of grouped data and to calculate using sums of money.	N3.2.1
Using the data and information obtained to carry out calculations relevant to the task to do with: a amounts or sizes b scales or proportion c handling statistics d using formulae.		N3.2.2
Interpreting results and presenting findings		N3.3
Selecting and justifying two different ways to present results, using charts or graphs, and tables or diagrams appropriate to audience.	Present and explain results about evaluating information about the European and International spa industry to an audience of practitioners in the sector in two different ways, explaining methods and how the findings meet the purpose of the task and are appropriate to the audience. Justify ways of presenting, methods and findings.	N3.3.1
Presenting and explaining methods and findings and justifying how they meet the purpose of the task and are appropriate to the audience.		N3.3.2

Key Skills: Working with Others

Learners must develop the skills needed to work in a group or team situation, checking their progress as they work. The emphasis must be on the individual learner's contribution to the work of the pair or group.

Skill/s to be developed	Suggested context	Reference
Planning work with others	<p>Work in a group or team to investigate complementary, alternative and orthodox medicines including the key holistic and self healing principles connected with them.</p> <p>Findings could be reported back to the whole group verbally or in writing. For example, verbal presentations to the whole group or a wall display.</p>	WO3.1
Agreeing realistic objectives for working together and what needs to be done to achieve them.		WO3.1.1
Sharing relevant information to help agree roles and responsibilities.		WO3.1.2
Agreeing suitable working arrangements with those involved.		WO3.1.3
Seeking to develop co-operation and checking progress towards agreed objectives		WO3.2
Organising and carrying out tasks efficiently to meet responsibilities.		WO3.2.1
Seeking effective ways to develop cooperation including ways to resolve any conflict.		WO3.2.2
Sharing accurate information on progress, agreeing changes where necessary to achieve objectives.		WO3.2.3
Reviewing work with others and agreeing ways of improving collaborative work in the future		WO3.3
Agreeing the extent to which work with others has been successful and the objectives have been met.		WO3.3.1
Identifying factors, including own role, in influencing the outcome.		WO3.3.2
Agreeing ways of improving own work with others in the future, including interpersonal skills.		WO3.3.3

Key Skills: Improving Own Learning and Performance

Learners must develop at least two different ways of learning to improve their performance. Their plan should include at least three targets.

Skill/s to be developed	Suggested context	Reference
Setting targets using information from appropriate people and planning how these will be met	This unit provides opportunities for learners to improve their own learning and performance by setting targets, identifying action points, planning, taking responsibility for their own learning, managing time effectively, reflecting on their progress, seeking feedback and reviewing their progress and looking for further ways to improve their performance.	LP3.1
Seeking information on ways to achieve targets, and identifying factors that might affect plans.		LP3.1.1
Using this information to set realistic targets and identify clear action points.		LP3.1.2
Planning how to manage time, using support, reviewing progress and overcoming possible difficulties.	The teaching style required needs to ensure learners set their own targets, choose different ways of learning and work independently.	LP3.1.3
Taking responsibility for own learning, using the plan to help meet targets and improve performance	For example, when learning about the job roles in the spa industry with particular reference to one the learner would like to pursue. Finding out about the training and qualifications required, career links with other related industries and where to access career information. (this activity could be linked with the suggested context for C3.1 a.)	LP3.2
Managing time effectively to meet deadlines, revising the plan as necessary.		LP3.2.1
Choosing ways of learning to improve performance, working at times independently and adapting approaches to meet new demands.		LP3.2.2
Reflecting on progress, seeking feedback and relevant support to help meet targets.		LP3.2.3
Reviewing progress and establishing evidence of achievements		LP3.3
Providing information on the ways learning has been used to meet new demands and on factors affecting the quality of the outcome.		LP3.3.1
Identifying targets met and gathering evidence of achievements.		LP3.3.2
Consulting appropriate people to agree ways to further improve performance.		LP3.3.3

Key Skills: Problem Solving

Learners must explore at least three different ways of tackling a problem and implement at least one way.

Skill/s to be developed	Suggested context	Reference
Exploring a problem and identifying different ways of tackling it	<p>This unit provides opportunities for learners to explore a problem, identify different ways of tackling it, plan and implement their chosen way of solving the problem, checking and reviewing progress.</p> <p>The teaching style required needs to ensure learners identify, analyse and describe their problem and know when it has been solved. They should work independently when planning but obtain confirmation to implement their plan. They should review their approaches to problem solving considering if different approaches would have been more effective.</p> <p>For example, when tackling the problem of how health and safety and ethical requirements can have an impact on spa operators.</p>	PS3.1
Identifying, analysing and accurately describing the problem, and agreeing with others how to know it has been solved.		PS3.1.1
Selecting and using a variety of methods to come up with different ways of tackling the problem.		PS3.1.2
Comparing the main features and risks of each approach, and justifying the method to be used.		PS3.1.3
Planning and implementing at least one way of solving the problem		PS3.2
Planning the chosen way of solving the problem and getting the go-ahead from an appropriate person.		PS3.2.1
Putting the plan into action, effectively using support and feedback from others to help tackle the problem.		PS3.2.2
Checking regularly progress towards solving the problem, revising the approach as necessary.		PS3.2.3
Checking if the problem has been solved and reviewing own approach to problem solving		PS3.3
Applying systematically methods agreed with an appropriate person, to check if the problem has been solved.	PS3.3.1	
Describing fully the results and drawing conclusions on how successful the learner was in solving the problem.	PS3.3.2	
Reviewing own approach to problem solving, including whether other approaches might have proved more effective.	PS3.3.3	

Suggested learning resources

Books

Crebbin-Bailey, J.; Harcup, J.; Harrington, J. (2004). *The Spa Book*. Published: Cengage Learning EMEA. ISBN: 978-1861529176.

Cressy, S. (2004). *The Beauty Therapy Fact File (4th ed.)*. Published: Heinemann. ISBN: 978-0435451424.

Gallant, A. (1978). *Body Treatments and Dietetics for the Beauty Therapist*. Published: Nelson Thornes. ISBN: 978-0859504010.

D'Angelo, J. (2006). *Spa Business Strategies*. Published: Delmar Learning. ISBN: 978-1401881641.

Franklin, F.; Woodhouse, B. (2000). *Beauty Therapy Practical Skills*. Published: Hodder & Stoughton. ISBN: 978-0340773024.

Journals and magazines

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

Websites

- British Spas www.britishspas.co.uk
- Professional Beauty www.professionalbeauty.co.uk
- The Spa Directory www.thespadirectory.com
- Habia www.habia.org.uk
- International Spa Association www.experienceispa.com/ISPA
- Beauty Guild www.beautyguild.com
- Beauty Jobs online www.beautyjobsonline.com

Level 3 Unit 7: Business planning and finance within the hair and beauty sector (Wales)

What is this unit about?

This unit has been designed to encourage learners to use and question whatever knowledge they have previously gained through exposure to business planning and finance. They will develop an understanding of business planning and finance in the context of the hair and beauty sector and build upon existing knowledge through a series of visits and research into the subject.

For many young people business planning and finance is an exciting and dynamic challenge and one that often attracts young entrepreneurs. Some learners will get their first taste of this stimulating topic and discover that it is a critical component of a successful business. For many young people, the idea of management of finances is inspiring and a necessary skill for broadening career prospects.

The learner will be given an opportunity to investigate the risks and opportunities of running a business and will acquire knowledge of the business planning process and the regulatory and legal requirements that need to be considered. The learner will be introduced to business accounting and finances as a lead-in to business strategy and planning in the context of the hair and beauty sector and learn how to access professional, legal and financial advice.

The learner will have the opportunity to explore the running of a business in the hair and beauty sector and the day-to-day business accounting and finance processes.

Learners will benefit from work-related, experiential learning throughout this unit as the majority of resources used will be drawn from or related to business processes in the context of the hair and beauty sector. The skills developed throughout this unit will assist the learner to relate the importance of business planning and finance to other occupational areas.

Guided learning hours

This unit has 60 GLH assigned to it, of which 2 hours will be spent on the external assessment which is taken under exam conditions.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the business planning process	a explain the basic principles and critical components of a business plan b describe the methods used when preparing a business plan c explain the external factors influencing a business plan
2 Understand factors impacting on the running of a business	a explain the risks and opportunities of self employment b describe how the legal status of a business affects financial accounting responsibilities c describe the key sources of finance and financial assistance for setting up or expanding a business d explain the relationship between financial management and accounting and the success of the business e outline how costing procedures and pricing strategies relate to profit f outline a range of corporate and personal taxes g describe the key nationally recognised business quality assurance systems and quality standards
3 Be able to produce and use business documents in the context of the hair and beauty sector	a operate a day to day bookkeeping and budgeting process b compile a business plan suitable for different purposes c interpret financial information

3

Scope of content

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

It is important that, through the Level 3 Principal in Hair and Beauty Studies, learners receive as broad an experience of the whole sector as possible. Teachers are urged to refer to, and use examples from, each of the six industries where appropriate and relevant. Details of these industries may be found on page 15 of the specification.

In order to achieve all the learning outcomes for this unit, learners will need to use and understand the relevant business planning and finance terminology. Learners will need to be conversant with the following terms:

- income
- expenses
- taxation
- finance
- revenue
- bookkeeping
- sole trader
- limited company
- partnership
- Public Limited Company
- accountant
- stock control
- ISO 2000
- investors in people
- bank
- building society
- stakeholders
- overheads.

Learning outcome 1: Understand the business planning process

Learners must be taught the basic principles of business planning and why they need to be considered. For example:

- overview of the business ideas and vision
- projection of income and expenditure
- risks and opportunities.

Learners must be taught the critical components of a business plan. For example:

- legal requirement
- financial requirements
- personnel requirements
- stakeholders' aims and objectives of the business
- business location
- potential market and the competition.

Learners must be taught the methods of preparing a business plan and the benefit of each method to the planning process. For example:

- research – eg questionnaires, surveys, face-to-face meetings, postal letter
- sources – eg internet, library, journals, companies' house, local business enterprise companies, bankers, financial advisors, surveyors, accountants, solicitor
- interpreting – eg read for meaning, grouping data, coding data
- presenting – eg graphical, textual, tabular, narrative
- evaluating – eg discussion, analyse quantitative data, review qualitative data.

Learners must be taught the external factors and how they impact on the business planning process. For example:

- planning permission
- health and safety
- employee requirements
- Inland Revenue – taxation
- Data Protection Act
- anti-discrimination
- employment law
- minimum wage legislation
- mandatory liability insurance
- consumer rights
- salon insurance
- local bye laws – license for ear
- piercing/epilation.

Learning outcome 2: Understand factors impacting on the running of a business

Learners must be taught the risks and opportunities of self employment.

Risk – eg risk of failure, often have to work long hours, may be little reward at first.

Opportunities – eg can be part-time whilst still working in another job, freedom to make your own decisions & work in your own way.

The learner must be taught about the legal status of the following businesses and how this affects financial accounting and taxation. For example:

- sole trader
- limited company
- partnership
- franchise
- public limited company.

Learners must be taught the sources of financial assistance for setting up a business and how to access them. For example:

- banks
- building societies
- friends/family and business partner/s.

Learners must be taught the basic principles of the financial management and accounting and how they relate to business success. For example:

- bookkeeping/accounts
- accountant
- stock control
- staff limits of authority
- budgeting
- cash flow forecasting and managing resources – stock, utilities, equipment, staff.

Learners must be taught costing procedures and pricing strategies and how to use each of the following. For example:

- profit levels in relation to personnel, retail, services, expenditure/overheads
- calculate break-even points
- pricing structures in relation to location, competence, industry, product ranges, special offers, discounts
- calculate costs of products and services, including and excluding VAT
- analyse costs of services
- pricing strategies: penetration pricing, customer value pricing, price discrimination, market skimming and competition-based pricing.

Learners must be taught the range of corporate and personal taxes that businesses are responsible for. Learners must be able to understand the associated documentation and know when these should be completed:

- income tax
- VAT
- corporation tax
- national insurance
- stakeholders' pensions
- PAYE.

Learners must be taught the key nationally recognised business quality assurance systems and quality standards. They should understand their role in enhancing business performance and their reputation in industry:

- ISO 2000
- Investors in People.

Learning outcome 3: Be able to produce and use business documents in the context of the hair and beauty sector

Learners must be taught how to operate day-to-day bookkeeping and budgeting systems to include the following processes:

- manual – sales ledger
- computerised – eg Sage, Quicken
- petty cash procedure
- preparing and adjusting balance sheets
- monitor and issue invoices and receipts
- interpret bank statements
- calculate and apply VAT
- perform simple calculations
- complete and validate discounts
- strategies to identify and deal with discrepancies
- cash-flow management
- profit levels.

Learners must be taught how to compile a business plan. The following is an example of the main stages of a business plan:

- market definition
- quantifying the market
- explanation of the market
- explaining existing business (if applicable)
- analysing existing customers (if applicable)
- explaining the products and services
- explain the routes into the market
- market research
- competitor analysis
- marketing plan.

Learners must be taught how to analyse and interpret a range of financial information to include:

- sources and rates of finance
- budgeting and cash-flow forecasting
- profit levels and pricing structures.

Assessment

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

This unit will be tested via a short answer paper under controlled conditions. Learners will be allowed 2 hours to complete the paper.

Examination specification

Duration: 2 hours

Assessment Type: A written paper

Number of marks: 90

Learning outcomes	Assessment criteria	Marks	Weighting
1 Understand the business planning process	a explain the basic principles and critical components of a business plan	20	22.2%
	b describe the methods used when preparing a business plan		
	c explain the external factors influencing a business plan		
2 Understand factors impacting on the running of a business	a explain the risks and opportunities of self employment	34	37.7%
	b describe how the legal status of a business affects financial accounting responsibilities		
	c know the key sources of finance and financial assistance for setting up or expanding a business		
	d explain the relationship between financial management and accounting and the success of the business		
	e outline how costing procedures and pricing strategies relate to profit		
	f explain a range of corporate and personal taxes		
	g describe the key nationally recognised business quality assurance systems and quality standards		
3 Be able to produce and use business documents in the context of the hair and beauty sector	a operate a day to day bookkeeping and budgeting process	36	40%
	b compile a business plan suitable for different purposes		
	c interpret financial information		
Total		90	100%

Guidance for delivery

This unit will allow the learner to explore some of the strategic and operational processes of running a business. Teachers should wherever possible provide learners with the opportunities for learning in a realistic learning environment. Learners should experience functional skills, knowledge and understanding to enable them to explore the principles, procedures, processes and legal requirements necessary to set-up or run a business in the hair and beauty sector.

Learners should be encouraged to use a variety of sources of information such as business starter packs from high street banks, Inland Revenue website and the Prince's Trust. Private, local organisations and local councils may be good sources of information. Visits to university/specialist libraries may broaden the learners' understanding of the range of business processes and procedures.

When delivering this unit teachers should use a wide range of teaching methodology such as group work, discussions, role play, individual project work, peer observations of presentations, use of computers or IT, using video or TV, case studies, word-storm or thought showering.

Learners will need to be given the opportunity to investigate the risks and opportunities of running their own business. Learners must be given sufficient information about evaluation methods that can be used to evaluate their findings and use the skills they have developed to formulate a business plan for starting a new business or expanding an existing one, Teachers must make learners aware of the regulatory and legal requirements that must be considered when planning new or expanding businesses.

Teachers will need to introduce learners to business accounting and finance as a lead-in to business strategy and planning in the context of the hair and beauty sector. Learners need to be informed of how to access professional, legal and finance advice and business taxes.

Opportunities for applied learning

It may be desirable for learners to explore the job role of a manager by shadowing within a hair or beauty environment. Access to guest speakers with the following specialisms may benefit the learners – quality assurance, accountancy, banking, law and salon management.

Business support packages provided by high street banks and building societies would provide the learners opportunities to practice on template type business plans. Talks given by professionals from within financial institutions would give the learners an in-sight into their supporting role within hair, beauty and related industry businesses.

The following examples of work experience may broaden the learners' career pathways

- an accounts office or accountancy company; large retail outlets; or national franchise companies/salons.

Essential Skills Wales

Level 3 Foundation Principal Learning in Hair and Beauty Studies (Wales) Unit 7: Business planning and finance within the hair and beauty sector (Wales)

Essential Skills Wales: Communication

Skill/s to be developed	Suggested context	Reference
Speaking and listening		C3.1
Understanding and responding to spoken language on a range of topics and in a range of contexts.	a Formal face-to-face discussions with at least two other people about how the external factors affect a business plan and the impact on the business planning process	C3.1.1
Speaking to communicate <ul style="list-style-type: none"> • information • feelings • opinions • questions • complex instructions on a range of familiar and unfamiliar topics, using appropriate language and non-verbal communication, and in a range of contexts.	b A talk/presentation about the sources of financial assistance available for setting up a business and how to access them.	C3.1.2
a Taking part in formal discussions with two or more other people b Giving a talk/presentation of at least eight minutes.		C3.1.3
Reading		C3.2
Reading, understanding and synthesising information from at least two documents about the same subject. Each document must be at least 1,000 words long. At least one must contain complex information or reasoning and at least one must contain an image.	Read at least two documents about the range of corporate and personal taxes that businesses are responsible for, in preparation for a writing a document.	C3.2.1
Writing		C3.3
Writing two documents of different types, each one giving different information to different audiences about complex subjects in appropriate formats and using language that is appropriate to purpose and audience. One document must be at least 1,000 words long.	Write a business plan suitable for different purposes to an audience of practitioners in the sector and personal use.	C3.3.1

Essential Skills Wales: ICT		
Skill/s to be developed	Suggested context	Reference
Using ICT systems		ICT3.1
Analysing and accurately describing how to approach at least one complex activity that involves the use of ICT.	Use ICT to complete a business plan.	ICT3.1.1
Using ICT independently to carry out the activity efficiently and effectively.		ICT3.1.2
Following safe, healthy and secure working practices at all times.		ICT3.1.3
Finding, selecting and exchanging information		ICT3.2
Planning how to find the ICT-based and non ICT-based information required.	Find, select and exchange ICT-based information and non ICT-based information to access the internet, electronic media, archives and libraries and/or emailing organisations to obtain the required information for their business plan and accessing suitable software applications and images as appropriate.	ICT3.2.1
Searching for, evaluating, selecting and getting, from a range of sources, relevant ICT-based and non ICT-based information.		ICT3.1.2
Entering, saving, communicating and exchanging ICT-based information to suit the purpose.		ICT3.1.3
Developing and presenting information		ICT3.3
Organising, developing, formatting and combining ICT-based and non ICT-based information from different sources to suit content and purpose, in the form of: a text b tables c images d numbers e records.	Develop and present ICT-based information for the purpose of completing a business plan, in the form of text and/or tables and/or images and/or numbers and/or records for an audience of specialists in the sector.	ICT3.3.1
Presenting the final output effectively, using a consistent style and formats and layouts that are appropriate to purpose and audience, using ICT, and reviewing the work.		ICT3.3.2

Essential Skills Wales: Application of Number		
Skill/s to be developed	Suggested context	Reference
Understanding numerical data		N3.1
Identifying, analysing and accurately describing at least one practical problem or task that involves a range of numerical data and information.	Identify, analyse and describe the task of preparing a business plan, planning how to tackle it and collecting relevant data from a range of sources.	N3.1.1
Planning how to tackle it.		N3.1.2
Collecting relevant numerical data and information from a range of sources to meet the purpose of the task. Sources must include at least two of a table, a chart, a graph or a diagram, of which at least one must be complex, and a large data set.		N3.1.3
Carrying out calculations		N3.2
Choosing and using appropriate methods to get the results needed and justifying the methods used.	Choose and use appropriate methods and carrying out calculations to get the results needed by using the relevant numerical data obtained from primary and secondary sources to compare, group and code data, budget and forecast cash flow and calculate VAT.	N3.2.1
Using the data and information obtained to carry out calculations relevant to the task to do with: a amounts or sizes b scales or proportion c handling statistics d using formulae.		N3.2.2
Interpreting results and presenting findings		N3.3
Selecting and justifying two different ways to present results, using charts or graphs, and tables or diagrams appropriate to audience.	Present and explain results about preparing a business plan to an audience of practitioners in the sector and personal use in two different ways, explaining methods and how the findings meet the purpose of the task and are appropriate to the audience. Justify ways of presenting, methods and findings.	N3.3.1
Presenting and explaining methods and findings and justifying how they meet the purpose of the task and are appropriate to the audience.		N3.3.2

Key Skills: Working with Others

Learners must develop the skills needed to work in a group or team situation, checking their progress as they work. The emphasis must be on the individual learner's contribution to the work of the pair or group.

Skill/s to be developed	Suggested context	Reference
Planning work with others	Work in a group or team to design and create a glossary of the relevant business planning and finance terminology.	WO3.1
Agreeing realistic objectives for working together and what needs to be done to achieve them.		WO3.1.1
Sharing relevant information to help agree roles and responsibilities.		WO3.1.2
Agreeing suitable working arrangements with those involved.		WO3.1.3
Seeking to develop co-operation and checking progress towards agreed objectives		WO3.2
Organising and carrying out tasks efficiently to meet responsibilities.		WO3.2.1
Seeking effective ways to develop cooperation including ways to resolve any conflict.		WO3.2.2
Sharing accurate information on progress, agreeing changes where necessary to achieve objectives.		WO3.2.3
Reviewing work with others and agreeing ways of improving collaborative work in the future		WO3.3
Agreeing the extent to which work with others has been successful and the objectives have been met.		WO3.3.1
Identifying factors, including own role, in influencing the outcome.		WO3.3.2
Agreeing ways of improving own work with others in the future, including interpersonal skills.		WO3.3.3

Key Skills: Improving Own Learning and Performance

Learners must develop at least two different ways of learning to improve their performance. Their plan should include at least three targets.

Skill/s to be developed	Suggested context	Reference
Setting targets using information from appropriate people and planning how these will be met	This unit provides opportunities for learners to improve their own learning and performance by setting targets, identifying action points, planning, taking responsibility for their own learning, managing time effectively, reflecting on their progress, seeking feedback and reviewing their progress and looking for further ways to improve their performance.	LP3.1
Seeking information on ways to achieve targets, and identifying factors that might affect plans.		LP3.1.1
Using this information to set realistic targets and identify clear action points.		LP3.1.2
Planning how to manage time, using support, reviewing progress and overcoming possible difficulties.	The teaching style required needs to ensure learners set their own targets, choose different ways of learning and work independently.	LP3.1.3
Taking responsibility for own learning, using the plan to help meet targets and improve performance	For example, when learning about the main stages of completing a business plan. (this activity could be linked with the suggested context for C3.3 and ICT.)	LP3.2
Managing time effectively to meet deadlines, revising the plan as necessary.		LP3.2.1
Choosing ways of learning to improve performance, working at times independently and adapting approaches to meet new demands.		LP3.2.2
Reflecting on progress, seeking feedback and relevant support to help meet targets.		LP3.2.3
Reviewing progress and establishing evidence of achievements		LP3.3
Providing information on the ways learning has been used to meet new demands and on factors affecting the quality of the outcome.		LP3.3.1
Identifying targets met and gathering evidence of achievements.		LP3.3.2
Consulting appropriate people to agree ways to further improve performance.		LP3.3.3

Key Skills: Problem Solving

Learners must explore at least three different ways of tackling a problem and implement at least one way.

Skill/s to be developed	Suggested context	Reference
Exploring a problem and identifying different ways of tackling it	<p>This unit provides opportunities for learners to explore a problem, identify different ways of tackling it, plan and implement their chosen way of solving the problem, checking and reviewing progress.</p> <p>The teaching style required needs to ensure learners identify, analyse and describe their problem and know when it has been solved. They should work independently when planning but obtain confirmation to implement their plan. They should review their approaches to problem solving considering if different approaches would have been more effective.</p> <p>For example, when tackling the problem about the risks of running a business associated with self-employment.</p>	PS3.1
Identifying, analysing and accurately describing the problem, and agreeing with others how to know it has been solved.		PS3.1.1
Selecting and using a variety of methods to come up with different ways of tackling the problem.		PS3.1.2
Comparing the main features and risks of each approach, and justifying the method to be used.		PS3.1.3
Planning and implementing at least one way of solving the problem		PS3.2
Planning the chosen way of solving the problem and getting the go-ahead from an appropriate person.		PS3.2.1
Putting the plan into action, effectively using support and feedback from others to help tackle the problem.		PS3.2.2
Checking regularly progress towards solving the problem, revising the approach as necessary.		PS3.2.3
Checking if the problem has been solved and reviewing own approach to problem solving		PS3.3
Applying systematically methods agreed with an appropriate person, to check if the problem has been solved.		PS3.3.1
Describing fully the results and drawing conclusions on how successful the learner was in solving the problem.	PS3.3.2	
Reviewing own approach to problem solving, including whether other approaches might have proved more effective.	PS3.3.3	

Suggested learning resources

Books

Le Marinel, A. (2004). *Start and Run Your Own Business*. Published: How to Book Ltd. ISBN: 978-1857039887.

Cartwright, J.; Ward, D. (2004). *Health and Beauty*. Published: Nelson Thornes. ISBN: 978-0748790357.

Crebbin-Bailey, J.; Harcup, J.; Harrington, J. (2004). *The Spa Book*. Published: Cengage Learning EMEA. ISBN: 978-1861529176.

Cressy, S. (2003). *Business Management for Hairdressers and Therapists*. Published: Heinemann. ISBN: 978-043546412.

Cressy, S. (2004). *The Beauty Therapy Fact File (4th ed.)*. Published: Heinemann. ISBN: 978-0435451424.

D'Angelo, J. (2006). *Spa Business Strategies*. Published: Delmar Learning. ISBN: 978-1401881641.

Green, M. (2004). *Salon Management*. Published: Cengage Learning EMEA. ISBN: 978-1861526601.

Connor, J.; Hiscock, J.; Stoddart, E. (2004). *Beauty Therapy Level 3*. Published Heinemann. ISBN: 978-0435456405.

Mernagh-Ward, D.; Cartwright, J. (1997). *Good Practice in Salon Management*. Published: Nelson Thornes. ISBN: 978-9748728879.

Milady (2008). *Salon and Spa Management Tools (2nd ed.)*. Published: Cengage Learning EMEA. ISBN: 978-1428353176.

Journals and magazines

- British Journal of Management
- Health & Beauty Salon
- International Therapist
- Professional Spa
- Professional Beauty

Websites

- British Spas www.britishspas.co.uk
- Professional beauty www.professionalbeauty.co.uk
- The Spa Directory www.thespadirectory.com
- Habia www.habia.org.uk
- International Spa Association www.experienceispa.com/ISPA
- Beauty Guild www.beautyguild.com
- Beauty Jobs online www.beautyjobsonline.com

Level 3 Unit 8: Cosmetic science (Wales)

What is this unit about?

This unit will expose the learner to the exciting and diverse world of cosmetic science, within the hair, beauty and related industries, far beyond that of the consumer, by introducing them to the key scientific principles and concepts of cosmetic chemistry.

This topic will engage the learners' interest through the investigation of ingredient properties, origins of raw materials, chemical and molecular structures, the controversial testing and trialling of products and the potential harmful effects of ingredients used historically in cosmetics throughout the hair and beauty sector.

Learners will analyse, compare and evaluate the effectiveness of cosmetic products and their chemical reactions and concepts. Consideration will be given to the historical perspectives on the use of cosmetic ingredients and the definition of the term 'cosmetics' as provided by EU directives. The knowledge acquired will enable the learners to recognise critical legal and EU requirements applicable to the development and sale of cosmetic products used in the hair and beauty sector.

The unit will allow learners to strengthen their skills in research and evaluation, and develop experiential learning skills through making simple hair, beauty and nail products.

Learners will be able to demonstrate their knowledge and understanding through practical application activities that involve; identifying ingredients for use, production of products, evidence of trialling and their ability to devise suitable written product descriptors and instructions. These activities will develop the learners' skills of merchandising and retailing, supporting any future career pathway progression.

Through this experience and knowledge acquired, the learner will investigate the links between cosmetic science and other related fields, the role and influence of professional organisations, gaining a clear perspective on the career pathways available within the field of cosmetic science.

Guided learning hours

This unit has 60 GLH assigned to it, of which approximately 12 hours will also be needed for internal assessment. Details of the controls needed for the assessment are on pages 143–150 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Know the role of the cosmetic science industry	<ul style="list-style-type: none"> a describe the role and influence of professional organisations in the field of cosmetic science b identify links between cosmetic science and related fields c identify career pathways in cosmetic science and links between related fields
2 Know the scientific principles of the cosmetic science industry	<ul style="list-style-type: none"> a define the key scientific principles and concepts of cosmetic chemistry b describe the types and origins of raw materials used in hair, beauty and nail products c describe the types and origins of ingredients used in cosmetic products d describe basic chemical and molecular structures and properties of ingredients used in cosmetic products
3 Understand the issues surrounding the production of new products	<ul style="list-style-type: none"> a summarise the different approaches to human safety testing and trialling of new products b justify the reasons for the restriction or removal of certain cosmetic ingredients c explain the legal and EU requirements for the sale of cosmetics
4 Be able to compare and evaluate cosmetic products, chemical reactions and concepts	<ul style="list-style-type: none"> a compare and evaluate the effectiveness and features of a range of cosmetic products over time b investigate chemical reactions and concepts linked to cosmetic products c record data in an appropriate format d carry out a detailed analysis and evaluation on the recorded data e present findings in a relevant way for the audience
5 Be able to safely create simple cosmetic products	<ul style="list-style-type: none"> a create simple hair, beauty and nail products b devise suitable written descriptors and instructions for use on cosmetic product packaging

Scope of content

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

It is important that, through the Level 3 Principal Learning in Hair and Beauty Studies, learners receive as broad an experience of the whole sector as possible. Teachers are urged to refer to, and use examples from, each of the six industries where appropriate and relevant. Details of these industries may be found on page 15 of the specification.

Learning outcome 1: Know the role of the cosmetic science industry

Learners must be taught the role and influence of professional organisations in the field of cosmetic science. For example, the International Federation of Societies of Cosmetic Chemists (IFSCC).

Learners must be taught the links between cosmetic science and related fields. For example:

- cosmetic laboratories
- product houses
- dermatology clinics.

Learners must be taught the career pathways available in cosmetic science and make links between related fields. For example:

- trichology
- dermatology.

Learning outcome 2: Know the scientific principles of the cosmetic science industry

Learners must be taught the key scientific principles and concepts of cosmetic chemistry. For example:

- redox reactions (oxidation and reduction)
- action of bleach
- pH
- effects of evaporation
- effects of humectants.

Learners must be taught the types and origins of raw materials (organic and inorganic) used in hair, beauty and nail products. For example:

- plant extracts
- mineral extracts
- petroleum derivatives.

Learners must be taught the types and origins of ingredients used in hair, beauty and nail products. For example:

- colour pigments (pheomelanin, eumelanin, trichosiderin)
- natural and synthetic
- dyes and perfumes used in hair
- beauty and nail products.

Learners must be taught the basic chemical and molecular structures, and their properties. For example:

- atoms
- molecules
- ions
- protons
- electrons
- positive and negative charges
- compounds eg acetone, ethanol, isopropyl alcohol, benzyl benzoate
- mixtures eg solvents, emulsions, suspensions and gel.

Learning outcome 3: Understand the issues surrounding the production of new products

Learners must be taught the effects and issues surrounding the manufacture of new products including:

- chemical and molecular structures and properties of ingredients
- key scientific principles and concepts
- types and origins of raw materials and ingredients
- approaches to human safety testing/trialling
- potential harmful effects of ingredients, restriction/removal from use
- legal and EU requirements.

Learners will need to be taught the controversial topic of testing and trialling products in relation to all six industries and the different approaches to human safety testing and trialling.

Learners must be taught the potential harmful effects of cosmetic ingredients, justifying the reasons for restriction/removal of use in current times and the historical perceptive on the use of such ingredients. For example:

- potential harmful ingredients eg – preservatives (parabens), lanolin, talc, aluminium salts, bovine extracts, carcinogenic, mutagenic, repro-toxic substances
- ingredients no longer used eg – mercury, white lead (lead carbonate), arsenic in lipstick, dibutyl phthalate plasticisers (DBP) in nail varnish
- sustainability, economic and ethical issues eg – fish scales, whale and other derivatives.

Learners must be taught the definition of the term 'cosmetics' provided by EU directives and the critical legal and EU requirements applicable to the development and sale of cosmetic products used in the hair and beauty sector. For example, hazard warning symbols on labels.

Learning outcome 4: Be able to compare and evaluate cosmetic products, chemical reactions and concepts

Learners must be taught how to compare and evaluate cosmetic products over a period of time. For example identifying:

- consistency
- colour
- perfume
- appearance
- how to test pH.

Learners must be taught how to carry out an investigation and collect data on chemical reactions and concepts of cosmetic chemistry for the chosen products. For example:

- redox reactions (oxidation and reduction)
- action of bleach
- pH
- effects of evaporation
- effects of humectants.

Learners must be taught how to record data in an appropriate format. For example:

- table
- graph
- ethnographic text.

Learners must be taught how to carry out a detailed analysis of the data that is collected and evaluate their findings of products that are marked as similar in action. For example:

- self tanning products
- blemish creams
- claimed beneficial effects
- pH
- price
- value for money.

Learners must be taught how to present findings suitable for different audiences. For example

- peers
- hair and beauty professionals
- science clubs.

Learning outcome 5: Be able to safely create simple cosmetic products

Learners must be taught how to create simple hair, beauty and nail products. For example:

- moisturiser
- shampoo
- hand cream
- lip balm
- massage oils.

Learners must be taught how to devise suitable written descriptors and instructions for use on cosmetic product packaging. For example

- listing product ingredients, their quantity or volume
- contact details
- date of manufacture
- indications for use.

Assessment

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

This assessment will allow the learner to produce and test a cosmetic product.

The assessment of this unit could be undertaken in conjunction with:

Level 3 Unit 3: Product research, design and development within the hair and beauty sector

Task	Form(s) of evidence	LO mapping
Investigation of the effects and issues surrounding the manufacture of new products	The following must be provided: <ul style="list-style-type: none">an analytical report of data and findings	LO1, 2 and 3
Production of a cosmetic product with associated product information	The following must be provided: <ul style="list-style-type: none">work record or report of planning, production and product evaluationbrief report of reflective review of lessons learned	LO2, 3 and 5
Comparative product test and trails for cosmetic products	The following must be provided: <ul style="list-style-type: none">presentation in any medium of detailed analysis and findingsrecord or witness testimony from review with tutor	LO2 and 4

Duration

The assignment will take approximately 12 of the 90 guided learning hours available for this unit.

Sector-relevant purpose

The learner must design a marketing strategy and launch a campaign for a hair and beauty product/service.

Demand

The analytical report of the investigations must focus on cosmetic science related to one or more of the six industries within the hair and beauty sector.

The report on reflective review must contain a maximum of 300 words.

Product test and trials must be on two similar cosmetic products, suitable for a specific audience and purpose, one being the product produced by the learner and the other a professional product of similar type.

Product tests and trials must be conducted over a period of weeks, up to a maximum of 6 weeks, to test their effectiveness and benefits.

Task taking

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 146–148 of the specification.

Weighting of learning outcomes

Learning outcomes	Marks	Weighting
1 Know the role of the cosmetic science industry	15	16.6%
2 Know the scientific principles of the cosmetic industry	15	16.6%
3 Understand the issues surrounding the production of new products	15	16.6%
4 Be able to compare and evaluate cosmetic products, chemical reactions and concepts	30	33.3%
5 Be able to safely create simple cosmetic products	15	16.6%
Total	90	100%

Assessment grid

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 5 marks	6 to 10 marks	11 to 15 marks
1 Know the role of the cosmetic science industry	<p>Given limited details when describing the role and influence of professional organisations in the field of cosmetic science.</p> <p>Given limited links between cosmetic science and related fields.</p> <p>Given limited details of career pathways in cosmetic science and links between related fields.</p>	<p>Given clear details when describing the role and influence of professional organisations in the field of cosmetic science.</p> <p>Given clear links between cosmetic science and related fields.</p> <p>Given clear details of career pathways in cosmetic science and links between related fields.</p>	<p>Given comprehensive details when describing the role and influence of professional organisations in the field of cosmetic science.</p> <p>Given comprehensive links between cosmetic science and related fields.</p> <p>Given comprehensive details of career pathways in cosmetic science and links between related fields.</p>
	0 to 5 marks	6 to 10 marks	11 to 15 marks
2 Know the scientific principles of the cosmetic science industry	<p>Shown limited knowledge of key scientific principles and concepts of cosmetic chemistry.</p> <p>Given limited details of the types and origins of raw materials used in hair, beauty and nail products.</p> <p>Given limited details of the types and origins of ingredients used in cosmetic products.</p> <p>Shown limited knowledge of chemical and molecular structures and properties of ingredients used in cosmetic products.</p>	<p>Shown clear knowledge of key scientific principles and concepts of cosmetic chemistry.</p> <p>Given clear details of the types and origins of raw materials used in hair, beauty and nail products.</p> <p>Given clear details of the types and origins of ingredients used in cosmetic products.</p> <p>Shown clear knowledge of chemical and molecular structures and properties of ingredients used in cosmetic products.</p>	<p>Shown extensive knowledge of key scientific principles and concepts of cosmetic chemistry.</p> <p>Given comprehensive details of the types and origins of raw materials used in hair, beauty and nail products.</p> <p>Given comprehensive details of the types and origins of ingredients used in cosmetic products.</p> <p>Shown an extensive knowledge of chemical and molecular structures and properties of ingredients used in cosmetic products.</p>
	0 to 5 marks	6 to 10 marks	11 to 15 marks
3 Understand the issues surrounding the production of new products	<p>Given a limited summary of the different approaches to human safety testing and trialling of new products.</p> <p>Briefly justified the reasons for the restriction or removal of certain cosmetic ingredients.</p> <p>Explained briefly the legal and EU requirements for the sale of cosmetics.</p>	<p>Given a clear summary of the different approaches to human safety testing and trialling of new products.</p> <p>Clearly justified the reasons for the restriction or removal of certain cosmetic ingredients.</p> <p>Explained clearly the legal and EU requirements for the sale of cosmetics.</p>	<p>Given a comprehensive summary of the different approaches to human safety testing and trialling of new products.</p> <p>Comprehensively justified the reasons for the restriction or removal of certain cosmetic ingredients.</p> <p>Explained comprehensively the legal and EU requirements for the sale of cosmetics.</p>

Assessment grid (continued)

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 10 marks	11 to 19 marks	20 to 30 marks
4 Be able to compare and evaluate cosmetic products, chemical reactions and concepts	<p>Demonstrated a limited ability to compare and evaluate the effectiveness and features of a range of cosmetic products over time.</p> <p>Carried out a limited investigation into chemical reactions and concepts linked to cosmetic products.</p> <p>Demonstrated a limited ability to record data in an appropriate format.</p> <p>Demonstrated a limited ability to carry out a detailed analysis and evaluation on recorded data.</p> <p>Demonstrated a limited ability to present findings in a relevant way for the audience.</p>	<p>Demonstrated an acceptable ability to compare and evaluate the effectiveness and features of a range of cosmetic products over time.</p> <p>Carried out a clear investigation into chemical reactions and concepts linked to cosmetic products.</p> <p>Demonstrated a clear ability to record data in an appropriate format.</p> <p>Demonstrated a clear ability to carry out a detailed analysis and evaluation on recorded data.</p> <p>Demonstrated a clear ability to present findings in a relevant way for the audience.</p>	<p>Demonstrated an extensive ability to compare and evaluate the effectiveness and features of a range of cosmetic products over time.</p> <p>Carried out a broad investigation into chemical reactions and concepts linked to cosmetic products.</p> <p>Demonstrated a comprehensive ability to record data in an appropriate format.</p> <p>Demonstrated a comprehensive ability to carry out a detailed analysis and evaluation on recorded data.</p> <p>Demonstrated a comprehensive ability to present findings in a relevant way for the audience.</p>
	0 to 5 marks	6 to 10 marks	11 to 15 marks
5 Be able to safely create simple cosmetic products	<p>Demonstrated a limited ability to create simple hair, beauty and nail products.</p> <p>Devised limited written descriptors and instructions for use on cosmetic product packaging.</p>	<p>Demonstrated a clear ability to create simple hair, beauty and nail products.</p> <p>Devised clear, suitable written descriptors and instructions for use on cosmetic product packaging.</p>	<p>Demonstrated a comprehensive ability to create simple hair, beauty and nail products.</p> <p>Devised comprehensive, suitable written descriptors and instructions for use on cosmetic product packaging.</p>

Guidance for delivery

This is an active unit that will expose the learner, through experimental learning, to cosmetic science within the hair and beauty sector. It is essential that teachers provide opportunities for learning in a realistic learning environment and that the learners have access to a science laboratory to enable the internal assessment brief to be met. Knowledge of cosmetic science is required for all six industries of the hair and beauty sector.

The purpose of this unit is to introduce the learner to the key scientific principles and concepts of cosmetic chemistry and its application in the hair and beauty sector. The learner must be given the knowledge and understanding required to enable them to apply their knowledge by making simple hair, beauty or nail products.

Teachers should familiarise learners with the basic chemical and molecular structure and properties of ingredients used in hair, beauty and nail products and give sufficient information on the key scientific principles and concepts of cosmetic chemistry.

The teacher will support the learners' investigation into the types and origins of raw materials used in cosmetic products and facilitate discussion on the different approaches to human safety testing and trialling of new products. Learners must be given an understanding of the potential harmful effects of a range of cosmetic ingredients; why certain ingredients have restricted use and/or been removed from current day use and the historical perspectives on the use of cosmetic ingredients.

Learners must be informed of the critical legal and EU requirements applicable to the development and sale of cosmetic products, the definitions of the term 'cosmetics' provided by EU directives and the need to check for any updates as these directives are continually under review.

Teachers must provide opportunities for the learners to use the types of equipment, recipes, ingredients and formulae required to make simple hair, beauty and nail products, ensuring they know how to use them, including any health and safety regulations that need to be followed. As part of this practical application the learners should be made aware of how to record ingredients, devise product descriptors and instructions for use.

Teachers must explain to the learners how to compare and evaluate a range of cosmetic product features and their effectiveness over a period of time. Learners will investigate and identify the effects of a range of chemical reactions and concepts linked to cosmetic products and record results accurately.

The links between cosmetic science and related fields need to be emphasised by the teacher, along with the career pathways within the field of cosmetic science. The teacher will highlight the role and influence of professional organisations and the career pathways available in cosmetic science.

Learners should be encouraged to develop their analysis and presentation skills in preparation for their presentation on cosmetic science-related information and data that will be suitable for different audiences and for different purposes.

When delivering this unit teachers should use a wide range of teaching and learning techniques including: demonstration, group work, discussion and interactive materials. Active participation is one of the most appropriate methods of learning and the learners must have access to professional products, tools, equipment and materials that meet with the industry requirements. It is recommended that a teacher with knowledge of hair and beauty cosmetic science will teach this unit.

Schemes of work should reflect coherence to the Learning outcomes and assessment criteria. Inclusivity will be supported through a variety of tasks within each lesson to encompass differentiation. Teachers should integrate any terminology throughout the delivery of the unit in order to develop learners' understanding of and ability to use terminology in the context of the hair and beauty sector.

Opportunities for applied learning

Learners will need to have access to a science laboratory to be able to carry out a series of experiments for product development. Teachers will need to set up demonstrations to show the learners how simple cosmetic products can be formulated and the ethos behind devising suitable descriptors and instructions for consumer information and use. This applied learning should support the learning required to complete the assignment structure. Contact with experienced sector practitioners will help the learners to understand the key scientific principles and concepts of cosmetic chemistry. In researching the related fields and career pathways linked to cosmetic science, it is recommended that the learners are given the opportunity to visit cosmetic laboratories, product houses, a dermatology clinic and have guest speakers from different career options to give a realistic view of the industry.

Essential Skills Wales

Level 3 Foundation Principal Learning in Hair and Beauty Studies (Wales) Unit 8: Cosmetic science (Wales)

Essential Skills Wales: Communication

Skill/s to be developed	Suggested context	Reference
Speaking and listening		C3.1
Understanding and responding to spoken language on a range of topics and in a range of contexts.	a Formal face-to-face discussions with at least two other people about the types and origins of ingredients used in hair, beauty and nail products	C3.1.1
Speaking to communicate <ul style="list-style-type: none"> • information • feelings • opinions • questions • complex instructions on a range of familiar and unfamiliar topics, using appropriate language and non-verbal communication, and in a range of contexts.	b A talk/presentation about how to create simple hair, beauty and nail products. (this activity could be linked with the suggested context for Improve own Learning and Performance.)	C3.1.2
a Taking part in formal discussions with two or more other people b Giving a talk/presentation of at least eight minutes.		C3.1.3
Reading		C3.2
Reading, understanding and synthesising information from at least two documents about the same subject. Each document must be at least 1,000 words long. At least one must contain complex information or reasoning and at least one must contain an image.	Read at least two documents about the effects and issues surrounding the manufacture of new products, in preparation for a writing a document.	C3.2.1
Writing		C3.3
Writing two documents of different types, each one giving different information to different audiences about complex subjects in appropriate formats and using language that is appropriate to purpose and audience. One document must be at least 1,000 words long.	Write an analytical report about the effects and issues surrounding the manufacture of new products for the purpose of providing information and personal reference to an audience of practitioners in the sector.	C3.3.1

Essential Skills Wales: ICT		
Skill/s to be developed	Suggested context	Reference
Using ICT systems		ICT3.1
Analysing and accurately describing how to approach at least one complex activity that involves the use of ICT.	Use ICT to design and create descriptions and instructions for use on cosmetic product packaging.	ICT3.1.1
Using ICT independently to carry out the activity efficiently and effectively.	(this activity could be linked with the suggested context for Improve own Learning and Performance.)	ICT3.1.2
Following safe, healthy and secure working practices at all times.		ICT3.1.3
Finding, selecting and exchanging information		ICT3.2
Planning how to find the ICT-based and non ICT-based information required.	Find, select and exchange ICT-based information and non ICT-based information to access the internet, electronic media, archives and libraries and/or emailing organisations to obtain the required information for their descriptions and instructions and accessing suitable software applications and images as appropriate.	ICT3.2.1
Searching for, evaluating, selecting and getting, from a range of sources, relevant ICT-based and non ICT-based information.		ICT3.1.2
Entering, saving, communicating and exchanging ICT-based information to suit the purpose.		ICT3.1.3
Developing and presenting information		ICT3.3
Organising, developing, formatting and combining ICT-based and non ICT-based information from different sources to suit content and purpose, in the form of: a text b tables c images d numbers e records.	Develop and present ICT-based information for the purpose of providing descriptions and instructions, in the form of text and/or tables and/or images and/or numbers and/or records for an audience of customers in the hair and beauty sector.	ICT3.3.1
Presenting the final output effectively, using a consistent style and formats and layouts that are appropriate to purpose and audience, using ICT, and reviewing the work.		ICT3.3.2

Essential Skills Wales: Application of Number		
Skill/s to be developed	Suggested context	Reference
Understanding numerical data		N3.1
Identifying, analysing and accurately describing at least one practical problem or task that involves a range of numerical data and information.	Identify, analyse and describe the problem of carrying out an investigation on chemical reactions and concepts of cosmetic chemistry for chosen products, planning how to tackle it and collecting relevant data from a range of sources.	N3.1.1
Planning how to tackle it.		N3.1.2
Collecting relevant numerical data and information from a range of sources to meet the purpose of the task. Sources must include at least two of a table, a chart, a graph or a diagram, of which at least one must be complex, and a large data set.		N3.1.3
Carrying out calculations		N3.2
Choosing and using appropriate methods to get the results needed and justifying the methods used.	Choose and use appropriate methods and carrying out calculations to get the results needed by using the relevant numerical data obtained from reliable sources to compare distributions, using measures of average and range, and estimate mean, median and range of grouped data and rearrange and use formulae, equations and expressions.	N3.2.1
Using the data and information obtained to carry out calculations relevant to the task to do with: a amounts or sizes b scales or proportion c handling statistics d using formulae.		N3.2.2
Interpreting results and presenting findings		N3.3
Selecting and justifying two different ways to present results, using charts or graphs, and tables or diagrams appropriate to audience.	Present and explain results about the investigation on chemical reactions and concepts of cosmetic chemistry for chosen products to an audience of practitioners in the sector in two different ways, explaining methods and how the findings meet the purpose of the problem and are appropriate to the audience. Justify ways of presenting, methods and findings.	N3.3.1
Presenting and explaining methods and findings and justifying how they meet the purpose of the task and are appropriate to the audience.		N3.3.2

Key Skills: Working with Others

Learners must develop the skills needed to work in a group or team situation, checking their progress as they work. The emphasis must be on the individual learner's contribution to the work of the pair or group.

Skill/s to be developed	Suggested context	Reference
Planning work with others	Work in a group or team to evaluate a range of cosmetic product features and their effectiveness over a period of time.	WO3.1
Agreeing realistic objectives for working together and what needs to be done to achieve them.		WO3.1.1
Sharing relevant information to help agree roles and responsibilities.		WO3.1.2
Agreeing suitable working arrangements with those involved.		WO3.1.3
Seeking to develop co-operation and checking progress towards agreed objectives		WO3.2
Organising and carrying out tasks efficiently to meet responsibilities.		WO3.2.1
Seeking effective ways to develop cooperation including ways to resolve any conflict.		WO3.2.2
Sharing accurate information on progress, agreeing changes where necessary to achieve objectives.		WO3.2.3
Reviewing work with others and agreeing ways of improving collaborative work in the future		WO3.3
Agreeing the extent to which work with others has been successful and the objectives have been met.		WO3.3.1
Identifying factors, including own role, in influencing the outcome.		WO3.3.2
Agreeing ways of improving own work with others in the future, including interpersonal skills.		WO3.3.3

Key Skills: Improving Own Learning and Performance

Learners must develop at least two different ways of learning to improve their performance. Their plan should include at least three targets.

Skill/s to be developed	Suggested context	Reference
Setting targets using information from appropriate people and planning how these will be met	<p>This unit provides opportunities for learners to improve their own learning and performance by setting targets, identifying action points, planning, taking responsibility for their own learning, managing time effectively, reflecting on their progress, seeking feedback and reviewing their progress and looking for further ways to improve their performance.</p> <p>The teaching style required needs to ensure learners set their own targets, choose different ways of learning and work independently.</p>	LP3.1
Seeking information on ways to achieve targets, and identifying factors that might affect plans.		LP3.1.1
Using this information to set realistic targets and identify clear action points.		LP3.1.2
Planning how to manage time, using support, reviewing progress and overcoming possible difficulties.		LP3.1.3
Taking responsibility for own learning, using the plan to help meet targets and improve performance	<p>For example, when learning how to create simple hair, beauty and nail products and devise suitable written descriptions and instructions for use on cosmetic product packaging.</p> <p>For example:</p> <ul style="list-style-type: none"> • moisturiser • shampoo • hand cream • lip balm • massage oils. <p>(this activity could be linked with the suggested context for ICT and C3.1b.)</p>	LP3.2
Managing time effectively to meet deadlines, revising the plan as necessary.		LP3.2.1
Choosing ways of learning to improve performance, working at times independently and adapting approaches to meet new demands.		LP3.2.2
Reflecting on progress, seeking feedback and relevant support to help meet targets.		LP3.2.3
Reviewing progress and establishing evidence of achievements		LP3.3
Providing information on the ways learning has been used to meet new demands and on factors affecting the quality of the outcome.		LP3.3.1
Identifying targets met and gathering evidence of achievements.	LP3.3.2	
Consulting appropriate people to agree ways to further improve performance.	LP3.3.3	

Key Skills: Problem Solving

Learners must explore at least three different ways of tackling a problem and implement at least one way.

Skill/s to be developed	Suggested context	Reference
Exploring a problem and identifying different ways of tackling it	<p>This unit provides opportunities for learners to explore a problem, identify different ways of tackling it, plan and implement their chosen way of solving the problem, checking and reviewing progress.</p> <p>The teaching style required needs to ensure learners identify, analyse and describe their problem and know when it has been solved. They should work independently when planning but obtain confirmation to implement their plan. They should review their approaches to problem solving considering if different approaches would have been more effective.</p> <p>For example, when tackling the problem how to deal with a client who has had a potential harmful effect from a cosmetic ingredient. (Case studies could be used for this activity or a current media story.)</p>	PS3.1
Identifying, analysing and accurately describing the problem, and agreeing with others how to know it has been solved.		PS3.1.1
Selecting and using a variety of methods to come up with different ways of tackling the problem.		PS3.1.2
Comparing the main features and risks of each approach, and justifying the method to be used.		PS3.1.3
Planning and implementing at least one way of solving the problem		PS3.2
Planning the chosen way of solving the problem and getting the go-ahead from an appropriate person.		PS3.2.1
Putting the plan into action, effectively using support and feedback from others to help tackle the problem.		PS3.2.2
Checking regularly progress towards solving the problem, revising the approach as necessary.		PS3.2.3
Checking if the problem has been solved and reviewing own approach to problem solving		PS3.3
Applying systematically methods agreed with an appropriate person, to check if the problem has been solved.		PS3.3.1
Describing fully the results and drawing conclusions on how successful the learner was in solving the problem.	PS3.3.2	
Reviewing own approach to problem solving, including whether other approaches might have proved more effective.	PS3.3.3	

Suggested learning resources

Books

Cartwright, J.; Ward, D. (2004). *Health and Beauty*. Published: Nelson Thornes. ISBN: 978-0748790357.

Crebbin-Bailey, J.; Harcup, J.; Harrington, J. (2004). *The Spa Book*. Published: Cengage Learning EMEA. ISBN: 978-1861529176.

Cressy, S. (2003). *Business Management for Hairdressers and Therapists*. Published: Heinemann. ISBN: 978-043546412.

Cressy, S. (2004). *The Beauty Therapy Fact File (4th ed.)*. Published: Heinemann. ISBN: 978-0435451424.

D'Angelo, J. (2006). *Spa Business Strategies*. Published: Delmar Learning. ISBN: 978-1401881641.

Franklin, F.; Woodhouse, B. (2000). *Beauty Therapy Practical Skills*. Published: Hodder & Stoughton. ISBN 978-0340773024.

Connor, J.; Hiscock, J.; Stoddart, E. (2004). *Beauty Therapy Level 3*. Published Heinemann. ISBN: 978-0435456405.

Milady (1997). *Art & Science of Nail Technology*. Published: Milady. ISBN: 978-1562533267.

Openshaw, F. (2005). *Hairdressing Science*. Published: Pearson Education Limited. ISBN: 978-0582241978.

Journals and magazines

- British Journal of Management
- Health & Beauty Salon
- International Therapist
- Professional Spa
- Professional Beauty

Websites

British Spas www.britishspas.co.uk

Professional beauty www.professionalbeauty.co.uk

The Spa Directory www.thepadirectory.com

Habia www.habia.org.uk

International Spa Association www.experienceispa.com/ISPA

Beauty Guild www.beautyguild.com

Beauty Jobs online www.beautyjobsonline.com

4 Assessment guidance

The following information is applicable to all lines of learning and at all levels. This information is also available on www.diplomainfo.org.uk/PLQ-Wales.asp

4.1 Controlled assessment (internally assessed units)

This section of the specification provides instructions for controls that apply across the whole qualification. Specific instructions on controls for task taking are also contained within the assessment section of each unit.

The information contained within this section has been written in accordance with the *'Instructions for Conducting Controlled Assessments: 1 September 2009 – 31 August 2010'*. At least one copy of these instructions must be made available to all subject leaders as well as this specification.

4.2 What is controlled assessment?

- Controlled assessment is a form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking and task marking.
- Controlled assessment measures subject specific skills that may not necessarily be judged by external assessment.
- Depending on the level of control defined within the unit, controlled assessments may take place for example:
 - in a normal timetabled lesson or other defined session under supervised conditions;
 - entirely within the centre under supervision with controlled access to resources; or
 - outside the centre and involve research with limited supervision.
- Controlled assessments may take place at anytime during the course. However, centres must ensure that the controlled assessment task issued to learners is appropriate to the year in which the assessment will be submitted to AQA-City & Guilds.

4.3 AQA-City & Guilds approach to controls

The following table sets out the AQA-City & Guilds approach to controls for internally assessed units for the Level 3 Principal Learning in Hair and Beauty Studies.

Aspect	Level 1	Level 2	Level 3
1 Task setting	Limited	Limited	Limited
2 Task taking			
a Time	Limited	Limited	Limited
b Resources	Limited/medium	Limited/medium	Limited/medium
c Supervision	Medium	Medium	Medium
d Collaboration	Limited/medium	Limited/medium	Limited/medium
3 Marking	Medium	Medium	Medium

Limited control: means that consortia have control over that area, within the guidance set out by AQA-City & Guilds in its documentation on the unit, the qualification and the assessment.

Medium control: means that the parameters for that area of assessment are more closely controlled by AQA-City & Guilds and that anything that can be altered by the consortium is made clear in the appropriate guidance.

4.4 Task setting (limited control)

AQA-City & Guilds apply **limited control** to task setting across all Principal Learning qualifications. This means that it is the responsibility of consortia to design assessments that are fit for purpose and that cover all the assessment criteria in the unit.

Each unit contains an assessment section which contains instructions on task setting for that unit. Parameters are specified in terms of:

- setting a brief which secures an **applied and sector-relevant purpose** for the assessment
- the importance of setting a **coherent assessment** that covers all the learning outcomes and assessment criteria
- **tasks and activities** to be undertaken, including the level of demand
- the **evidence** that must be produced.

Applied and sector-relevant purpose

The assessment section provides information on the purpose of the assessment which consortia must adhere to when setting briefs and tasks for assessment. The brief must clearly state to the learner what the purpose of the assessment is and the assessment must provide an outcome that would be meaningful to an employer. It may help to support learner achievement if the brief for the assessment is able to be set in collaboration with an employer.

Coherent assessment

The weighting of learning outcomes table shows the weightings of learning outcomes, and should be referred to when setting tasks, so that appropriate depth and breadth can be allocated to different areas of the assessment.

The table in the assessment section of the unit which details tasks and evidence should also be considered when setting tasks to ensure that assessment criteria are covered.

Example assessments are provided for all internally assessed units which aim to help consortia when designing assignments.

Tasks and activities

The task and evidence table in the assessment section of the unit details the types of tasks that may be set to cover the assessment criteria. Consortia may devise different tasks provided that they meet the requirements of the unit and add up to an applied, purposeful activity. When setting tasks, consortia must also specify the controls for task taking in terms of time, resources, collaboration and supervision for each activity.

Learners should be set tasks of equivalent complexity regardless of whether they are expected to achieve marks at mark band 1 of the marking grid or mark band 3.

Evidence

The task and evidence table in the assessment section of the unit details the types of acceptable evidence that should be provided for the assessment and the acceptable format. In some cases, and to ensure access to assessment, the format of the evidence may be altered.

Example assessments

Examples of suitable internal assessment will be made available to all consortia via www.diplomainfo.org.uk/PLQ-Wales.asp. These are examples only and should not be used as off the shelf assessments, but may be adapted to suit local delivery circumstances and requirements.

Internal standardisation

The Domain Assessor at a consortium who has overall responsibility for internal standardisation is also responsible for the standardisation of task setting. This must include checking that the assessment is suitable for the line of learning and the level and that it will allow learners full access to the assessment criteria.

Moderation of task setting

All consortia will receive an early visit by their moderator, which will include checking suitability of controlled assessment internally set and marked units. This visit will also include guidance on marking.

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

4.5 Task taking

Task taking covers the following aspects: time, resources, supervision and collaboration. AQA-City & Guilds will apply either a limited or medium level of control to specific aspects of task taking depending on the unit. The details contained in this section provide information that applies across all of the Level 3 Principal Learning in Hair and Beauty Studies. It is the responsibility of the consortium to ensure that internal controlled assessment for Principal Learning is conducted and marked in accordance with the instructions specified by AQA-City & Guilds and the JCQ *'Instructions for Conducting Controlled Assessments: 1 September 2009 – 31 August 2010'*. At least one copy of the JCQ instructions must be made available to all subject leaders as well as this specification.

Time (limited control)

The overall time to be spent generating evidence for the assessment is specified in the assessment section of each unit. It is up to individual consortia to determine the amount of time to be allocated to each task within the assessment. Although this time does not have to be followed to the minute, it is recommended that variance should not normally be by more than plus or minus 10%.

Resources (limited or medium control)

In general, AQA-City & Guilds will apply a limited level of control to resources. This means that consortia must determine appropriate physical resources and information sources for the assessment. However, for some units, the level of control for resources will be medium where particular requirements for resources are specified.

Consortia must have access to sufficient equipment to ensure that learners have the opportunity to cover all the practical activities. Any requirement for specialised equipment such as access to a 'mock shop', use of the internet, or interaction with simulated or live clients/customers will be found in the assessment section of the relevant unit. All resources used, including sources of information, must be clearly referenced by learners.

Guidance on how this should be done can be found in section 4 of the JCQ *'Instructions for Conducting Controlled Assessments: 1 September 2009 – 31 August 2010'*.

Collaboration (limited or medium control)

In general, AQA-City & Guilds will apply a limited level of control to collaboration. Limited control for collaboration means that consortia should determine appropriate opportunities for collaboration during the assessment.

For some units, the level of control applied to collaboration will be medium. This will apply when learners are required to carry out tasks as part of a team and the team-working skills are an integral part of the assessment requirements. In such cases, the information contained in the assessment section will specify the parameters for how the team work should be managed.

Where an assessment is undertaken as a group, for example generating ideas, each learner must write up his/her own account. Even if all learners have the same information, the description of how the information was obtained and the conclusions drawn from it must be in each learner's own words. Alternatively, learners may collaborate in the construction of the product or the presentation but their evaluative responses must be their own and their individual contribution clearly identified.

Teachers/assessors assessing a learner's evidence where group work has been undertaken will need to be convinced of its individual authenticity. Questioning can be used in order to clarify the validity, authenticity and sufficiency of evidence and, under these circumstances, the teacher/assessor may wish to include a dated witness statement detailing this evidence. It is expected that the use of such statements will be kept to a minimum so that they constitute a very minor part of the submitted evidence.

Annotation of written/photographic evidence can also be used to detail an individual's contribution.

Where group work/team work is not suitable for the assessment activity, this is stated in each individual unit's assessment section.

Supervision (medium control)

Learners do not need to be under the direct supervision of teaching staff at all times. It is, however, expected that the work submitted for assessment, will be produced or carried out when teaching staff are present. In this way, the consortium can be confident that the work submitted is the learner's own and has not been plagiarised in any way.

Learners may work without direct supervision when preparing to undertake controlled assessments. This will include discussing the task or equipment needed with peers and gathering background information. However, if the activity constitutes part of the assessable outcomes, for example, planning with others or generating ideas, then these activities must be supervised.

Supervision is defined by AQA-City & Guilds as normal classroom/studio/workshop conditions where the teacher or assessor is present in the same room whilst learners are producing the evidence for assessment. It is not required that learners work under examination conditions.

The assessment section in each unit specifies the tasks that must be directly supervised in line with the guidance above and those which may be undertaken without direct supervision. On occasion, the requirement for direct supervision may be relaxed if it is not possible to directly supervise the activity required to produce the evidence for assessment. For example, if the most suitable environment for producing the evidence means that the teacher or assessor cannot be present, such as for customer service activities carried out in a work placement, then the teacher or assessor must ensure that an appropriate person supervises the evidence collection. A signed witness statement must be completed with enough information to allow the teacher or assessor to make a reliable judgement about the evidence. An appropriate person is defined as someone who has a supervisory role within the workplace (or equivalent) and who has the required skills. This person must not be a family member.

Evidence produced in the learner's own home is not acceptable for assessment, as it cannot be authenticated by the assessor or teacher and a parent or carer is not an appropriate person to supervise.

Authentication

Both the learner and the teacher are required to sign the Candidate Record Form (CRF) to confirm that the work submitted for assessment is the learner's own. The teacher must declare that the work was conducted under the specified controls and record details of any additional assistance.

Other materials can be utilised in controlled assessments for research and reference, but sources of information must be fully acknowledged.

The Head of Centre is responsible for ensuring that internally assessed work is conducted in accordance with AQA-City & Guilds instructions contained in this specification and the guidelines contained in the JCQ '*Instructions for Conducting Controlled Assessments: 1 September 2009 – 31 August 2010*'. To meet the regulator's Operating Rules for Component and Principal Learning Awarding Bodies, AQA-City & Guilds requires:

- learners to sign the Candidate Record Form (CRF) confirming the work submitted is their own. For forms completed electronically a typed name is sufficient
- teachers/tutors to confirm on the CRF that the work assessed is solely that of the learner concerned and was conducted under the conditions laid down by the specification
- the teacher/tutor responsible for internal standardisation also signs the Centre Declaration Sheet (CDS/PL) to confirm that internal standardisation has taken place and that the work presented is that of the learners named. If only one teacher/tutor has undertaken the marking, that person must sign this form. For each unit, a CRF must be completed for each learner and these, together with the Centre Declaration Sheet for Principal Learning, must be sent to the moderator by the specified date with the final marks. Failure to sign either or both the CRF and the CDS/PL may delay the processing of results.

If the teacher or assessor is unable to sign the authentication statement for a particular learner, then the learner's work cannot be accepted for assessment. If, during the external moderation process, there is no evidence that the work has been properly authenticated, AQA-City & Guilds will set the associated mark(s) to zero.

Feedback

The work assessed must be solely that of the learner concerned. Any assistance given to an individual learner which is beyond that given to the group as a whole must be recorded by the teacher on the Candidate Record Form (CRF) and be made available to the moderator upon request.

Whilst feedback may be provided to learners, the consortium must ensure that the work submitted is the learner's own. On occasions, the assessment task will require that learners are given feedback which they must act upon as part of the assessment. This feedback must be recorded and the learner's individual response noted as part of his/her achievement of the task. If feedback is required as part of the assessment, this will be detailed in the assessment section for that unit.

Please also refer to the section on 'Revision, re-working and interim review of learners' work' below.

Revision, re-working and interim review of learners' work

Learners may make amendments to their work in the light of feedback from their teacher provided that this feedback is in line with the requirements of the unit. Learners must not be allowed to make amendments after the work has been submitted for the final assessment by the teacher.

4.6 Task marking (medium control)

AQA-City & Guilds apply a medium level of control to task marking. The information in this section applies across all units within the Level 3 Principal Learning in Hair and Beauty Studies. The assessment grid can be found in the assessment section of each unit.

Guidance on applying the unit assessment grid

In the assessment grid for each unit, mark ranges are specified for each learning outcome. The mark ranges apply to the top of each band. When assessing and marking a learner's work, teachers/assessors should use their professional judgement to identify, for each learning outcome, the mark band description within which that work falls and then the mark within that range that best describes the depth and quality of the work.

In order to meet the higher level mark band descriptions and therefore achieve higher level marks, learners must show greater depth and breadth of understanding, higher level skills in terms of synthesis, analysis and evaluation, as well as a higher level of independence and originality as required in the assessment criteria.

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

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

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

Internal standardisation of marking

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

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

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

Further guidance on how to conduct internal standardisation can be found in the JCQ '*Instructions for Conducting Controlled Assessments: 1 September 2009 – 31 August 2010*'.

Moderation of internal assessment and submission to AQA-City & Guilds

Moderation of internal assessment and submission to AQA-City & Guilds will only be available in the summer term by a fixed deadline that will be published at the start of the academic year.

4.7 Malpractice

At the start of the course, the supervising teacher is responsible for informing learners of the AQA-City & Guilds regulations concerning malpractice.

Learners must not take part in any unfair practice in the preparation of work to be submitted for assessment and must understand that to present material copied directly from books or other sources, without acknowledgement, will be regarded as deliberate deception. Consortia must report suspected malpractice to AQA-City & Guilds.

Learners must **not**:

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

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

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

Where suspected malpractice in controlled assessment is identified by a consortium after the learners have signed the declaration of authentication, the Head of Centre making entries for the unit must submit full details of the case to AQA-City & Guilds at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website (www.jcq.org.uk).

Malpractice in controlled assessment discovered prior to the learners signing the declaration of authentication need not be reported to AQA-City & Guilds, but should be dealt with in accordance with the centre's internal procedures. AQA-City & Guilds would expect centres to treat such cases very seriously. Details of any work which is not the learner's own must be recorded on the coursework/portfolio cover sheet or other appropriate place.

4.8 Timing of external assessments

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

4.9 Moderation

A moderator will be assigned to each consortium for each line of learning. The moderator will give guidance on task setting; check the arrangements for task taking and review the consortium's marking.

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

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

5 Administration

5.1 Availability of Principal Learning units

All internally assessed Principal Learning units for this specification are available to claim once a year in June, commencing 2011. External assessments will be timetabled twice a year, in January and June, and the dates will be published at the start of the academic year.

5.2 Centre registration

Centres wishing to prepare learners for this specification should apply for approval to offer Principal Learning before teaching begins. Completed application forms should be submitted to Centre Registration, AQA, Stag Hill House, Guildford, Surrey, GU2 7XJ. Applications can only be considered from centres which have received approval through the Gateway process to offer Level 3 Principal Learning in Hair and Beauty Studies. Further details of the approval process are available on the website at:

www.diplomainfo.org.uk/PLQ-Wales.asp

5.3 Centre requirements

Health and safety

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

Centre staff

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

Lead and domain assessors will be supplied with supporting material, including this specification and exemplars related to internal assessment. These exemplars will also include example learner work and marking guidance.

Continuing Professional Development (CPD)

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

5.4 Entries

Please refer to the current version of Entry Procedures and Codes for up-to-date entry procedures. You should use the following entry codes for the Principal Learning units:

Unit 1 (HAB3W1)

Unit 2 (HAB3W2)

Unit 3 (HAB3W3)

Unit 4 (HAB3W4)

Unit 5 (HAB3W5)

Unit 6 (HAB3W6)

Unit 7 (HAB3W7)

Unit 8 (HAB3W8)

5.5 Quality assurance

Internal quality assurance

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

National standards and rigorous quality assurance are maintained by the use of:

- AQA-City & Guilds external examinations
- AQA-City & Guilds externally set briefs or assignments
- internal quality assurance
- AQA-City & Guilds external moderation.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:

- setting of appropriate tasks (see Section 4.4)
- the application of appropriate controls for task taking (see Section 4.5)
- training in the use of the assessment grid (see Section 4.6)
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place (see Section 4.6)
- the completion by learners and teachers/assessors of the record form for each learner's work (see Section 4.6).

External quality assurance

External quality assurance is provided by the two stage moderation system described in Section 4.9. External moderation of internally assessed work is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres and that national standards are maintained.

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

External moderators will:

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

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

AQA-City & Guilds requires the Head of Centre to:

- 1 facilitate any inspection of the centre which is undertaken on behalf of AQA-City & Guilds
- 2 make secure arrangements to receive, check and keep examination material secure at all times, maintain the security of AQA-City & Guilds confidential material from receipt to the time when it is no longer confidential and keep scripts secure from the time they are collected from the learners to their despatch to AQA-City & Guilds.

5.6 Irregularities

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

www.jcq.org.uk

5.7 Awarding grades and reporting results

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

The Principal Learning and Level 3 Extended Project will be graded separately and will use the same grading system as the Principal Learning. Principal Learning and the Level 3 Extended Project will be separately certificated but learners will not receive individual certificates for units of Principal Learning.

5.8 Certification of the Principal Learning

AQA conducts the administration of the Principal Learning units for this specification on behalf of AQA-City & Guilds.

5.9 Enquiries about results

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

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

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

5.10 Re-sits and shelf-life of unit results

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

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

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

5.11 Access arrangements and special consideration

We have taken note of the provisions of the Disability Discrimination Act (DDA) 1995 in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations GCSE, GCE, GNVQ, AEA, Entry Level, Basic Skills & Key Skills Access Arrangements and Special Consideration*.

This is published on the JCQ website:

www.jcq.org.uk/exams_office/access_arrangements/

or you can follow the link from our website:

www.aqa.org.uk/admin/p_special_3.html

Access arrangements

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

Special consideration

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

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

5.12 Language of examinations

We will provide units for this specification in English and Welsh.

5.13 Qualification titles

The qualification based on this specification is:

AQA-City & Guilds Level 3 Principal Learning in Hair and Beauty Studies (Wales).

Appendix A

Other issues

European Dimension

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

Environmental Education

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

Avoidance of Bias

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

