

## HAIR AND BEAUTY STUDIES

Applied theory  
Units - 1, 2, 3, 5, 6, 7



## Hair and Beauty Studies

### Level 2: Applied theory

#### Sample scheme of work

This is an example of a possible scheme of work. You can use it as it is, adjust it or extract content to create a scheme of work to suit your delivery needs. It can also be adjusted by adding workshops to support learners who have/need additional learning time.

A specimen paper and mark scheme is available for Unit 2 at [www.diplomainfo.org.uk](http://www.diplomainfo.org.uk)

<b>Total GLH</b>	The total GLH for Level 2 is 420.
<b>Delivery model</b>	<p>This scheme of work covers Units 1, 2, 3, 5, 6 and 7. It is based on the full guided learning hours and is designed to work in conjunction with the applied/experiential scheme of work (also available online). Each session is three hours long. Some learning outcomes and assessment criteria for topics/units are integrated into others to give a holistic delivery approach. This ensures that learners understand how each topic/unit link across the Principal Learning programme of study.</p> <p>Teaching and learning techniques used in the delivery of this scheme of work should include active learning tasks that will support the required 50 per cent applied learning.</p>
<b>Notes</b>	<p><b>Differentiation</b> will take place through question and answer, pair or group work, through the level of individual support provided and extension activities.</p> <p><b>Integration of PLTS and FS:</b> Within this scheme of work, these standards will be signposted, but they should be clearly identified, mapped and put into context within the lesson plan in detail.</p> <p><b>Health and safety:</b> Best practice health and safety will need to be identified and reference codes inserted into each lesson plan relating to each activity and learning environment.</p> <p><b>Assessment for learning:</b> Within each lesson plan, tutors should incorporate learning checks. These checks will normally (but not always) be distinct from more formal summative assessment activities.</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
1	<p><b>Induction</b> (3 hours)</p> <p>Learners will:</p> <ul style="list-style-type: none"> <li>• know who their teachers are</li> <li>• know what to expect from the diploma</li> <li>• become familiar with the handbook and its contents.</li> </ul> <p><b>2.1 Safe and healthy working practices in the hair and beauty sector and related industries</b></p> <p>Aim: to understand the key legal, health and safety requirements for employees (LO1).</p> <p>Learners will:</p> <ul style="list-style-type: none"> <li>• know the emergency and evacuation procedures by walking through each procedure (AC1a)</li> <li>• research the different types of dress code expected within the hair and beauty sector (AC1a, c, d)</li> <li>• know the dress code expectations of the training provider (AC1a, c; AC2a)</li> <li>• research and present information on contact dermatitis (AC1b–d; AC2b)</li> <li>• know how to avoid contact dermatitis through the use of PPE (AC1b–d; AC2b).</li> </ul> <p><b>2.2 The world of hair and beauty</b></p> <p>Aim: to understand the global nature of the hair and beauty sector.</p> <p>Learners will be introduced to the six industries within the hair and beauty sector, how they operate and the interdependencies between them (AC1a).</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss the industries within the hair and beauty sector, how they operate and their interdependencies.</li> <li>• Discuss ways of avoiding contact dermatitis.</li> <li>• Walk through the emergency procedures.</li> <li>• Research the dress codes in each industry.</li> <li>• Research contact dermatitis.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Give learners an overview of personnel, the logistics of the centre and what they can expect from the diploma.</li> <li>• Inform learners about the expected dress codes.</li> </ul>	IE1–2 CT2	SL1 W1

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
2	<p><b>2.1 Safe and healthy working practices in the hair and beauty sector and related industries</b> (2 hours)</p> <p>Aim: to understand the key legal, health and safety requirements for employees (LO1).</p> <p>Learners will know the health and safety requirements that ensure safe working practices in the hair and beauty sector (AC1a):</p> <ul style="list-style-type: none"> <li>• the Health and Safety at Work Act (HASAWA)</li> <li>• Personal Protective Equipment at Work Regulations</li> <li>• Workplace Regulations</li> <li>• Manual Handling Operations Regulations</li> <li>• Control of Substances Hazardous to Health Regulations (COSHH)</li> <li>• Provision and Use of Work Equipment Regulations</li> <li>• Electricity at Work Regulations</li> <li>• Reporting Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)</li> <li>• Fire Precautions Act</li> <li>• Health and Safety First Aid Regulations</li> <li>• Health and Safety (Display Screen Equipment) Regulations.</li> </ul> <p><b>2.2 The world of hair and beauty</b> (1 hour)</p> <p>Aim: to know the career opportunities within the hair and beauty sector (LO2).</p> <p>Learners will know why employability skills are important within the hair and beauty sector and know that there are also transferable skills which can be applied in related industries (AC2a), such as:</p> <ul style="list-style-type: none"> <li>• good communication skills</li> <li>• the ability to work in teams and/or independently</li> <li>• using one's initiative</li> <li>• creative thinking</li> <li>• good personal presentation.</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• In small groups, research and discuss health and safety legislation and present their findings to the class.</li> <li>• In small groups, discuss what good personal presentation means and share ideas with the class.</li> <li>• Discuss the following topics: why employability skills are important; what teamwork is; how to use one's initiative and what creative thinking is.</li> <li>• Carry out creative thinking task to underpin knowledge.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Ensure learners know how the Health and Safety at Work Act affects working practices.</li> <li>• Discuss communication skills.</li> </ul>	<p>IE2 TW1 CT2</p>	<p>SL R W</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
3	<p><b>2.1 Safe and healthy working practices in the hair and beauty sector and related industries</b> (2 hours)</p> <p>Aim: to know the factors that impact on safe, effective and hygienic working practices (LO2).</p> <p>Learners will:</p> <ul style="list-style-type: none"> <li>• be able to describe the expected standards of personal presentation and hygiene (AC2a)</li> <li>• why these are important and how they impact on safe and healthy working in the hair and beauty sector (AC2a)</li> <li>• be able to identify occupational health hazards</li> <li>• know how to avoid, recognise and report health hazards, and the importance of early recognition (AC2b).</li> </ul> <p><b>2.2 The world of hair and beauty</b> (1 hour)</p> <p>Aim: to know the career opportunities within the hair and beauty sector (LO2).</p> <p>Learners will know the job roles available within the hair and beauty sector (AC2b).</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Recap last session's learning on personal presentation.</li> <li>• Discuss the expected standards of personal hygiene.</li> <li>• In small groups, identify the correct jewellery, footwear, dress code, personal hygiene (hands, mouth, feet, clothes)</li> <li>• Individually, research a specific job role and present to the class.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Inform learners about occupational health hazards and how to avoid them.</li> <li>• Session should cover some of the job roles within the sector.</li> <li>• Ensure all the occupational health hazards listed in the Principal Learning specification (page 18) are covered in the session.</li> <li>• Ensure all the job roles listed in the Principal Learning specification (page 29) are covered.</li> </ul>	<p>RL1</p> <p>IE2</p> <p>TW1</p>	<p>SL</p> <p>R</p> <p>W</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
4	<p><b>2.1 Safe and healthy working practices in the hair and beauty sector and related industries</b> (2 hours)</p> <p>Aim: to know the factors that impact on safe, effective and hygienic working practices (LO2).</p> <p>Learners will:</p> <ul style="list-style-type: none"> <li>• know the key policies, procedures and safe working practices (AC1c)</li> <li>• how these impact on safe and healthy working and the consequences of failure to comply (AC1c, d)</li> <li>• describe the impact that the following issues have on the ability to perform effectively and safely at work: lifestyle choices, work–life balance, holding down more than one job and a hectic social life (AC2c).</li> </ul> <p><b>2.2 The world of hair and beauty</b> (1 hour)</p> <p>Aim: to know the career opportunities within the hair and beauty sector (LO2).</p> <p>Learners will continue to research job roles and responsibilities within the hair and beauty sector (AC2b).</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss the consequences of failing to follow policies and procedures.</li> <li>• Discuss the ability to perform effectively at work.</li> <li>• Research lifestyle choices and how they affect the ability to work effectively.</li> <li>• Individually, research a specific job role and present to the class.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Ensure all the key policies, procedures and safe working practices listed in the Principal Learning specification (page 17) are covered in the session.</li> </ul>	<p>RL5</p> <p>EP1</p> <p>EP4</p> <p>CT4</p> <p>IE3</p>	<p>SL</p> <p>R</p> <p>W</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
5	<p><b>2.1 Safe and healthy working practices in the hair and beauty sector and related industries</b> (2 hours)</p> <p>Aim: to be able to carry out a simple risk assessment in the hair and beauty sector (LO3).</p> <p>Learners will:</p> <ul style="list-style-type: none"> <li>• produce information on risks and hazards identified in the hair and beauty sector (AC1b; AC3a)</li> <li>• know the symbols for the following: flammable, chemical and danger warning (AC3b).</li> </ul> <p><b>2.2 The world of hair and beauty</b> (1 hour)</p> <p>Aim: to know the career opportunities within the hair and beauty sector (LO2).</p> <p>Learners will know the types of qualifications and the training routes available in the hair and beauty sector (AC2b), including:</p> <ul style="list-style-type: none"> <li>• apprenticeships</li> <li>• college courses</li> <li>• product/equipment specialist courses</li> <li>• short specialist courses</li> <li>• school links programmes (14–19 programmes).</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss what are risks and hazards and the difference between the two.</li> <li>• Discuss the types of hazards that might be found in the hair and beauty sector.</li> <li>• Practise completing a risk assessment form based on case studies.</li> <li>• Take part in a quiz on symbols.</li> <li>• Research the training routes available in the sector and present their findings to the class.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Present the reasons why risks must be reduced.</li> <li>• Show an example of a risk assessment and the control measures.</li> <li>• Discuss the symbols that are found within the sector (with examples) and devise a quiz for the learners.</li> <li>• Inform learners about the courses available within the centre and what different types of qualifications are designed for.</li> <li>• Ensure all the training routes listed in the Principal Learning specification (page 29) are covered.</li> </ul>	<p>IE4</p> <p>IE5</p> <p>SM3</p>	<p>SL</p> <p>R</p> <p>W</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
6	<p><b>INTERNAL ASSESSMENT</b></p> <p><b>2.1 Safe and healthy working practices in the hair and beauty sector and related industries</b> (3 hours)</p> <p>Aim: to be able to carry out a simple risk assessment in the hair and beauty sector (LO3).</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss assessment mark descriptors.</li> <li>• Start developing a handbook for new employees.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Introduce the internal assessment tasks and set a completion date.</li> <li>• Explain how assessment mark descriptors are used.</li> <li>• Inform learners about the assessor's policies, procedures and expectations, and consequences of plagiarism.</li> </ul>	<p>RL2</p> <p>CT1</p>	<p>R</p> <p>W</p>
7	<p><b>INTERNAL ASSESSMENT</b></p> <p><b>2.1 Safe and healthy working practices in the hair and beauty sector and related industries</b> (3 hours)</p> <p>Aim: to be able to carry out a simple risk assessment in the hair and beauty sector (LO3).</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Complete development of the handbook for new employees.</li> <li>• Insert risk assessment into assignment.</li> <li>• Start report on evaluating tasks.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Add the risk assessment carried out in the applied/experiential session (see week 5).</li> </ul>	<p>RL2</p> <p>CT1</p>	<p>R</p> <p>W</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
8	<p><b>2.1 Safe and healthy working practices in the hair and beauty sector and related industries</b> (1.5 hours) Aim: to be able to carry out a simple risk assessment in the hair and beauty sector (LO3).</p> <p><b>2.2 The world of hair and beauty</b> (1.5 hours) Aim: to understand the global nature of the hair and beauty sector (LO1). Learners will know the career pathways available within the hair and beauty sector and how the career opportunities link to other industries (AC2b, c).</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>All internal assessment tasks must be completed.</li> <li>Research career pathways on the Habia website.</li> <li>Discuss how these career opportunities could be linked to other industries.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>Inform learners about the career pathways available within the hair and beauty sector and ensure all those listed in the Principal Learning specification (page 29) are covered.</li> </ul>	IE2 CT1	R W
9	<p><b>2.2 The world of hair and beauty</b> (3 hours) Aim: to understand the global nature of the hair and beauty sector (LO1). Learners will</p> <ul style="list-style-type: none"> <li>know the different types of businesses and the differences between them (AC1a)</li> <li>understand how the six industries (as discussed in session 1) relate to associated industries (AC1a), such as health, hospitality and cruise companies.</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>Take part in a discussion to identify the businesses known to the learners.</li> <li>Identify how the six industries within the hair and beauty sector relate to associated industries.</li> <li>In small groups, research the different types of businesses listed and present their findings to the class.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>Give an overview of one type of business.</li> <li>List the different types of businesses found within the hair and beauty sector: sole trader, partnership, franchise, limited company, large employer, small employer, freelance, chains, wholesaler and manufacturer.</li> </ul>	CT2 IE2	SL R W

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
10	<p><b>2.2 The world of hair and beauty</b> (3 hours)</p> <p>Aim: to understand the global nature of the hair and beauty sector (LO1). Learners will know the social, ethical and environmental issues affecting the hair and beauty businesses and how they are addressed (AC1b).</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss further the issues outlined by the tutor.</li> <li>• In small groups, further research issues allocated to each group and present back their findings, opinions and recommendations to the class.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Inform learners about the social (eg high unemployment), ethical (eg animal testing, artificial versus natural products), environmental (eg recycling, fair trade, disposal of waste) and sustainability (eg packaging, eco-friendly products) responsibilities of businesses.</li> </ul>	IE5 TW4 EP2 EP6	SL R W
11	<p><b>2.2 The world of hair and beauty</b> (3 hours)</p> <p>Aim: to understand the global nature of the hair and beauty sector (LO1). Learners will:</p> <ul style="list-style-type: none"> <li>• appreciate iconic products, equipment and manufacturing developments (AC1c)</li> <li>• know how these products have had an influence socially and economically (AC1c).</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss how product and equipment branding influences clients.</li> <li>• Research iconic products and equipment that is either no longer used or has been further developed for use in today's market.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Present examples of iconic products, equipment and manufacturing developments, such as straighteners, perms (cold wave), product and equipment branding and ammonia-free products.</li> </ul>	IE2 IE6	SL R W

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
12	<p><b>2.2 The world of hair and beauty</b> (3 hours)</p> <p>Aim: to understand the global nature of the hair and beauty sector (LO1).</p> <p>Learners will:</p> <ul style="list-style-type: none"> <li>• know the process of supply and distribution of products and equipment between manufacturers, wholesalers, salons and customers (AC3a)</li> <li>• know factors that affect the supply and demand of products and services, such as advertising and bad publicity (AC3b)</li> <li>• know how key economic factors, such as inflation, exchange rates and unemployment, affect the global marketplace and increase or decrease the demand for hair and beauty products and services (AC3c).</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss how advertising and publicity affect supply and demand.</li> <li>• Research how identified products go through the process of supply and distribution.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Using one product as an example, show how it goes through the process of supply and distribution.</li> <li>• Discuss factors that affect the global marketplace and how this might affect demand for products or services.</li> </ul>	IE3 CT1	SL R W
13	<p><b>2.2 The world of hair and beauty</b> (3 hours)</p> <p>Aim: to understand the global nature of the hair and beauty sector (LO1).</p> <p>Learners will:</p> <ul style="list-style-type: none"> <li>• know the career opportunities within the hair and beauty sector</li> <li>• understand the market for hair and beauty products</li> <li>• know the communication techniques used when buying and selling products to different types of customers and suppliers (AC3d).</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss personal experiences as a consumer.</li> <li>• Discuss different marketing methods used when selling.</li> <li>• Research different methods used to communicate when selling.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Inform learners about different communication techniques (eg posters, leaflets, advertisements, orders, emails, websites, recommendations, telephone) and discuss the positives and negatives of these.</li> <li>• Discuss communication techniques used when buying products.</li> <li>• Consolidate learning in preparation for examination.</li> </ul>	RL6 TW1	SL R W

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
14	<p><b>2.3 The science of hair and beauty</b> (3 hours)</p> <p>Aim: to understand the key factors that affect the health and condition of hair, skin and nails (LO1).</p> <p>Learners will know the anatomy and physiology terminology associated with the hair and beauty sector, including skin, epidermis, hair shaft and dermal papillae, arrector pili muscle, hair follicle, dermis, sweat gland, subcutaneous layer and sebaceous gland (AC1a).</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss why we need skin.</li> <li>• Discuss the importance of knowing and understanding the skin's structure when carrying out services or treatments.</li> <li>• In pairs, research the role of selected skin structures and present their findings to the class.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Inform learners about the structure of the skin and scalp.</li> </ul>	CT2 IE2	SL R W
15	<p><b>2.3 The science of hair and beauty</b> (3 hours)</p> <p>Aim: to understand the key factors that affect the health and condition of hair, skin and nails (LO1).</p> <p>Learners will know the anatomy and physiology terminology associated with the hair and beauty sector, including hair, cuticle, cortex, medulla, anagen, telogen and catagen (AC1a).</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss the importance of knowing and understanding the hair's structure when carrying out services or treatments.</li> <li>• In pairs, research the role of selected hair structures and present their findings to the class.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Present the structure of hair, its growth cycle and what happens to hair during each stage.</li> <li>• Relate the hair's growth cycle to hair-related conditions.</li> </ul>	CT2 IE2	SL R W

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
16	<p><b>2.3 The science of hair and beauty</b> (3 hours)</p> <p>Aim: to understand the key factors that affect the health and condition of hair, skin and nails (LO1).</p> <p>Learners will know the anatomy and physiology terminology associated with the hair and beauty sector, including nail, nail plate, nail cuticle, lunula, free edge, nail bed, matrix, hyponychium, perionychium and eponychium (AC1a).</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss the importance of knowing and understanding the nail structure when carrying out services or treatments.</li> <li>• In pairs, research the role of selected nail structures and present back to the class.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Present the structure of the nail.</li> </ul>	CT2 IE2	SL R W
17	<p><b>2.3 The science of hair and beauty</b> (3 hours)</p> <p>Aim: to understand the key factors that affect the health and condition of hair, skin and nails (LO1).</p> <p>Learners will know the anatomy and physiology terminology associated with the hair and beauty sector, including bones, frontal, occipital, parientals, temporal, zygomatic, maxillae, mandible and cervical vertebrae (AC1a).</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discus the importance of knowing and understanding the bones when carrying out services or treatments.</li> <li>• Correctly place bones onto a pre-prepared diagram.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Present the positioning of bones in the body.</li> </ul>	CT2 IE2	SL R W
18	<p><b>2.2 The world of hair and beauty</b> (3 hours)</p> <p>External exam preparation for Unit 2.</p> <p>This week will need to be moved to coincide with the national exam date.</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Revision of previous discussions.</li> <li>• Formative tests to prepare for the summative exam.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Prepare learners for the 1.5-hour exam.</li> <li>• Show learners how to gain the maximum marks.</li> </ul>	SM3	R W

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
19	<p><b>2.2 The world of hair and beauty</b> (3 hours)</p> <p>External exam preparation for Unit 2.</p> <p>This week will need to be moved to coincide with the national exam date.</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Revision of previous discussions.</li> <li>• Formative tests to prepare for the summative exam.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Prepare learners for the exam.</li> <li>• Show learners how to gain the maximum marks.</li> </ul>	SM3	R W
20	<p><b>2.3 The science of hair and beauty</b> (3 hours)</p> <p>Aim: to understand the key factors that affect the health and condition of hair, skin and nails (LO1).</p> <p>Learners will know the anatomy and physiology terminology associated with the hair and beauty sector, including bones, fibula, tibia, tarsals, metatarsals, phalanges on the hands/feet, radius, carpal and metacarpals (AC1a).</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss the importance of knowing and understanding the bones when carrying out services or treatments.</li> <li>• Correctly place bones onto a pre-prepared diagram.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Present the positioning of bones in the body.</li> </ul>	CT2 IE2	SL R W
21	<p><b>2.3 The science of hair and beauty</b> (3 hours)</p> <p>Aim: to understand the key factors that affect the health and condition of hair, skin and nails (LO1).</p> <p>Learners will know the anatomy and physiology terminology associated with the hair and beauty sector, including muscles, frontalis, occipitalis, zygomaticus, masseter, orbicularis and platysma (AC1a).</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss the importance of knowing and understanding the muscles when carrying out services or treatments.</li> <li>• Correctly place muscles onto a pre-prepared diagram.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Present the positioning of muscles in the body.</li> </ul>	CT2 IE2	SL R W

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
22	<p><b>2.3 The science of hair and beauty</b> (3 hours)</p> <p>Aim: to understand the key factors that affect the health and condition of hair, skin and nails (LO1).</p> <p>Learners will know the anatomy and physiology terminology associated with the hair and beauty sector, including muscles, trapezius, sternocleidmastoid, flexors and extensors on hands/feet, biceps, triceps, soleus and gastrocnemius (AC1a).</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss the importance of knowing and understanding the muscles when carrying out services or treatments.</li> <li>• Correctly place muscles onto a pre-prepared diagram.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Present the positioning of muscles in the body.</li> </ul>	CT2 IE2	SL R W
23	<p><b>2.3 The science of hair and beauty</b> (3 hours)</p> <p>Aim: to understand the key factors that affect the health and condition of hair, skin and nails (LO1).</p> <p>Learners will know the anatomy and physiology terminology associated with the hair and beauty sector, including functions of the skin (absorption, elimination, protection, sensation, secretion, heat regulator, vitamin D) and functions of the hair and nails (protection) (AC1a).</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss why we need to protect our skin.</li> <li>• Discuss the importance of knowing and understanding the function of skin when carrying out consultations for services or treatments.</li> <li>• Revision using case studies and quizzes.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Present the functions of the skin, hair and nails.</li> </ul>	CT2	SL R W

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
24	<p><b>2.3 The science of hair and beauty</b> (3 hours)</p> <p>Aim: to understand the key factors that affect the health and condition of hair, skin and nails (LO1).</p> <p>Learners will know the factors that affect the health and condition of the hair, skin and nails, including environmental factors (eg wind, sun, sea) and mechanical factors (eg use of equipment) (AC1b).</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss the environmental and mechanical factors that can affect the condition of the hair, skin and nails.</li> <li>• Discuss the importance of knowing and understanding the affecting factors when carrying out services or treatments.</li> <li>• In pairs, create a poster that could be used to prevent damage to the hair, skin and nails. Then present it to the class.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Introduce the environmental and mechanical factors that affect the hair, skin and nails.</li> </ul>	IE2 CT2 RL5	SL R W
25	<p><b>2.3 The science of hair and beauty</b> (3 hours)</p> <p>Aim: to understand the key factors that affect the health and condition of hair, skin and nails (LO1).</p> <p>Learners will know the factors that affect the health and condition of the hair, skin and nails, including conditioner, perm lotion or relaxer, permanent colour and bleach (AC1b).</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss personal use of products.</li> <li>• Discuss the importance of knowing and understanding the affecting factors when carrying out services or treatments.</li> <li>• Research and present how these products affect the hair.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Introduce how products can affect the hair.</li> <li>• Allocate each group/pair a product to research.</li> </ul>	EP1 TW2	SL R W

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
26	<p><b>2.3 The science of hair and beauty</b> (3 hours)</p> <p>Aim: to understand the key factors that affect the health and condition of hair, skin and nails (LO1).</p> <p>Learners will know the factors that affect the health and condition of the hair, skin and nails, including cuticle remover, nail polish remover, moisturiser and cleanser (AC1b).</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss personal use of products.</li> <li>• Discuss the importance of knowing and understanding the affecting factors when carrying out services or treatments.</li> <li>• Research and present how these products affect the skin and nails.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Present how products can affect the skin and nails.</li> <li>• Allocate each group/pair a product to research.</li> </ul>	EP1 TW2	SL R W
27	<p><b>2.3 The science of hair and beauty</b> (3 hours)</p> <p>Aim: to understand the key factors that affect the health and condition of hair, skin and nails (LO1).</p> <p>Learners will know the factors that affect the health and condition of the hair, skin and nails, including health, lifestyle and nutrition (eg the effects of illnesses, the frequency of cleansing the hair, skin and nails, the effects of diet and age (AC1b).</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss personal experiences of the effects of lifestyle and nutrition on the condition of the hair, skin and nails.</li> <li>• In small groups, research how each area can affect the hair, skin and nails. Then present the findings to the class.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Introduce learners to how choices regarding health, lifestyle and nutrition affect the condition of the hair, skin and nails.</li> <li>• Allocate each group an area to research.</li> </ul>	IE2 TW1	SL R W

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
28	<p><b>2.3 The science of hair and beauty</b> (3 hours)</p> <p>Aim: to understand the key factors that affect the health and condition of hair, skin and nails (LO1).</p> <p>Learners will know how imperfections and conditions, such as bacterial, fungal or viral infections, can affect or limit hair, beauty and nail services (AC1c).</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss how infections can affect the treatments or services available to the client.</li> <li>• Research what these infections look like and present their findings to the class.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Explain what bacterial, fungal and viral infections are.</li> </ul>	<p>IE1</p> <p>CT1</p> <p>CT2</p>	<p>SL</p> <p>R</p> <p>W</p>
29	<p><b>2.3 The science of hair and beauty</b> (3 hours)</p> <p>Aim: to understand the key factors that affect the health and condition of hair, skin and nails (LO1).</p> <p>Learners will know how imperfections and conditions, such as dermatitis, psoriasis and eczema, can affect or limit hair, beauty and nail services (AC1c).</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss how dermatitis, psoriasis and eczema can affect or limit the treatments or services available to the client.</li> <li>• Research what these conditions look like and present their findings to the class.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Explain what dermatitis, psoriasis and eczema are.</li> </ul>	<p>IE1</p> <p>CT1</p> <p>CT2</p>	<p>SL</p> <p>R</p> <p>W</p>
30	<p><b>2.3 The science of hair and beauty</b> (3 hours)</p> <p>Aim: to understand the key factors that affect the health and condition of hair, skin and nails (LO1).</p> <p>Learners will know how imperfections and conditions, such as paronychia, ringworm, allergies and sensitivities, can affect or limit hair, beauty and nail services (AC1c).</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss how paronychia, ringworm, allergies and sensitivities can affect or limit the treatments or services available to the client.</li> <li>• Research what these conditions look like and present their findings to the class.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Explain what paronychia, ringworm, allergies and sensitivities are.</li> </ul>	<p>IE1</p> <p>CT1</p> <p>CT2</p>	<p>SL</p> <p>R</p> <p>W</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
31	<p><b>2.3 The science of hair and beauty</b> (3 hours)</p> <p>Aim: to understand the key factors that affect the health and condition of hair, skin and nails (LO1).</p> <p>Learners will know how imperfections and conditions, such as head lice, dandruff and white spots on nails, can affect or limit hair, beauty and nail services (AC1c).</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss how head lice, dandruff and white spots on nails can affect or limit the treatments or services available to the client.</li> <li>• Research what these conditions look like and present their findings to the class.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Explain what head lice, dandruff and white spots on nails are.</li> </ul>	<p>IE1</p> <p>CT1</p> <p>CT2</p>	<p>SL</p> <p>R</p> <p>W</p>
32	<p><b>2.3 The science of hair and beauty</b> (3 hours)</p> <p>Aim: to know the scientific principles used within basic hair, beauty and nail technical services (LO2).</p> <p>Learners will know how the active ingredients of hair, beauty and nail products work, including shampoo/detergent, conditioner, cold perm lotion, relaxer, permanent colour and bleach (AC2a).</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss personal experience of products.</li> <li>• Research and present to the class diagrams of active ingredients working on the hair.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Introduce learners to how the different active ingredients work.</li> </ul>	<p>IE2</p> <p>CT2</p>	<p>SL</p> <p>R</p> <p>W</p>
33	<p><b>2.3 The science of hair and beauty</b> (3 hours)</p> <p>Aim: to know the scientific principles used within basic hair, beauty and nail technical services (LO2).</p> <p>Learners will know how the active ingredients of hair, beauty and nail products work, including skin cleansers, toners, clay masks, skin exfoliants and colour pigments in make-up (AC2a).</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss personal experience of products.</li> <li>• Research and present to the class diagrams of active ingredients working on the skin.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Introduce learners to how the different active ingredients work.</li> </ul>	<p>IE2</p> <p>CT2</p>	<p>SL</p> <p>R</p> <p>W</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
34	<p><b>2.3 The science of hair and beauty</b> (3 hours)</p> <p>Aim: to know the scientific principles used within basic hair, beauty and nail technical services (LO2).</p> <p>Learners will:</p> <ul style="list-style-type: none"> <li>• know how the active ingredients of hair, beauty and nail products work, including cuticle removers, nail enamel and nail enamel remover (AC2a)</li> <li>• understand the pH scale and be able to identify the pH of products on a pH scale and how the pH affects the use of products</li> <li>• know the effect of pH (acid, alkaline or neutral) on the hair, skin and nails (AC2c).</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss personal experiences of products.</li> <li>• Research and present to the class diagrams of active ingredients working on the nail.</li> <li>• Complete tests on products and insert into a pre-prepared diagram of the pH scale.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Explain how the different active ingredients work.</li> <li>• Introduce the pH scale and how it is used to test products.</li> </ul>	IE2 CT1 CT2	SL R W
35	<p><b>2.3 The science of hair and beauty</b> (3 hours)</p> <p>Aim: to know the scientific principles used within basic hair, beauty and nail technical services (LO2).</p> <p>Aim: to be able to safely conduct basic tests used in the hair and beauty sector (LO4).</p> <p>Learners will:</p> <ul style="list-style-type: none"> <li>• conduct hair and beauty sector related tests safely, and accurately record, analyse and draw conclusions about skin/sensitivity, porosity, elasticity, incompatibility, strand, tactile, pH and water testing, and lathering properties (AC2b; AC4a–c)</li> <li>• know how to safely store and dispose of resources after testing (AC4b)</li> <li>• know about salon policies and procedures</li> <li>• know the requirements of the Data Protection Act.</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss how to analyse test results.</li> <li>• Discuss the requirements of the Data Protection Act.</li> <li>• Take part in the testing procedure (where allowed) and insert findings onto client record cards (where applicable).</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Introduce the different tests that are carried out in the hair and beauty sector.</li> <li>• Carry out the tests identified.</li> <li>• Show learners how to safely dispose of waste from the testing procedures.</li> <li>• Explain the importance of compliance with salon policies and procedures.</li> </ul>	IE2 IE4 RL5 TW1	SL R W

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
36	<p><b>2.3 The science of hair and beauty</b> (3 hours)</p> <p>Aim: to know the scientific principles used within basic hair, beauty and nail technical services (LO2).</p> <p>Learners will:</p> <ul style="list-style-type: none"> <li>• know the uses and functions of electricity, equipment (eg hairdryer, straightening iron, infrared lamp, ultra-violet cabinet, ultra- violet lamp), added heat, salon lighting (AC2d)</li> <li>• know how the following affect hair, beauty and nail service delivery and the use of products and equipment: water type (hard, soft, spring, distilled), water temperature on the hair and skin (hot, tepid, cold), heat (on the scalp and the source) and the effects of light (eg colour spectrum) (AC2e).</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss personal experiences of equipment as a client.</li> <li>• Research and present to the class the effect of different light during services.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Explain how electricity works and its uses and functions.</li> <li>• Introduce the different affects of lighting in a salon.</li> <li>• Explain how different water types and the water temperature affect services and treatments.</li> <li>• Explain how heat can be used during services and treatments.</li> </ul>	IE1 IE2 CT2	SL R W
37	<p><b>2.3 The science of hair and beauty</b> (3 hours)</p> <p>Aim: to be able to apply the principles of colour and light to enhance appearance (LO3).</p> <p>Learners will:</p> <ul style="list-style-type: none"> <li>• know how the use of colour and the selection of complementary colours may enhance skin tone, product or clothing (eg hairstyle, nails, image/look for day/evening, a wedding, a special occasion, etc) (AC3a)</li> <li>• know how different types of light (natural or artificial) can affect the appearance of colour (AC3b).</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss colours associated with special occasions.</li> <li>• Experiment using different types of light and record their findings.</li> <li>• Research different images that use colour to enhance the finished result.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Present how colour can be used to complement and enhance.</li> <li>• Demonstrate activities to identify correct colour use.</li> </ul>	TW1 CT2 IE1 IE2	SL R W

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
38	<b>INTERNAL ASSESSMENT</b> <b>2.3 The science of hair and beauty</b> (3 hours) Introduction and development of evidence for internal assessment (LO1–4).	Learners: <ul style="list-style-type: none"> <li>• Discuss how to present the tasks set.</li> <li>• Plan, do and review task development.</li> </ul> Tutor: <ul style="list-style-type: none"> <li>• Introduce the requirements of the internal assessment tasks.</li> <li>• Explain how assessment mark descriptors are used.</li> </ul>	IE2 IE4 SM2 SM3	SL R W
39	<b>INTERNAL ASSESSMENT</b> <b>2.3 The science of hair and beauty</b> (3 hours) Development of evidence for internal assessment (LO1–4).	Learners: <ul style="list-style-type: none"> <li>• Discuss how the tasks are developing.</li> <li>• Plan, do and review task development.</li> </ul> Tutor: <ul style="list-style-type: none"> <li>• Support task development.</li> </ul>	IE2 IE4 SM2 SM3	SL R W
40	<b>INTERNAL ASSESSMENT</b> <b>2.3 The science of hair and beauty</b> (3 hours) Development of evidence for internal assessment (LO1–4).	Learners: <ul style="list-style-type: none"> <li>• Discuss how the tasks are developing.</li> <li>• Plan, do and review task development.</li> </ul> Tutor: <ul style="list-style-type: none"> <li>• Support task development.</li> </ul>	IE2 IE4 SM2 SM3	SL R W
41	<b>INTERNAL ASSESSMENT</b> <b>2.3 The science of hair and beauty</b> (3 hours) Completion of evidence for internal assessment (LO1–4).	Learners: <ul style="list-style-type: none"> <li>• Complete the tasks set.</li> <li>• Plan, do and review task development.</li> </ul> Tutor: <ul style="list-style-type: none"> <li>• Support task development.</li> </ul>	IE2 IE4 SM2 SM3	SL R W

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
42	<p><b>2.5 History of hair and beauty in society</b> (3 hours)</p> <p>Aim: to understand the effect of historical influences on the hair and beauty sector (LO1).</p> <p>Learners will know how the following historical eras have influenced the hair and beauty sector: Chinese, Egyptian, Grecian, Roman, Victorian and Edwardian (AC1a).</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>Discuss how the historical era presented by the tutor has influenced today's treatments and services.</li> <li>In small groups, to research looks, present back to the class and discuss how these have influenced modern looks of today.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>Model the presentation of one era.</li> </ul>	<p>IE2</p> <p>TW1</p> <p>TW2</p> <p>RL6</p>	<p>SL</p> <p>R</p> <p>W</p>
43	<p><b>2.5 History of hair and beauty in society</b> (3 hours)</p> <p>Aim: to understand the effect of historical influences on the hair and beauty sector (LO1).</p> <p>Learners will know how the following historical eras have influenced the hair and beauty sector: Chinese, Egyptian, Grecian, Roman, Victorian and Edwardian (AC1a).</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>Discuss how the historical era presented by the tutor has influenced today's treatments and services.</li> <li>In small groups, to research looks, present back to the class and discuss how these have influenced modern looks of today.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>Model the presentation of one era.</li> </ul>	<p>IE2</p> <p>TW1</p> <p>TW2</p> <p>RL6</p>	<p>SL</p> <p>R</p> <p>W</p>
44	<p><b>2.5 History of hair and beauty in society</b> (3 hours)</p> <p>Aim: to understand the effect of historical influences on the hair and beauty sector (LO1).</p> <p>Learners will know:</p> <ul style="list-style-type: none"> <li>the key landmarks in fashion (eg the 1960s) and technology (eg perm lotion/relaxer, microdermabrasion, non-surgical face lifts) in the development of the hair and beauty sector (AC1b)</li> <li>how past ideas and practices have influenced modern trends (eg curling hair, adding hair, cutting hair, colouring hair) (AC1c). Colouring hair (AC1b).</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>Discuss how past ideas have influenced modern trends.</li> <li>In small groups, learners present how past ideas and practices are used in today's services and treatments.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>Present some of the key landmarks in the development of the hair and beauty sector.</li> </ul>	<p>IE2</p> <p>CT1</p> <p>CT2</p>	<p>SL</p> <p>R</p> <p>W</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
45	<p><b>2.5 History of hair and beauty in society</b> (3 hours)</p> <p>Aim: to understand the effect of historical influences on the hair and beauty sector (LO1).</p> <p>Learners will know how past ideas and practices that have influenced modern trends (eg nail enhancement, hand and body art, complementary therapies (AC1c).</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss how past ideas have influenced modern trends.</li> <li>• In small groups, learners present how past ideas and practices are used in today's services and treatments.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Present some of the key landmarks in the development of the hair and beauty sector.</li> </ul>	<p>CT1</p> <p>CT2</p> <p>IE2</p>	<p>SL</p> <p>R</p> <p>W</p>
46	<p><b>2.5 History of hair and beauty in society</b> (3 hours)</p> <p>Aim: to know the impact of key technological developments on the hair and beauty sector (LO2)</p> <p>Learners will know how and when technological developments impacted on the hair and beauty sector (eg techniques, products, media) (AC2a).</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss how they would cope with the past technologies identified.</li> <li>• In small groups, use images of past and present to evaluate how technology has moved on in services and treatments.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Present how and when technological developments have impacted on the hair and beauty sector.</li> </ul>	<p>IE1</p> <p>IE2</p>	<p>SL</p> <p>R</p> <p>W</p>
47	<p><b>2.5 History of hair and beauty in society</b> (3 hours)</p> <p>Aim: to understand how factors influence the delivery of hair and beauty services.</p> <p>Learners will know the cultural factors affecting the delivery of hair, beauty and related services, such as cultural traditions, family occasions and celebrations (AC3a).</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss how cultural traditions and family occasions and celebrations affect the delivery of services and treatments.</li> <li>• In groups, research different cultural traditions and family occasions that can affect services and treatments. Present their findings to the class.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Present examples of cultural factors that can affect the delivery of hair, beauty and related services.</li> </ul>	<p>IE2</p> <p>IE3</p> <p>IE5</p> <p>TW1</p>	<p>SL</p> <p>R</p> <p>W</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
48	<p><b>2.5 History of hair and beauty in society</b> (3 hours)</p> <p>Aim: to understand how factors influence the delivery of hair and beauty services.</p> <p>Learners will know how social and economic factors have influenced the delivery of hair, beauty and related services (AC3b).</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss factors such as consumer spending and leisure activities, and how these have influenced services in the hair and beauty sector.</li> <li>• In small groups, research how the media, gender issues and celebrities have influenced services and treatments. Then present their findings to the class.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Present how social and economic factors have influenced the delivery of hair, beauty and related services.</li> </ul>	IE2 IE3 IE5 TW1	SL R W
49	<p><b>2.5 History of hair and beauty in society</b> (3 hours)</p> <p>Aim: to be able to generate modern service ideas (LO4).</p> <p>Learners will know:</p> <ul style="list-style-type: none"> <li>• how to communicate with clients to find out their requirements (AC4a)</li> <li>• how to generate modern service ideas taking into consideration influencing factors (AC4b).</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss factors that need to be taken into consideration when generating service ideas, eg the condition of the hair, skin and nails, the length of the hair and nails, the type and texture of the hair, the client's age and lifestyle, and fashion.</li> <li>• Carry out case studies based on the above influencing factors.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Present examples of verbal communication skills and how to interpret body language in order to find out clients' requirements. Briefly cover the core information needed, ie medical history, previous services, etc.</li> <li>• Discuss how to generate service ideas using visual aids.</li> </ul>	RL6 IE3 IE4	SL R W

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
50	<p><b>2.5 History of hair and beauty in society</b> (3 hours)</p> <p>Aim: to be able to generate modern service ideas (LO4).</p> <p>Learners will know:</p> <ul style="list-style-type: none"> <li>• how to negotiate and balance views with clients to reach a workable solution (AC4c)</li> <li>• how to finalise the service given and suggest improvements for future progress (AC4d).</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss how to confirm clients' requirements.</li> <li>• Review previous consultations and identify areas that could be improved upon.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Present learners with suggestions on how to negotiate and balance views with clients, eg by explaining and identifying solutions.</li> <li>• Demonstrate finishing techniques to a hairstyle, make-up and nails, and how to identify areas of strength and areas for improvement.</li> </ul>	<p>EP5</p> <p>EP6</p> <p>IE3</p> <p>IE4</p> <p>RL5</p>	<p>SL</p> <p>R</p> <p>W</p>
51	<p><b>INTERNAL ASSESSMENT</b></p> <p><b>2.5 History of hair and beauty in society</b> (3 hours)</p> <p>Introduction and development of evidence for internal assessment (LO1–4).</p> <p>The client analysis sheets used in the applied/experiential sessions should be used towards task completion.</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss how to present the tasks set.</li> <li>• Plan, do and review task development.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Introduce the requirements of the internal assessment tasks.</li> <li>• Explain how assessment mark descriptors are used.</li> </ul>	<p>IE1</p> <p>IE4</p> <p>IE6</p> <p>RL6</p>	<p>SL</p> <p>R</p> <p>W</p>
52	<p><b>INTERNAL ASSESSMENT</b></p> <p><b>2.5 History of hair and beauty in society</b> (3 hours)</p> <p>Development of evidence for internal assessment (LO1–4).</p> <p>The client analysis sheets used in the applied/experiential sessions should be used towards task completion.</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss how the tasks are developing.</li> <li>• Plan, do and review task development.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Support task development.</li> </ul>	<p>IE1</p> <p>IE4</p> <p>IE6</p> <p>RL6</p>	<p>SL</p> <p>R</p> <p>W</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
53	<p><b>INTERNAL ASSESSMENT</b></p> <p><b>2.5 History of hair and beauty in society</b> (3 hours)</p> <p>Completion of evidence for internal assessment (LO1–4).</p> <p>The client analysis sheets used in the applied/experiential sessions should be used towards task completion.</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss how the tasks are developing.</li> <li>• Plan, do and review task development.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Support task development.</li> </ul>	<p>IE2</p> <p>IE3</p> <p>IE6</p> <p>RL5</p>	<p>SL</p> <p>R</p> <p>W</p>
54	<p><b>2.6 Promoting and selling products and services by professional recommendation in the hair and beauty sector</b> (3 hours)</p> <p>Aim: to understand the basic aspects of promotion and selling (LO1).</p> <p>Learners will:</p> <ul style="list-style-type: none"> <li>• know the importance of selling and promotion in achieving business success (AC1a)</li> <li>• know the types of sales policies and procedures used in hair and beauty sector (AC1b)</li> <li>• compare and know the differences between selling and promoting a hair and beauty product through a retail environment and through professional recommendation (AC1c).</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss how to create and secure a market.</li> <li>• Discuss how to enhance the image of a company.</li> <li>• In small groups, research the differences between selling and promotion in a professional hair and beauty sector business and that in a high street retail outlet. Present their findings to the class.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Introduce learners to the importance of selling and promotion in achieving business success, and the importance of increasing profit.</li> <li>• Ensure the sales policies and procedures, and the different in ways of selling and promotion outlined in the Principal Learning specification (pages 75–6) are covered.</li> </ul>	<p>IE2</p> <p>IE3</p> <p>IE6</p> <p>RL5</p>	<p>SL</p> <p>R</p> <p>W</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
55	<p><b>2.6 Promoting and selling products and services by professional recommendation in the hair and beauty sector</b> (3 hours)</p> <p>Aim: to understand the basic aspects of promotion and selling (LO1).</p> <p>Learners will:</p> <ul style="list-style-type: none"> <li>• be able to describe the ethical considerations linked to selling and promotional activities (AC1d):</li> <li>• know the significance of legislation on the selling process (AC1e).</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss animal testing, the use of artificial versus natural products and recycling.</li> <li>• In pairs, research sales, consumer and anti-discrimination legislation and present back to the class.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Explain the ethical considerations linked to selling and promotional activities, such as animal testing, artificial versus natural products, recycling, legislation and discrimination.</li> <li>• Introduce learners to the Sales of Goods Act, Trades Description Act, Disability Discrimination Act, Codes of Conduct and Consumer Protection legislation.</li> </ul>	<p>IE3</p> <p>IE4</p> <p>IE5</p> <p>EP6</p>	<p>SL</p> <p>R</p> <p>W</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
56	<p><b>2.6 Promoting and selling products and services by professional recommendation in the hair and beauty sector</b> (3 hours)</p> <p>Aim: to understand the basic aspects of promotion and selling (LO1).</p> <p>Aim: to know the purpose, use and benefits of typical retail products, services and equipment in the hair and beauty sector (LO2).</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• explain the factors that may influence the customer’s decision to buy products, services or equipment in the hair and beauty sector (AC1f)</li> <li>• state the purpose, use and benefits of typical products for sale in the hair and beauty sector (AC2a).</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss personal influences.</li> <li>• In pairs, research the factors listed in the Principal Learning (page 76) and how they could influence the service or treatments purchased.</li> <li>• Individually, insert the purpose, use and benefits of retail products offered for sale in hair and beauty environments. Create a grid to cover all the products in the Principal Learning specification (page 76).</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Present factors that may influence clients to buy hair, beauty and nail services, products or equipment, such as balanced information and recommendations, professional knowledge of products, services and equipment, knowledge of suitability to the client, and so on. See the Principal Learning specification to ensure all are covered.</li> </ul>	IE2 IE4 CT4 RL4	SL R W
57	<p><b>2.6 Promoting and selling products and services by professional recommendation in the hair and beauty sector</b> (3 hours)</p> <p>Aim: to know the purpose, use and benefits of typical retail products, services and equipment in the hair and beauty sector (LO2).</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• state the purpose, use and benefits of typical services offered for sale in the hair and beauty sector (AC2b)</li> <li>• state the purpose, use and benefits of typical equipment offered for sale in the hair and beauty sector (AC2c).</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss personal services and equipment used.</li> <li>• Individually, insert the purpose, use and benefits of services and equipment offered for sale in hair and beauty environments. Create a grid to cover all the services in the Principal Learning specification (page 76).</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Present examples of the services and equipment offered for sale in the hair, beauty and nail. Ensure all the services and equipment listed in the Principal Learning specification are covered.</li> </ul>	IE2 IE4 CT2	SL R W

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
58	<p><b>2.6 Promoting and selling products and services by professional recommendation in the hair and beauty sector</b> (3 hours)</p> <p>Aim: to be able to use selling techniques suitable to the hair and beauty environment (LO3).</p> <p>Learners will produce an effective product display for a hair and beauty environment (AC3a).</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss personal preferences.</li> <li>• In pairs, research different types of product displays and present their findings to the class.</li> <li>• Design a promotional display to be presented to the class in the next session.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Illustrate the importance of product displays (eg advertisements, leaflets, open evenings) used for selling and promotional activities.</li> <li>• Demonstrate basic retail selling skills and techniques (eg identifying a need, selecting a product or service, explaining the benefits, features and suitability, answering questions, closing the sale). Ensure all the skills outlined in the Principal Learning specification (page 77) are covered.</li> </ul>	IE2 EP5 CT1 CT3 RL1	SL R W
59	<p><b>2.6 Promoting and selling products and services by professional recommendation in the hair and beauty sector</b> (3 hours)</p> <p>Aim: to be able to use selling techniques suitable to the hair and beauty environment (LO3).</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate effective basic selling skills by influencing others (AC3b)</li> <li>• use appropriate hair and beauty related terminology when demonstrating selling techniques (AC3c).</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss personal experiences of selling techniques as a consumer.</li> <li>• In groups, role play basic selling techniques.</li> <li>• In pairs, research the legal requirements and the health and safety considerations when promoting and selling, then present findings to the class.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Present the appropriate terminology used in order to demonstrate effective selling techniques. Ensure all the terminology outlined in the Principal Learning specification (page 77) is covered.</li> </ul>	RL1 TW3	SL R W

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
60	<p><b>ASSESSMENT</b></p> <p><b>2.6 Promoting and selling products and services by professional recommendation in the hair and beauty sector</b> (3 hours)</p> <p>Introduction and development of evidence for internal assessment (LO1–3).</p> <p>The client analysis sheets used in the applied/experiential sessions should be used towards task completion.</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss how to present the tasks set.</li> <li>• Plan, do and review task development.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Introduce the requirements of the internal assessment tasks.</li> <li>• Explain how assessment mark descriptors are used.</li> </ul>	<p>IE1</p> <p>IE4</p> <p>IE6</p> <p>CT1</p> <p>RL6</p>	<p>SL</p> <p>R</p> <p>W</p>
61	<p><b>INTERNAL ASSESSMENT</b></p> <p><b>2.6 Promoting and selling products and services by professional recommendation in the hair and beauty sector</b> (3 hours)</p> <p>Development of evidence for internal assessment (LO1–3).</p> <p>The client analysis sheets used in the applied/experiential sessions should be used towards task completion.</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss how the tasks are developing.</li> <li>• Plan, do and review task development.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Support task development.</li> </ul>	<p>IE1</p> <p>IE4</p> <p>IE6</p> <p>CT1</p> <p>RL6</p>	<p>SL</p> <p>R</p> <p>W</p>
62	<p><b>INTERNAL ASSESSMENT</b></p> <p><b>2.6 Promoting and selling products and services by professional recommendation in the hair and beauty sector</b> (3 hours)</p> <p>Completion of evidence for internal assessment (LO1–3).</p> <p>The client analysis sheets used in the applied/experiential sessions should be used towards task completion.</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss how the tasks are developing.</li> <li>• Plan, do and review task development.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Support task development.</li> </ul>	<p>IE1</p> <p>IE4</p> <p>IE6</p> <p>CT1</p> <p>RL6</p>	<p>SL</p> <p>R</p> <p>W</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
63	<p><b>2.7 Salon business systems and processes</b> (3 hours)</p> <p>Aim: to understand the use of business systems in the hair and beauty sector (LO1).</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• explain the function and importance of key business systems and processed to a business (eg work scheduling, stock control systems, pricing structures, payment procedures) (AC1a)</li> <li>• summarise the impact that the type and size of a business has on the business systems needed (eg sole trader, partnership, franchise, or small, medium or large salon) (AC1b).</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss personal experiences of any business systems used.</li> <li>• In pairs, research how the type and size of hair, beauty and nail businesses impact on the type and range of business systems needed. Then present their findings to the class.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Explain different types of business systems and processes, their function and importance to businesses.</li> </ul>	IE1 IE2 IE4 CT1	SL R W
64	<p><b>2.7 Salon business systems and processes</b> (3 hours)</p> <p>Aim: to understand the use of business systems in the hair and beauty sector.</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• explain the typical manual and computerised hair and beauty sector business packages used to create and maintain appointment records (AC1c)</li> <li>• explain the importance of establishing and maintaining accuracy</li> <li>• compare the business systems used across the six industries (AC1d).</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss the advantages and disadvantages of computerised and manual systems.</li> <li>• Individually, compare and contrast systems. Then present their findings to the class.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Ensure all the business systems and types of businesses listed in the Principal Learning specification (pages 88–9) are covered.</li> </ul>	RL5 IE1 IE2	SL R W

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
65	<p><b>2.7 Salon business systems and processes</b> (3 hours)</p> <p>Aim: to understand the unique role and function of the hair and beauty reception area (LO2).</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>explain the role and function of the reception area in the hair and beauty sector and how it differs from other businesses (eg to meet and greet customers, to book appointments, to prioritise work schedules) (AC2a)</li> <li>explain the principles underlying the scheduling of work in the hair and beauty sector (eg the expertise of personnel, lunch and rest breaks, opening hours and policies) (AC2b).</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>Compare reception areas from other businesses based on personal experiences.</li> <li>Individually, practise scheduling appointments for different services.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>Present the role and function of the reception area and the principles of scheduling work. Ensure all the examples listed in the Principal Learning specification (page 89) are covered.</li> </ul>	IE2 RL5	SL R W
66	<p><b>2.7 Salon business systems and processes</b> (3 hours)</p> <p>Aim: to understand the unique role and function of the hair and beauty reception area (LO2).</p> <p>Aim: to know the requirements of running an effective reception area in the hair and beauty sector (LO3).</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>explain the legal obligations for the storage and security of client data under the current Data Protection Act and the consequences of breaking these obligations (AC2c)</li> <li>explain the typical considerations when working out pricing structures and costs of services in the hair and beauty sector (eg wages, overheads) (AC2d)</li> <li>describe the how to process a range of payment methods (eg cash, credit card, debit card, cheque) (AC3a)</li> <li>describe how to deal with payment discrepancies (eg invalid currency, credit or debit card, fraudulent payment) (AC3a)</li> <li>describe the types and purpose of non-promotional material publicly displayed in hair and beauty establishments (AC3b).</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>Discuss personal experiences of payment methods.</li> <li>Discuss what payment discrepancies are and how to deal with them.</li> <li>Individually, complete case studies for pricing structures and how to deal with payment discrepancies.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>Recap the Data Protection Act and the consequences of breaking these obligations.</li> <li>Explain how pricing structures are used and what must be taken into consideration when working out costs.</li> <li>Share examples of non-promotional displays and their purposes.</li> <li>Ensure all the examples listed in the Principal Learning specification (page 90) are covered.</li> </ul>	IE2 IE3 CT1 CT2	SL R W

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
67	<p><b>2.7 Salon business systems and processes</b> (3 hours)</p> <p>Aim: to know the requirements of running an effective reception area in the hair and beauty sector (LO3).</p> <p>Aim: to be able to run an effective reception area within the hair and beauty sector (LO4).</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• describe methods of organising and maintaining the resources at the reception area on a day-to-day basis and why this is important (AC3c)</li> <li>• describe the importance of teamwork in a salon environment (AC3d)</li> <li>• use reception systems to organise time and resources on reception, prioritising theirs and others' workloads (AC4a)</li> <li>• deal with payment disputes (eg using client care and handling skills, showing consideration and fairness) (AC4b)</li> <li>• use appropriate communication methods when dealing with customers and colleagues, adapting their behaviours to suit different situations (AC4c).</li> </ul> <p>Learners will carry out reception duties during the applied/experiential learning sessions.</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss why it is important to maintain resources at the reception area.</li> <li>• Discuss the importance of teamwork.</li> <li>• Discuss personal experiences of receptionist communication skills – good and bad.</li> <li>• Individually, review personal experience of reception duties.</li> <li>• Review case studies of payment discrepancies and how client care and handling skills are important for a professional image.</li> <li>• Role play different scenarios on reception using the correct types of communication skills.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Present the different methods of organising and maintaining resources (eg retail products, stationery, promotional displays, advertising materials) at the reception area.</li> <li>• Present the communications skills required for working on reception (eg face-to-face, telephone, electronic, non-verbal, written).</li> </ul>	<p>SM1</p> <p>SM3</p> <p>TW1</p> <p>TW3</p> <p>TW4</p> <p>TW6</p> <p>RL6</p>	<p>SL</p> <p>R</p> <p>W</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
68	<p><b>INTERNAL ASSESSMENT</b></p> <p><b>2.7 Salon business systems and processes</b> (3 hours)</p> <p>Introduction and development of evidence for internal assessment (LO1–4).</p> <p>Tutor feedback documentation used in applied/experiential sessions should be used towards task completion.</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss how to present the tasks set.</li> <li>• Plan, do and review task development.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Introduce the requirements of the internal assessment tasks.</li> <li>• Explain how assessment mark descriptors are used.</li> </ul>	<p>IE2</p> <p>RL6</p> <p>TW1</p> <p>TW6</p> <p>SM4</p>	<p>SL</p> <p>R</p> <p>W</p>
69	<p><b>INTERNAL ASSESSMENT</b></p> <p><b>2.7 Salon business systems and processes</b> (3 hours)</p> <p>Development of evidence for internal assessment (LO1–4).</p> <p>Tutor feedback documentation used in applied/experiential sessions should be used towards task completion.</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss how the tasks are developing.</li> <li>• Plan, do and review task development.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Support task development.</li> </ul>	<p>IE2</p> <p>RL6</p> <p>TW1</p> <p>TW6</p> <p>SM4</p>	<p>SL</p> <p>R</p> <p>W</p>
70	<p><b>INTERNAL ASSESSMENT</b></p> <p><b>2.7 Salon business systems and processes</b> (3 hours)</p> <p>Completion of evidence for internal assessment (LO1–4).</p> <p>Tutor feedback documentation used in applied/experiential sessions should be used towards task completion.</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• Discuss how the tasks are developing.</li> <li>• Plan, do and review task development.</li> </ul> <p>Tutor:</p> <ul style="list-style-type: none"> <li>• Support task development.</li> </ul>	<p>IE2</p> <p>RL6</p> <p>TW1</p> <p>TW6</p> <p>SM4</p>	<p>SL</p> <p>R</p> <p>W</p>