

HAIR AND BEAUTY STUDIES

Applied and experiential learning
Units - 1, 4, 7, 8, 9, 10



Hair and Beauty Studies

Level 2: Applied and experiential learning

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.

Total GLH	The total GLH for Level 2 is 420.
Delivery model	This scheme of work covers Units 1, 4, 7, 8, 9 and 10. It is based on the full guided learning hours and is designed to work in conjunction with the applied theory 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.
Notes	<p>Differentiation will take place through question and answer, pair or group work, through the level of individual support provided and extension activities.</p> <p>Integration of PLTS and FS: 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>Health and safety: 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>Assessment for learning: 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>Induction</p> <p>Learners will:</p> <ul style="list-style-type: none"> • know who their teachers are • be given an overview of the applied/experiential activities • familiarise themselves with the practical work areas • know the restrictions on equipment • know how to sterilise tools and equipment. <p>2.1 Safe and healthy working practices in the hair and beauty sector and related industries</p> <p>Aim: to understand the key legal, health and safety requirements for employees (LO1).</p> <p>Learners will understand the policies, procedures and safe working practices, how they impact on safe and healthy working and the consequences of failure to comply (AC1c, d).</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Discuss and ask questions about the work areas and restrictions on equipment. • Discuss the importance of using clean tools and equipment, and following policies and procedures. • Take notes and ask questions. • Carry out tasks set. <p>Tutor:</p> <ul style="list-style-type: none"> • Outline the activities that will be undertaken within the applied/experiential sessions. • Policies and procedures should be highlighted throughout each applied/experiential session during the diploma programme. 	IE1 IE2 CT2	SL2 W2
2	<p>2.9 Exploring hair care and styling</p> <p>Aim: to understand how a range of influences can be expressed through styling techniques (LO1).</p> <p>Aim: to know the range of products and services that are used during professional hair care and styling (LO2).</p> <p>Aim: to be able to generate hairstyles (LO3).</p> <p>Aim: to be able to safely use a range of hair care and styling techniques (LO4).</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> • explain how a range of influences can be expressed through styling techniques (eg culture, race, religion, 	<p>Learners:</p> <ul style="list-style-type: none"> • Following the tutor’s demonstration, prepare individual blocks, shampoo and condition, prepare and section hair, apply styling products, blow-dry the block and apply finishing products. • Evaluate the finished look. <p>Tutor:</p> <ul style="list-style-type: none"> • Demonstrate client preparation, consultation, preparation for service, shampooing and conditioning, application of products for styling, blow-drying and application of finishing products. • Give verbal and written feedback. • Highlight the health, safety, legal and salon requirements that 	RL4 CT1	SL2 W2

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
	<p>fashion) (AC1a)</p> <ul style="list-style-type: none"> • explain how hair type (eg Caucasian, African, Asian) can influence the styling techniques used (AC1b) • describe the purpose, benefits and safe use of hair care products (eg shampoos, conditioners, hairsprays, mousse) (AC2a) • describe the purpose, benefits and safe uses of tools and equipment (eg brushes, combs, electrical equipment) (AC2b) • describe the purpose, benefits and safe use of hair styling techniques for different hair types (eg shampooing, conditioning, blow-drying) (AC2c) • state the health, safety and legal salon requirements to ensure awareness of safe working practices (AC2d) • communicate with clients to find out their hairstyle requirements using hairdressing and barbering terminology (AC3a) • generate ideas for a range of hairstyles taking into account influencing factors (AC3b) • select and prepare appropriate products, tools and equipment for styling and finishing hair (AC4a) • safely use techniques, products and tools for styling and finishing men and women's hair (AC4b) • review the styling and finishing carried out and suggest improvements for future progress (AC4c). 	<p>need to be adhered.</p> <ul style="list-style-type: none"> • Ensure learners know how to communicate with clients and use the relevant terminology. • Influencing factors and types of hair must be highlighted throughout each session (AC1a, b). 		

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
3	<p>2.9 Exploring hair care and styling</p> <p>To cover all learning outcomes (LO1–4).</p> <p>This session will introduce thermal styling.</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Carry out the consultation. • Identify the styling look to be achieved. • Identify the products, tools, equipment and techniques to be used. • Following the tutor’s demonstration, prepare individual blocks, shampoo and condition, prepare and section hair, apply styling products, blow-dry a long hair block, use tongs to create overlay ringlets and apply finishing products. • Evaluate the finished look. <p>Tutor:</p> <ul style="list-style-type: none"> • Demonstrate the use and application of tongs to create ringlet curls (five overlay ringlets on top of the head). • Give verbal and written feedback. • Highlight the health, safety, legal and salon requirements that need to be adhered. • Ensure learners know how to communicate with clients and use the relevant terminology. • Influencing factors and types of hair must be highlighted throughout each session (AC1a, b). 	<p>CT5</p> <p>CT6</p> <p>FL3</p> <p>EP3</p> <p>TW5</p>	<p>SL2</p> <p>W2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
4	<p>2.9 Exploring hair care and styling</p> <p>To cover all learning outcomes (LO1–4).</p> <p>This session will continue with the use of tongs.</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Carry out the consultation. • Identify the styling look to be achieved. • Identify the products, tools, equipment and techniques to be used. • Following the tutor’s demonstration, prepare individual blocks, shampoo and condition, prepare and section hair, apply styling products, blow-dry a long hair block, use tongs on part of the head or the full head and apply finishing products. • Evaluate the finished look. <p>Tutor:</p> <ul style="list-style-type: none"> • Give verbal and written feedback. • Highlight the health, safety, legal and salon requirements that need to be adhered. • Ensure learners know how to communicate with clients and use the relevant terminology. • Influencing factors and types of hair must be highlighted throughout each session (AC1a, b). 	<p>CT5</p> <p>CT6</p> <p>FL3</p> <p>EP3</p> <p>TW5</p>	<p>SL2</p> <p>W2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
5	<p>2.1 Safe and healthy working practices in the hair and beauty sector and related industries (1 hour) Aim: to able to carry out a simple risk assessment in the hair and beauty sector (LO3). Learners will perform a risk assessment related to a hair or beauty business using basic health and safety terminology and common symbols (AC3b).</p> <p>2.9 Exploring hair care and styling (2 hours) To cover all learning outcomes (LO1–4). This session will introduce thermal protectors and serums.</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Discuss how to identify risks and hazards for the skill application to follow. • Carry out a risk assessment. • Carry out the consultation. • Identify the styling look to be achieved. • Identify the products, tools, equipment and techniques to be used. • Prepare their individual blocks. • Prepare and section hair. • Apply styling products. • Blow-dry a long hair block. • Use tongs on part of the head or the full head. • Apply finishing products. • Evaluate the finished look. <p>Tutor:</p> <ul style="list-style-type: none"> • Demonstrate the use and application of straighteners. • Give verbal and written feedback. • Highlight the health, safety, legal and salon requirements that need to be adhered. • Ensure learners know how to communicate with clients and use the relevant terminology. • Influencing factors and types of hair must be highlighted throughout each session (AC1a, b). 	CT5 CT6 FL3 EP3 TW5	SL2 R2 W2

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
6	<p>2.4 Communication and client care in the hair and beauty sector</p> <p>Aim: to understand the importance of communication in the hair and beauty sector (LO1).</p> <p>Aim: to understand the consultation process (LO3).</p> <p>Aim: to be able to carry out consultations with hair and beauty clients (LO4).</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> • describe the range of communication skills appropriate for a safe and effective work environment (AC1a) • explain the importance of communication skills to career success in the hair and beauty sector (AC1b) • explain the importance of personal presentation and appearance in the hair and beauty sector (AC1c) • explain the importance of the client consultation process in terms of building relationships and increasing sales (AC3a) • compare the different types of consultation processes used across the six industries (AC3b) • perform an appropriate consultation process using the correct terminology (AC4a) • evaluate experience from the consultation process carried out and suggest improvements for future progress (AC4b). 	<p>Learners:</p> <ul style="list-style-type: none"> • Discuss the range of communication skills required and the importance of effective communication skills. • Evaluate the skills required to gain the correct information. • Identify the range of information required for a consultation. • In pairs, carry out a full consultation on each other. Then evaluate each other's performance and suggest improvements for future progress. <p>Tutor:</p> <ul style="list-style-type: none"> • Ensure the range of communication skills, the examples of personal appearance and the consultation processes outlined in the Principal Learning specification (pages 53–4) are covered. 	<p>CT5</p> <p>CT6</p> <p>FL3</p> <p>EP3</p> <p>TW5</p>	<p>SL2</p> <p>W2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
7	<p>2.4 Communication and client care in the hair and beauty sector</p> <p>Aim: to understand the role of communication in providing effective customer services (LO2).</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> • explain the need for effective customer (AC2a) • describe which communication methods work best in different situations and with different people across the six industries (AC2b). 	<p>Learners:</p> <ul style="list-style-type: none"> • Discuss effective customer service with the salon environment. • Role play communication methods in different situations. • Develop individual consultation sheets for use with styling hair. These must include areas for feedback by other learners, tutors and clients. <p>Tutor:</p> <ul style="list-style-type: none"> • Ensure that all the examples regarding effective customer service and communication methods listed in the Principal Learning specification (pages 53–4) are covered. 	<p>EP5</p> <p>SM5</p> <p>SM6</p> <p>SM7</p> <p>TW6</p>	<p>ICT2</p> <p>R2</p> <p>W2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
8	<p>2.9 Exploring hair care and styling</p> <p>To cover all learning outcomes (LO1–4).</p> <p>This session will introduce blow-drying, blow-waving and finger-drying men’s hair.</p>	<p>Barbering demonstration by an employer:</p> <ul style="list-style-type: none"> • Carry out a full consultation. • Use visual aids. • Cut and style hair: blow-dry, blow-wave, finger-dry. • Face massage and shave. • Use wax and gel. <p>Learners:</p> <ul style="list-style-type: none"> • Observe communication methods used and take notes. • Note how the consultation for this treatment differs from others. • Make notes on styling differences. <p>Tutor:</p> <ul style="list-style-type: none"> • Arrange a demonstration by a local employer. • Give verbal and written feedback. • Highlight the health, safety, legal and salon requirements that need to be adhered. • Ensure learners know how to communicate with clients and use the relevant terminology. • Influencing factors and types of hair must be highlighted throughout each session (AC1a, b). 	<p>IE3 CT2</p>	<p>SL2 W2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
9	<p>2.9 Exploring hair care and styling</p> <p>To cover all learning outcomes (LO1–4).</p> <p>This session provides learners with the opportunity to practise what they have learnt so far on male models.</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Carry out a full consultation. • Use visual aids. • Identify correct products, tools and equipment. • Prepare the client and his hair. • Apply chosen products and techniques. • Review finished look and identify any changes for future progression. • Gain feedback from the model and tutor. • Use consultation sheets and take photos. <p>Tutor:</p> <ul style="list-style-type: none"> • Arrange some male models for the session. • Give verbal and written feedback. • Highlight the health, safety, legal and salon requirements that need to be adhered. • Ensure learners know how to communicate with clients and use the relevant terminology. • Influencing factors and types of hair must be highlighted throughout each session (AC1a, b). 	<p>CT5</p> <p>CT6</p> <p>FL3</p> <p>EP3</p> <p>TW5</p>	<p>SL2</p> <p>W2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
10	<p>2.9 Exploring hair care and styling</p> <p>To cover all learning outcomes (LO1–4).</p> <p>This session will introduce learners to creating cornrows.</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Research and feedback on the different scalp patterns found. <p>Tutor:</p> <ul style="list-style-type: none"> • Demonstrate how to create cornrows, what products to use and giving aftercare advice. • Discuss the influencing factors, such as culture and religion. • Highlight the health, safety, legal and salon requirements that need to be adhered. • Ensure learners know how to communicate with clients and use the relevant terminology. • Influencing factors and types of hair must be highlighted throughout each session (AC1a, b). 	CT2 IE4	SL2
11	<p>2.9 Exploring hair care and styling</p> <p>To cover all learning outcomes (LO1–4).</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Practise creating cornrows. • Use appropriate products and tools. • Give aftercare advice. • Review the finished look and identify any changes for future progression. • Gain feedback from the tutor. • Use consultation sheets and take photos. <p>Tutor:</p> <ul style="list-style-type: none"> • Give verbal and written feedback. • Highlight the health, safety, legal and salon requirements that need to be adhered. • Ensure learners know how to communicate with clients and use the relevant terminology. • Influencing factors and types of hair must be highlighted throughout each session (AC1a, b). 	CT5 CT6 FL3 EP3 TW5	W2

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
12	<p>2.9 Exploring hair care and styling</p> <p>To cover all learning outcomes (LO1–4).</p> <p>This session will introduce learners to using lotions and rollers.</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Prepare the hair and then apply product/s. • Use rollers with pins. • Dry and dress out the hair. • Record the aftercare advice given. • Review the finished look and identify any changes for future progression. • Gain feedback from the tutor. • Use consultation sheets and take photos. <p>Tutor:</p> <ul style="list-style-type: none"> • Demonstrate traditional setting methods using rollers. • Show the correct products to use and how to apply them. • Demonstrate how to dry, dress out and finish the hair using products. Follow with how to give aftercare advice. • Give learners verbal and written feedback. • Highlight the health, safety, legal and salon requirements that need to be adhered. • Ensure learners know how to communicate with clients and use the relevant terminology. • Influencing factors and types of hair must be highlighted throughout each session (AC1a, b). 	<p>CT5</p> <p>CT6</p> <p>FL3</p> <p>EP3</p> <p>TW5</p>	<p>SL2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
13	<p>2.9 Exploring hair care and styling</p> <p>To cover all learning outcomes (LO1–4).</p> <p>This session will continue with the use of rollers, but introduce heated rollers and setting techniques.</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Following the tutor’s demonstration, prepare the hair and then apply product/s. • Use Velcro rollers or heated rollers. • Dry/heat and dress out the hair. • Record the aftercare advice given. • Review the finished look and identify any changes for future progression. • Gain feedback from the tutor. • Use consultation sheets and take photos. <p>Tutor:</p> <ul style="list-style-type: none"> • Demonstrate dry-setting methods using rollers. • Show the correct products to use for thermal setting. • Demonstrate how to dry, dress out and finish the hair using products. Follow with how to give aftercare advice. • Give learners verbal and written feedback. • Highlight the health, safety, legal and salon requirements that need to be adhered. • Ensure learners know how to communicate with clients and use the relevant terminology. • Influencing factors and types of hair must be highlighted throughout each session (AC1a, b). 	<p>CT5</p> <p>CT6</p> <p>FL3</p> <p>EP3</p> <p>TW5</p>	<p>SL2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
14	<p>2.9 Exploring hair care and styling (2.5 hours) To cover all learning outcomes (LO1–4). This session will cover the use of mousse, wax and curl activators.</p> <p>2.7 Salon Business systems and processes (30 mins) Aim: to be able to run an effective reception area within the hair and beauty sector (LO4). Learners will be able to use reception systems to organise time and resources on reception, and prioritise theirs and others' workload (AC4a).</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Following the tutor's demonstration, prepare the hair and then apply product/s. • Use finger-drying to dry the hair. • Dress out and applying finishing products to the hair. • Record the aftercare advice given. • Review the finished look and identify any changes for future progression. • Gain feedback from the tutor. • Use consultation sheets and take photos. • For 2.7, each learner will need to make appointments for their models for pair work over the next four sessions. <p>Tutor:</p> <ul style="list-style-type: none"> • Demonstrate how to finger-dry for curling hair, ie scrunching. • Show the correct products to use and how to dress out and finish the hair. • Give verbal and written feedback. • Highlight the health, safety, legal and salon requirements that need to be adhered. • Ensure learners know how to communicate with clients and use the relevant terminology. • Influencing factors and types of hair must be highlighted throughout each session (AC1a, b). 	CT5 CT6 FL3 EP3 SM3 TW5	SL2

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
15	<p>2.9 Exploring hair care and styling (2 hours) To cover all learning outcomes (LO1–4).</p> <p>2.7 Salon business systems and processes (1 hour) Aim: to be able to run an effective reception area within the hair and beauty sector (LO4). Learners will be able to:</p> <ul style="list-style-type: none"> • use reception systems to organise time and resources on reception, prioritising theirs and others' workload (AC4a) • process a range of payments, showing fairness and consideration when payment disputes arise (AC4b). 	<p>Learners:</p> <ul style="list-style-type: none"> • In pairs, carry out a consultation. Identify suitable products, tools, equipment and techniques to use. • Carry out the styling service, dress out and add finishing products to the hair. • Record the aftercare advice given. • Review the finished look and identify any changes for future progression. • Gain feedback from the tutor. • Use consultation sheets and take photos. • Each learner to be on a rota system for reception duties in a realistic learning environment. • Learners to complete reception case study task. <p>Tutor:</p> <ul style="list-style-type: none"> • Give verbal and written feedback. • Highlight the health, safety, legal and salon requirements that need to be adhered. • Ensure all aspects of operating reception areas outlined in the Principal Learning specification (page 91) are covered. • Influencing factors and types of hair must be highlighted throughout each session (AC1a, b). 	<p>CT5 CT6 FL3 EP3 SM3 TW5</p>	<p>SL2 W2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
16	<p>2.9 Exploring hair care and styling (2 hours) To cover all learning outcomes (LO1–4).</p> <p>2.7 Salon business systems and processes (1 hour) Aim: to be able to run an effective reception area within the hair and beauty sector (LO4). Learners will be able to:</p> <ul style="list-style-type: none"> • use reception systems to organise time and resources on reception, prioritising theirs and others' workload (AC4a) • process a range of payments, showing fairness and consideration when payment disputes arise (AC4b). 	<p>Learners:</p> <ul style="list-style-type: none"> • In pairs, carry out a consultation. Identify suitable products, tools, equipment and techniques to use. • Carry out the styling service, dress out and add finishing products to the hair. • Record the aftercare advice given. • Review the finished look and identify any changes for future progression. • Gain feedback from the tutor. • Use consultation sheets and take photos. • Each learner to be on a rota system for reception duties in a realistic learning environment. • Learners to complete reception case study task. <p>Tutor:</p> <ul style="list-style-type: none"> • Give verbal and written feedback. • Highlight the health, safety, legal and salon requirements that need to be adhered. • Ensure all aspects of operating reception areas outlined in the Principal Learning specification (page 91) are covered. • Influencing factors and types of hair must be highlighted throughout each session (AC1a, b). 	<p>CT5 CT6 FL3 EP3 TW5</p>	<p>SL2 W2 M2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
17	<p>2.9 Exploring hair care and styling (2 hours) To cover all learning outcomes (LO1–4).</p> <p>2.7 Salon business systems and processes (1 hour) Aim: to be able to run an effective reception area within the hair and beauty sector (LO4). Learners will be able to:</p> <ul style="list-style-type: none"> • use reception systems to organise time and resources on reception, prioritising theirs and others' workload (AC4a) • process a range of payments, showing fairness and consideration when payment disputes arise (AC4b). 	<p>Learners:</p> <ul style="list-style-type: none"> • In pairs, carry out a consultation. Identify suitable products, tools, equipment and techniques to use. • Carry out the styling service, dress out and add finishing products to the hair. • Record the aftercare advice given. • Review the finished look and identify any changes for future progression. • Gain feedback from the tutor. • Use consultation sheets and take photos. • Each learner to be on a rota system for reception duties in a realistic learning environment. • Learners to complete reception case study task. <p>Tutor:</p> <ul style="list-style-type: none"> • Give verbal and written feedback. • Highlight the health, safety, legal and salon requirements that need to be adhered. • Ensure all aspects of operating reception areas outlined in the Principal Learning specification (page 91) are covered. • Influencing factors and types of hair must be highlighted throughout each session (AC1a, b). 	<p>CT5 CT6 FL3 EP3 TW5</p>	<p>SL2 W2 M2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
18	<p>2.9 Exploring hair care and styling (2 hours) To cover all learning outcomes (LO1–4).</p> <p>2.7 Salon business systems and processes (1 hour) Aim: to be able to run an effective reception area within the hair and beauty sector (LO4). Learners will be able to:</p> <ul style="list-style-type: none"> • use reception systems to organise time and resources on reception, prioritising theirs and others' workload (AC4a) • process a range of payments, showing fairness and consideration when payment disputes arise (AC4b). 	<p>Learners:</p> <ul style="list-style-type: none"> • In pairs, carry out a consultation. Identify suitable products, tools, equipment and techniques to use. • Carry out the styling service, dress out and add finishing products to the hair. • Record the aftercare advice given. • Review the finished look and identify any changes for future progression. • Gain feedback from the tutor. • Use consultation sheets and take photos. • Each learner to be on a rota system for reception duties in a realistic learning environment. • Learners to complete reception case study task. <p>Tutor:</p> <ul style="list-style-type: none"> • Give verbal and written feedback. • Highlight the health, safety, legal and salon requirements that need to be adhered. • Ensure all aspects of operating reception areas outlined in the Principal Learning specification (page 91) are covered. • Influencing factors and types of hair must be highlighted throughout each session (AC1a, b). 	<p>CT5 CT6 FL3 EP3 TW5</p>	<p>SL2 W2 M2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
19	<p>2.9 Exploring hair care and styling</p> <p>To cover all learning outcomes (LO1–4).</p> <p>This session allows learners to prepare for the competition.</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Practise their skills and prepare for next week’s competition. • A mood board could be used during the planning process. • Identify the styling look to be achieved and the products, tools, equipment and techniques to be used. • Apply products and techniques chosen. • Dress and finish hair. • Record the aftercare advice given. • Review the finished look and identify any changes for future progression. • Gain feedback from the tutor. • Use consultation sheets and take photos. <p>Tutor:</p> <ul style="list-style-type: none"> • Set up a competition and invite a local employer to judge and give feedback. 	<p>CT5</p> <p>CT6</p> <p>FL3</p> <p>EP3</p> <p>TW5</p>	<p>SL2</p> <p>W2</p> <p>R2</p>
20	<p>2.9 Exploring hair care and styling</p> <p>To cover all learning outcomes (LO1–4).</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Take part in the competition. • Possibly present their mood boards to show understanding and planning. <p>Tutor:</p> <ul style="list-style-type: none"> • Facilitate the competition. 	<p>CT5</p> <p>CT6</p> <p>FL3</p> <p>EP3</p> <p>TW5</p>	<p>W2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
21	<p>INTERNAL ASSESSMENT</p> <p>2.9 Exploring hair care and styling</p> <p>Introduction and development of evidence for internal assessment (LO1–4).</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Discuss how to present the tasks set. • Plan, do and review task development. <p>Tutor:</p> <ul style="list-style-type: none"> • Introduce the internal assessment tasks and set a completion date. • Explain how assessment mark descriptors are used. • Inform learners about the assessor’s policies, procedures and expectations, and consequences of plagiarism. 	<p>SM2</p> <p>SM3</p> <p>IE1</p>	<p>ICT2</p> <p>R2</p> <p>W2</p>
22	<p>INTERNAL ASSESSMENT</p> <p>2.9 Exploring hair care and styling</p> <p>Development of evidence for internal assessment (LO1–4).</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Discuss how the tasks are developing. • Plan, do and review task development. <p>Tutor:</p> <ul style="list-style-type: none"> • Support task development. 	<p>SM2</p> <p>SM3</p> <p>IE1</p>	<p>ICT2</p> <p>R2</p> <p>W2</p>
23	<p>INTERNAL ASSESSMENT</p> <p>2.9 Exploring hair care and styling</p> <p>Completion of evidence for internal assessment (LO1–4).</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Complete the tasks set. • Plan, do and review task development. <p>Tutor:</p> <ul style="list-style-type: none"> • Support task development. 	<p>SM2</p> <p>SM3</p> <p>IE1</p>	<p>ICT2</p> <p>R2</p> <p>W2</p>
24	<p>2.8 Exploring skincare and make-up (2.5 hours)</p> <p>Aim: to understand the factors that influence skincare and make-up techniques (LO1).</p> <p>Aim: to know the range of professional treatments for basic skincare and make-up (LO2).</p> <p>Aim: to know the critical factors and principles of make-up (LO3).</p> <p>Aim: to be able to generate make-up looks (LO4).</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Discuss how factors, such as culture, religion, race, personality, gender, fashion, can be expressed. • Discuss the function, benefits and suitability of products, tools, equipment and treatments available. Complete a grid to show understanding. • Discuss different skin types and ways to adapt treatments if necessary. 	<p>CT5</p> <p>CT6</p> <p>FL3</p> <p>EP3</p> <p>TW5</p>	<p>SL2</p> <p>W2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
	<p>Aim: to be able to safely demonstrate a variety of skincare and make-up routines (LO5).</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> • explain how a range of factors (eg fashion, race, personality) can be expressed through the use of make-up and skincare techniques (AC1a) • describe the function, benefits and suitability of products (eg eye liner, blusher, moisturiser, mascara, powder) available in the UK for males and females (AC1a) • describe the function, benefits and suitability of tools and equipment (eg cotton wool, brushes, towels, steamers) available in the UK for males and females (AC2b) • describe the function, benefits and suitability of treatments available in the UK for males and females (AC2c) • state the basic principles of make-up application in order to enhance appearance (AC2d) • describe the techniques and procedures used to enhance facial skincare treatments (AC2e) • state the health and safety requirements for preparing and carrying out skincare and make-up services (AC2f) • describe the factors that may prevent or restrict skincare and make-up treatments (eg swelling, redness, allergies, psoriasis, eczema) (AC3a) • explain how to deal with factors that may prevent or restrict skincare and make-up treatments (AC3b) • communicate with clients to find out their 	<ul style="list-style-type: none"> • Individually, make appointments for models for the sessions to follow. <p>Tutor:</p> <ul style="list-style-type: none"> • Inform learners of conditions that may prevent or restrict treatments. • Demonstrate client consultation and preparation, taking into account factors that need to be considered. • Show how to prepare for the treatment and the products and techniques to use. • Show the application of skincare products and apply a day make-up look. • Follow with appropriate aftercare advice. • Ensure all the examples of products, tools and equipment listed in the Principal Learning specification (pages 102–3) are covered. • Ensure learners use the correct terminology. See page 104 of the Principal Learning specification. 		

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
	<p>requirements, using skincare and make-up terminology (AC4a)</p> <ul style="list-style-type: none"> • create ideas for a range of make-up looks taking into account influencing factors (eg cultural requirements, types of parties, occasions) (AC4b) • select and prepare suitable products, materials, tools and equipment for basic skincare and make-up treatments (AC5a) • carry out basic skincare and make-up application techniques (AC5b) • review the looks and techniques carried out to inform future progress (AC5c). <p>2.7 Salon business systems and processes (30 mins) Aim: to be able to run an effective reception area within the hair and beauty sector (LO4).</p>			

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
25	<p>2.8 Exploring skincare and make-up (2.5 hours) To cover all learning outcomes (LO1–5). This session will introduce learners to applying a day make-up look.</p> <p>2.7 Salon business systems and processes (30 mins) Aim: to be able to run an effective reception area within the hair and beauty sector (LO4). Learners will be able to use reception systems to organise time and resources on reception, prioritising theirs and others' workloads (AC4a).</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Consult with the client and prepare for treatment. • Ensure the influencing factors have been considered. • Choose the correct products and techniques. • Apply the skincare treatment and a day make-up look. • Record the aftercare advice given. • Review the finished look and identify any changes for future progression. • Gain feedback from the tutor. • Take photos. • Individually, make appointments for models for the sessions to follow. <p>Tutor:</p> <ul style="list-style-type: none"> • Ensure all the examples of products, tools and equipment listed in the Principal Learning specification (pages 102–3) are covered. • Ensure learners use the correct terminology. See page 104 of the Principal Learning specification. • Highlight how factors can be expressed through the use of make-up and skincare treatments (AC1a). 	CT5 CT6 FL3 EP3 TW5	SL2 W2
26	<p>2.4 Communication and client care in the hair and beauty sector Aim: to understand the role of communication in providing effective customer services (LO2). Learners will be able to describe which communication methods work best in different situations and with different people across the six industries (AC2b).</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Develop own consultation sheets for use with make-up and skincare treatments. These must include areas for feedback by peers, tutors and clients. 	CT1 CT3	ICT2 R2 W2

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
27	<p>2.8 Exploring skincare and make-up (2.5 hours) To cover all learning outcomes (LO1–5).</p> <p>2.7 Salon business systems and processes (30 mins) Aim: to be able to run an effective reception area within the hair and beauty sector (LO4). Learners will be able to use reception systems to organise time and resources on reception, prioritising theirs and others' workloads (AC4a).</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Consult with the client and prepare for treatment. • Ensure the influencing factors have been considered. • Choose the correct products and techniques. • Apply the skincare treatment and a day make-up look. • Record the aftercare advice given. • Review the finished look and identify any changes for future progression. • Gain feedback from the tutor. • Use consultation sheets and take photos. • Individually, make appointments for models for the sessions to follow. <p>Tutor:</p> <ul style="list-style-type: none"> • Ensure all the examples of products, tools and equipment listed in the Principal Learning specification (pages 102–3) are covered. • Ensure learners use the correct terminology. See page 104 of the Principal Learning specification. • Highlight how factors can be expressed through the use of make-up and skincare treatments (AC1a). 	<p>CT5 CT6 FL3 EP3 TW5</p>	<p>SL2 W2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
28	<p>2.8 Exploring skincare and make-up (2.5 hours) To cover all learning outcomes (LO1–5). This session will introduce learners to applying an evening make-up look.</p> <p>2.7 Salon business systems and processes (30 mins) Aim: to be able to run an effective reception area within the hair and beauty sector (LO4). Learners will be able to use reception systems to organise time and resources on reception, prioritising theirs and others' workloads (AC4a).</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Following the tutor's demonstration, consult with the client and prepare for treatment. • Ensure the influencing factors have been considered. • Choose the correct products and techniques. • Apply the skincare treatment and an evening make-up look. • Record the aftercare advice given. • Review the finished look and identify any changes for future progression. • Gain feedback from the tutor. • Use consultation sheets and take photos. • Individually, make appointments for models for the sessions to follow. <p>Tutor:</p> <ul style="list-style-type: none"> • Demonstrate client consultation and preparation, taking into account factors that need to be considered. • Show how to prepare for the treatment and the products and techniques to use. • Show the application of skincare products and apply an evening make-up look. • Follow with appropriate aftercare advice. • Ensure all the examples of products, tools and equipment listed in the Principal Learning specification (pages 102–3) are covered. • Ensure learners use the correct terminology. See page 104 of the Principal Learning specification. • Highlight how factors can be expressed through the use of make-up and skincare treatments (AC1a). 	CT5 CT6 FL3 EP3 TW5	SL2 W2

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
29	<p>2.8 Exploring skincare and make-up (2.5 hours) To cover all learning outcomes (LO1–5).</p> <p>2.7 Salon business systems and processes (30 mins) Aim: to be able to run an effective reception area within the hair and beauty sector (LO4). Learners will be able to use reception systems to organise time and resources on reception, prioritising theirs and others' workloads (AC4a).</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Consult with the client and prepare for treatment. • Ensure the influencing factors have been considered. • Choose the correct products and techniques. • Apply the skincare treatment and an evening make-up look. • Record the aftercare advice given. • Review the finished look and identify any changes for future progression. • Gain feedback from the tutor. • Use consultation sheets and take photos. • Individually, make appointments for models for the sessions to follow. <p>Tutor:</p> <ul style="list-style-type: none"> • Ensure all the examples of products, tools and equipment listed in the Principal Learning specification (pages 102–3) are covered. • Ensure learners use the correct terminology. See page 104 of the Principal Learning specification. • Highlight how factors can be expressed through the use of make-up and skincare treatments (AC1a). 	CT5 CT6 FL3 EP3 TW5	SL2 W2

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
30	<p>2.8 Exploring skincare and make-up</p> <p>To cover all learning outcomes (LO1–5).</p> <p>This session will introduce learners to the use of masks, facial steamers and high-frequency machines.</p>	<p>Tutor:</p> <ul style="list-style-type: none"> • Demonstrate client consultation and preparation, taking into account factors that need to be considered. • Show how to prepare for the treatment and the products and techniques to use. • Demonstrate the application and removal of a face mask, the application of a facial steamer and a high-frequency machine. All learners should have a chance to use this machine. • Follow with appropriate aftercare advice. • Ensure all the examples of products, tools and equipment listed in the Principal Learning specification (pages 102–3) are covered. • Ensure learners use the correct terminology. See page 104 of the Principal Learning specification. • Highlight how factors can be expressed through the use of make-up and skincare treatments (AC1a). 	<p>CT2 IE3</p>	<p>SL2 W2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
31	<p>2.8 Exploring skincare and make-up To cover all learning outcomes (LO1–5).</p>	<p>Learners:</p> <ul style="list-style-type: none"> • In pairs, consult with the client and prepare for treatment. • Ensure the influencing factors have been considered. • Choose the correct products and techniques. • Apply and remove the mask and the facial steamer. • Record the aftercare advice given. • Review the finished look and identify any changes for future progression. • Gain feedback from the tutor. • Use consultation sheets and take photos. <p>Tutor:</p> <ul style="list-style-type: none"> • Ensure all the examples of products, tools and equipment listed in the Principal Learning specification (pages 102–3) are covered. • Ensure learners use the correct terminology. See page 104 of the Principal Learning specification. • Highlight how factors can be expressed through the use of make-up and skincare treatments (AC1a). 	<p>CT5 CT6 FL3 EP3 TW5</p>	<p>SL2 W2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
32	<p>2.8 Exploring skincare and make-up</p> <p>To cover all learning outcomes (LO1–5).</p> <p>This session will introduce learners to the use of</p>	<p>Demonstration by an employer:</p> <ul style="list-style-type: none"> • Demonstrate the use of advanced level electrical equipment. • Discuss the important of communication used during the consultation process and the importance of aftercare advice. <p>Learners:</p> <ul style="list-style-type: none"> • Observe communication methods used and take notes. • Note how the consultation for this treatment differs from others. <p>Tutor:</p> <ul style="list-style-type: none"> • Arrange for a local employer to come in for the session. • Ensure all the examples of products, tools and equipment listed in the Principal Learning specification (pages 102–3) are covered. • Ensure learners use the correct terminology. See page 104 of the Principal Learning specification. • Highlight how factors can be expressed through the use of make-up and skincare treatments (AC1a). 	<p>CT2</p> <p>IE3</p>	<p>SL2</p> <p>W2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
33	<p>2.8 Exploring skincare and make-up To cover all learning outcomes (LO1–5).</p>	<p>Tutor:</p> <ul style="list-style-type: none"> • Demonstrate a skincare service (ie cleanse, tone and moisturise) on a mature male model. • Demonstrate client consultation and preparation, taking into account factors that need to be considered. • Show how to prepare for the treatment and the products and techniques to use. • Demonstrate the application of a skincare treatment. • Follow with appropriate aftercare advice. • Ensure all the examples of products, tools and equipment listed in the Principal Learning specification (pages 102–3) are covered. • Ensure learners use the correct terminology. See page 104 of the Principal Learning specification. • Highlight how factors can be expressed through the use of make-up and skincare treatments (AC1a). 	<p>CT2 IE3</p>	<p>SL2 W2</p>
34	<p>INTERNAL ASSESSMENT 2.4 Communication and client care in the hair and beauty sector Introduction and development of evidence for internal assessment (LO1–4).</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Discuss how to present the tasks set. • Plan, do and review task development. <p>Tutor:</p> <ul style="list-style-type: none"> • Introduce the internal assessment tasks and set a completion date. • Explain how assessment mark descriptors are used. • Inform learners about the assessor’s policies, procedures and expectations, and consequences of plagiarism. 	<p>SM2 SM3 CT1</p>	<p>ICT2 R2 W2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
35	<p>INTERNAL ASSESSMENT</p> <p>2.4 Communication and client care in the hair and beauty sector</p> <p>Development of evidence for internal assessment (LO1–4).</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Discuss how the tasks are developing. • Plan, do and review task development. <p>Tutor:</p> <ul style="list-style-type: none"> • Support task development. 	<p>SM2</p> <p>SM3</p> <p>CT1</p>	<p>ICT2</p> <p>R2</p> <p>W2</p>
36	<p>INTERNAL ASSESSMENT</p> <p>2.4 Communication and client care in the hair and beauty sector</p> <p>Completion of evidence for internal assessment (LO1–4).</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Complete the tasks set. • Plan, do and review task development. <p>Tutor:</p> <ul style="list-style-type: none"> • Support task development. 	<p>SM2</p> <p>SM3</p> <p>CT1</p>	<p>ICT2</p> <p>R2</p> <p>W2</p>
37	<p>2.8 Exploring skincare and make-up</p> <p>To cover all learning outcomes (LO1–5).</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Consult with the male model and prepare him for treatment. • Ensure the influencing factors have been considered. • Choose the correct products and techniques. • Apply the skincare treatment. • Record the aftercare advice given. • Review the finished look and identify any changes for future progression. • Gain feedback from the tutor. • Use consultation sheets and take photos. <p>Tutor:</p> <ul style="list-style-type: none"> • Ensure all the examples of products, tools and equipment listed in the Principal Learning specification (pages 102–3) are covered. • Ensure learners use the correct terminology. See page 104 of the Principal Learning specification. • Highlight how factors can be expressed through the use of make-up and skincare treatments (AC1a). 	<p>CT5</p> <p>CT6</p> <p>FL3</p> <p>EP3</p> <p>TW5</p>	<p>SL2</p> <p>W2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
38	<p>2.8 Exploring skincare and make-up</p> <p>To cover all learning outcomes (LO1–5).</p> <p>This session will introduce learners to spa treatments.</p>	<p>Demonstration by an employer from a spa:</p> <ul style="list-style-type: none"> • Discuss the importance of communication and consultation. • Reason for treatment/services. • Product use. • Client care and aftercare advice. <p>Learners:</p> <ul style="list-style-type: none"> • Observe communication methods used and take notes. • Note how the consultation for this treatment differs from others. <p>Tutor:</p> <ul style="list-style-type: none"> • Arrange for a local spa to send a representative to talk to the learners and demonstrate a treatment. 	<p>CT2</p> <p>CT3</p>	<p>SL2</p> <p>W2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
39	<p>2.8 Exploring skincare and make-up To cover all learning outcomes (LO1–5).</p>	<p>Learners:</p> <ul style="list-style-type: none"> • In pairs, consult with the client and prepare for treatment. • Ensure the influencing factors have been considered. • Choose the correct products and techniques. • Apply the spa treatment that was demonstrated. (Type of treatment will depend on the centre’s facilities.) • Record the aftercare advice given. • Review the finished look and identify any changes for future progression. • Gain feedback from the tutor. • Use consultation sheets and take photos. • In preparation for the competition in session 41, research a religious or cultural make-up look. <p>Tutor:</p> <ul style="list-style-type: none"> • Ensure all the examples of products, tools and equipment listed in the Principal Learning specification (pages 102–3) are covered. • Ensure learners use the correct terminology. See page 104 of the Principal Learning specification. • Highlight how factors can be expressed through the use of make-up and skincare treatments (AC1a). 	<p>CT5 CT6 FL3 EP3 TW5</p>	<p>SL2 W2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
40	<p>2.8 Exploring skincare and make-up</p> <p>To cover all learning outcomes (LO1–5).</p>	<p>Learners:</p> <ul style="list-style-type: none"> • In pairs, consult with the client and prepare for treatment. • Ensure the influencing factors have been considered. • Choose the correct products and techniques. • Apply a spa treatment. • Record the aftercare advice given. • Review the finished look and identify any changes for future progression. • Gain feedback from the tutor. • Use consultation sheets and take photos. <p>Tutor:</p> <ul style="list-style-type: none"> • Ensure all the examples of products, tools and equipment listed in the Principal Learning specification (pages 102–3) are covered. • Ensure learners use the correct terminology. See page 104 of the Principal Learning specification. • Highlight how factors can be expressed through the use of make-up and skincare treatments (AC1a). 	<p>CT5</p> <p>CT6</p> <p>FL3</p> <p>EP3</p> <p>TW5</p>	<p>SL2</p> <p>W2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
41	<p>2.8 Exploring skincare and make-up</p> <p>To cover all learning outcomes (LO1–5).</p> <p>This session allows learners to prepare for the competition.</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Practise their skills and prepare for next week’s competition. • A mood board could be used during the planning process. • Identify the religious/cultural look to be achieved and the products, tools, equipment and techniques to be used. • Apply products and techniques chosen. • Complete the make-up look. • Record the aftercare advice given. • Review the finished look and identify any changes for future progression. • Gain feedback from the tutor. • Use consultation sheets and take photos. <p>Tutor:</p> <ul style="list-style-type: none"> • Ensure all the examples of products, tools and equipment listed in the Principal Learning specification (pages 102–3) are covered. • Ensure learners use the correct terminology. See page 104 of the Principal Learning specification. • Highlight how factors can be expressed through the use of make-up and skincare treatments (AC1a). 	<p>CT5</p> <p>CT6</p> <p>FL3</p> <p>EP3</p> <p>TW5</p>	<p>R2</p> <p>W2</p> <p>SL2</p>
42	<p>2.8 Exploring skincare and make-up</p> <p>To cover all learning outcomes (LO1–5).</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Take part in the competition. • Possibly present their mood boards to show understanding and planning. <p>Tutor:</p> <ul style="list-style-type: none"> • Facilitate the competition. • Invite a local employer to be the judge. 	<p>CT5</p> <p>CT6</p> <p>FL3</p> <p>EP3</p> <p>TW5</p>	<p>SL2</p> <p>W2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
43	<p>INTERNAL ASSESSMENT</p> <p>2.8 Exploring skincare and make-up</p> <p>Introduction and development of evidence for internal assessment (LO1–5).</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Discuss how to present the tasks set. • Plan, do and review task development. <p>Tutor:</p> <ul style="list-style-type: none"> • Introduce the internal assessment tasks and set a completion date. • Explain how assessment mark descriptors are used. • Inform learners about the assessor’s policies, procedures and expectations, and consequences of plagiarism. 	<p>SM2</p> <p>SM3</p> <p>CT1</p>	<p>ICT2</p> <p>R2</p> <p>W2</p>
44	<p>INTERNAL ASSESSMENT</p> <p>2.8 Exploring skincare and make-up</p> <p>Development of evidence for internal assessment (LO1–5).</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Discuss how the tasks are developing. • Plan, do and review task development. <p>Tutor:</p> <ul style="list-style-type: none"> • Support task development. 	<p>SM2</p> <p>SM3</p> <p>CT1</p>	<p>ICT2</p> <p>R2</p> <p>W2</p>
45	<p>INTERNAL ASSESSMENT</p> <p>2.8 Exploring skincare and make-up</p> <p>Completion of evidence for internal assessment (LO1–5).</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Complete the tasks set. • Plan, do and review task development. <p>Tutor:</p> <ul style="list-style-type: none"> • Support task development. 	<p>SM2</p> <p>SM3</p> <p>CT1</p>	<p>ICT2</p> <p>R2</p> <p>W2</p>
46	<p>2.10 Exploring hand care and nail art</p> <p>Aim: to understand the UK nail industry (LO1).</p> <p>Aim: to understand how a range of influences can be expressed through hand and nail services (LO2).</p> <p>Aim: to know the range of products and equipment that are used during hand care and nail services (LO3).</p> <p>Aim: to know factors that may prevent hand care and nail services (LO4).</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Discuss factors that have contributed to the growth of the nail industry. • Discuss how influencing factors (eg fashion, religion, celebrities, TV, product developments, cost, service times) can be expressed through hand and nail art techniques. • Discuss the function, benefits and suitability of products, materials, tools and equipment for carrying out hand care and 	<p>IE1</p> <p>CT2</p>	<p>SL2</p> <p>W2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
	<p>Aim: to be able to generate ideas for hand care and nail services (LO5).</p> <p>Aim: to be able to carry out and review a variety of hand care and nail services (LO6).</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> • explain the range and benefits of professional nail services available in the UK (AC1a) • outline the key factors that have contributed to the growth of the nail industry in the UK (AC1b) • explain how a range of influences can be expressed through hand and nail techniques (AC2a) • explain a range of hand care, polish application and nail art techniques (AC2b) • describe the function, benefits and suitability of a range of products, materials, tools and equipment for carrying out hand care services (AC3a) • describe the function, benefits and suitability of a range of products, materials, tools and equipment for carrying out nail services (AC3b) • state the health, safety, legal and safe working practices for preparing and carrying out hand care and nail services (AC3c) • describe the critical factors that may prevent or restrict hand care and nail services and how to deal with them (AC4a) • state the advantages and disadvantages of different nail shapes (AC4b) • communicate with clients to find out their requirements using industry terminology (AC5a) 	<p>nail art services. Complete the grid.</p> <ul style="list-style-type: none"> • Discuss the importance of health and safety. • Recap the key factors from Unit 3: The science of hair and beauty (see pages 39–40 of the Principal Learning specification). • Research the terminology. <p>Tutor:</p> <ul style="list-style-type: none"> • Show the learners examples of the nail services available. • Present a range of polish applications and nail art techniques, and show examples of different hand and nail art. • Discuss different nail shapes. • Ensure that all the examples of hand care services, polish application and nail art techniques, products, health and safety requirements, communication styles and terminology listed in the Principal Learning specification (pages 127–30) are covered. • Highlight how a range of influences can be expressed through hand and nail techniques (AC2a). 		

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
	<ul style="list-style-type: none"> • generate ideas for hand and nail care services and art designs (AC5b) • select and prepare suitable products, materials, tools and equipment for basic hand care, nail care and nail art services (AC6a) • use suitable products, materials, tools and equipment for basic hand care, nail care and nail art services (AC6b) • review the services performed and suggest improvements for future progress. 			
47	<p>2.10 Exploring hand care and nail art</p> <p>To cover all learning outcomes (LO1–6). This session will introduce learners to manicures, pedicures and nail art techniques.</p>	<p>Demonstration by an employer:</p> <ul style="list-style-type: none"> • Demonstrate manicure, pedicure and nail art techniques. • Show salon’s consultation and communication style. • Demonstrate how to present and make service, product and technique choices. • Follow with giving aftercare advice. <p>Learners:</p> <ul style="list-style-type: none"> • Observe communication methods used and take notes. • Note how the consultation for this treatment differs from others. <p>Tutor:</p> <ul style="list-style-type: none"> • Arrange for a local employer to come in for the session. • Ensure that all the examples of hand care services, polish application and nail art techniques, products, health and safety requirements, communication styles and terminology listed in the Principal Learning specification (pages 127–30) are covered. • Highlight how a range of influences can be expressed through hand and nail techniques (AC2a). 	IE2 CT2	SL2 W2

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
48	<p>2.10 Exploring hand care and nail art</p> <p>To cover all learning outcomes (LO1–6).</p> <p>This session introduces learners to manicures on men and women, and plain varnish (light) application.</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Following the tutor’s demonstration, consult and prepare the client. Communicate with the client regarding the service or treatment. Apply a light varnish and record the aftercare advice given. • Review the finished look and identify any changes for future progression. • Gain feedback from the tutor. • Use consultation sheets and take photos. <p>Tutor:</p> <ul style="list-style-type: none"> • Demonstrate hand and nail care with manicure on a male model. • Demonstrate hand and nail care with manicure and plain varnish (light) application on a female model. • Show consultation and communication styles. • Demonstrate how to present and make service, product and technique choices. • Follow with giving aftercare advice. • Ensure that all the examples of hand care services, polish application and nail art techniques, products, health and safety requirements, communication styles and terminology listed in the Principal Learning specification (pages 127–30) are covered. • Highlight how a range of influences can be expressed through hand and nail techniques (AC2a). 	<p>CT5 CT6 FL3 EP3 TW5</p>	<p>SL2 W2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
49	<p>2.4 Communication and client care in the hair and beauty sector</p> <p>Aim: to understand the role of communication in providing effective customer services (LO2).</p> <p>Learners will be able to describe which communication methods work best in different situations and with different people across the six industries (AC2b).</p>	<p>Learners:</p> <ul style="list-style-type: none"> Develop own consultation sheets for use with hand care, nail care and nail art treatments. These must include areas for feedback by peers, tutors and clients. 	<p>CT1 CT3</p>	<p>ICT2 R2 W2</p>
50	<p>2.10 Exploring hand care and nail art</p> <p>To cover all learning outcomes (LO1–6).</p> <p>This session introduces learners to plain varnish (dark) application.</p>	<p>Learners:</p> <ul style="list-style-type: none"> Following the tutor’s demonstration, consult and prepare the client. Communicate with the client regarding the service or treatment. Apply a dark varnish and record the aftercare advice given. Review the finished look and identify any changes for future progression. Gain feedback from the tutor. Use consultation sheets and take photos. <p>Tutor:</p> <ul style="list-style-type: none"> Demonstrate foot and nail care with pedicure and plain varnish (dark) application on a model. Show consultation and communication styles. Demonstrate how to present and make service, product and technique choices. Follow with giving aftercare advice. Ensure that all the examples of hand care services, polish application and nail art techniques, products, health and safety requirements, communication styles and terminology listed in the Principal Learning specification (pages 127–30) are covered. Highlight how a range of influences can be expressed through hand and nail techniques (AC2a). 	<p>CT5 CT6 FL3 EP3 TW5</p>	<p>SL2 W2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
51	<p>2.10 Exploring hand care and nail art</p> <p>To cover all learning outcomes (LO1–6).</p> <p>This session introduces learners to French manicures.</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Following the tutor’s demonstration, consult and prepare the client. Communicate with the client regarding the service or treatment. Apply a French manicure and record the aftercare advice given. • Review the finished look and identify any changes for future progression. • Gain feedback from the tutor. • Use consultation sheets and take photos. <p>Tutor:</p> <ul style="list-style-type: none"> • Demonstrate hand and nail care with French manicure application on a model. Show consultation and communication styles. • Demonstrate how to present and make service, product and technique choices. • Follow with giving aftercare advice. • Ensure that all the examples of hand care services, polish application and nail art techniques, products, health and safety requirements, communication styles and terminology listed in the Principal Learning specification (pages 127–30) are covered. • Highlight how a range of influences can be expressed through hand and nail techniques (AC2a). 	<p>CT5</p> <p>CT6</p> <p>FL3</p> <p>EP3</p> <p>TW5</p>	<p>SL2</p> <p>W2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
52	<p>2.10 Exploring hand care and nail art</p> <p>To cover all learning outcomes (LO1–6).</p> <p>This session introduces learners to the application of the silk wrap technique.</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Following the tutor’s demonstration, consult and prepare the client. Communicate with the client regarding the service or treatment. Apply the silk wrap technique and record the aftercare advice given. • Review the finished look and identify any changes for future progression. • Gain feedback from the tutor. • Use consultation sheets and take photos. <p>Tutor:</p> <ul style="list-style-type: none"> • Demonstrate the silk wrap technique by application on a model. Show consultation and communication styles. • Demonstrate how to present and make service, product and technique choices. • Follow with giving aftercare advice. • Ensure that all the examples of hand care services, polish application and nail art techniques, products, health and safety requirements, communication styles and terminology listed in the Principal Learning specification (pages 127–30) are covered. • Highlight how a range of influences can be expressed through hand and nail techniques (AC2a). 	<p>CT5 CT6 FL3 EP3 TW5</p>	<p>SL2 W2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
53	<p>2.10 Exploring hand care and nail art</p> <p>To cover all learning outcomes (LO1–6).</p> <p>This session introduces learners to the application of the fibreglass wrap technique.</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Following the tutor’s demonstration, consult and prepare the client. Communicate with the client regarding the service or treatment. Apply the fibreglass wrap technique and record the aftercare advice given. • Review the finished look and identify any changes for future progression. • Gain feedback from the tutor. • Use consultation sheets and take photos. <p>Tutor:</p> <ul style="list-style-type: none"> • Demonstrate the fibreglass wrap technique by application on a model. Show consultation and communication styles. • Demonstrate how to present and make service, product and technique choices. • Follow with giving aftercare advice. • Ensure that all the examples of hand care services, polish application and nail art techniques, products, health and safety requirements, communication styles and terminology listed in the Principal Learning specification (pages 127–30) are covered. • Highlight how a range of influences can be expressed through hand and nail techniques (AC2a). 	<p>CT5 CT6 FL3 EP3 TW5</p>	<p>SL2 W2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
54	<p>2.10 Exploring hand care and nail art</p> <p>To cover all learning outcomes (LO1–6).</p> <p>This session introduces learners to the application of UV gel.</p>	<p>Demonstration by an employer:</p> <ul style="list-style-type: none"> • Demonstrate the UV gel technique. • Show salon’s consultation and communication style. • Demonstrate how to present and make service, product and technique choices. • Follow with giving aftercare advice. <p>Learners:</p> <ul style="list-style-type: none"> • Observe communication methods used and take notes. • Note how the consultation for this treatment differs from others. <p>Tutor:</p> <ul style="list-style-type: none"> • Arrange for a local employer to come in for the session. • Ensure that all the examples of hand care services, polish application and nail art techniques, products, health and safety requirements, communication styles and terminology listed in the Principal Learning specification (pages 127–30) are covered. • Highlight how a range of influences can be expressed through hand and nail techniques (AC2a). 	<p>CT2</p> <p>CT4</p>	<p>SL2</p> <p>W2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
55	<p>2.10 Exploring hand care and nail art</p> <p>To cover all learning outcomes (LO1–6).</p> <p>This session introduces learners to the application of acrylic nails.</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Following the tutor’s demonstration, consult and prepare the client. Communicate with the client regarding the service or treatment. Use acrylic application and record the aftercare advice given. • Review the finished look and identify any changes for future progression. • Gain feedback from the tutor. • Use consultation sheets and take photos. <p>Tutor:</p> <ul style="list-style-type: none"> • Apply acrylic to nails on a model. Show consultation and communication styles. • Demonstrate how to present and make service, product and technique choices. • Follow with giving aftercare advice. • Ensure that all the examples of hand care services, polish application and nail art techniques, products, health and safety requirements, communication styles and terminology listed in the Principal Learning specification (pages 127–30) are covered. • Highlight how a range of influences can be expressed through hand and nail techniques (AC2a). 	<p>CT5</p> <p>CT6</p> <p>FL3</p> <p>EP3</p> <p>TW5</p>	<p>SL2</p> <p>W2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
56	<p>2.10 Exploring hand care and nail art</p> <p>To cover all learning outcomes (LO1–6).</p> <p>This session introduces learners to nail art techniques.</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Following the tutor’s demonstration, consult and prepare the client. Communicate with the client regarding the service or treatment. Apply shapes to the nails and record the aftercare advice given. • Review the finished look and identify any changes for future progression. • Gain feedback from the tutor. • Use consultation sheets and take photos. <p>Tutor:</p> <ul style="list-style-type: none"> • Demonstrate nail art techniques using shapes on a model. Show consultation and communication styles. • Demonstrate how to present and make service, product and technique choices. • Follow with giving aftercare advice. • Ensure that all the examples of hand care services, polish application and nail art techniques, products, health and safety requirements, communication styles and terminology listed in the Principal Learning specification (pages 127–30) are covered. • Highlight how a range of influences can be expressed through hand and nail techniques (AC2a). 	<p>CT5 CT6 FL3 EP3 TW5</p>	<p>SL2 W2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
57	<p>2.10 Exploring hand care and nail art</p> <p>To cover all learning outcomes (LO1–6).</p> <p>This session introduces learners to themed nail art techniques.</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Following the tutor’s demonstration, consult and prepare the client. Communicate with the client regarding the service or treatment. Apply themed nail art to the nails and record the aftercare advice given. • Review the finished look and identify any changes for future progression. • Gain feedback from the tutor. • Use consultation sheets and take photos. <p>Tutor:</p> <ul style="list-style-type: none"> • Apply themed nail art on a model. Show consultation and communication styles. • Demonstrate how to present and make service, product and technique choices. • Follow with giving aftercare advice. • Ensure that all the examples of hand care services, polish application and nail art techniques, products, health and safety requirements, communication styles and terminology listed in the Principal Learning specification (pages 127–30) are covered. • Highlight how a range of influences can be expressed through hand and nail techniques (AC2a). 	<p>CT5</p> <p>CT6</p> <p>FL3</p> <p>EP3</p> <p>TW5</p>	<p>SL2</p> <p>W2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
58	<p>2.10 Exploring hand care and nail art</p> <p>To cover all learning outcomes (LO1–6).</p> <p>This session introduces learners to colour blending and glitter polish application.</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Following the tutor’s demonstration, consult and prepare the client. Communicate with the client regarding the service or treatment. Apply blended colours and glitter polish to the nails and record the aftercare advice given. • Review the finished look and identify any changes for future progression. • Gain feedback from the tutor. • Use consultation sheets and take photos. <p>Tutor:</p> <ul style="list-style-type: none"> • Demonstrate colour blending and glitter polish application on a model. Show consultation and communication styles. • Demonstrate how to present and make service, product and technique choices. • Follow with giving aftercare advice. • Ensure that all the examples of hand care services, polish application and nail art techniques, products, health and safety requirements, communication styles and terminology listed in the Principal Learning specification (pages 127–30) are covered. • Highlight how a range of influences can be expressed through hand and nail techniques (AC2a). 	<p>CT5 CT6 FL3 EP3 TW5</p>	<p>SL2 W2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
59	<p>2.10 Exploring hand care and nail art</p> <p>To cover all learning outcomes (LO1–6).</p> <p>This session introduces learners to the use of transfers and glitter dots.</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Following the tutor’s demonstration, consult and prepare the client. Communicate with the client regarding the service or treatment. Apply transfers and glitter dots to the nails and record the aftercare advice given. • Review the finished look and identify any changes for future progression. • Gain feedback from the tutor. • Use consultation sheets and take photos. • Research a nail art design in preparation for a competition in session 62. <p>Tutor:</p> <ul style="list-style-type: none"> • Demonstrate the use of transfers glitter dots. Show consultation and communication styles. • Demonstrate how to present and make service, product and technique choices. • Follow with giving aftercare advice. • Ensure that all the examples of hand care services, polish application and nail art techniques, products, health and safety requirements, communication styles and terminology listed in the Principal Learning specification (pages 127–30) are covered. • Highlight how a range of influences can be expressed through hand and nail techniques (AC2a). 	CT5 CT6 FL3 EP3 TW5	SL2 W2

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
60	<p>2.10 Exploring hand care and nail art</p> <p>To cover all learning outcomes (LO1–6).</p> <p>This session allows learners to practise hand and nail care on male models.</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Consult and prepare the client for a hand and nail care treatment. • Ensure the influencing factors have been considered. • Choose the correct products and techniques. • Apply the treatment and record the aftercare advice given. • Review the finished look and identify any changes for future progression. • Gain feedback from the tutor. • Use consultation sheets and take photos. <p>Tutor:</p> <ul style="list-style-type: none"> • Arrange for some male models to come to the session. • Ensure that all the examples of hand care services, polish application and nail art techniques, products, health and safety requirements, communication styles and terminology listed in the Principal Learning specification (pages 127–30) are covered. • Highlight how a range of influences can be expressed through hand and nail techniques (AC2a). 	<p>CT5 CT6 FL3 EP3 TW5</p>	<p>SL2 W2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
61	<p>2.10 Exploring hand care and nail art</p> <p>To cover all learning outcomes (LO1–6).</p> <p>This session allows learners to practise their skills for the competition.</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Practise their skills and prepare for next week’s competition. • A mood board could be used during the planning process. • Identify the nail art design to be achieved and the products, tools, equipment and techniques to be used. • Apply products and techniques chosen. • Complete the nail art design. • Record the aftercare advice given. • Review the finished design and identify any changes for future progression. • Gain feedback from the tutor. • Use consultation sheets and take photos. <p>Tutor:</p> <ul style="list-style-type: none"> • Set up a competition and invite a local employer to judge and give feedback. 	<p>CT5 CT6 FL3 EP3 TW5</p>	<p>SL2 W2 R2</p>
62	<p>2.10 Exploring hand care and nail art</p> <p>To cover all learning outcomes (LO1–6).</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Take part in the competition. • Possibly present their mood boards to show understanding and planning. <p>Tutor:</p> <ul style="list-style-type: none"> • Facilitate the competition. 	<p>CT5 CT6 FL3 EP3 TW5</p>	<p>SL2 W2 R2</p>

Week	Learning aims and outcomes	Activities, assignments, assessments, resources	PLTS	FS
63	<p>INTERNAL ASSESSMENT</p> <p>2.10 Exploring hand care and nail art</p> <p>Introduction and development of evidence for internal assessment (LO1–6).</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Discuss how to present the tasks set. • Plan, do and review task development. <p>Tutor:</p> <ul style="list-style-type: none"> • Introduce the internal assessment tasks and set a completion date. • Explain how assessment mark descriptors are used. • Inform learners about the assessor’s policies, procedures and expectations, and consequences of plagiarism. 	<p>SM2</p> <p>SM3</p> <p>CT1</p>	<p>ICT2</p> <p>R2</p> <p>W2</p>
64	<p>INTERNAL ASSESSMENT</p> <p>2.10 Exploring hand care and nail art</p> <p>Development of evidence for internal assessment (LO1–6).</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Discuss how the tasks are developing. • Plan, do and review task development. <p>Tutor:</p> <ul style="list-style-type: none"> • Support task development. 	<p>SM2</p> <p>SM3</p> <p>CT1</p>	<p>ICT2</p> <p>R2</p> <p>W2</p>
65	<p>INTERNAL ASSESSMENT</p> <p>2.10 Exploring hand care and nail art</p> <p>Completion of evidence for internal assessment (LO1–6).</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Complete the tasks set. • Plan, do and review task development. <p>Tutor:</p> <ul style="list-style-type: none"> • Support task development. 	<p>SM2</p> <p>SM3</p> <p>CT1</p>	<p>ICT2</p> <p>R2</p> <p>W2</p>
66 to 70	<p>All units</p> <p>Complete any outstanding internal assessments.</p> <p>Preparation for progression pathways.</p>	<p>These weeks can be used to move around in the programme for any visits, trips or guest speakers.</p> <p>Learners can attend taster sessions for progression routes identified through information, advice and guidance.</p>		