

# Qualification Specification

Focus Awards Level 1 Diploma in an  
Introduction to the Hair and Beauty Sector  
(RQF)

601/8033/X



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## **Focus Awards Level 1 Diploma in an Introduction to the Hair and Beauty Sector (RQF)**

### **Qualification Details**

QAN: 601/8033/X

GLH: 365

TQT: 370

Credit: 37

### **Qualification Purpose**

The Focus Awards Level 1 Diploma in an Introduction to the Hair and Beauty Sector (RQF) is aimed at those wishing to work in the Hair and Beauty Sector.

The Focus Awards Level 1 Diploma in an Introduction to the Hair and Beauty Sector (RQF) is aimed at developing the practical skills and knowledge for progressing to further learning needed to work in the hair or beauty industry. By completing further training this qualification could lead to jobs roles such as:

- Beauty Salon Assistant
- Hairdressing salon assistant

### **Qualification Structure/Rules of Combination**

Learners must achieve **6 credits** from the **2 mandatory units** and a minimum of **32 credits** from the **optional units** totalling at least **37 credits**.

<b>Unit Title</b>	<b>Unit Ref</b>	<b>Level</b>	<b>GLH</b>	<b>Credit</b>
<b>Mandatory Units</b>				
Introduction to the Hair and Beauty Sector	R/502/3981	1	25	3
Presenting a Professional Image in a Salon	Y/502/3982	1	25	3
<b>Optional Units</b>				
Hand care	K/502/3467	Entry 3	30	3
Nail Art Application	K/502/3470	1	30	3
Create an image	T/502/3469	Entry 3	30	3

using colour for the Hair and Beauty Sector				
Skin care	Y/502/3464	Entry 3	30	3
Shampoo and Conditioning	L/502/3753	Entry 3	30	3
Styling Men's Hair	A/502/3795	1	30	3
Styling Women's Hair	F/502/3796	1	30	3
Basic Make-up Application	J/502/3797	1	30	3
Themed Face Painting	L/502/3803	1	30	3
Hair Plaiting	R/502/3804	Entry 3	30	3
Plaiting and Twisting Hair	Y/502/3805	1	30	3
The Art of Dressing Hair	Y/502/3979	2	30	5
The Art of Photographic Make-Up	L/502/3980	2	30	5
Salon reception duties	R/600/6334	1	22	3
Follow health and safety in the salon	A/600/6327	1	22	3
Working with others in the hair and beauty sector	H/600/6323	1	19	2
Create a Hair and Beauty Image	Y/600/4875	1	30	3
Colour hair using temporary colour	R/600/4874	1	30	3
Providing Basic Pedicure Treatment	L/601/3556	1	30	3
Providing basic manicure treatment	R/601/3557	1	30	3
Create and Maintain retail displays in the salon	Y/600/6335	1	17	2
Head Massage	H/60/4356	1	30	4

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## Barred units

The following units are not allowed to be taken together

- Providing basic manicure treatment (R/601/3557) and Hand care (K/502/3467)
- Hair Plaiting (R/502/3804) and, Plaiting and Twisting Hair (Y/502/3805)
- Plaiting and Twisting Hair (Y/502/3805) and, Hair Plaiting (R/502/3804)

## Learner Entry Requirements

Learners should be competent in literacy and numeracy to help with elements of communication. This is at the discretion of the centre as they may decide to use diagnostic testing methods to ascertain how they can support learners.

## Age Ranges

Learners should be 16 (minimum) to undertake this qualification.

## Geographical Coverage

This qualification is available in England and Northern Ireland.

## Reasonable Adjustments and Special Considerations

Please refer to the Focus Awards 'Reasonable Adjustments and Special Considerations Policy'.

## Assessment Methods

The Focus Awards Level 1 Diploma in an Introduction to the Hair and Beauty Sector (RQF) is **internally assessed**.

Each learner is required to create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit. The main pieces of evidence for the portfolio could include;

- Observed work
- Witness statements

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- Audio- visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

All evidence must be cross referenced to unit outcomes, simulation is not allowed in all units.

### **Progression Routes**

Learners wishing to progress from this qualification can undertake the following qualifications:

- Focus Awards Level 2 Diploma in an Introduction to the Hair and Beauty Sector (RQF)

### **Useful websites and supporting materials**

- [www.focusawards.org.uk/supportingmaterials](http://www.focusawards.org.uk/supportingmaterials)
- [www.ofqual.gov.uk](http://www.ofqual.gov.uk)

### **Links to national occupational standards**

Focus Awards has mapped to NOS where they exist.

## Appendix A: Units

<b>Unit Title:</b>	Introduction to the Hair and Beauty Sector		
<b>Unit No:</b>	R/502/3981		
<b>Level:</b>	1		
<b>GLH:</b>	25		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with an introduction to the Hair and Beauty Sector			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Know the career opportunities and working patterns within the hair and beauty sector	1.1	Identify occupational roles in the hair and beauty sector
		1.2	Outline the working patterns in the hair and beauty sector
		1.3	Identify the main career opportunities available in the hair and beauty sector and related industries
		1.4	Give examples of sources of information on training and career opportunities in the sector
2	Know the main hairdressing services and beauty treatments	2.1	Identify different types of salon and the types of client they attract
		2.2	Outline the main hairdressing services offered by salons
		2.3	Outline the main beauty treatments offered by salons

<b>Unit Title:</b>	Presenting a Professional Image in a Salon		
<b>Unit No:</b>	Y/502/3982		
<b>Level:</b>	1		
<b>GLH:</b>	25		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to present a professional image in a salon			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Be able to communicate in a salon environment	1.1	Communicate professionally in a salon environment to meet the needs of different people
		1.2	Identify the effects of positive and negative attitudes and behaviours
2	Be able to present a professional image and maintain personal hygiene in a salon	2.1	Identify how to promote a professional image in a salon
		2.2	Identify how to maintain personal hygiene
		2.3	Present a professional image in line with salon policy



<b>Unit Title:</b>	Hand Care		
<b>Unit No:</b>	K/502/3467		
<b>Level:</b>	Entry 3		
<b>GLH:</b>	30		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to provide hand care			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Be able to prepare for a basic hand care treatment	1.1	Prepare for a basic hand care treatment
		1.2	State the procedure for client preparation
		1.3	Select products and tools for a hand care treatment
2	Be able to provide basic hand care treatment	2.1	Identify typical nail shapes and basic nail structure
		2.2	Carry out a basic hand care treatment
		2.3	Follow safe and hygienic working practices
		2.4	Communicate and behave in a professional manner

<b>Unit Title:</b>	Nail Art Application		
<b>Unit No:</b>	K/502/3470		
<b>Level:</b>	1		
<b>GLH:</b>	30		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to carry out nail art application			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Be able to prepare for nail art techniques	1.1	Prepare for basic nail art techniques
		1.2	Select products, tools and equipment for basic nail art techniques
		1.3	Design a 2D nail art image
		1.4	State the factors that could influence the choice of basic nail art techniques
		1.5	State the importance of the preparation procedures for basic nail art techniques
		1.6	State the products and basic techniques used in nail art
2	Be able to carry out nail art techniques	2.1	Carry out basic nail art techniques adapting the 2D nail art image to a 3D surface
		2.2	Follow safe and hygienic working practices
		2.3	Communicate and behave in a professional manner

<b>Unit Title:</b>	Create an image using colour for the Hair and Beauty Sector		
<b>Unit No:</b>	T/502/3469		
<b>Level:</b>	Entry 3		
<b>GLH:</b>	30		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to create an image using colour for the Hair and Beauty Sector			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Know the colour spectrum	1.1	State the primary colours
		1.2	State the secondary colours
		1.3	Outline the colour spectrum and its use in the hair and beauty industries
2	Be able to use the colour spectrum in the hair and beauty industries	2.1	Create an image using colour

<b>Unit Title:</b>	Skin care		
<b>Unit No:</b>	Y/502/3464		
<b>Level:</b>	Entry 3		
<b>GLH:</b>	30		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to provide skin care			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Be able to prepare for basic skin care treatment	1.1	Prepare for a skin care treatment
		1.2	State the procedure for client preparation
		1.3	Select products and materials for a basic skin care treatment
2	Be able to provide basic skin care treatment	2.1	State the main skin types
		2.2	Carry out a basic skin care treatment
		2.3	Follow safe and hygienic working practices
		2.4	Communicate and behave in a professional manner

<b>Unit Title:</b>	Shampoo and Conditioning		
<b>Unit No:</b>	L/502/3753		
<b>Level:</b>	Entry 3		
<b>GLH:</b>	30		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to perform shampoo and conditioning			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Be able to prepare for shampoo and conditioning	1.1	Prepare the client for shampooing and conditioning
		1.2	State the procedure for client preparation
		1.3	Select products and tools for shampoo and conditioning
2	Be able to shampoo, condition and towel dry hair	2.1	Shampoo and condition hair
		2.2	Towel dry and detangle hair
		2.3	State the effects of shampooing and conditioning on the hair
		2.4	State the basic structure of the hair
		2.5	Follow safe and hygienic working practices
		2.6	Communicate and behave in a professional manner
		2.7	state the main hair types and conditions

<b>Unit Title:</b>	Styling Men's Hair		
<b>Unit No:</b>	A/502/3795		
<b>Level:</b>	1		
<b>GLH:</b>	30		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to style men's hair			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Be able to prepare for styling for men	1.1	Identify basic styling techniques for men's hair
		1.2	State the factors that influence the choice of hair styling techniques for men
		1.3	State the importance of the preparation procedures for styling men's hair
		1.4	Prepare for styling men's hair
2	Be able to provide styling for men	2.1	State the purpose of hair styling and finishing products, tools and equipment
		2.2	Select appropriate products, tools and equipment
		2.3	Style men's hair using basic styling techniques
		2.4	Follow safe and hygienic working practices
		2.5	Communicate and behave in a professional manner

<b>Unit Title:</b>	Styling Women's Hair		
<b>Unit No:</b>	F/502/3796		
<b>Level:</b>	1		
<b>GLH:</b>	30		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to style women's hair			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Be able to prepare for styling for women	1.1	Identify basic techniques for styling women's hair
		1.2	State the factors that influence the choice of hair styling techniques for women
		1.3	State the importance of the preparation procedures for styling women's hair
		1.4	Prepare for styling women's hair
2	Be able to provide styling for women	2.1	State the purpose of hair styling and finishing products, tools and equipment
		2.2	select appropriate products, tools and equipment
		2.3	style women's hair using basic techniques
		2.4	follow safe and hygienic working practices
		2.5	communicate and behave in a professional manner

<b>Unit Title:</b>	Basic Make-up Application		
<b>Unit No:</b>	J/502/3797		
<b>Level:</b>	1		
<b>GLH:</b>	30		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to apply basic make-up			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Be able to prepare for makeup	1.1	State the factors that could influence the choice of basic make-up products and techniques
		1.2	State the importance of the preparation procedures for applying basic make-up
		1.3	Prepare for applying basic make-up
		1.4	Select products, tools and equipment
		1.5	State how and when to use products, tools and equipment for basic make-up
2	Be able to carry out make up	2.1	State basic skin types
		2.2	State the basic structure and function of the skin
		2.3	State the bone structure of the face
		2.4	Prepare the face
		2.5	Apply basic make-up products
		2.6	remove basic make-up
		2.7	follow safe and hygienic working practices
		2.8	communicate and behave in a professional manner



<b>Unit Title:</b>	Themed Face Painting		
<b>Unit No:</b>	L/502/3803		
<b>Level:</b>	1		
<b>GLH:</b>	30		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to carry out themed face painting			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Be able to prepare for themed face painting	1.1	State the factors that could influence the choice of themed face painting techniques
		1.2	State the importance of the preparation and removal procedures for themed face painting
		1.3	Prepare for themed face painting
		1.4	Design a 2D image
2	Be able to carry out themed face painting	2.1	Select the products, tools and equipment for themed face painting
		2.2	Carry out face painting techniques using products, tools and equipment adapting the 2D image to a 3D surface
		2.3	Remove face painting products
		2.4	State the products, tools and equipment used in themed face painting
		2.5	Follow safe and hygienic working practices
		2.6	Communicate and behave in a professional manner

<b>Unit Title:</b>	Hair Plaiting		
<b>Unit No:</b>	R/502/3804		
<b>Level:</b>	Entry 3		
<b>GLH:</b>	30		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to prepare and carry out basic plaiting			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Be able to prepare for basic hair plaiting service	1.1	Prepare for hair plaiting service
		1.2	Select products and tools for plaiting
		1.3	State the procedure for client preparation
2	Be able to carry out basic hair plaiting techniques	2.1	State when and how to use products, tools and equipment
		2.2	Carry out a plaiting technique
		2.3	Follow safe and hygienic working practices
		2.4	Communicate and behave in a professional manner

<b>Unit Title:</b>	Plaiting and Twisting Hair		
<b>Unit No:</b>	Y/502/3805		
<b>Level:</b>	1		
<b>GLH:</b>	30		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to apply the techniques and select the appropriate tools and products for plaiting and twisting hair			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Be able to prepare for basic plaiting and twisting hair	1.1	Identify a range of finished looks that use plaiting and twisting techniques
		1.2	Prepare for plaiting and twisting techniques
		1.3	State the importance of the preparation procedures for plaiting and twisting techniques
		1.4	State the factors that influence the choice of plaiting and twisting techniques
		1.5	Select products and tools for plaiting and twisting techniques
		1.6	State when and how to use products, tools and equipment
2	Be able to carry out basic hair plaiting and twisting techniques	2.1	Carry out plaiting and twisting techniques with and without decoration
		2.2	Provide home care advice
		2.3	Follow safe and hygienic working practices
		2.4	Communicate and behave in a professional manner
		2.5	State the purpose of home care advice

<b>Unit Title:</b>	The Art of Dressing Hair		
<b>Unit No:</b>	Y/502/3979		
<b>Level:</b>	2		
<b>GLH:</b>	30		
<b>Credit:</b>	5		
<b>Unit details:</b> The aim of this unit is to provide learners with skills, knowledge and understanding of the art of dressing hair			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Be able to prepare for Dressing Hair	1.1	Prepare the client and work area for dressing service
		1.2	State the procedure for client preparation
		1.3	Consult with clients to confirm their requirements
		1.4	Describe the effects of different styling techniques
		1.5	Evaluate the potential of the hair to achieve the desired look by identifying the influencing factors
		1.6	Describe the factors that need to be considered when styling and dressing hair
		1.7	Describe the physical effects of styling on the hair structure
		1.8	Describe the effects of humidity on the hair structure and resulting style
		1.9	Explain how the incorrect use of heat can affect the hair and scalp
2	Be able to provide a Dressing Hair Service	2.1	Select and use styling products, tools and equipment to achieve the desired look
		2.2	Describe the correct use and routine maintenance of tools, equipment and accessories
		2.3	Describe the use for the range of styling products
		2.4	Position self and client appropriately

		throughout the service
	2.5	Use working methods that meet salon and legal requirements
	2.6	Use styling techniques and dressing effects that take into account the identified factors
	2.7	Control and secure hair effectively during dressing
	2.8	Describe how to secure and control the long hair looks
	2.9	State the purpose of back combing and back brushing when dressing hair
	2.10	Dress hair to the satisfaction of the client
	2.11	Apply finishing products to maintain the style
	2.12	Evaluate the result of the treatment with the client
	2.13	Describe the uses for the range of finishing products
	2.14	Provide suitable aftercare advice
	2.15	Describe the aftercare advice that should be provided
	2.16	Follow safe and hygienic working practices
	2.17	Outline safe and hygienic working practices when styling and dressing hair
	2.18	Communicate and behave in a professional manner
	2.19	State how to communicate in a salon environment
	2.20	State the behavioural expectations within a salon environment

<b>Unit Title:</b>	The Art of Photographic Make-Up		
<b>Unit No:</b>	L/502/3980		
<b>Level:</b>	2		
<b>GLH:</b>	30		
<b>Credit:</b>	5		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding to provide photographic make-up			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Be able to prepare for Photographic Makeup	1.1	Produce a mood board
		1.2	Outline the purpose of a mood board
		1.3	Outline how to develop a mood board
		1.4	Describe ways of effectively presenting a mood board
		1.5	State the importance of the preparation procedures for photographic make-up
		1.6	Explain how natural ageing, lifestyle and environmental factors affect the condition of the skin
		1.7	Describe the structure and function of the skin
		1.8	Describe the position of the major facial bones
2	Be able to provide Photographic Makeup	2.1	Select and use products, tools and equipment for photographic make-up application taking into account identified factors
		2.2	State tools, equipment and products used when carrying out a photographic make-up application
		2.3	Describe the factors that need to be considered when carrying out a photographic make-up application
		2.4	Describe the sequence in which make-up products should be applied
		2.5	Apply a photographic make-up application
		2.6	Evaluate effectiveness of the

		photographic make-up application
	2.7	State methods of evaluating the effectiveness of the application of the make-up
	2.8	Provide suitable aftercare advice
	2.9	Describe the aftercare advice that should be provided
	2.10	Follow safe and hygienic working practices
	2.11	Outline safe and hygienic working practices when carrying out photographic make-up application
	2.12	Communicate and behave in a professional manner
	2.13	State how to communicate
	2.14	State the behavioural expectations

<b>Unit Title:</b>	Salon reception duties		
<b>Unit No:</b>	R/600/6334		
<b>Level:</b>	1		
<b>GLH:</b>	22		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to carry out salon duties.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Be able to carry out salon reception duties	1.1	Present a positive image of them self and the salon
		1.2	Communicate and behave in a professional manner
		1.3	Record and pass on information accurately and clearly
		1.4	Maintain client confidentiality
		1.5	Outline the need to present a positive image
		1.6	outline typical salon reception duties
		1.7	List features of a well-run reception service
		1.8	State the importance of maintaining client confidentiality
		1.9	Identify payment methods used for salon services
		1.10	State how to communicate and behave within a salon environment
2	Be able to record salon appointments	2.1	Record salon appointments for a variety of services
		2.2	Outline how to record appointments for a variety of services
		2.3	List the basic information required from the client
		2.4	Identify the different systems for recording appointments
		2.5	Outline factors to consider when agreeing appointments



<b>Unit Title:</b>	Follow health and safety in the salon		
<b>Unit No:</b>	A/600/6327		
<b>Level:</b>	1		
<b>GLH:</b>	22		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to follow health and safety in the salon			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Be able to maintain health and safety practices	1.1	Identify hazards in the salon environment
		1.2	Carry out a simple risk analysis of the salon
		1.3	Follow safe and hygienic working practices
		1.4	Outline the main provisions of the Health and Safety legislation
		1.5	State the difference between a 'hazard' and 'risk'
		1.6	State the employers' responsibilities for the safety of employees and customers in the salon
		1.7	Outline safe and hygienic working practices
2	Be able to follow emergency procedures	2.1	Locate fire fighting equipment in the salon
		2.2	Locate the first aid equipment and the accident report book
		2.3	Follow fire and evacuation procedures
		2.4	State the procedures for dealing with accidents and emergencies

<b>Unit Title:</b>	Working with others in the hair and beauty sector		
<b>Unit No:</b>	H/600/6323		
<b>Level:</b>	1		
<b>GLH:</b>	19		
<b>Credit:</b>	2		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to work with others in the hair and beauty sector			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Be able to work as part of a team in a salon	1.1	Communicate and behave in a professional manner
		1.2	Assist others to resolve problems
		1.3	Follow safe and hygienic working practices
		1.4	State different ways of communicating
		1.5	State how to adapt communication for different situations
		1.6	Outline the benefits of effective team working
		1.7	Identify the effects of negative attitude and behaviour on others
		1.8	Identify roles and responsibilities of team members in a salon
		1.9	State when to refer problems

<b>Unit Title:</b>	Create a Hair and Beauty Image		
<b>Unit No:</b>	Y/600/4875		
<b>Level:</b>	1		
<b>GLH:</b>	30		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to create a hair and beauty image			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Be able to plan an image	1.1	Access sources of information for creating an image
		1.2	Identify sources of information for creating an image
		1.3	State the importance of researching when developing a plan for creating an image
		1.4	Prepare and develop a plan for creating an image
		1.5	Describe how to develop a plan for creating a range of images
2	Be able to create an image	2.1	Develop the image
		2.2	State the importance of developing an image
		2.3	Describe ways of effectively presenting a created image
		2.4	Produce and present the final image
		2.5	Follow safe working practices
		2.6	Outline the safety considerations that must be taken into account

<b>Unit Title:</b>	Colour hair using temporary colour		
<b>Unit No:</b>	R/600/4874		
<b>Level:</b>	1		
<b>GLH:</b>	30		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to prepare and apply temporary colour.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Be able to prepare for application of temporary colour	1.1	Identify the purpose and effects of temporary, semi permanent and permanent colouring and lightening
		1.2	State the factors that influence the choice of temporary colouring products and method of application
		1.3	State the importance of the preparation procedures for temporary colouring
		1.4	List types of temporary colouring products
		1.5	Outline procedures for temporary colouring
		1.6	Select temporary colouring products
2	Be able to apply a temporary colour	2.1	Carry out hair sectioning techniques
		2.2	Apply temporary colouring products according to manufacturers' instructions
		2.3	Follow safe and hygienic working practices
		2.4	Communicate and behave in a professional manner
		2.5	State the basic structure of the hair
		2.6	State the methods and techniques used for temporary colouring
		2.7	State how to remove colouring products from hair

<b>Unit Title:</b>	Providing Basic Pedicure Treatment		
<b>Unit No:</b>	L/601/3556		
<b>Level:</b>	1		
<b>GLH:</b>	30		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to provide basic pedicure treatment			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Be able to prepare for a basic pedicure treatment	1.1	Prepare themselves, the client and work area for a basic pedicure treatment
		1.2	Carry out a visual study of the feet and nails to identify factors that will influence the treatment
		1.3	Outline salon's requirement for client preparation, preparing themselves and the work area
		1.4	State the importance of carrying out a visual study of the feet and nails to identify factors that will influence the treatment
2	Be able to provide a basic pedicure treatment	2.1	Identify typical nail shapes and basic nail structure
		2.2	Select and use products, techniques and equipment taking into account identified factors
		2.3	Carry out a basic pedicure treatment
		2.4	State possible contra-actions and how to respond
		2.5	Follow safe and hygienic working practices
		2.6	Communicate and behave in a professional manner

<b>Unit Title:</b>	Providing basic manicure treatment		
<b>Unit No:</b>	R/601/3557		
<b>Level:</b>	1		
<b>GLH:</b>	30		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to provide basic manicure treatment			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Be able to prepare for basic manicure treatments	1.1	Prepare themselves, the client and work area for a basic manicure treatment
		1.2	Carry out a visual study of the hands and nails to identify factors that will influence the treatment
		1.3	Outline salon's requirement for client preparation, preparing themselves and the work area
		1.4	State the importance of carrying out a visual study of the hands and nails to identify factors that will influence the treatment
2	Be able to provide basic manicure treatments	2.1	Identify typical nail shapes and basic nail structure
		2.2	Select and use products, techniques and equipment taking into account identified factors
		2.3	Carry out a basic manicure treatment
		2.4	State possible contra-actions and how to respond
		2.5	Follow safe and hygienic working practices
		2.6	Communicate and behave in a professional manner

<b>Unit Title:</b>	Create and Maintain retail displays in the salon		
<b>Unit No:</b>	Y/600/6335		
<b>Level:</b>	1		
<b>GLH:</b>	17		
<b>Credit:</b>	2		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to provide basic manicure treatment			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Be able to create and maintain a retail display	1.1	Obtain advice for planning and positioning of display.
		1.2	Create and maintain retail displays consistent with salon image.
		1.3	Outline the factors to be taken into account when creating a retail display
		1.4	State the types of products suitable for retail displays.
		1.5	State the procedure for reporting retail stock shortages.
		1.6	Outline safe and hygienic working practices.

<b>Unit Title:</b>	Head Massage		
<b>Unit No:</b>	H/601/4356		
<b>Level:</b>	2		
<b>GLH:</b>	30		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to be able to prepare and provide head massage.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Be able to prepare for head massage	1.1	Prepare themselves, the client and work area for head massage
		1.2	Use suitable consultation techniques to identify treatment objectives
		1.3	Advise the client on how to prepare for the treatment
		1.4	Identify influencing factors
		1.5	Provide clear recommendations to the client based on factors
		1.6	Describe salon's requirement for client preparation, preparing themselves and the work area
		1.7	Identify different consultation techniques used to identify treatment objectives
		1.8	Describe the factors that need to be considered when selecting techniques, products and equipment
		1.9	Describe the environmental conditions suitable for head massage treatment
		1.10	Describe the safety considerations that must be taken into account when providing head massage treatment
		1.11	Identify the range of equipment used for head massage treatment
		1.12	Identify products used and their key ingredients
		1.13	Describe contraindications that prevent or restrict head massage treatment



2	Be able to provide head massage	2.1	Communicate and behave in a professional manner
		2.2	Position themselves and the client correctly throughout the treatment
		2.3	Select and use products, equipment and techniques taking into account identified factors
		2.4	Follow safe and hygienic working practices
		2.5	Identify contra-actions and take appropriate action during treatment
		2.6	Provide suitable aftercare advice
		2.7	Complete the treatment to the satisfaction of the client
		2.8	Evaluate the results of the treatment with the client
		2.9	Describe how to communicate and behave in a professional manner
		2.10	State the importance of positioning themselves and the client correctly throughout the treatment
		2.11	Describe safe and hygienic working practices
		2.12	Describe contra-actions which might occur during and following the treatment and how to respond
		2.13	Describe the aftercare advice that should be provided
		2.14	State the importance of completing the treatment to the satisfaction of the client
		2.15	State the methods of evaluating the effectiveness of the treatment
		2.16	Describe the structure and function of the skin
		2.17	Describe the basic structure and functions of the bones of the neck and skull
		2.18	Describe the functions of the muscles of

			the scalp and neck
		2.19	Describe the massage movements used in head massage treatments

## Appendix B: Assessment Strategy

### Methods of evaluating

Visual, verbal, written feedback

### Tutor and Assessor Requirements

It is essential that candidates are assessed by competent individuals. It is important that assessors are able to recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough knowledge and understanding of assessment and quality assurance practices and an in-depth knowledge and understanding of the qualifications for which they are assessing candidates.

### Requirements of Tutors:

Tutors should hold, or be working towards a teaching qualification. The following are acceptable:

- Preparing to Teach in the Lifelong Learning Sector (PTLLS);
- Certificate to Teach in the Lifelong Learning Sector (CTLLS);
- Diploma to Teach in the Lifelong Learning Sector (DTLLS);
- Level 3 Award in Education and Training;
- Level 4 Certificate in Education and Training;
- Level 5 Diploma in Education and Training.

Focus Awards will consider other teaching qualifications upon submission.

Tutors must also be able to show the following:

- Relevant technical / occupational competency in the disciplines/units they wish to teach.

### **Requirements of Assessors:**

Assessors should hold or be working towards the following:

- D32/D33;
- A1 qualification;
- Level 3 Award in Assessing Vocational Achievement;
- Level 3 Award in Assessing Competence in the Work Environment;
- Level 3 Certificate in Assessing Vocationally Related Achievement;
- Possess a qualification equivalent to the qualification or units being taught/assessed or quality assured
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years
- Be knowledgeable of the framework of qualifications

Assessors must be able to show the following:

- Relevant technical / occupational competency in the disciplines/units they wish to teach.

Please note that trainee assessors will require their decisions to be countersigned by a suitably qualified assessor.

### **Requirements of Internal Quality Assurers (IQA):**

IQA's should hold or be working towards one of the following:

- D34;
- V1 qualification;
- Level 4 Award in the Internal Quality Assurance of Assessment.
- Possess a qualification equivalent to the qualification or units being taught/assessed or quality assured

- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years
- Be knowledgeable of the framework of qualifications

Please note simulation may not be allowed in some units

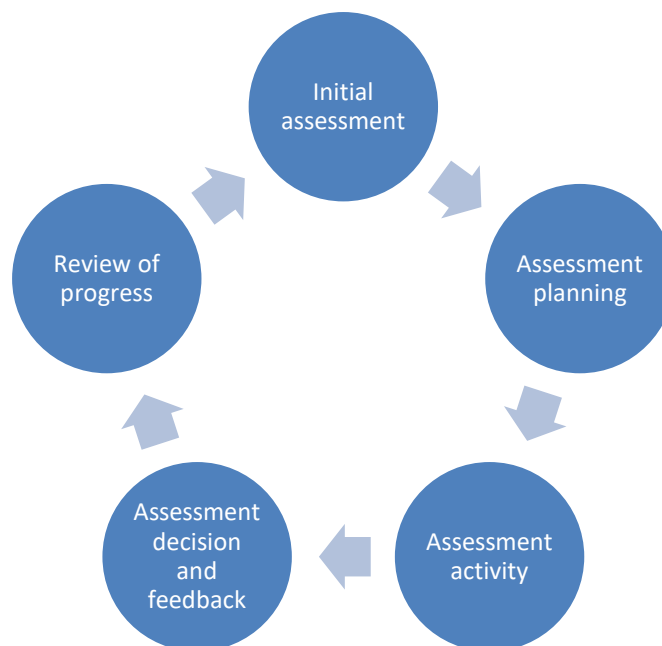
## Appendix C: Assessment Best Practice

### The assessment process

The assessment process is a systematic procedure which should be followed to give learners a positive experience. This can be achieved by following the assessment cycle. The cycle will continue until all aspects of the qualification have been achieved by your learner(s).

Throughout the cycle, standardisation of assessment practice between assessors should take place; this will ensure consistency and fairness of decisions and that all assessors interpret the requirements in the same way. Internal Quality Assurance will also take place throughout the cycle as part of your Centre's internal quality assurance arrangements.

### The assessment cycle



## **Initial Assessment**

The assessor must ascertain if the learner has any previous knowledge and/or experience of the subject/topic/unit to be assessed. This information can be obtained through application forms, interviews or professional discussions. The results of the initial assessment will give you vital information regarding your learners which you may be able to use within the assessment process for example claiming exemptions, equivalences, credit transfer or Recognition of Prior Learning (RPL). It will also give you vital information if your learner requires further training or any additional support they may need. This process might not always be carried out by the assessor, but the information obtained must be passed on to the assessor in order for them to effectively move on to the next stage of the assessment cycle and plan the learner assessment. The initial assessment is known as assessment for learning, as it helps prepare learners for assessment and identifies their potential.

## **Assessment planning**

Assessment planning should be short and medium/long term, to allow for both formative and summative assessment to take place. Inclusion of your learner(s) in the planning process will help identify what they have learnt, how and when they will be assessed and will allow for communication to take place to clarify any points or concerns.

## **Assessment activity**

The assessor must use relevant methods, approaches and activities for example observation, questioning, assignments or gathering appropriate evidence of competence. Assessment can be formative (usually ongoing and to check progress) and summative (usually at the end, that fully achieves the assessment criteria and fully concludes the assessment cycle).

## **Assessment decision and feedback**

The assessor makes a judgement of success or otherwise, giving constructive feedback and agreeing further action that may be necessary. Records of what was assessed and the decisions made should always be maintained.

## **Review of progress**

The assessor reviews the progress and achievement with the learner, discussing any other issues that may be relevant to the learning and assessment process. Within this session, the assessor will naturally start the assessment cycle again, by identifying what is the next stage in the assessment of the qualification, how the learner will achieve this and then planning the assessment.

Records should be maintained throughout all aspects of the assessment cycle and internal quality assurance activities should take place on an ongoing basis.

## **Exemptions, equivalences, credit transfer and RPL**

With the introduction of the RQF learners are able to avoid duplication of learning and assessment through exemptions or equivalences as follows:

- It is possible to transfer credit (equivalence) for achievements within the RQF
- Exemption from the requirement to achieve credits for designated units can be claimed by individuals with certificated achievements outside the RQF
- Where the unit has previously been achieved by the learner through a different awarding organisation, this will be regarded as a credit transfer.

Due to the learner already having their achievement recognised, and having received a certificate to confirm this, in all of these instances their recognised achievement concerning this specific qualification **MUST** be shown as an exemption, equivalence or credit transfer and credit achievement **MUST NOT** be allocated.



**Recognition of Prior Learning (RPL)** is a system of assessment that considers whether a learner already possesses the knowledge, skills or understanding to meet the assessment requirements for a unit and determines whether the learner can be awarded the unit or can omit a particular course of learning and progress to assessment without the need for delivery. This will be displayed as a unit achievement on the certificate

It is the responsibility of all learners who have previously achieved units approved as Exemptions, Equivalences and Credit Transfers, or who will achieve through RPL, to inform Focus Awards at registration using the registration excel spread sheet.

Learners must initially make the claim to the centre and the centre has the responsibility of making the preliminary consideration. If a centre is in doubt they should contact Focus Awards for advice or clarification.

When authorising a request, all centres must ensure that appropriate documentation and evidence is reviewed, maintained and made available as required to Focus Awards staff.

### **Guided Learning Hours (GLH)**

The number of guided learning hours specified for each unit gives the minimum amount of time required for delivery of the course, it includes:

- All times when a member of staff is present to give specific guidance towards learning aims and outcomes, as well as:
- Other structured learning time such as supported individual study, directed assignments, or practice and assessments

The specified number of guided learning hours does not include time spent on work initiated by the learner; or the time tutors spend marking assignments where the learner is not in attendance.

### **Assessment**

To comply with Focus Awards Equality and Diversity Policy assessment practices it is a requirement that reasonable adjustments be made, where necessary, to enable individual learners to undertake

assessments without bias. Please familiarise yourself with Focus guidance and the procedures for applying reasonable adjustments.

To ensure compliance, assessments must fulfil all assessment criteria and learning outcomes set out in the qualification specification and assessment strategy guidelines. The method of assessment may be adjusted to accommodate learners requiring alternative assessment methods in order to evaluate a learner's competency fairly. Detailed assessment and evidence requirements are provided in the qualification assessment strategy.

### **Consistency of assessment decisions**

Focus Awards strives to maintain consistency with regard to assessment decisions overarching learners, assessors and sites. This key component necessitates the following in order to meet Focus Awards stringent principles:

- Assessors are either qualified or working towards current assessor standards: Level 3 Award in Assessing Competence in the Work Environment or Level 3 Award in Assessing Vocational Achievement (A1 and D32/33 are also acceptable)
- Assessors have competency in the subjects relevant to the units that they wish to assess
- Assessors are observed at least annually by qualified IQA's during assessment
- Focus Awards make available 'Assessment Guidance' documentation for each qualification
- Standardisation exercises take place within the Centre
- Centre training days run by Focus Awards include assessment best practice
- External quality assurance is carried out by trained and qualified EQA's at least twice per year in each Centre

### **Judging authenticity**

- All centres and assessors must monitor and control the generation of evidence to ensure that evidence provided by learners is their own and is current, reliable, sufficient, valid and meets the qualification standard
- Learners must complete an assignment declaration form to confirm that the materials they present are their own work. All centres, trainers and assessors should ensure that this declaration is signed by the learners
- A Record of Achievement document must be implemented to record how the assessment criteria and learning outcomes have been sufficiently covered. By using this document and 'signing off' learners' evidence the assessors and IQAs are confirming that the assessment evidence submitted by the learner is authentic, is their own unassisted work and that it meets the stated assessment criteria and learning outcomes required
- Where the authenticity of the work is in doubt, checks to ascertain its authenticity should be carried out by the assessor, the use of oral questioning, for example, to check that the learner's knowledge matches the evidence provided
- Evidence which is not considered to be authentic should be disallowed

### **Guidance on re-submission of learner assessment**

- There is no maximum to the number of times that work may be resubmitted for assessment by the learner. However, you may wish to implement your own systems and policies for additional advice/support for those learners who have been unsuccessful on a number of occasions
- There is no limit to the number of times that the learner may redraft their assessment prior to it being submitted for assessment
- Assessors/tutors must not give learners, or lead them to, the correct answers, they may however offer some assistance to learners in completing written work, such as explaining what

the questions mean or offering additional guidance when they have previously answered questions incorrectly

- Assessors/tutors should not add to learners' answers where they do not fully meet the required standard in the worksheets, etc. The learner should be asked to add to their own answers until they have demonstrated competence at the required standard

### **Use of language and stimulus materials**

It is the responsibility of each individual Centre to provide its learners with appropriate resources and assessment materials to support them in their learning journey. The resources and any assessment materials and the language they contain should be appropriate and suitable for the learners needs. They are appropriate only if they:

- Facilitate learners to demonstrate their level of attainment
- Require skills, knowledge, and understanding that are required for the qualification
- Are clear and unambiguous (except where ambiguity forms part of the assessment) and
- Are not expected to cause unnecessary offence to learners.

These materials and their use will be reviewed during EQA monitoring visits to the Centre and an EQA will take into account the following when considering whether language and stimulus materials for learning and assessment are appropriate:

- The age of learners who may realistically be expected to take the qualification
- The qualification level
- The qualification objective
- The skills, knowledge and understanding assessed for the qualification
- It comprises content or language which could lead to a group of learners sharing a common attribute or circumstance experiencing an unreasonable disadvantage in the level of achievement that they are able to demonstrate in the assessment because of that attribute or circumstance

Please note that, you must show how each of the learning outcomes has been covered for the creation of manuals or text books, and for assessment materials an evidence referencing system must be

adopted to show how each of the assessment criteria has been covered.

## Appendix D: Guidance on observed assessments

### Assessment briefing

When carrying out a planned observed assessment, it is essential that the assessor carries out a briefing prior to the assessment. The assessment briefing should cover the following information:

- Where the assessment will take place
- How the assessment will be conducted
- What the student is expected to present in terms of performance evidence
- Any documentation which forms part of the assessment;
- When questioning and feedback will take place
- What to do if there is a disagreement with the assessment decision (appeals procedure)
- The assessor should also use this time to let students ask questions or seek clarification on anything relating to the planned assessment. Others involved in the assessment process should be part of the assessment briefing

The assessment briefing is usually carried out in a group situation and then the assessor will briefly confirm the process with each individual before the assessment commences.

### Observing the learner

Observation involves the assessor viewing the learner while they carry out the planned tasks and is the primary method used to assess practical competence. The assessor should adhere to the following guidelines when conducting out an observed assessment:

- Involve the learner
- Carry out an adequate briefing
- Complete an assessment checklist
- Avoid carrying out an assessment in a noisy environment
- Ensure a good observational position which enables seeing and hearing the events taking place appropriately
- Avoid involvement in the assessment process except for the purpose of health and safety or when 'moving on'
- When 'moving on', use only limited dialogue, the phrase 'thank you, can you move onto the next exercise please' is sufficient

- Avoid using dialogue which could give an indication of performance such as 'well done' or 'that's great'
- Ensure that adequate time is planned for the purpose of giving immediate feedback following the assessment
- Discreet and unobtrusive methods of recording the observation should be used where possible. Shuffling paperwork can be disruptive in a quiet environment where people are focussed on what is being assessed
- Be seen to be observing, never leave the room, eat, talk to other people, use a mobile phone or any perform any other action which will distract from the observation
- Avoid using positive/negative body language such as nodding the head as this could give an indication of performance
- Following the learner's performance ensure that the feedback is delivered in a suitably private, quiet and comfortable environment

### **Suggested stages of an observation for Focus Awards Level 1 Diploma in an Introduction to the Hair and Beauty Sector (RQF)**

- **Step 1**  
Initial briefing with the learner
- **Step 2**  
Observation of the learner
- **Step 3**  
Assessor led learner/client Feedback
- **Step 4**  
Learner Evaluation with the participant (15 minutes minimum)
- **Step 5**  
Assessor Questions to assess knowledge and understanding (non-leading and open)
- **Step 6**  
Assessor Adjudication (pass/refer)
- **Step 7**  
Assessor Feedback (written and verbal concise, constructive, and relevant to performance criteria)

## Questioning to Assess Knowledge and Understanding

- It is essential that learners are questioned whenever there is doubt about underpinning knowledge. It is easy to assume a level of understanding by what we see during an observation
- A question should not be asked if the assessor does not see a particular performance criteria
- Questions can be divided into two types:
- Open questions start with the words, 'Who?', 'How?', 'Where?' 'What?', 'When?', and 'Why?' - These words act as prompts to enable a learner to respond and use their own words. Closed questions enable the learner to respond with a simple 'Yes' or 'No' answer. For example, "Would you ask a new client to complete a registration questionnaire?" Assessors should always use open questions when assessing underpinning knowledge
- It is a Focus Awards requirement that all questions asked as part of an assessment, AND the learner responses, are documented. These must be written out in full and then signed and dated by both the assessor and the learner
- Assessors writing "learner answered correctly" next to a question is not acceptable. If an appeal against the assessment decision is raised a clearly auditable trail of evidence which shows the question that was asked, and the learner response, must be available

## Non-Leading Questions

Assessors must be careful not to use questions that could give clues to a learner and lead them to the right answer. Assessors should also be aware of any opinions or preferences they may hold which could affect the way they direct their questions. It is also possible to lead a learner to an answer by the tone or inflection of the voice or through body language or facial expression. Examples of leading questions would be:

1 "This was your client's first consultation do you think you could have asked them for their telephone number for your records?"

2 "During an initial consultation with a client would you ask them if they are currently taking any medication as well as asking if they have any pre-existing conditions which may affect treatment?"



## Feedback

*‘Structured, helpful information that is given to someone to suggest what can be done to improve a performance’*

- Feedback following an assessment should specifically relate to what has been assessed and how the evidence witnessed meets, or does not fully meet the standards being assessed
- Feedback should not include an assessor’s opinion and should not be delivered as criticism. Criticism is subjective it is one individual’s judgement of another person, or their work. Criticism will likely make a person feel angry or devalued; it does not boost self-confidence or assist a learner with solving a problem. Criticism indicates disapproval, dismissal, or rejection, and is unlikely to lead to the result intended; it may however create a negative situation or a hostile response
- Effective feedback should always be constructive and positive; it must be a two way process which involves the learner at all times and should be delivered using the ‘feedback sandwich’ model of placing constructive feedback between positive comments
- The assessment decision should be given to the learner at the beginning of the feedback session. The learner will then be more able to concentrate and focus on their feedback and not be distracted waiting for the pass/refer result of their performance

## Appendix E: Example Assessment Plan

Assessor name:

Learner name:

Date:

Date and timings of planned assessment	Unit/s and/or learning outcome/s to be assessed	What is to be assessed? Describe the activity or process you will observe or the product to be produced.	Assessment Method (Please see key below)	Date assessment completed

I confirm that the assessment process, the activity and evidence to be generated has been fully explained to me:

Signed by Learner: .....

Date:.....

**OQ** - Oral Questioning, **O** – Observation, **WT** - Witness Testimony, **S** - Simulation, **PD** - Professional Discussion, **WQ** - Written Questions.

**A** - Assignment/Project, **WP** - Work Project, **CS** - Case Study, **RA** – Reflective Account, **RPL** – Recognition of prior learning

### Professional Discussion

<b>Learner name:</b>	
<b>Assessor name:</b>	
<b>Date:</b>	
<b>Assessment criteria / topic of discussion:</b>	<b>Learner response:</b>

<b>Assessor signature:</b>		<b>Date:</b>	
<b>Learners signature:</b>		<b>Date:</b>	
<b>Internal quality assurer signature:</b>		<b>Date:</b>	

### Assessor Question Sheet

Qualification:

Unit:

Assessor question	Learner response	Assessment criteria covered

Assessor signature:		Date:	
Learners signature:		Date:	
Internal quality assurer signature:		Date:	

### Assessor Feedback Sheet

Qualification:

Unit(s):

Performance criteria / assessment criteria	Assessor feedback

<b>Assessor signature:</b>		<b>Date:</b>	
<b>Learners signature:</b>		<b>Date:</b>	
<b>Internal quality assurer signature:</b>		<b>Date:</b>	

**Learner Assessment Record**

Evidence	Date Achieved	Assessor signature	Learner Signature

