

Level 3 – Principal Learning
Specification (7373)
Assessment 2010 onwards

AQA

City &
Guilds

HAIR AND BEAUTY STUDIES



Hair and Beauty Studies

Level 3 Principal Learning

Specification (7373)
Assessment 2010 onwards

This Principal Learning specification should be read in conjunction with:

- Hair and Beauty Studies Companion Document (see www.habia.org)
- Specimen assessment materials and mark schemes for Principal Learning
- Teacher guidance materials for Principal Learning
- Examiners' Reports for Principal Learning
- Specifications for other components of Diplomas ie Functional Skills specifications, Project specifications and Additional and Specialist Learning specifications

This specification will be published annually on our website (www.diplomainfo.org.uk)

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)

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Contents

1 Introduction

1.1	Why choose AQA-City & Guilds?	5
1.2	Why choose the Diploma in Hair and Beauty Studies?	6
1.3	How do I start using this specification?	6
1.4	How do I find out more?	7

2 Specification at a glance

2.1	Advanced Diploma at a glance	8
2.2	Level 3 Principal Learning in Hair and Beauty Studies at a glance	9

3 Principal Learning

3.1	Personal, Learning and Thinking Skills	10
3.2	Functional Skills signposting	13
3.3	Level 3 Units	15
	Level 3 Unit 1: Business location and design for the hair and beauty sector	15
	Level 3 Unit 2: Event management and enterprise for the hair and beauty sector	28
	Level 3 Unit 3: Product research, design and development within the hair and beauty sector	41
	Level 3 Unit 4: Exploring business management for the hair and beauty sector	54
	Level 3 Unit 5: Exploring media and image within the hair and beauty sector	63
	Level 3 Unit 6: Exploring the world of spas	76
	Level 3 Unit 7: Business planning and finance within the hair and beauty sector	88
	Level 3 Unit 8: Cosmetic science	98

4 Assessment guidance

4.1	Task setting	112
	Guidance	112
	Moderation	112
4.2	Task taking	112
	Internal assessment	112
	Supervision of learners' work	114
	Guidance by the teacher	114
	External assessment	114

4.3	Task marking	114
	Guidance on applying the unit Assessment grid	114
	Assessment of group work	115
	Internal standardisation of marking	115
	Claiming and moderation of internal assessment	115
	Unfair practice	115
	Authentication of learners' work	115
	Malpractice	116
	Moderation	116

5 Administration

5.1	Availability of Principal Learning units	117
5.2	Centre registration	117
5.3	Centre requirements	117
	Resources	117
	Health and safety	117
	Centre staff	117
	Continuing Professional Development (CPD)	117
5.4	Entries	118
5.5	Quality assurance	118
	Internal quality assurance	118
	External quality assurance	119
5.6	Irregularities	119
5.7	Awarding grades and reporting results	119
5.8	Certification of the Diploma	120
5.9	CABs, DABs and the Diploma aggregation service	120
5.10	Enquiries about results	120
5.11	Re-sits and shelf-life of unit results	120
5.12	Access arrangements and special consideration	121
5.13	Language of examinations	121
5.14	Qualification titles	121

Appendices

A	Connections to other qualifications	122
B	Additional and Specialist Learning for the Advanced Diploma in Hair and Beauty Studies	123
C	Other issues	124

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.

Diplomas are 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 Diploma 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 Diploma 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 Diploma Advisors.

- **Service**

AQA-City & Guilds Diplomas are 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 Diplomas, we look forward to welcoming you.

1.2 Why choose the Diploma in Hair and Beauty Studies?

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

- develop Functional Skills in English, mathematics and ICT
- produce a project which complements the Principal Learning and/or supports progression
- have a wide choice of Additional and Specialist Learning from which they can choose other qualifications which reflect their interests and abilities.

1.3 How do I start using this specification?

- Your school or college must pass through the Government Gateway process in order to receive approval to offer Diplomas in Hair and Beauty Studies. Gateway 1 approved consortia started teaching Diplomas in 2008, Gateway 2 approved consortia start teaching Diplomas in 2009, and Gateway 3 is approving consortia to start teaching in 2010. More information is available on the DCSF website: **www.dcsf.gov.uk**
- If you are a Gateway approved centre working as part of a consortium delivering Diplomas, you will also need to register your centre with us. (See Section 5.2.) This will enable AQA to ensure that you receive all the material you need to help you to deliver units and to enter your learners for examinations. This is particularly important where examination material is issued before the entry deadline. You can let us know by completing the appropriate registration forms. We will send copies to your exams officer and they are also available on the AQA website: **www.aqa.org.uk/admin/p_entries.html**
- 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 Diplomas 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 Diploma Advisor

You may also contact the Diploma Advisor for your region. Please check current details on:

www.diplomainfo.org.uk

Diploma Advisors have particular expertise in:

- supporting centres and consortia on Gateway 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 also available on our website. There is a link to our fast and convenient online booking system for Teacher Support meetings at:

events.aqa.org.uk/ebooking/

If you need to contact the Teacher Support team you can call us on 01483 477860 or email us at:

teachersupport@aqa.org.uk

Contact the Exams Office Support department

Our Exams Office Support department offers administrative support for the Diplomas. 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 1836 or email: **eos@aqa.org.uk**

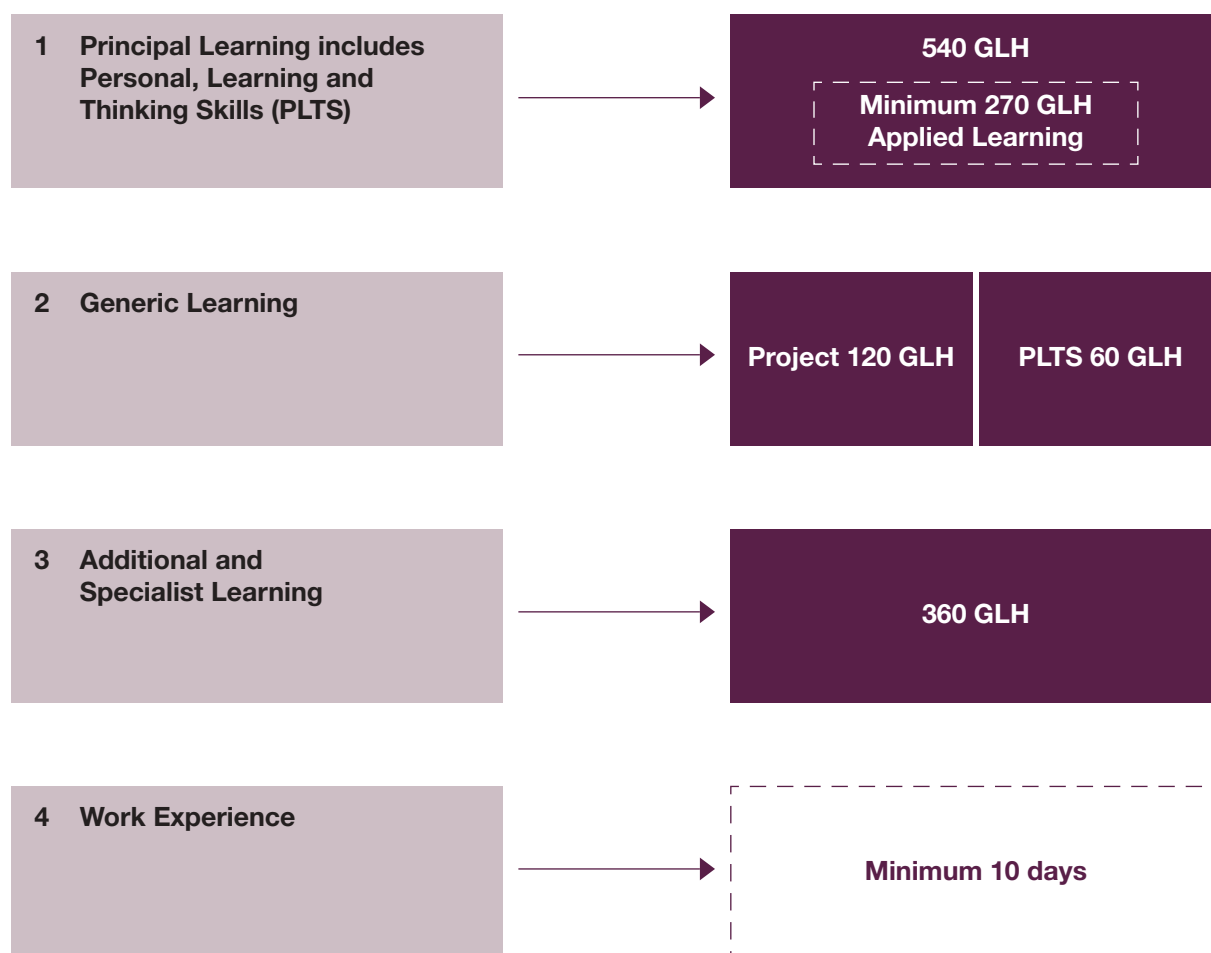
The department includes AQA's five Regional Officers who can provide up-to-date information, advice, support and guidance at a local level in your region. To contact the Regional Officer for your area, see:

www.aqa.org.uk/regional_officer.php

2 Specification at a glance

2.1 Advanced Diploma at a glance – 1080 GLH (guided learning hours)

- comparable to 3.5 GCE A Levels
- 2 years full-time study
- all components are compulsory
- Progression Qualification available – consists of Principal Learning and Generic Learning only – ie no additional or specialist learning



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

Internally assessed

Unit 2 90 GLH

Event management and enterprise for the hair and beauty sector

Internally assessed

Unit 3 60 GLH

Product research, design and development within the hair and beauty sector

Internally assessed

Unit 4 60 GLH

Exploring business management for the hair and beauty sector

Externally assessed

Unit 5 90 GLH

Exploring media and image within the hair and beauty sector

Internally assessed

Unit 6 60 GLH

Exploring the world of spas

Externally assessed

Unit 7 60 GLH

Business planning and finance within the hair and beauty sector

Externally assessed

Unit 8 60 GLH

Cosmetic science

Internally assessed

3 Principal Learning

3.1 Personal, Learning and Thinking Skills

The Framework of Personal, Learning and Thinking Skills 11–19 comprises six groups of skills that, together with the Functional Skills of English, mathematics and ICT, are essential to success in learning, life and work. For each group there is a focus statement that identifies the main PLTS in that group. This is followed by a set of outcome statements that are indicative of behaviours and personal qualities associated with each group of skills.

Each group of skills is distinctive and coherent. The groups are also inter-connected. Learners are likely to encounter skills from several groups in any one learning experience.

Listed below are the PLTS that are integrated within the Assessment criteria in each unit. A copy of the PLTS framework should be given to each learner. Following these descriptors is a table showing the PLTS in the eight units of the Level 3 Principal Learning in Hair and Beauty Studies.

Independent enquirers

Focus:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

IE1 identify questions to answer and problems to resolve

IE2 plan and carry out research, appreciating the consequences of decisions

IE3 explore issues, events or problems from different perspectives

IE4 analyse and evaluate information, judging its relevance and value

IE5 consider the influence of circumstances, beliefs and feelings on decisions and events

IE6 support conclusions, using reasoned arguments and evidence

Creative thinkers

Focus:

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

CT1 generate ideas and explore possibilities

CT2 ask questions to extend their thinking

CT3 connect own and others' ideas and experiences in inventive ways

CT4 question own and others' assumptions

CT5 try out alternatives or new solutions and follow ideas through

CT6 adapt ideas as circumstances change

Reflective learners

Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:

RL1 assess themselves and others, identifying opportunities and achievements

RL2 set goals with success criteria for their development and work

RL3 review progress, acting on the outcomes

RL4 invite feedback and deal positively with praise, setbacks and criticism

RL5 evaluate experiences and learning to inform future progress

RL6 communicate their learning in relevant ways for different audiences

Team workers

Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form trusting relationships, resolving issues to reach agreed outcomes.

Young people:

TW1 co-operate with others to work towards common goals

TW2 reach agreements, managing discussions to achieve results

TW3 adapt behaviour to suit different roles and situations

TW4 show fairness and consideration to others

TW5 take responsibility, showing confidence in themselves and their contribution

TW6 provide constructive support and feedback to others

Self-managers

Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:

SM1 seek out challenges or new responsibilities and show flexibility when priorities change

SM2 work towards goals, showing initiative, commitment and perseverance

SM3 organise time and resources, prioritising actions

SM4 anticipate, take and manage risks

SM5 deal with competing pressures, including personal and work-related demands

SM6 respond positively to change, seeking advice and support when needed

SM7 manage their emotions, and build and maintain relationships

Effective participators

Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:

EP1 discuss issues of concern, seeking resolution where needed

EP2 present a persuasive case for action

EP3 propose practical ways forward, breaking these down into manageable steps

EP4 identify improvements that would benefit others as well as themselves

EP5 try to influence others, negotiating and balancing diverse views to reach workable solutions

EP6 act as an advocate for views and beliefs that may differ from their own

This table shows the coverage of PLTS in the Principal Learning units of the Advanced Diploma in Hair and Beauty Studies.

Level 3 Principal Learning in Hair and Beauty Studies

PLTS	IE	CT	RL	TW	SM	EP
Unit 1		★				
Unit 2	★	★	★	★	★	★
Unit 3		★	★			★
Unit 4	★					★
Unit 5	★	★	★			
Unit 6	★					
Unit 7	★					★
Unit 8	★		★			

3.2 Functional Skills signposting

The units may use and/or contribute towards the underpinning skills and knowledge of the Functional Skills in the following areas, depending on the precise nature of the work done in the Principal Learning. If work is generated by computer then the Functional Skill marked* will be used.

Principal Learning	Functional Skills		
Unit	English	Mathematics	Information and communication technology
Unit 1 Business location and design for the hair and beauty sector	<ul style="list-style-type: none"> Speaking and listening Level 2 Reading Level 2 Writing Level 2 	<ul style="list-style-type: none"> Representing situations using mathematics Level 2 Analysing and processing using mathematics Level 2 Interpreting and presenting results Level 2 	<ul style="list-style-type: none"> Use ICT systems Level 2* Find and select information Level 2* Develop, present and communicate information Level 2*
Unit 2 Event management and enterprise for the hair and beauty sector	<ul style="list-style-type: none"> Speaking and listening Level 2 Reading Level 2 Writing Level 2 	<ul style="list-style-type: none"> Representing situations using mathematics Level 2 Analysing and processing using mathematics Level 2 Interpreting and presenting results Level 2 	<ul style="list-style-type: none"> Use ICT systems Level 2* Find and select information Level 2* Develop, present and communicate information Level 2*
Unit 3 Product research, design and development within the hair and beauty sector	<ul style="list-style-type: none"> Speaking and listening Level 2 Reading Level 2 Writing Level 2 	<ul style="list-style-type: none"> Representing situations using mathematics Level 2 Analysing and processing using mathematics Level 2 Interpreting and presenting results Level 2 	<ul style="list-style-type: none"> Use ICT systems Level 2 Find and select information Level 2 Develop, present and communicate information Level 2*
Unit 4 Exploring business management for the hair and beauty sector	<ul style="list-style-type: none"> Speaking and listening Level 2 Reading Level 2 Writing Level 2 		<ul style="list-style-type: none"> Use ICT systems Level 2 Find and select information Level 2 Develop, present and communicate information Level 2
Unit 5 Exploring media and image within the hair and beauty sector	<ul style="list-style-type: none"> Speaking and listening Level 2 Reading Level 2 Writing Level 2 		<ul style="list-style-type: none"> Use ICT systems Level 2 Find and select information Level 2 Develop, present and communicate information Level 2*

Principal Learning	Functional Skills		
Unit	English	Mathematics	Information and communication technology
Unit 6 Exploring the world of spas	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 	<ul style="list-style-type: none"> • Representing situations using mathematics Level 2 • Analysing and processing using mathematics Level 2 • Interpreting and presenting results Level 2 	<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2*
Unit 7 Business planning and finance within the hair and beauty sector	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 	<ul style="list-style-type: none"> • Representing situations using mathematics Level 2 • Analysing and processing using mathematics Level 2 • Interpreting and presenting results Level 2 	<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2*
Unit 8 Cosmetic science	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 	<ul style="list-style-type: none"> • Representing situations using mathematics Level 2 • Analysing and processing using mathematics Level 2 • Interpreting and presenting results Level 2 	<ul style="list-style-type: none"> • Use ICT systems Level 2* • Find and select information Level 2* • Develop, present and communicate information Level 2*

3.3 Level 3 Units

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

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 learner's understanding of the range of external professional services and related career pathways associated with the process of location acquiring and designing a salon.

This unit has particular emphasis on the following Personal, Learning and Thinking Skills (PLTS):

- creative thinkers.

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 112–116 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
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	CT1

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

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

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

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. Learners 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

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. |

Learning outcome 4

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 learner 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 design 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 112–114 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

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

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, using examples.</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, using relevant examples.</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 at times; included a generally accurate assessment of the roles of the professionals involved.</p> <p>Consistently selected and used suitable visualisation and drawing convention methods when generating a design for 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 skilfully selected and used suitable visualisation and drawing convention methods when generating a design for 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 of business designs, being aware of the effects of geographical and market influences 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 a 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.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected.

The learner could develop PLTS by:

Independent enquirers

- planning and carrying out research of potential business locations
- analysing and evaluating business constraints
- supporting conclusions, using evidence gained to support prioritising factors

Creative thinkers

- generate ideas and explore possibilities for business design
- connect own and others' ideas for geographical location
- try out alternatives or new solutions and follow ideas through for problem solving business design
- adapt ideas as circumstances change during the interior design

Reflective learners

- plan and set personal goals for research of business types
- review progress during planning of business design
- invite feedback on design ideas
- evaluate business design plan
- communicate experience and feedback gained through finished design plan

Team workers

- co-operate with others during the investigation tasks
- reach agreements for interior design principles
- show fairness and consideration when evaluating the explored business factors
- take responsibility during the research task activities
- provide constructive support and feedback to other design plans

Self-managers

- show flexibility when priorities change during the planning of the business plan
- work towards goals, showing initiative, commitment and perseverance during the research and planning
- organise time and resources, prioritising action when planning and organising the design plans

Effective participators

- discuss issues of concern, seeking resolution where needed during business research
- propose practical ways forward for commercial interior design
- identify improvements that would benefit the business plan.

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

With business as its focus this unit provides a wide range of opportunities for Functional Skills development particularly when it comes to developing skills in the areas of scale drawings and measurements. The interior design aspects of the unit facilitate working with 2D plans of the proposed 3D working area as well as using scale and a variety of units of measurement. The financial skills and understanding required to assess the viability of a proposed premises will also enable learners to develop number skills in the calculation of rental and rates costs. The research and reporting required when planning the project management of such an enterprise will require learners to access a range of documents and present information in a variety of formats and styles.

If work for this unit is generated electronically, the learner will have the opportunity to develop skills and/or evidence for the Functional Skills in ICT.

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. (2005). *The Spa Book*. Published: Cengage Learning EMEA. ISBN: 978-1861529176.

Cressy, S. (2003). *Business Management for Hairdressers and Therapists*. Published: Heinemann. ISBN: 978-0435456412.

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. (2001). *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: 978-0748728879.

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'Oréal 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

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.

This unit has particular emphasis on the following Personal, Learning and Thinking Skills (PLTS):

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

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 112–116 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
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	IE4
	b generate an idea for an event	CT1
	c negotiate budget and resources for an event	EP5
	d review and adapt idea	CT6
	e design and create material to promote an event	
	f collaborate as part of a team to run an event	TW1
	g evaluate own performance and invite feedback	RL4
5 Be able to create a personal career plan	a use techniques to identify skills and set objectives	SM1
	b review career plan and identify improvements	EP4
	c draw conclusions with regards to personal potential for self employment	

3

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

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 17 of the specification.

Learning outcome 1

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 the 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

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

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 | • target audience |
| • team/individual roles | • customer needs |
| • finance and resources (constructing a budget) | • venue |
| • ideas and concepts | • human resources |
| • timeline | • 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

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 event. 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

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. The learner 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 112–114 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 extensive 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.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected.

The learner could develop PLTS by:

Independent enquirers

- planning and carrying out research of types of promotions and promotional events
- analysing and evaluating event planning and feedback
- supporting conclusions, using evidence gained through event feedback

Creative thinkers

- generating ideas and exploring possibilities for promotional events
- connecting own and others' ideas for event planning
- trying out alternatives or new solutions and following ideas through for problem solving event implementation
- adapting ideas as circumstances change during the planning and implementation of a promotional event

Reflective learners

- assessing personal and team work during the implementation of the promotional event
- planning and setting personal goals for research and planning of the promotional event
- reviewing progress during team meetings
- inviting feedback after the event and presenting any strengths and weaknesses identified
- evaluating the promotional event and making recommendations for future events
- communicating experience and feedback gained through a presentation to those concerned

Team workers

- cooperating with others with the implementation of the promotional event
- reaching agreements and manage team meetings during the development of the event
- adapting behaviour to suit the role of coordinator during the implementation of the promotional event
- showing fairness and consideration to the team during the planning and implementation of the promotional event
- taking responsibility during the implementation of the promotional event
- providing constructive support and feedback to others after evaluating the promotional event

Self-managers

- showing flexibility when priorities change during the planning of the promotional event
- working towards goals, showing initiative, commitment.

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

The skills and knowledge at the heart of this unit will require the learners to research the main subject of event management extensively as well as associated topics such as entrepreneurship, team roles and relevant legislation, via a range of media. This will facilitate the development of reading skills. This work will lead to a range of tasks requiring ability to communicate in writing with accuracy in a variety of formats. Furthermore, key to a successful event is the ability to negotiate and use communication effectively when working as part of a team enabling the development of related verbal communication skills.

If work for this unit is generated electronically, the learner will have the opportunity to develop skills and/or evidence for the Functional Skills in ICT.

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. (2005). *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 an 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

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.

This unit has particular emphasis on the following Personal, Learning and Thinking Skills (PLTS):

- creative thinkers
- reflective learners
- effective participators.

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 112–116 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
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	CT2
	b generate ideas for a product for the hair and beauty sector based on research	CT1
	c invite feedback on product ideas and identify improvements	RL3 EP4

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

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 17 of the specification.

Learning outcome 1

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

Learners must be taught 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

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

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

Learning outcome 4

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

- road
- rail
- water
- air.

Learning outcome 5

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

Learners must be taught market research techniques. For example:

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

Learners must be taught 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 112–116 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 112–114 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.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected.

The learner could develop PLTS by:

Independent enquirers

- planning and carrying out research into manufacturing and retail development
- analysing and evaluate factors that influence manufacturing processes
- supporting conclusions, using evidence gained to support development processes

Creative thinkers

- generating ideas and exploring possibilities for a product idea
- connecting own and others' ideas for marketing strategies and influences
- trying out alternatives or new solutions and following ideas through for problem solving product idea
- adapting ideas as circumstances change during the storyboard product idea

Reflective learners

- planning and setting personal goals for research of manufacturing and retail report
- reviewing progress during planning of storyboard presentation
- inviting feedback on product idea
- evaluating business product idea
- communicating experience and feedback gained through finished presentation

Team workers

- co-operating with others during the research tasks
- reaching agreements for product idea principles
- showing fairness and consideration when evaluating the product idea
- taking responsibility during the research task activities
- providing constructive support and feedback to other design plans

Self-managers

- showing flexibility when priorities change during the planning of the product idea
- working towards goals, showing initiative, commitment and perseverance during the research and planning
- organising time and resources, prioritising action when planning and organising the product plan and development processes

Effective participators

- discussing issues of concern, seeking resolution where needed during manufacturing and retail research
- proposing practical ways forward for marketing strategies and influences
- identifying improvements that would benefit the product plan.

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

The Learning outcomes for this unit will require learners to research topics such as supply chains and marketing methods. These reading activities will expose them to a variety of texts and require analytical skills to fully understand the subjects. The ability to report on findings and provide rationales for evaluations formulated will provide opportunities to extend writing skills. In order to gain an understanding of the size and segmentation of the industry some number skills development can be included.

If work for this unit is generated electronically, the learner will have the opportunity to develop skills and/or evidence for the Functional Skills in ICT.

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

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.

This unit has particular emphasis on the following Personal, Learning and Thinking Skills (PLTS):

- independent enquirers
- effective participators.

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:	PLTS
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	IE4
	b implement a strategy for improvements based on informed decisions and recommendations in line with salon policies, procedures and systems	EP4
	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

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

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 17 of the specification.

Learning outcome 1

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 businesses. 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 Discrimination Act.

Learning outcome 2

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

Learners must be taught and know the communication and personal behavioural skills that 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

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 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, 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 the 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 businesses.

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.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected.

The learner could develop PLTS by:

Independent enquirers

- planning and carrying out research into theories of management
- analysing and evaluating factors that influence management
- supporting conclusions, using evidence gained to support development processes

Creative thinkers

- generating ideas and exploring fundamental theories
- connecting own and others' ideas for management strategies and influences
- trying out alternatives or new solutions and following ideas through for problem solving
- adapting ideas as circumstances change during development of motivational theories

Reflective learners

- planing and setting personal goals for research of leadership and management strategies
- reviewing progress during planning of a quality assurance system
- inviting feedback on a quality assurance system
- evaluating the quality assurance system
- communicating experience and feedback gained through research

Team workers

- cooperating with others during the research tasks
- reaching agreements for management principles
- showing fairness and consideration when evaluating legal requirements
- taking responsibility during the research task activities
- providing constructive support and feedback to other quality systems

Self-managers

- showing flexibility when priorities change during the planning of the management idea
- working towards goals, showing initiative, commitment and perseverance during the research and planning
- organising time and resources, prioritising action when planning and organising the management plan and development processes

Effective participators

- discussing issues of concern, seeking resolution where needed during leadership and management research
- proposing practical ways forward for leading, developing and maintaining teams
- identifying improvements that would benefit the management strategy.

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

With business management as the main focus of this unit learners will need to be able to research and understand the main features of leadership and management and clearly demonstrate these skills on a practical level. The learning processes involved will provide opportunities for reading and writing skills development. In addition, learners will need to reflect on their personal communication skills and identify areas for improvement.

If work for this unit is generated electronically, the learner will have the opportunity to develop skills and/or evidence for the Functional Skills in ICT.

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. (2005). *The Spa Book*. Published: Cengage Learning EMEA. ISBN: 978-1861529176.

Cressy, S. (2003). *Business Management for Hairdressers and Therapists*. Published: Heinemann. ISBN: 978-0435456412.

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. (2001). *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: 978-0748728879.

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'Oréal 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

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.

This unit has particular emphasis on the following Personal, Learning and Thinking Skills (PLTS):

- creative thinkers
- independent enquirers
- reflective learners.

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 112–116 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
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	IE4
	c generate ideas for a physical image to complement a marketing strategy	CT1
	d invite feedback on image and adapt ideas as circumstances change	RL CT6
	e design and present a launch to an audience	
	f evaluate launch in light of audience feedback and make recommendations for future improvements	RL6

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

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 17 of the specification.

Learning outcome 1

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 – four Ps
 - 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

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

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

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

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 and 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 112–116 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, 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 feedback• record 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 112–114 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, using relevant examples.</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 some 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 and 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/wellbeing magazines, press.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected.

The learner could develop PLTS by:

Independent enquirers

- planning and carrying out research on the principles of marketing
- analysing and evaluating the use and effectiveness of different media approaches and mass communication methods
- supporting conclusions, using reasoned arguments and evidence researched

Creative thinkers

- generating ideas and exploring possibilities for marketing strategies and image creation
- trying out alternatives or new solutions and following ideas through with marketing plans

Reflective learners

- setting goals with success criteria for development and working with a marketing strategy
- reviewing progress, act on any changes in the plan
- evaluating and adapting presentation skills for planned image
- communicating and exhibiting the 'Image'

Team workers

- co-operating with others to work towards the marketing strategy and to develop application skills
- adapting behaviour to suit different roles and situations when presenting the 'Image'
- taking responsibility, showing confidence in developing the 'Image' and carrying out the marketing strategy

Self-managers

- seeking out new challenges and show flexibility when priorities change during the implementation of the marketing strategy
- working towards goals, showing initiative, commitment and perseverance during research, planning and implementation of the marketing strategy
- organising time and resources, prioritising actions during the development of skills, image creation and marketing implementation
- dealing with competing pressures, including personal and work-related demands during the development of skills, image creation and marketing implementation
- responding positively to change, seeking advice and support when using and adapting presentation skills

Effective participators

- discussing issues of concern when planning marketing strategies
- proposing practical ways forward for the implementation of the marketing plan
- identifying improvements that would benefit others and self in the implementation of the marketing plan.

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

This unit will offer many opportunities for the learner to enhance their communication skills. The learner will have to put together and present a launch to an audience. They will also have to invite feedback from the audience, which will require a different form of communication skills.

The learner may wish to design a presentation in an electronic format or using multimedia, and this will work towards their ICT Functional Skill.

If work for this unit is generated electronically, the learner will have the opportunity to develop skills and/or evidence for the Functional Skills in ICT.

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

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 how 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.

This unit has particular emphasis on the following Personal, Learning and Thinking Skills (PLTS):

- independent enquirers.

Guided learning hours

This unit has 60 GLH assigned to it, 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:	PLTS
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	IE2
	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	IE4
	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	IE6

3

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

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 17 of the specification.

Learning outcome 1

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

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
- Homoeopathy
- 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

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

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

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

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%

3

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.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected.

The learner could develop PLTS by:

Independent enquirers

- planning and carrying out research into spa development
- analysing and evaluating factors that influence spa growth
- supporting conclusions, using evidence gained to support effects of treatments

Creative thinkers

- generating ideas and exploring effectiveness of spa treatments
- connecting own and others' ideas for presenting factors that create the ideal spa environment
- trying out alternatives or new solutions and follow ideas through for the presentation of the history and origins of UK and international spas
- adapting ideas as circumstances change during development of key issues

Reflective learners

- planning and setting personal goals for research of the spa industry
- reviewing progress during planning of research tasks
- inviting feedback on understanding development
- evaluating the quality of the presentation of information
- communicating experience and feedback gained through research

Team workers

- co-operating with others during the research tasks
- reaching agreements for presentation of knowledge
- showing fairness and consideration when evaluating underpinning debates
- taking responsibility during the research task activities
- providing constructive support and feedback for other beliefs

Self-managers

- showing flexibility when priorities change during the planning of career pathways research
- working towards goals, showing initiative, commitment and perseverance during the research and planning
- organising time and resources, prioritising action when planning and organising the history and origins research

Effective participators

- discussing issues of concern, seeking resolution where needed during spa growth and development research
- proposing practical ways forward for leading, developing and presenting
- identifying improvements that would benefit the evaluation of the spa industry.

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

The extensive research required for this unit will expose learners to a range of texts from pieces tracing the history of spas, health related items, job specifications through to information about legislative requirements for the industry. The topic will also introduce learners to new vocabulary linked to the psychotically and physiological effects of spa treatments. The ability to contextualise and report on this research will extend writing skills.

If work for this unit is generated electronically, the learner will have the opportunity to develop skills and/or evidence for the Functional Skills in ICT.

Suggested learning resources

Books

Crebbin-Bailey, J.; Harcup, J.; Harrington, J. (2005). *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

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.

This unit has particular emphasis on the following Personal, Learning and Thinking Skills (PLTS):

- independent enquirers
- effective participators.

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:	PLTS
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	IE3
	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	EP2
	c interpret financial information	

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

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 17 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

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

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 and work in your own way

The learner must be taught 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 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

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
- explaining 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 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	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 with 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.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected.

The learner could develop PLTS by:

Independent enquirers

- analysing and evaluating the traits of entrepreneurs

Creative thinkers

- adapting own traits through psychometric/personality testing

Reflective learners

- evaluating the risks involved with self-employment

Team workers

- co-operating with others to work towards common goals during research activities

Self-managers

- seeking advice for business development

Effective participators

- identifying improvements that could be made when researching a business plan.

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

This unit will have many opportunities for the learner to develop their English and Maths skills when preparing Business plans.

Learners will have to carry out calculations when working with taxation and prepare financial statements and spreadsheets as part of the business plan.

If the learner chooses to construct the business plan and financial statements using electronic packages, this will also help develop their ICT skills.

If work for this unit is generated electronically, the learner will have the opportunity to develop skills and/or evidence for the Functional Skills in ICT.

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. (2005). *The Spa Book*. Published: Cengage Learning EMEA.
ISBN: 978-1861529176.

Cressy, S. (2003). *Business Management for Hairdressers and Therapists*. Published: Heinemann.
ISBN: 978-0435456412.

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. (2001). *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: 978-0748728879.

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

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.

This unit has particular emphasis on the following Personal, Learning and Thinking Skills (PLTS):

- independent enquirers
- reflective learners.

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 112–116 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Know the role of the cosmetic science industry	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	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	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	a compare and evaluate the effectiveness and features of a range of cosmetic products over time	IE4
	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	RL6
5 Be able to safely create simple cosmetic products	a create simple hair, beauty and nail products	
	b devise suitable written descriptors and instructions for use on cosmetic product packaging	

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

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 17 of the specification.

Learning outcome 1

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

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

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 perceptiveness 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

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 are 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

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

3

Duration

The assignment will take approximately 12 of the 60 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 112–114 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 science 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%

3

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 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 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.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected.

The learner could develop PLTS by:

Independent enquirers

- planning and carrying out research on cosmetic science and its application in the hair and beauty sector
- analysing and evaluating the use of different types of materials
- supporting conclusions, using reasoned arguments and evidence researched

Creative thinkers

- generating ideas and exploring possibilities for product features and effectiveness
- trying out alternatives or new solutions and follow through ideas for recipes and ingredients

Reflective learners

- setting goals with success criteria for development of formulae
- reviewing progress, acting on any changes in the plan

Team workers

- adapting behaviour to suit different roles and situations when planning and presenting results
- taking responsibility, showing confidence in developing the instructions for using cosmetic products

Self-managers

- seeking out new challenges and showing flexibility when priorities change during the investigation task
- working towards goals, showing initiative, commitment and perseverance during research, planning and evaluation of human testing and trialling of new products
- organising time and resources, prioritising actions during the comparison and evaluation of cosmetic features
- responding positively to change, seeking advice and support when investigating basic chemical and molecular structures and properties of ingredients

Effective participators

- discussing issues of concern when planning research
- proposing practical ways forward for the planning and implementation of creating simple hair, beauty and nail products.

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

Due to the fact that the learner will be carrying out experiments and manipulating the data from these, this will lead to the learner using maths and communication skills in presenting this data in an appropriate manner.

Any recording of data in an electronic format will help the learner with their ICT skills.

If work for this unit is generated electronically, the learner will have the opportunity to develop skills and/or evidence for the Functional Skills in ICT.

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. (2005). *The Spa Book*. Published: Cengage Learning EMEA. ISBN: 978-1861529176.
- Cressy, S. (2003). *Business Management for Hairdressers and Therapists*. Published: Heinemann. ISBN: 978-0435456412.
- 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.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 |

4 Assessment guidance

The following guidance is applicable to all lines of learning and at all levels. The guidance will be available within the specifications and contained in other relevant publications that support Diploma qualifications made available to consortia/centres.

4.1 Task setting

Guidance

Each internally assessed unit has guidance related to task setting within the Assessment section.

Clear guidance, with exemplars of suitable internal assessment, is available to all consortia centres in order to ensure that suitable tasks are set. AQA-City & Guilds will give extra guidance on task setting through its moderators and they will review a selection of proposed tasks to check that these are suitable at the early advisory visits.

The teacher at a centre with overall responsibility for internal standardisation is also responsible for the standardisation of task setting.

Guidance is provided on the total amount of time that a task should take, on the amount of time that specific activities within a task should take and on the form of supervision expected.

The Assessment structure within each unit clearly states what must be covered in the assessment and must be used in order to set appropriate assignments. The units also give details of the demand expected in each assessment task and the overall sector purpose that must be adhered to.

The weighting of Learning outcomes in relation to marking should also be used as guidance in task setting, so that teachers can allocate appropriate depth and breadth to different areas of the assignment.

Moderation

All centres will receive an early visit by their moderator, which will include guidance on assignment/task setting for internally set and marked units. This visit will also include guidance on marking.

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

4.2 Task taking

Internal assessment

Control criteria for internally assessed assignments

The internal assignments must all be taken using controls where appropriate. The forms of evidence required in a unit will drive the controls needed. The following controls should be in place for certain forms of assessment. Where there is specific guidance required beyond that stated below, it will be found in the Assessment section of the unit concerned.

Form of evidence	Method of control									
	Attendance by moderator or Video/DVD recording	Photographs to confirm individual work or product	Witness statement	Bibliography or list of sources	Signed notes evidencing questions asked by teacher	Transcript or audio recording	Log or journal event/business with financial record if applicable	Learner's own record	Supervision	Submission of artefact or product
Performance	1		2							
Research of relevant sources of material				1	2					
Record of interviews with business, industry or third party representatives			2 with learner's own record			1 with evidence of permission		2 with witness statement		
Artefact or Production	2	2	2			2			1*	1*
Practical assignment/experiment	2	2	2			2			1*	1 if possible
Set up and run an event or business			3				2	2	1*	
Portfolio of evidence										1*
Presentation of ideas			2			1				
Report					2 where applicable					1*
Career plan/personal development plan										1*
Witness statement										1*
Job application										1*

Please note:

Control methods rated 1 must be used. Those rated 2 may be used if employing the favoured method is not practical and has been agreed with the centre's moderator. They may also be used as a way of providing additional evidence of the learner's having met the Assessment criteria. Those rated 3 are optional forms of control that may be employed.

*Where the number 1 is followed by an asterisk, this indicates that any other control methods may accompany but not substitute the use of this method.

4

Supervision of learners' work

Learners' work for assessment should be carried out under direct supervision when this is appropriate to the task. Some items of work must use direct supervision as per the controls table. Where direct supervision is not practical the table above shows the controls that would need to be in place and therefore allow the teacher to authenticate that the work is the learner's own.

All learners must sign that the work submitted is their own and teachers/assessors must confirm that the work assessed is solely that of the learner concerned and was conducted under the conditions required by the specification.

Guidance by the teacher

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.

External assessment

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.

4.3 Task marking

Guidance on applying the unit Assessment grid

When assessing learners' work, teachers/assessors should consider the level of attainment demonstrated in four broad areas within the demands and context of the specific unit being assessed:

- the depth and breadth of understanding
- the level of skills
- the level of synthesis, analysis and evaluation
- the level of independence and originality.

In the Assessment grid for each unit, mark ranges are specified for each Learning outcome. When assessing 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. To achieve the higher mark bands, learners should show greater depth and breadth of understanding, higher level skills, higher levels of synthesis, analysis and evaluation and higher levels of independence and originality. Work that clearly meets all the requirements of the mark band description should be awarded the maximum mark identified.

Aspects of the work that might fall short of meeting the description in full, 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 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.

Assessment of group work

Group work is a useful way of obtaining information for some activities but it is important that individual learners meet the Assessment criteria requirements. Teachers/assessors assessing the evidence 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.

It is recognised that there can be instances where learners are required to carry out tasks as part of a group and the group-working skills are an integral part of the assessment requirements. In such cases this general guidance on group work will be superseded by the specific requirements and instructions of the individual unit(s).

Internal standardisation of marking

The centre is required to standardise the assessment across different teachers and teaching groups, within and across units, to ensure that all work at the centre 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 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 centre is required to send to the moderator a signed Centre Declaration Sheet (confirming that the marking of work at the centre has been standardised). If only one teacher has undertaken the marking, that person must sign this form.

Claiming and moderation of internal assessment

Claiming and moderation of internal assessment will only be available in the summer term at fixed dates that will be published at the start of the academic year.

Unfair practice

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. Centres must report suspected malpractice to AQA-City & Guilds.

Authentication of learners' work

Both the learner and the teacher are required to sign declarations confirming that the work submitted for assessment is the learner's own. The teacher declares that the work was conducted under the specified conditions and records details of any additional assistance.

Work other than that of the learner can be utilised in coursework for research and reference, but must be fully acknowledged.

Malpractice

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 another learner, 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 a third person 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 coursework/portfolios is identified by a centre after the learner has signed the declaration of authentication, the Head of Centre 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 coursework/portfolios discovered prior to the learner 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.

Moderation

A moderator will be assigned to each consortium for each line of learning. The moderator, through AQA-City & Guilds' processes check the setting, taking and marking of internal assessments.

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 PLTS 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 internal assessment.

The second stage of moderation is to check the taking and marking of assessments. This stage will take place at fixed times in the academic year, and may be through postal moderation or through a visit to a consortia/centre. 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 2010. 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

5.3 Centre requirements

Resources

Centres must have access to sufficient equipment in the centre or in other centres within the consortium to ensure that learners have the opportunity to cover all the practical activities. Any requirement for specialised equipment is to be found in the description of the units themselves.

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.

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 (HAB3U1)

Unit 2 (HAB3U2)

Unit 3 (HAB3U3)

Unit 4 (HAB3U4)

Unit 5 (HAB3U5)

Unit 6 (HAB3U6)

Unit 7 (HAB3U7)

Unit 8 (HAB3U8)

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:

- the setting of appropriate tasks (see Section 4.1)
- the application of appropriate control of tasks (see Section 4.2)
- training in the use of the Assessment grid (see Section 4.3)
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place (see Section 4.3)
- the completion by learners and teachers/assessors of the record form for each learner's work (see Section 4.3).

External quality assurance

External quality assurance is provided by the two stage moderation system described in Section 4.3. 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:

- 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:

- facilitate any inspection of the Centre which is undertaken on behalf of AQA-City & Guilds
- 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 Diploma 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 Diploma. 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 Diploma

AQA-City & Guilds is a registered Diploma Awarding Body and will certificate the Diploma in accordance with the requirements and timetable to be published separately by QCA. AQA conducts the administration of the Principal Learning units for this specification on behalf of AQA-City & Guilds.

5.9 CABs, DABs and the Diploma aggregation service

AQA is recognised as a Component Awarding Body and offers the widest range of GCE and GCSE qualifications of any unitary awarding body in the UK. These are listed in QCA's Diploma Catalogue. Similarly, City & Guilds is recognised as a Component Awarding Body and offers the widest range of NVQ, VRQ and City & Guilds' own brand qualifications, which are listed in QCA's Diploma Catalogue.

AQA-City & Guilds has been recognised as a Component Awarding Body to certificate Hair and Beauty Studies Principal Learning and Project qualifications for Diplomas.

AQA-City & Guilds has been recognised as a Diploma Awarding Body by QCA in order to certificate whole Diploma qualifications for the Diploma in Hair and Beauty Studies at all three levels.

Learners who have registered for Diploma awards with AQA-City & Guilds will on completion receive a Diploma certificate and a Diploma transcript. The transcript will conform to QCA's specification in terms of the design and information included. The data for the transcript will be supplied by the Diploma aggregation service which is designed to enable the data sharing, results aggregation and grading supporting functions required for the operation of the Diploma as a composite qualification.

5.10 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 JCC *Post-Results Services* booklet.

5.11 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.

5.12 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 Examination 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/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.

5.13 Language of examinations

We will provide units for this specification in English only.

5.14 Qualification titles

The qualification based on this specification is:

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

Appendix A

Connections to other qualifications

The Advanced Diploma in Hair and Beauty Studies incorporates the following qualifications:

Functional Skills qualifications in English, mathematics and ICT

For details of the AQA Functional Skills specifications please go to:

www.aqa.org.uk/qual/gcse/functional_skills.php

For details of the City & Guilds Functional Skills specifications please go to:

www.cityandguilds.com/functionalskills

The Level 3 Extended Project qualification

For details of the AQA-City & Guilds Level 3 Extended Project specification go to:

www.diplomainfo.org.uk/aboutdiplomas/projects.html

Appendix B

Additional and Specialist Learning for the Advanced Diploma in Hair and Beauty Studies

The complete list of accredited qualifications which has been recognised as eligible for Additional and Specialist Learning for the Advanced Diploma in Hair and Beauty Studies is published on the National Database of Accredited Qualifications. Visit:

www.accreditedqualifications.org.uk

AQA and City & Guilds qualifications which have been recognised as eligible for Additional and Specialist Learning for the Diploma in Hair and Beauty Studies are also published on:

www.diplomainfo.org.uk

Appendix C

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.

Level 3 – Principal Learning

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