



Specification

AM20530 - VTCT Level 2 Certificate in Hairdressing and
Beauty Therapy (VRQ)

601/0556/2

(160 TQT, 120 GLH)

Version 23 [Final]

About VTCT

VTCT (Vocational Training Charitable Trust) was established in 1962 and has maintained its position as the UK's leading specialist awarding organisation in the hair and beauty sector. VTCT also awards qualifications in hospitality and catering, business skills, learning and development, complementary therapies and sport and active leisure. VTCT is regulated by Ofqual and SQA to award Vocationally Related Qualifications (VRQs), National Vocational Qualifications (NVQs), Scottish Vocational Qualifications (SVQs), Principal Learning and Functional Skills qualifications. VTCT has in the region of 125,000 learner registrations for qualifications annually.

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Contents

1. Introduction	4
About this qualification	4
Qualification aims	5
Entry requirements	6
Progression opportunities	6
2. Qualification structure	8
Mandatory units	8
Optional units	9
3. Assessment and moderation	10
Internal assessment	10
<i>Assessment controls</i>	10
<i>Preparing and supporting learners</i>	11
<i>Supervising learners</i>	11
<i>Authentication</i>	11
<i>Late submissions</i>	12
<i>Uploading unit grades</i>	12
<i>External moderation</i>	12
External assessment	12
<i>Resits</i>	13
<i>Publication of results</i>	13
4. Grading	14
Grading internally assessed units	14
Grading externally assessed units	14
Calculating the qualification grade	15
5. Synoptic assessment	16
6. Embedding English, mathematics and ICT	18
7. Unit layout	19
8. Units	21
UV21578 – Understanding the hair and beauty sector	22
UV21579 – Hair and beauty research project	27
UV21580 – Enterprise in the hair and beauty sector	35
UV21581 – Marketing hair and beauty products and services	43
UV21582 – Hair and beauty science	51
UV21583 – Responding to a hair and beauty design brief	60

1. Introduction

About this qualification

The VTCT Level 2 Certificate in Hairdressing and Beauty Therapy (VRQ) has been designed in line with recent policy developments, including the Review of Vocational Education – The Wolf Report (March 2011) and meets the Department for Education’s (DFE’s) characteristics for high-quality and rigorous qualifications.

The VTCT Level 2 Certificate in Hairdressing and Beauty Therapy (VRQ) has been accredited by the qualification regulators for England, Wales and Northern Ireland, and is part of the National Qualifications Framework (NQF)

This qualification uses a **grading** model of Not Yet Achieved, Pass, Merit, Distinction, Distinction* (P/M/D/D*) which will improve student motivation and provide challenge, distinguish between levels of student achievement and ensure sufficient rigour in assessments.

A minimum of 30 GLH of this qualification’s content is subject to **external assessment**, which is supported by rigorous assessment arrangements. This will help to ensure the present vocational qualification offers a comparable level of challenge to academic qualifications.

Synoptic assessment is at the heart of this qualification. Learners are required on an ongoing basis to effectively apply and integrate appropriate knowledge, understanding and skills from across the breadth of the vocational area to key tasks that form the assessments of units. This will increase the level of challenge for students and ensure cohesiveness across the qualification.

This qualification has been designed to use the context of hairdressing and beauty therapy as a vehicle to support young people to develop broad and comprehensive understanding of the sector but more importantly of core academic knowledge and study skills that will support progression within hair and beauty therapy or more broadly. Examples include exploring sectors, carrying out research projects, science, business enterprise and marketing and promotions. This qualification has been developed collaboratively with schools, colleges, employers and other associations to ensure it has the **appropriate content** and is **fit for purpose** for learners pre- and post-16 in schools and colleges.

The use of hair and beauty as a subject to develop core knowledge and general study skills is an attractive concept for schools and colleges seeking to keep learners engaged and enthused. The structure of this qualification, along with its rigorous assessment approach, will enable learner **progression** to a broad range of study areas, to an apprenticeship or the workplace.

Qualification aims

The VTCT Level 2 Certificate in Hairdressing and Beauty Therapy (VRQ) aims to support young people to:

- develop a broad and comprehensive understanding of the hair and beauty sector
- develop a significant knowledge core which spans the entire vocational sector and related industries
- develop academic and study skills that will support progression within the hair and beauty sector and more broadly.

Hairdressing and beauty therapy has been and remains an extremely popular vocational area that many young people are enthused by and aspire to. The aim of this qualification is to use the hair and beauty sector as a vehicle to develop learners more broadly, so they are sufficiently prepared and equipped with the knowledge, understanding and skills to pursue a career in any context.

This qualification includes two core units that can be applied to any sector or vocational area. In this qualification, learners will use hairdressing and beauty therapy and related industries (i.e. retail, leisure, fashion, marketing, media, business) to develop themselves and, in particular, the skills and attributes prized by employers, further education colleges and higher education institutions. The units that make up this qualification include:

- Understanding the *hair and beauty* sector (mandatory)
- *Hair and beauty* research project (mandatory)
- Business enterprise in *hair and beauty*
- Marketing and promotions in *hair and beauty*
- *Hair and beauty* science
- Responding to a *hair and beauty* design brief

Throughout the delivery of these units, the following core areas and transferable skills should be evident¹:

- Critical thinking and being reflective on self-performance and work produced
- Use of initiative, planning and researching skills, self-management, self-motivation and the ability to work independently
- Innovation and creativity
- Application of knowledge and understanding to real life examples and businesses
- Problem solving
- Communication skills – verbal, written and visual.

¹ Opportunities to naturally develop and assess mathematics and English skills will be flagged in unit specifications.
AM20530 – VTCT Level 2 Certificate in Hairdressing and Beauty Therapy (VRQ)
Specification v23

Entry requirements

This qualification has been developed for learners aged 14-16, although it may also be suitable for some post-16 learners.

Learners who successfully complete this qualification will be prepared to continue their studies at Level 3.

There is no formal entry requirement to access this qualification and no prior knowledge, skills or understanding are required, however, an interest in hairdressing and/or beauty therapy is desirable.

Progression opportunities

Learners who successfully achieve this qualification could progress to vocationally-related qualifications, including (this list is not exhaustive):

- VTCT Level 2 Certificate/Diploma in Beauty Specialist Techniques
- VTCT Level 2 Certificate/Diploma in Hairdressing
- VTCT Level 2 Certificate/Diploma in Barbering
- VTCT Level 2 Diploma in Hair and Media Make-Up
- VTCT Level 3 Diploma in Aromatherapy
- VTCT Level 3 Diploma in Massage
- VTCT Level 3 Diploma in Reflexology

Learners could also progress to GCE A Levels, in:

- Applied business
- Business studies
- Drama and theatre studies
- General studies
- Media
- Physical education
- Travel and tourism

Learners could also progress to an apprenticeship in:

- Hairdressing
- Hairdressing (combined hair types)
- African-Type Hairdressing
- Beauty Therapy General
- Beauty Therapy Make-Up
- Nail Services

The qualification may also be useful to those seeking to progress to qualifications in the following sectors/industries:

- Complementary and alternative therapies
- Spa therapy

- Fashion and photography
- Retail – cosmetic and fashion
- Theatre and media
- Travel and tourism
- Sport and active leisure.

Learners may also seek employment within the hair and beauty sector or a related industry.

2. Qualification structure

Qualification number: 601/0556/2

Total Qualification Time: 160

Guided learning hours: 120

To be awarded the VTCT Level 2 Certificate in Hairdressing and Beauty Therapy (VRQ) learners must achieve the two mandatory units and two optional units.

Unit number and title	GLH	Internal/External Assessment
Mandatory units		
UV21578 – Understanding the hair and beauty sector (URN - F/505/5079)	30	Externally set and marked examination
UV21579 – Hair and beauty research project (URN - T/505/5080)	30	Externally set, internally assessed and externally moderated assignment
Optional units		
UV21580 – Enterprise in the hair and beauty sector (URN - A/505/5081)	30	Externally set, internally assessed and externally moderated assignment
UV21581 – Marketing hair and beauty products and services (URN - F/505/5082)	30	Externally set, internally assessed and externally moderated assignment
UV21582 – Hair and beauty science (URN - J/505/5083)	30	Externally set, internally assessed and externally moderated assignment
UV21583 – Responding to a hair and beauty design brief (URN - L/505/5084)	30	Externally set, internally assessed and externally moderated assignment

Mandatory units

The mandatory units within this qualification ensure that all learners will develop:

- the knowledge and understanding of the hair and beauty sector that underpins all other units in this qualification [*UV21578– Understanding the hair and beauty sector*]
- the planning and research skills required to successfully complete all other units in this qualification [*UV21579 – Hair and beauty research project*]

Optional units

The optional units provide an opportunity for centres to tailor a programme for learners to best suit their specialist interests, as well as the employment context of the local area, and the availability of, and access to resources. Optional units will:

- build on the knowledge and understanding developed in mandatory units [*UV21582 – Hair and beauty science*]
- develop and enhance the practical application of sector knowledge and planning and research skills [*UV21581 – Marketing hair and beauty products and services; UV21580 – Business enterprise in hair and beauty*]
- provide synopticity, see *Section 5 of this specification for further information. Each unit specification explains in detail opportunities for synoptic assessment.*

3. Assessment and moderation

The purpose of assessment is to measure the knowledge, understanding and skills attained by learners against a specific qualification standard.

Units in this qualification are either internally or externally assessed. The assessment approach for each unit is clearly indicated in Section 2 – Qualification structure.

Internal assessment

All internally assessed units in this qualification are assessed by an assignment which covers all learning outcomes. Assignments are **externally set by VTCT, internally assessed and moderated by the centre and externally moderated by VTCT.**

Centres must use the assignment briefs set by VTCT.

Assignment briefs are designed to cover all learning outcomes and unit content, and can be assessed using the grade descriptors. The tasks that make up a brief enable learners to produce valid, sufficient, authentic and appropriate evidence. Centres must ensure the generation of evidence is carefully monitored and controlled to ensure learners are working to the best of their ability and that the evidence produced is their own.

Assignment briefs provide opportunities for centres to tailor the assignment to best suit the employment context of the local area, and the availability of, and access to resources.

VTCT has produced a sample assignment brief for each unit, these are available to download from the VTCT website. Sample assignment briefs should be used by teachers and assessors to ensure familiarity with the structure and format of assessment. The actual assignment briefs will adopt the same structure and format as the sample assignment briefs.

Assignment briefs will be made available through the secure Linx2Achieve portal on the VTCT website. These will be published annually from September until May. Each and every unit's assignment brief will change annually.

Assessment controls

All internally assessed units have the following assessment controls:

Task setting	Task taking	Task marking
High level of control	Medium level of control	Medium level of control

Specific information on task setting, task taking and task marking is detailed in each unit specification and assignment brief. The assessment time is included in each unit's guided learning hours. VTCT recommends the minimum time to be spent generating evidence for assessment. It is the responsibility of the centre to ensure this time is attributed to completing the assignment briefs – centres may choose to allow more time for a particular unit's assignment, however, the time must be consistent with the assignment brief.

Preparing and supporting learners

Teachers and assessors are responsible for ensuring that learners are supported throughout their assignments so that they are able to work independently to satisfy all unit learning outcomes.

Teachers and assessors are encouraged to assist learners in understanding:

- that work handed in for assessment must be their own
- unit learning outcomes and content
- the requirements of assignments and the criteria that must be achieved in order to maximise their performance and improve their chances of accessing higher grades
- the ways in which evidence should be prepared and presented
- the timelines of assignments including deadlines
- how to assess their work against the requirements of the unit and make improvements.

Supervising learners

Assignment briefs should be completed in normal class time and be supervised and assessed by the teacher. Teachers may wish to set homework, however, VTCT recommends this practice is limited to the researching of a topic rather than to the production of assessment evidence. Specific unit controls will be contained within the relevant assignment brief.

Teachers must take all reasonable measures to ensure the work learners produce is their own. Work submitted must be authenticated and attributed to the learner.

It is the responsibility of the teacher/assessor to ensure learners are sufficiently supervised when working on assignment briefs. The supervision of learners is required to:

- ensure the work produced by learners is their own
- monitor progression and ensure access to higher grades is encouraged and facilitated
- ensure work undertaken satisfies the requirements of the learning as specified in the qualification specification
- prevent plagiarism
- ensure practical assignments are carried out ethically and in accordance with health and safety requirements.

Authentication

For all internally assessed units, learners must complete an Assignment Declaration Form to confirm that the work produced is their own. This will be countersigned by the assessor. The Assignment Declaration Form can be downloaded from the VTCT website.

Centres must ensure that all learner evidence can be validated through internal and external moderation. The authentication of learner evidence is the responsibility of the centre.

Late submissions

Learners should be advised at the earliest possible opportunity, and regularly reminded, of the deadlines for submitting internal assignments. Late assignments may be accepted/refused at the discretion of the assessor. Learners may be given extra time for legitimate reasons such as illness.

Late submissions must follow the usual assessment process and must not be downgraded as a result of late submission.

Uploading unit grades

Learners may continue to revise their assignments until they have been submitted to the assessor for marking and grading.

Internally assessed units must be marked and graded by the centre's assessors using the relevant grade descriptors, as presented in the unit specification.

The centre's internal moderator will then, in line with the centre's sampling strategy, select a sample of portfolios to be internally moderated. The internal moderator will ensure that assessors' decisions are sampled to ensure accuracy, consistency and fairness.

Once assignments have been marked, graded and internally moderated, the grades should be submitted to VTCT.

Internally moderated assignments must be submitted to VTCT for external moderation. VTCT will advise centres of specific sampling requirements.

Where centre-moderated grades are deemed inaccurate, VTCT may require all (100%) assignments from the unit's cohort to be submitted – grades may be adjusted as a result.

Once grades for internally assessed units have been accepted by the external moderator and uploaded to Linx2Online, learners may be given one opportunity to retake the assessment. The original evidence may remain valid and can be revised/extended, or it may need to be replaced partially or in full. The learner must not have further teacher guidance or support in producing further evidence. These assignments will need to be marked, graded and internally moderated. The updated grade must be submitted to VTCT and will be subject to further external moderation. Second submissions will incur a resit fee.

VTCT will publish an annual timetable for entry and submission dates. It is the centre's responsibility to ensure that internal assignments are in VTCT's possession by the specified dates. Late work will not be accepted.

External moderation

External moderation of internal assignments will be carried out at least twice a year. External moderators appointed and trained by VTCT will conduct the external moderation exercise and will monitor and sample learners' evidence to ensure assessment decisions are fair, valid and being correctly applied, and that learner achievement is consistent with national standards.

External assessment

Twenty five percent of this qualification is subject to external assessment. UV21578 – Understanding the hair and beauty sector is assessed by an

externally set and externally marked written examination. The external assessment will be 1 hour 30 minutes. The examination assesses knowledge and understanding of all unit learning outcomes, and uses a blend of short- and medium-answer questions. The assessment must be taken by learners under examination conditions.

External examinations are assessed using mark-based schemes. Grade boundaries, based on learner performance, will be set by VTCT.

Centres must ensure that learners are fully prepared to sit the external assessment, and are entered for assessments at appropriate times, with due regard for resit opportunities.

There will be two external assessment windows per year, each lasting one week. These will be available in January and June. The first available assessment window will be January 2015.

Examinations will be undertaken online using VTCT's Linx2Achieve assessment portal. For learners where on-screen testing is not appropriate because of medical reasons, VTCT can arrange, following a reasonable adjustments submission, for alternative formats to be made available.

Sample assessment materials for this unit are available to download from the VTCT website.

Resits

Repeat submissions are not allowed.

Learners who fail to achieve the pass mark or deemed to have underperformed may be given the option of **one** resit opportunity. Resits must be undertaken in a subsequent assessment window with a different examination.

A resit fee will be charged. Fees are published on the VTCT website.

Publication of results

June results will be published in line with GCSE results. VTCT will publish guidance on when January results will be published.

4. Grading

This qualification is graded to provide challenge, distinguish between levels of student achievement and ensure sufficient rigour in assessments.

The qualification is graded – Not Yet Achieved, Pass, Merit, Distinction, Distinction*.

Individual units are graded – Not Yet Achieved, Pass, Merit, Distinction. Due to the synoptic nature of this qualification, the knowledge, understanding and skills are as equally important throughout each unit, and therefore the weighting of units is equal.

Grading internally assessed units

Each internally assessed unit has grade descriptors that centres must use to judge the quality of learner work in order to arrive at a grading decision for the unit as a whole. The grade descriptors are hierarchical – a learner can achieve a merit grade only if they provide sufficient evidence for all pass and merit descriptors.

Assessors must first make a judgement on whether the evidence produced by learners sufficiently meets all pass descriptors. If so, they can then move on to and assess whether all merit descriptors have been met. If the assessor is confident that all the merit descriptors have been met, they can then decide if the distinction descriptors have been met.

The grade descriptors have been produced to specifically build up from the previous grade's descriptor. Learners must achieve all descriptors at a given grade to be awarded that grade within the given unit.

Learners who fail to meet all pass descriptors will be awarded a Not Yet Achieved grade.

Grading externally assessed units

VTCT will set, assess, mark and grade external examinations. Marks and grades will be determined by VTCT against predefined mark schemes. Marks and grades will be communicated directly to centres.

Grade boundary review

Grade boundaries for units and the overall calculation for the qualification grade are open to annual review. Following this review, these boundaries and overall calculations can be adjusted by VTCT. This review and possible change within a qualification are to ensure the standard of the qualification grade is upheld throughout the qualification's lifecycle.

Calculating the qualification grade

The qualification grade will be determined by the grades achieved in units. Unit grades will be aggregated.

Learners who have achieved a Distinction grade for all units will be awarded a Distinction* for the qualification.

The table below details the overall qualification grade based on the aggregation of unit grades.

Unit grades				Qualification grade
D	D	D	D	D*
P	D	D	D	D
M	D	D	D	D
M	M	D	D	D
M	M	M	M	M
P	M	M	M	M
M	M	M	D	M
P	P	D	D	M
P	P	M	D	M
P	M	M	D	M
P	M	D	D	M
P	P	M	M	P
P	P	P	P	P
P	P	P	M	P
P	P	P	D	P

Learners must at a minimum, achieve a pass grade for all units to be awarded this qualification.

5. Synoptic assessment

The DfE recently announced that only those qualifications that include synoptic assessment will be eligible for inclusion in the 14-16 Performance Tables.

“Synoptic assessment is a form of assessment which requires a candidate to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the whole vocational area, which are relevant to a key task.” (DfE, 2013)

The VTCT Level 2 Certificate in Hairdressing and Beauty Therapy (VRQ) has been developed with this requirement in mind. This qualification has been designed to ensure that synopticity is embedded in the assessment criteria. The knowledge, understanding and skills developed in the mandatory units directly informs key tasks that make up the assignments in optional units. In addition, there is significant linkage between optional units whereby the application of concepts, theories, knowledge, understanding and skills is necessary to complete assignments and achieve grade descriptors.

This specification supports synoptic assessment by:

- flagging opportunities to integrate other units/learning outcomes against unit grade descriptors
- explaining how learning from other units could be applied to present unit assessments

This qualification further supports synoptic learning and assessment by:

- providing content across units which can be delivered holistically, which means learners can see linkages and understand how learning in one vocational area relates to another (i.e. industry structure, research, business enterprise, marketing and promotions)
- promoting the practice of teachers using the synoptic flagging system to encourage learners to draw on learning from other units in the qualifications to improve the quality of their assignments
- providing innovative and realistic ‘real life’ assignment briefs which contain numerous tasks that relate to one another (i.e. carrying out market research on rival businesses, using findings to inform own marketing activities and materials)
- allowing centres and learners to research topic areas and produce assignments using a range of techniques and methods that can be applied across the breadth of unit
- ensuring teachers integrate the development and application of transferable skills
- designing grade descriptors that provide challenge and stretch, such as requiring learners to evaluate and justify their decisions, choices and recommendations.

For example:

- *UV21580 – Enterprise in the hair and beauty sector*, when learners are being assessed on their ability to carry out market research into a hair and beauty business, they could apply their learning from UV21579.LO1 – primary and secondary research methods, to inform the selection and design of methods to conduct their research [*UV21579 – Hair and beauty research project*]
- *UV21581 – Marketing hair and beauty products and services*, when learners are being assessed on their ability to plan promotional activities, learners could apply their learning from UV21578.LO2 – the links between the hair and beauty sector and other industries. Knowledge of how the hair and beauty sector links with other industries such as fashion, retail, health, leisure and media will inform and could improve the effectiveness of a marketing campaign.” [*UV21578– Introducing the hair and beauty sector*].

6. Embedding English, mathematics and ICT

It is anticipated that learners undertaking this qualification as part of Key Stage 4 will also be working towards English and mathematics qualifications. This qualification identifies specific opportunities within units to naturally reinforce and/or assess skills in English, mathematics and ICT within the context of hairdressing and beauty therapy.

Opportunities to reinforce and/or assess English, mathematical and ICT skills are identified in the Grade descriptors grid within each unit.

7. Unit layout

Units in this specification are presented in a standard structure:

Unit number	Point of reference and for use when communicating directly with VTCT.
Unit title	The title reflects the content of the unit. The unit title will appear on the Certificate of Unit Credit.
Level	Represents the level of study and achievement. The level relates to the National Qualifications Framework (NQF).
Unit type	This details whether the unit is mandatory or optional within the qualification structure.
Guided learning hours (GLH)	<p>The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required for a learner to demonstrate achievement of the level of attainment necessary for the award of a qualification.</p> <p>TQT is comprised of the number of hours which an awarding organisation has assigned to a qualification for GL and an estimate of the number of hours a learner will reasonably spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed – but, unlike GL, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.</p>
Guided learning hours (GLH)	The activity of a learner in being taught or instructed by - or otherwise participating in education or training under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.
Assessment type	<p>Units are internally or externally assessed.</p> <p>Internally assessed units – VTCT sets an assignment brief, the centre assesses the assignment, and VTCT moderates the assignment.</p> <p>Externally assessed units - VTCT sets and marks an examination.</p>
Unit overview	Provides a summary of what learners will cover in the unit, and outlines the knowledge, understanding and skills to be developed.
Learning outcomes	States what a learner should know, understand and be able to do as a result of completing the unit.

Unit content	<p>Details the topic areas that make up each learning outcome.</p> <p>Assignments will assess the breadth of unit content.</p>
Grade descriptors	<p>Specifies the standard required by the learner to achieve the relevant grade. All descriptors for a particular grade must be achieved for learners to be awarded that grade.</p> <p>Synoptic assessment opportunities are listed, as are those to develop/assess English, mathematics and ICT.</p>
Synoptic assessment	<p>Explains opportunities where learners can apply their learning from other units in this qualification to inform the present unit's assessment.</p>
Teacher guidance	<p>Clarifies specific terms and provides delivery guidance and resources required (if applicable)</p>
Assessment guidance	<p>Details whether the unit is externally/internally assessed and provides specific information on the examination/assignment brief and the assessment controls to which centres must adhere (task setting, task taking and task marking). Guidance on generating evidence for internally assessed assignments is also provided.</p>

8. Units

Unit title: Understanding the hair and beauty sector

NQF Level: 2

Guided learning hours: 30

Unit type: Mandatory

Assessment type: External

1. Unit overview

This unit will develop learners' understanding of the businesses that make up the hair and beauty sector and the products, services and treatments offered.

Learners will develop an understanding of the size and structure of the hair and beauty sector and its importance to individuals, businesses and the UK economy. Learners will develop knowledge of the trade and professional associations that operate in the hair and beauty sector as well as an appreciation of other related industries. Learners will also understand basic hair and beauty terminology.

Learners will explore and understand career opportunities available in hair and beauty and related industries, the skills and attributes required to be successful and the training pathways to take in order to pursue a career.

It is expected that on completion of this unit that learners will also be suitably prepared to apply their knowledge and skills to other sectors and industries.

2. Learning outcomes

On completion of this unit, the learner will:

1. Understand the structure and importance of the UK hair and beauty sector.
2. Know the products used, and services and treatments provided in the hair and beauty sector.
3. Understand the career opportunities available within the hair and beauty sector.

3. Unit content

This section details the content that must be covered in the delivery of this unit to ensure all learning outcomes can be achieved. You must cover all bullet points, as these will all be assessed. Contents in brackets are indicative examples. You may choose to use these or other examples.

Learning outcome 1 – Understand the structure and importance of the UK hair and beauty sector

Learners must be taught:

a. the types of hair and beauty businesses, including:

- hair and beauty businesses – beauty salons; hair salons; barber shops;
- related businesses – health clubs/leisure centres; hotels/cruise ships; photography; product manufacturing and distribution; retail sales; fashion. theatre and media production; education and training.

b. the importance of the hair and beauty sector, including:

- contribution to UK economy (i.e. contribution to Gross Domestic Product; providing employment opportunities; increasing spending); greater consumer choice of products and services; support to other sectors and industries.

c. the links with other industries, including:

- leisure and tourism; retail; media; fashion; photography; complementary and holistic therapies.

d. the types of business ownership, including:

- Ownership of businesses – sole trader; partnership, limited liability partnership (LLP); private limited company; public limited company; franchise; concessions; independent/freelance.

e. the trade and professional organisations and their roles, including:

- Roles – setting standards; regulation of the industry; legal and professional advice; representation of specific industry needs.
- Organisations – Cosmetic, Toiletry and Perfumery Association (CTPA); National Hairdressing and Barbering Federation (NHBF); Federation of Holistic Therapists (FHT); Hair Council (HC); British Association of Beauty Therapy and Cosmetology (BABTAC); British Association of Cosmetic Nurses (BACN); Hairdressing and Beauty Industry Authority (HABIA).

Learners must be taught:

a. common hair and beauty services and treatments, including:

- Hairdressing– shampooing; cutting; colouring; perming; relaxing; styling; extensions.
- Barbering – shampooing; cutting; patterns; beard shaping and trimming; shaving; colouring; styling.
- Afro-Caribbean hairdressing – shampooing; cutting; colouring; perming; relaxing; styling; extensions.
- Beauty therapy – facials; eye treatments; hair removal; tanning.
- Spa therapy – massage therapies; body wraps; hydrotherapy.
- Nails – manicure; pedicure; nail enhancements; nail art.
- Make-up artistry – fashion and photographic make-up; camouflage make-up; occasion/bridal make-up; theatrical and media make-up; prosthetics.

b. the types of hair product, including:

- Shampoos (i.e. normal, dry, oily, chemically treated, damaged, dandruff, curly); conditioners (i.e. surface, penetrating, leave-in, scalp); hair colours (i.e. temporary, semi-permanent, quasi-permanent, permanent, lighteners); perm lotions (i.e. alkaline, acid, exothermic); relaxing lotions (i.e. sodium, non-sodium, scalp protectors, treatments, normalising shampoos); styling and dressing (i.e. lotions, mousse, activators, gel, spray, oils, wax, heat protection products, tonics, serum, dressing cream).

c. the types of beauty product, including:

- Skincare products (i.e. cleansers, toners, moisturisers, exfoliators, serums, masks); make-up products (i.e. foundation, mascara, eye shadow, eye liner, lip gloss, lipstick, lip balm, blusher, bronzer, face powder, self-tan); nail products (i.e. nail enamel, nail polish remover, cuticle remover, nail strengthener, buffing paste, UV gel, acrylic liquid and powder); depilatory products (i.e. cream, wax, sugar paste).

d. health, safety, hygiene and legislation:

- Health, safety and hygiene – sanitisation; sterilisation; cross-infection; disinfection; personal protective equipment; potentially infectious conditions; definitions and application to hair and beauty.
- Key consumer and retail legislation – Trades Descriptions Act, Data Protection Act; examples of adhering to Acts in hair and beauty.

Learning outcome 3 – Understand the career opportunities available within the hair and beauty sector

Learners must be taught:

a. about hair and beauty career options, including:

- Roles – Hairdresser; barber; beauty therapist; spa therapist; massage therapist; nail technician; make-up artist.
- Level – assistant; junior; senior; consultant; salon manager/owner.
- Type – contracted; self-employed.

b. opportunities in related industries, including:

- Industries - leisure and tourism; fashion; health and fitness; further education; fashion design and buying; training; theatre and media; retail and distribution; aesthetic nursing.
- Job roles – teacher, lecturer, assessor; fashion designer/buyer; spa manager; hotel manager; theatrical and media stylist/make-up artist; product training provider; aesthetic nurse; complementary therapist.

c. training and education pathways, including:

- Further education (e.g. vocational qualifications); work-based learning (e.g. apprenticeships); private training; higher education (e.g. foundation degrees, undergraduate degrees, post-graduate degrees).

d. skills and attributes required by industry professionals, including:

- Attributes and skills – integrity; honesty; reliability; punctuality; discretion and confidentiality; customer service and communication skills; professional conduct, appearance and personal presentation; personal hygiene; positive attitude; creativity; initiative; team worker; dexterity; attention to detail.

5. Synoptic assessment

This unit provides critical information that sets the scene for all other units in this qualification. The knowledge and understanding gained in this unit must be constantly drawn upon and applied to successfully achieve key tasks and assignments in other units. Specifically, the businesses that make up the sector and the products, services and treatments provided; the structure, size and importance of the hair and beauty sector; and the career pathways available must be used in other units.

Explicit examples of how learners can apply their knowledge and understanding of the present unit to achieve key tasks and assignments are provided in the other units.

6. Teacher guidance

All unit content must be taught in the delivery of this unit to sufficiently prepare learners for an external examination.

This unit has been designed to provide learners with a broad overview of three important topics: 1) the hair and beauty sector and the types of businesses which operate; 2) the types of products used, and services and treatments offered within the hair and beauty sector; and 3) the range and variety of career opportunities that may be available to learners.

Key topics should be delivered in a practical context. This unit presents a good opportunity for guest speakers from industry and for employers to become involved.

There are no special resources needed for this unit.

7. Assessment guidance

This unit is assessed by an external examination, which is **set and marked by VTCT**. The examination will include short and medium answer questions.

The examination will last for 1 hour 30 minutes.

Unit title: Hair and beauty research project

NQF Level: 2

Guided learning hours: 30

Unit type: Mandatory

Assessment type: Internal

1. Unit overview

This unit will provide learners with an understanding of the different types of hair and beauty research projects and the factors that must be considered when planning research.

Learners will produce a proposal for research into the hair and beauty sector, and will use this to carry out a hair and beauty research project. Learners will present their research and findings, as well as opportunities for improvement and recommendations for future hair and beauty projects.

It is expected that on completion of this unit, learners will be suitably prepared to apply their knowledge and skills of research to a range of other sectors and industries.

Opportunities are also identified to develop and assess skills in English, mathematics and ICT.

2. Learning outcomes

On completion of this unit, the learner will:

1. Understand how to plan a research project in hair and beauty
2. Be able to produce a research proposal for a hair and beauty project
3. Be able to carry out a hair and beauty research project

3. Unit content

This section details the content that must be covered in the delivery of this unit to ensure all learning outcomes can be achieved. You must cover all bullet points, as these will be assessed. Contents in brackets are indicative examples – these may be used, alternatively you may choose to use other examples.

Learning outcome 1 – Understand how to plan a research project in hair and beauty

Learners must be taught:

a. the types of hair and beauty research projects, including:

- Effectiveness of products and services; local hair and beauty provision; the history of hair and beauty; safety of hair and beauty treatments (e.g. hair colours, sunbeds); career opportunities
- draw on specific and real examples of hair and beauty research projects.

b. the factors that must be considered when planning a research project, including:

- Selecting a suitable and realistic research topic.
- Reasons for project – personal interest, support personal development, part of a school/college programme.
- Time – the depth and breadth of research must fit within the allocated time.
- Project outcomes – determining the effectiveness of a hair and beauty product or service; review of historical period; review of local/national provision.
- Clear objectives – smart, measurable, achievable, realistic, time bound (SMART).
- Use of research methods – primary and secondary methods; qualitative and quantitative approaches.
- Finding information – sources (e.g. Internet, professional and trade magazines, journals and periodicals, books, local and national newspapers, business owners, industry professionals, customers).

Learning outcome 2 – Be able to produce a research proposal for a hair and beauty project

Learners must be taught:

a. how to produce a hair and beauty research proposal, including:

- The topic area to be researched.
- The research methods to be used – including the sources for finding information.
- Timeline of activities with SMART goals.
- Expected outcomes of the research.
- Details of how research will be presented.
- Justification of proposal contents.

Learning outcome 3 – Be able to carry out a hair and beauty research project

Learners must be taught:

a. to carry out research for a hair and beauty project, including:

- Following the research project proposal including the timeline, updating and recording any changes.
- Using relevant research methods and sources of information.
- Producing a research log of gathered information.
- Evaluating the reliability and relevance of sources used, judging the value of each source of information, discarding inappropriate or duplicated material.
- Referencing evidence and information.
- Analysing the information/data collected.

b. to present hair and beauty research findings, including:

- Presenting information – using an appropriate format and demonstrating understanding of the topic area and research methods and sources used.
- Key areas to be presented – introduction; research methods and sources of information used, including references and their reliability/value; analysis of information gathered; key findings and conclusions with supporting information; limitations and opportunities for improvement; success in meeting expected outcomes; project strengths and recommendations for the future.

4. Grade descriptors

There are no assessment criteria for this unit. Learning outcomes state what a learner must know, understand and be able to do as a result of completing this unit. Unit content provides detailed information on the topic areas that make up each learning outcome and assignments will assess the breadth of the unit content. Grade descriptors specify the standard required by the learner in assignments, to reach specified levels of attainment at pass, merit or distinction grades. All descriptors allocated to a given grade must be achieved to be awarded that grade.

Pass <i>(All Pass descriptors must be achieved to be awarded a Pass grade)</i>		Merit <i>(All Pass and Merit descriptors must be achieved to be awarded a Merit grade)</i>	Distinction <i>(All Pass, Merit and Distinction descriptors must be achieved to be awarded a Distinction grade)</i>	Synoptic assessment mapping*
Learning outcome 1 - Understand how to plan a research project in hair and beauty				
1a	Outline the types of hair and beauty projects.	Describe specific examples of hair and beauty projects that could be undertaken. (E)	Explain the importance of the factors that must be considered when planning a hair and beauty research project. (E)	UV21578. LO1/LO2/3
1b	Outline the factors that must be considered when planning a hair and beauty research project.	Describe the factors that must be considered when planning a hair and beauty research project. (E)		
Learning outcome 2 – Be able to produce a research proposal for a hair and beauty project				
2a	Produce a research proposal, outline the topic area, research methods to be used, timeline, expected outcomes and how the research will be presented.	Describe the contents of the research proposal. (E)	Justify the use of research methods, detailing how the project will meet the expected outcomes. (E)	UV21578. LO1/LO2/LO3
Learning outcome 3 – Be able to carry out a hair and beauty research project				
3a	Use appropriate research methods and sources of information to carry out research. (E/I)	Describe the reliability and relevance of methods and sources used and the quality of information/data collected. (E)	Explain the success of the project in meeting the expected outcomes. (E)	UV21578. LO1
	Produce a log of all information/data collected. (E/I)			

3b	Present broad research findings and describe key areas in a structured format.	Explain specific findings and conclusions with supporting information. (E)	Evaluate opportunities for improvement, making recommendations for future hair and beauty projects. (E)	
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* Detailed explanations of synoptic assessment opportunities are presented Section 5 – Synoptic assessment of this unit.

Key: opportunity to develop/assess English skills (E), mathematical skills (M), and information and communication technology skills (I).

5. Synoptic assessment

This section provides examples of synopticity with other units in this qualification. This list of examples is not exhaustive.

- When learners are being assessed on their ability to plan and produce a research proposal for a hair and beauty project, they could apply their learning from UV21578.LO1, 2 and 3. It is essential when researching potential topic areas that learners apply their knowledge and understanding of how the hair and beauty sector is made up and the potential areas that could be researched (i.e. products, services and treatments offered; types of businesses that make up the sector; value of the hair and beauty industry to the UK economy; career opportunities in hair and beauty).
- When learners are being assessed on their ability to carry out research into the hair and beauty sector, they could apply their learning from UV21578.LO3. Hair and beauty trade and professional associations represent the sector and provide a wealth of information and resource that will be valuable for a hair and beauty project.

Similarly to UV21578, this unit provides critical information that supports other units in this qualification. The knowledge, understanding and skills required to effectively plan and carry out research is also required to achieve the optional units and, more explicitly, the key tasks that make up unit assignments.

6. Teacher guidance

The term hairdressing and beauty therapy is used throughout this unit. Whilst both elements must be taught, the assignment may focus on one particular area, however, it should address the breadth of hair and beauty to some degree.

There are no special resources needed for this unit.

7. Assessment guidance

This unit is internally assessed by an assignment which covers all learning outcomes.

The assignment for this unit is externally **set by VTCT**, internally **assessed by the centre** and externally **moderated by VTCT**. VTCT will annually publish an assignment brief, this will be made available from September and must be used by centres. A sample assignment brief for this unit can be downloaded from the VTCT website.

Assignment briefs are designed to cover all learning outcomes and unit content, and can be assessed using the grade descriptors. The tasks that make up a brief enable learners to produce valid, sufficient, authentic and appropriate evidence. Centres must ensure the generation of evidence is carefully monitored and controlled to ensure learners are working to the best of their ability and that the evidence produced is their own.

Assessment controls

Task setting	Task taking	Task marking
High level of control	Medium level of control	Medium level of control

Task setting:

- VTCT sets the assignment brief which specifies the tasks to be undertaken.
- The assignment brief provides opportunities for centres to focus on one particular area (hair and/or beauty) to best suit the employment context of the local area, and the availability of, and access to resources.

Task taking:

- Supervision/Authenticity
 - Planning, researching and producing assessment evidence must be completed under medium levels of control.
 - The production of assessment evidence must be carried out under direct teacher supervision but not under examination conditions.
 - There must be sufficient supervision to ensure that the work learners produce is their own. Learners are required to complete a Declaration of Authenticity.
- Time
 - VTCT recommends a minimum of 15 hours is spent generating evidence for assessment. The centre may choose to allow more time; however, the time must be consistent with the assignment brief.
- Resources
 - Learners should have access to the full range of available resources to maximise their achievement opportunities.
- Collaboration
 - Learners can work in groups to inform the evidence for the assignment; however, they are required to individually produce their own work.

Task marking:

- Assignments will be internally marked by the centre against the unit grade descriptors, and externally moderated by VTCT.

Generating evidence for the assignment

In generating evidence for this unit, learners must show that they have an understanding of the different types of research project that can be undertaken in the hair and beauty sector, including the effectiveness of products and services,

local/national hair and beauty provision, career opportunities and historical developments and trends. They must also understand the factors that must be considered when planning a research project.

Learners must produce a hair and beauty research proposal that details the topic area to be researched, the research methods and sources of information to be used, a timeline, expected outcomes of the research, details of how the research will be presented and a justification for the proposal.

Learners will follow their research proposal and carry out a research project. They will use research methods and sources to collect data/information, produce a research log, consider the reliability and relevance of the sources used, reference evidence and information and analyse their findings.

Learners will demonstrate their understanding by presenting their research and findings. They will also present the strengths of their research, opportunities for improvement and recommendations for future hair and beauty projects.

Learners should be encouraged and given the opportunity to meet the relevant higher grading opportunities at the same time as they attempt the appropriate pass criteria.

Unit title: Enterprise in the hair and beauty sector

NQF Level: 2

Guided learning hours: 30

Unit type: Optional

Assessment type: Internal

1. Unit overview

This unit will provide learners with an understanding of the concepts of enterprise and entrepreneurship and how these benefit hair and beauty businesses.

Learners will carry out research and generate ideas for new hair and beauty products and services, and compare how realistic they are to pursue, in relation to personal knowledge and skills, cost, market need and laws and regulations.

Learners will develop their understanding and skills to plan for a hair and beauty business enterprise.

It is expected that on completion of this unit, learners will be suitably prepared to apply their knowledge and skills of business enterprise to a range of other sectors and industries.

Opportunities are also identified to develop and assess skills in English, mathematics and ICT.

2. Learning outcomes

On completion of this unit the learner will:

1. Understand the features and benefits of entrepreneurship
2. Be able to research and develop ideas for a hair and beauty enterprise
3. Be able to plan a hair and beauty business enterprise

3. Unit content

This section details the content that must be covered in the delivery of this unit to ensure all learning outcomes can be achieved. You must cover all bullet points, as these will be assessed. Contents in brackets are indicative examples – these may be used, alternatively you may choose to use other examples.

Learning outcome 1 – Understand the features and benefits of entrepreneurship

Learners must be taught:

a. the features of entrepreneurship, including:

- Charisma and a strong desire to achieve; willingness to make decisions and take calculated risks; motivation, enthusiasm and dedication; ability to solve problems; awareness of market needs, new hair and beauty products and services and the competition; ability to think creatively; sees opportunities for new, different, better or cheaper products/services; innovative.

b. the benefits of entrepreneurship, including:

- Those on the economy and society – new businesses; employment opportunities; increased customer choice through new hair and beauty products and services.
- Those on hair and beauty businesses – generation of new ideas and direction; setting an example to others; supporting/hair and beauty products and services; improved business performance and profit.

Learning outcome 2 – Be able to research and develop ideas for a hair and beauty enterprise

Learners must be taught:

a. how to research the hair and beauty market, including:

- Finding information – sources (i.e. websites, popular culture magazines, professional and trade magazines, journals and periodicals, local and national newspapers, business owners, customers).
- Interpreting information – reliability of sources; bias; assessing and collating findings; discarding inappropriate and duplicated information.

b. to identify opportunities and develop these into business ideas, including:

- Opportunities – meeting customer needs (filling a gap, doing things better, cheaper alternative); new products and services (massage techniques, chemical peels, Brazilian straightening); embracing new technology (sales/bookings using the internet/social media); improving current products/services ('one stop hair and beauty shop').
- Assessing idea feasibility – features and benefits of products/services; market need and demand; potential profitability; time, money and resources required; relevance to own knowledge and skills; laws and regulations; other obstacles that need to be overcome.

- Developing business idea – based on research and comparison; new or improved hair and beauty product and/or service; target market; competition; unique selling point (USP).

Learning outcome 3 – Be able to plan a hair and beauty business enterprise

Learners must be taught:

a. how to produce a plan for a business enterprise, including:

- Results of research and ideas.
- Business information – products and/or services; rationale; aims and objectives; vision and concept; key facts; features and benefits; target market.
- Marketing and sales: how products/services will be promoted and sold; marketing activities (Internet, direct marketing, exhibitions, sales promotions); marketing materials (adverts, press releases, leaflets and brochures).
- Resources – human (knowledge and skills required, entrepreneurship, who is involved, who will do what); physical (premises, equipment, materials, stock); financial (start-up costs, what money will be spent on, use of savings/loans).
- Simple cash budget – estimated revenue and costs.
- Justification – confirming why the business will succeed.

4. Grade descriptors

There are no assessment criteria for this unit. Learning outcomes state what a learner must know, understand and be able to do as a result of completing this unit. Unit content provides detailed information on the topic areas that make up each learning outcome and assignments will assess the breadth of the unit content. Grade descriptors specify the standard required by the learner in assignments, to reach specified levels of attainment at pass, merit or distinction grades. All descriptors allocated to a given grade must be achieved to be awarded that grade.

Pass <i>(All Pass descriptors must be achieved to be awarded a Pass grade)</i>		Merit <i>(All Pass and Merit descriptors must be achieved to be awarded a Merit grade)</i>	Distinction <i>(All Pass, Merit and Distinction descriptors must be achieved to be awarded a Distinction grade)</i>	Synoptic assessment mapping*
Learning outcome 1 – Understand the features and benefits of entrepreneurship				
1a	Outline key features and benefits of entrepreneurship to the hair and beauty sector.	Describe how features of entrepreneurship benefit hair and beauty businesses, the economy and society. (E)	Using real examples, explain how hair and beauty businesses, the economy and society have benefited from entrepreneurship. (E)	UV21578. LO1
1b	Outline the benefit of entrepreneurship for the hair and beauty sector.			
Learning outcome 2 – Be able to research and develop ideas for a hair and beauty enterprise				
2a	Carry out research into the hair and beauty market using a variety of sources. (I)	Compare research from different sources and summarise findings. (E)	Analyse research findings from the range of sources collectively, taking into account source reliability and bias. (E)	UV21578. LO1 UV21579. LO1/2/3
	Outline research findings from each source.			
2b	Identify opportunities for new/improved products and services.	Describe ideas for new/improved products/services. (E)	Justify the product/service idea in terms of USP, target market and demand, and competition and explain how the idea has the potential for success. (E)	
	Select an idea for a product/service and outline its features and benefits.	Compare and contrast the feasibility of options to inform selection. (E)		

Learning outcome 3 – Be able to plan a hair and beauty business enterprise				
3a	Produce a realistic plan for a hair and beauty enterprise. (E/M/I)	Describe all components of the plan. (E/M)	Justify all components of the plan and explain how they will contribute to a successful business enterprise. (E)	Unit 1. LO1 Unit 2. LO1/3 Unit 4. LO1/2/3
	Outline the component parts of the plan.	Explain how the plan aligns with the product/service idea. (E)		

* Detailed explanations of synoptic assessment opportunities are presented Section 5 – Synoptic assessment of this unit.

Key: opportunity to develop/assess English skills (E), mathematical skills (M), and information and communication technology skills (I).

5.Synoptic assessment

This section provides examples of synopticity with other units in this qualification. This list of examples is not exhaustive.

- When learners are being assessed on their understanding of how real hair and beauty businesses, the economy and society have benefited from entrepreneurship, they could apply their learning from UV21578.LO1. To demonstrate how businesses have benefited from entrepreneurship, learners must first understand the types and range of businesses that make up the sector. Furthermore, when attributing the benefits of entrepreneurship to society they should understand the significant contribution of the hair and beauty sector to the economy.
- When learners are being assessed on their ability to research and develop ideas for a hair and beauty enterprise, they could apply their learning from UV21578.LO1/2 and Unit 2.LO1/2/3. To carry out research into the hair and beauty market they should use the research knowledge and skills developed in UV21579. In addition, when seeking to identify opportunities for new and improved hair and beauty products and services, they will need to apply their understanding from UV21578 of current products and services that are offered across the breadth of the sector, to prevent duplication and to ensure the product/service they select is truly unique.
- When learners are being assessed on their ability to plan a hair and beauty enterprise, they could apply their learning from UV21579.LO3. Learners should use their experiences of carrying out a research project to inform the business plan, in particular their project evaluation and suggested recommendations for future projects. Furthermore, learners must draw on UV21578.LO1 and in particular their understanding of current products, services and treatments offered by businesses. Producing a business plan that duplicates existing businesses would devalue the enterprise and saturate the hair and beauty market.
- When learners are being assessed on their ability to plan a hair and beauty enterprise, they could apply their learning from UV21581.LO1/2/3. Business enterprise plans must include marketing and sales information and more specifically how products and services will be promoted and sold. Learners should apply their knowledge of key marketing principles and how existing hair and beauty businesses market products and services to populate this section of the business plan. Learners could also apply the skills developed in planning marketing activities and producing promotional materials to further improve their business enterprise plan.

6. Teacher guidance

The term hairdressing and beauty therapy is used throughout this unit; both components should be taught. The assignment may focus on hair and/or beauty and products and/or services.

When referring to hairdressing and beauty therapy businesses, this includes organisations within the hair and beauty sector.

There are no special resources needed for this unit.

7. Assessment guidance

This unit is internally assessed by an assignment which covers all learning outcomes.

The assignment for this unit is externally **set by VTCT**, internally **assessed by the centre** and externally **moderated by VTCT**. VTCT will annually publish an assignment brief, this will be made available from September and must be used by centres. A sample assignment brief for this unit can be downloaded from the VTCT website.

Assignment briefs are designed to cover all learning outcomes and unit content, and can be assessed using the grade descriptors. The tasks that make up a brief enable learners to produce valid, sufficient, authentic and appropriate evidence. Centres must ensure the generation of evidence is carefully monitored and controlled to ensure learners are working to the best of their ability and that the evidence produced is their own.

Assessment controls

Task setting	Task taking	Task marking
High level of control	Medium level of control	Medium level of control

Task setting:

- VTCT sets the assignment brief which specifies the tasks to be undertaken.
- The assignment brief provides opportunities for centres to contextualise the task(s) to best suit the employment context of the local area, and the availability of, and access to resources.

Task taking:

- Supervision/Authenticity
 - Planning, researching and producing assessment evidence must be completed under medium levels of control.
 - The production of assessment evidence must be carried out under direct teacher supervision, but not under examination conditions.
 - There must be sufficient supervision to ensure that the work learners produce is their own. Learners are required to complete a Declaration of Authenticity.
- Time
 - VTCT recommends a minimum of 10 hours is spent generating evidence for assessment. The centre may choose to allow more time; however, the time must be consistent with the assignment brief.
- Resources
 - Learners should have access to the full range of available resources to maximise their achievement opportunities.

- Collaboration
 - Learners can work in groups to gather the evidence for the assignment, however they are required to individually produce their own work.

Task marking:

- Assignments will be internally marked by the centre against the unit grade descriptors, and externally moderated by VTCT.

Generating evidence for the assignment

In generating evidence for this unit, learners must show they have an understanding of the features and benefits of entrepreneurship, including those specific to hair and beauty businesses, the UK economy and society.

Using a variety of sources, learners must research the hair and beauty market and in particular any gaps and opportunities for business ideas. They should interpret the information gathered as well as the value of the sources used. Learners must develop their findings into potential ideas and assess the feasibility of these as a potential business enterprise. Learners will select one idea on which to produce a business enterprise plan.

Based on their idea, learners must produce a plan for a hair and beauty business enterprise. This plan will be informed by the research undertaken and will include key business information, including aims and objectives, concept/vision and features and benefits of products/services, resources and plans for marketing and sales. Plans must also include a simple cash budget and a justification as to why the business enterprise will succeed.

Learners should be encouraged and given the opportunity to meet the relevant higher grading opportunities at the same time as they attempt the appropriate pass criteria.

Unit title: Marketing hair and beauty products and services

NQF Level: 2

Guided learning hours: 30

Unit type: Optional

Assessment type: Internal

1. Unit overview

This unit will provide learners with an understanding of the background and principles of marketing and the factors that influence marketing in the hair and beauty sector.

Learners will explore the range of hair and beauty products and services available and more specifically, how hair and beauty businesses use the marketing mix to promote and sell products. Learners will develop the skills to carry out market research activities, and those required to plan promotional activities and develop promotional materials for hair and beauty products and services.

It is expected that on completion of this unit, learners will be suitably prepared to apply their knowledge and skills of marketing to a range of other sectors and industries.

Opportunities are also identified to develop and assess skills in English, mathematics and ICT.

2. Learning outcomes

On completion of this unit the learner will:

1. Know the key principles and factors influencing marketing in hair and beauty
2. Know how hair and beauty businesses market their products and services
3. Be able to carry out market research in hair and beauty
4. Be able to plan promotional activities and develop promotional materials for hair and beauty products or services

3. Unit content

This section details the content that must be covered in the delivery of this unit to ensure all learning outcomes can be achieved. You must cover all bullet points, as these will be assessed. Contents in brackets are indicative examples – these may be used, alternatively you may choose to use other examples.

Learning outcome 1 – Know the key principles and factors influencing marketing in hair and beauty

Learners must be taught:

a. the key principles of marketing, including:

- Definition of marketing.
- Role of marketing in achieving customer satisfaction – analysis and planning, making customer satisfaction a business objective, ensuring practices secure customer retention.
- Importance of marketing as an activity across the business.
- Marketing segmentation; marketing mix; marketing communication methods.

b. the factors that influence marketing in hair and beauty, including:

- Company strategy, objectives and values.
- Legal factors – consumer protection, data protection, age restrictions on hair and beauty products/services.
- Ethical factors – animal welfare/product testing; human welfare (e.g. use of sunbeds); environmental sustainability; standards of practice; social responsibility.
- Social – demographics; cultural differences; social values.
- Technological factors – products with advanced technology (e.g. anti-ageing creams); services using 'state of the art technology' (e.g. laser and light systems).

Learning outcome 2 – Know how hair and beauty businesses market their products and services

Learners must be taught:

a. how hair and beauty businesses use the marketing mix to promote and sell products, including:

- The 4 Ps – product, price, place, promotion.
- Product – nature of the product or service (product, tool, equipment, hair and/or beauty service); unique selling points (USPs); key features and benefits (convenience, comfort, added value; product differentiation).
- Price – pricing strategies (discounted launch, competitor pricing/undercutting, seasonality).
- Place – locations (in-store, outlets, Internet, exhibitions).

- Promotion – methods (direct and indirect marketing, advertising, public relations, sales promotions, joint activities); materials (brochures, adverts, signs and displays, press releases); links with other industries.

Learning outcome 3 – Be able to carry out market research in hair and beauty

Learners must be taught:

a. to carry out market research in hair and beauty, including:

- Market research – primary research (observations, surveys, interviews, feedback cards); secondary research (statistics, websites, published information); setting objectives; planning and designing of documentation; analysis of findings and results to inform future marketing activities.
- Outcomes of research – promotional activities and techniques used by hair and beauty businesses; how features and benefits of products and services are used in their promotion; use of the marketing mix; suitability of activities used; effectiveness in meeting customer needs.

Learning outcome 4 – Be able to plan promotional activities and develop promotional materials for hair and beauty products or services

Learners must be taught:

a. how to plan promotional activities, including:

- Objectives of the activity – attracting customer business, informing customers, launch/raise awareness of new/existing product or service.
- Defining the target market.
- Promoting products and services – features and benefits; costs; USPs; place; promotional methods (advertising, public relations, exhibitions, sales promotions, direct marketing); promotional materials (leaflets, brochures, displays, advertisements).
- Evaluating the effectiveness and limitations of promotional activities.

b. how to develop promotional materials, including:

- Linking of materials with promotional objectives, promotional activities and target market.
- Materials – leaflets, brochures, press releases, displays, adverts.
- Qualities – innovative and attractive; clear, informative and contains correct information; balance of text, logos, images; suitability to target market.

5. Grade descriptors

There are no assessment criteria for this unit. Learning outcomes state what a learner must know, understand and be able to do as a result of completing this unit. Unit content provides detailed information on the topic areas that make up each learning outcome and assignments will assess the breadth of the unit content. Grade descriptors specify the standard required by the learner in assignments, to reach specified levels of attainment at pass, merit or distinction grades. All descriptors allocated to a given grade must be achieved to be awarded that grade.

Pass <i>(All Pass descriptors must be achieved to be awarded a Pass grade)</i>		Merit <i>(All Pass and Merit descriptors must be achieved to be awarded a Merit grade)</i>	Distinction <i>(All Pass, Merit and Distinction descriptors must be achieved to be awarded a Distinction grade)</i>	Synoptic assessment mapping*
Learning outcome 1 - Know the key principles and factors influencing marketing in hair and beauty				
1a	Define marketing and outline its role in achieving customer satisfaction.	Describe the role of marketing in achieving customer satisfaction with explicit reference to the hair and beauty sector. (E)	Evaluate the strengths and weaknesses of how hair and beauty businesses use market segmentation, marketing mix and communication methods. (E)	UV21578.LO1/LO2
	State the importance of marketing and outline the key features of market segmentation, marketing mix and marketing communication.	Describe the importance of marketing across a business and the positive effect this has on the business and customers. (E)		
		Describe examples of how market segmentation, marketing mix and marketing communication are used by hair and beauty businesses. (E)		
1b	List the factors which influence marketing decisions in hair and beauty.	Describe how factors may influence marketing decisions in hair and beauty businesses. (E)	Explain how factors have adversely affected and/or provided new marketing opportunities for a particular hair and beauty business. (E)	

Learning outcome 2 – Know how hair and beauty businesses market their products and services				
2a	Outline a range of products, equipment and services marketed across the breadth of the hair and beauty sector	Describe the marketing mix of selected hair and beauty businesses. (E)	Explain how the 4 Ps work together as a marketing mix, and how this mix is adapted according to the products and services promoted. (E)	UV21578.LO1/LO3
2b	Outline the key components of the 4 Ps in the context of hair and beauty marketing			
Learning outcome 3 – Be able to carry out market research in hair and beauty				
3a	Plan, design documentation and conduct a market research activity into a hair and beauty business.	Explain how businesses use the features and benefits of products and services in their promotions and the effectiveness of the marketing mixes employed. (E)	Analyse the results from the market research activity, comparing the strengths and weaknesses of the business's activities and materials. (E/M)	Unit 2. LO2/3
	Outline the products and services promoted and the marketing activities and techniques used by hair and beauty businesses.		Make recommendations to inform the development of future marketing activities and materials. (E)	
Learning Outcome 4 – Be able to plan promotional activities and develop promotional materials for a hair and beauty product or service				
4a	Plan promotional activities for a business to achieve stated marketing objectives. (M) Planned activities are suitable for target market.	Explain how the planned promotional activities and materials would enable the stated objectives to be met and the target market to be reached. (E)	Explain the limitations of planned promotional activities and materials. (E)	UV21578.LO1/LO2/LO3 UV21582.LO1/3
	4b			

* Detailed explanations of synoptic assessment opportunities are presented Section 5 – Synoptic assessment of this unit.

Key: opportunity to develop/assess English skills (E), mathematical skills (M), and information and communication technology skills (I).

6. Synoptic assessment

This section provides examples of synopticity with other units in this qualification. This list of examples is not exhaustive.

- When learners are being assessed on their knowledge of the factors that influence marketing decisions, they could apply their learning from UV21578.LO2. When considering the factors which impact on the marketing decisions of hair and beauty businesses, learners should specifically integrate their understanding of trade bodies and associations and how these influence hair and beauty businesses, particularly in terms of legislation and ethics. Links and partnerships of hair and beauty businesses with other related industries will also be a factor that must be considered.
- When learners are being assessed on their knowledge of how hair and beauty businesses market their products and services, they could apply their learning from UV21578.LO1/3. Knowledge of the types of hair and beauty businesses (structure of the industry) and the products and services provided should be used to explore how hair and beauty businesses effectively use marketing.
- When learners are being assessed on their ability to carry out market research, they could apply their learning from UV21579.LO2/3. Learners can draw on their knowledge and skills in producing a research plan and, more specifically, apply the research skills that they have developed. Learners could also consider and apply their recommendations for future hair and beauty projects to the current unit.
- When learners are being assessed on their ability to plan promotional activities, learners could apply their learning from UV21578.LO2 – the links between the hair and beauty sector and other industries. Knowledge of how the hair and beauty sector links with other industries such as fashion, retail, health, leisure, and media will inform and greatly improve the effectiveness of a marketing campaign if activities are planned address all related industries.
- When learners are being assessed on their ability to plan promotional activities and develop promotional activities, learners could apply their learning from UV21578.LO1/LO3. A successful marketing campaign will require a sound understanding of the sector, particularly rival businesses, the products and services provided and customer demographics. This information is crucial if the target audience is to be reached.
- When learners are being assessed on their understanding of how businesses use the features and benefits of products and services in their promotions, they could apply their learning from UV21582.LO1/3. Learners could apply their knowledge of product ingredients and their features and benefits to improve the effectiveness of their promotions.

6. Teacher guidance

The term hairdressing and beauty therapy is used throughout this unit. Whilst both elements must be taught, the teacher should focus the assignment on the area(s) that best align with resources, local employer requirements and learner needs.

When referring to hairdressing and beauty therapy businesses, this includes organisations within the hair and beauty sector.

There are no special resources needed for this unit.

7. Assessment guidance

This unit is internally assessed by an assignment which covers all learning outcomes.

The assignment for this unit is externally **set by VTCT**, internally **assessed by the centre** and externally **moderated by VTCT**. VTCT will annually publish an assignment brief, this will be made available from September and must be used by centres. A sample assignment brief for this unit can be downloaded from the VTCT website.

Assignment briefs are designed to cover all learning outcomes and unit content, and can be assessed using the grade descriptors. The tasks that make up a brief enable learners to produce valid, sufficient, authentic and appropriate evidence. Centres must ensure the generation of evidence is carefully monitored and controlled to ensure learners are working to the best of their ability and that the evidence produced is their own.

Assessment controls

Task setting	Task taking	Task marking
High level of control	Medium level of control	Medium level of control

Task setting:

- VTCT sets the assignment brief which specifies the tasks to be undertaken.
- The assignment brief provides opportunities for centres to contextualise the task(s) to best suit the employment context of the local area, and the availability of, and access to resources.

Task taking:

- Supervision/Authenticity
 - Planning, researching and producing assessment evidence must be completed under medium levels of control.
 - The production of assessment evidence must be carried out under direct teacher supervision, but not under examination conditions.
 - There must be sufficient supervision to ensure that the work learners produce is their own, learners are required to complete a Declaration of Authenticity.

- Time
 - VTCT recommends a minimum of 10 hours is spent generating evidence for assessment. The centre may choose to allow more time, however the time must be consistent with the assignment brief.
- Resources
 - Learners should have access to the full range of available resources to maximise their achievement opportunities.
- Collaboration
 - Learners can work in groups to gather the evidence for the assignment, however they are required to individually produce their own work.

Task marking:

- Assignments will be internally marked by the centre against the unit grade descriptors, and externally moderated by VTCT.

Generating evidence for the assignment

In generating evidence for this unit, learners must show that they have an understanding of the key principles of marketing, including its importance and in particular the concepts of market segmentation, marketing mix and marketing communication methods. Knowledge of the factors that influence marketing decisions and how hair and beauty businesses use the marketing mix to promote and sell products must also be evidenced.

Learners must carry out market research and report on their findings. They must also plan promotional activities and develop promotional materials for hair and beauty products and/or services as appropriate to the needs of the business they are promoting.

To cover all unit content and achieve all learning outcomes, learners should explore hair and beauty businesses. Examples could be from local salons, national hair and beauty salon chains, spa facilities, product manufacturers and online hair and beauty stores. The businesses explored should be sufficiently contrasting to allow learners to compare how marketing and promotions are effectively used to target customers across the breadth of the hair and beauty sector.

Learners should be encouraged and given the opportunity to meet the relevant higher grading opportunities at the same time as they attempt the appropriate pass criteria.

Unit title: Hair and beauty science

NQF Level: 2

Guided learning hours: 30

Unit type: Optional

Assessment type: Internal

1. Unit overview

This unit will provide learners with an understanding of the chemistry of hair and beauty products, including the ingredients in hair and beauty products and their effects on the skin and hair.

Learners will develop knowledge of skin and hair anatomy, as well as the characteristics of, and factors affecting different hair and skin types.

Learners will define a formulation for a cosmetic hair and beauty product in order to produce enhancing effects on the skin and hair. They will describe the ingredients and substances used and justify their product's formulation.

It is expected that on completion of this unit, learners will be suitably prepared to apply their knowledge and skills of science gained through research and application to a range of other sectors and industries.

Opportunities are also identified to develop and assess skills in English, mathematics and ICT.

2. Learning outcomes

On completion of this unit the learner will:

1. Understand the chemistry of hair and beauty products
2. Know the anatomy of the skin and hair
3. Be able to define a formulation for a hair or beauty product

3. Unit content

This section details the content that must be covered in the delivery of this unit to ensure all learning outcomes can be achieved. You must cover all bullet points, as these will be assessed. Contents in brackets are indicative examples – these may be used, alternatively you may choose to use other examples.

Learning Outcome 1 – Understand the chemistry of hair and beauty products

Learners must be taught:

a. The functions and properties of ingredients in hair and beauty products, including:

- Common ingredients – preservatives; parabens; mineral oils; antioxidants; gels; essential oils; fats and waxes; hydrogen peroxide; stabilisers; developers; oxidising agents; UV filters; humectants; colourants; emulsifiers; emollients; pigments; antiseptics.
- Properties: natural; manufactured; pH; fats and oil content; extracts; proteins; detergents; vitamins.
- Functions: preservation; antioxidants; soothing and healing, stimulating; antiseptic, astringent, moisturising
- Basic chemistry – atoms, molecules, ions, elements, compounds.

b. Types of hair and beauty products and their ingredients, including:

- Beauty products – skincare (cleanser, toner, moisturiser, foundation, cuticle cream); make-up (mascara, eye shadow, eye liner, lip gloss, lipstick, lip balm, blusher, bronzer, face powder, self-tan); depilatory products (cream, wax, sugar paste).
- Hair products – shampoos (normal, dry, oily, chemically, treated, damaged, dandruff, curly); conditioners (surface, penetrating, leave-in, scalp); colourants (temporary, semi-permanent, quasi-permanent, permanent, lighteners); lotions (perming and setting); styling (lotions, mousse, gel, spray, oils, heat protection products).

c. Effects of products on the skin and hair, including:

- Skin – cleansing, moisturising, exfoliating, nutrition, colour enhancing, smoothing, depilation, protection.
- Hair – cleansing, moisturising, colouring, volumising, curling, straightening, styling, protection, nutrition.

Learning Outcome 2 – Know the anatomy of the skin and hair

Learners must be taught:

a. The structure of the skin, including:

- Epidermis – basal cell layer, prickle cell layer, granular layer, clear layer, horny layer.
- Dermis – collagen, elastin, fibroblasts, sweat glands, sensory nerve endings, hair, sebaceous gland, arrector pili muscle, blood and lymph supply, dermal papilla.

- Hypodermis – fat cells, loose connective tissue.

b. Characteristics of skin types and factors that affect the skin, including:

- Oily skin – characteristics including blackheads/comedones, pimples/pustules/papules, blemishes; factors (hormonal levels, diet, skin care regime, use of certain cosmetic products, humidity and hot weather).
- Dry skin – characteristics including dull, rough complexion, loss of elasticity, more visible lines, lack of lipids/oil in the skin; factors (UV exposure/sunlight, cold/windy weather, hormonal levels, smoking, stress, alcohol, diet, skin care regime, harsh cosmetic products).
- Dehydrated skin – characteristics including inability to retain moisture, lack of water in the skin, thin and delicate texture; factors (use of soap, alkaline foaming cleansers or high alcohol-based products, UV exposure, air conditioning or heating, medication, diet, smoking).
- Sensitive skin – characteristics including redness, dryness, itching, burning, triggers to sensitivity; factors (diet, medication, smoking, response to cosmetic ingredients, hormonal changes, skin care routine).
- Normal skin – characteristics including few or no imperfections, no severe sensitivity, barely visible pores; factors (good diet, hormonal balances, good skin care routine).
- Combination skin – characteristics including dry or normal in some areas and oily in others such as the T-Zone, dilated pores, blackheads; factors (lifestyle, use of cosmetics, hereditary factors).

c. The structure of the hair, including:

- Hair follicle, dermal papillae, inner root sheath, outer root sheath, connective tissue sheath.
- Medulla, cortex, cuticle.

d. Characteristics of hair types and factors that affect hair

- Normal hair – characteristics including, smooth texture, shiny, holds curl well, relatively easy to comb while wet, good elasticity, healthy scalp, no breakage, minimal split ends; factors (balanced diet, good hair care regime).
- Dandruff – characteristics including, flakes of skin and visibly dry scalp; factors (seborrheic dermatitis, diet, use of certain shampoos, styling products or colourants, heat and humidity, stress).
- Dry hair – characteristics including, loss of elasticity, dull, breaks and split easily; factors (hereditary factors, chlorine, certain colourants and shampoos, heat damage from curlers and straighteners, sun and wind).
- Virgin hair – completely unprocessed; unpermed/uncoloured/untreated.
- Chemically damaged hair – characteristics including, coarse texture, dull, split ends, tangles easily, hair loss, weak with no elasticity; factors (previously coloured/highlighted/relaxed/permed).
- Environmentally-damaged hair – characteristics including, dull, coarse texture, split ends, hair loss, no elasticity; factors (excessive UV exposure,

wetting in saltwater, heat damaged, vigorous combing and brushing of wet hair, braiding and corn-rowing, traction alopecia).

Learning Outcome 3 – Be able to define a formulation for a hair or beauty product

Learners must be taught:

a. to predefine a cosmetic formulation

- Skin/hair type for which formulation is being defined; effects of ingredients and combinations for different hair and skin types, contra-indications, restrictions, possible contra-actions.
- Active ingredients, compatibility of formulations, stability, preservation.
- How to work out formulations for products – types of mixtures (solutions, solvents, solubility, emulsions, gels, suspensions).
- Justification of formulation – for ingredients and blend; for given hair/skin type; effects and benefits.

4. Grade descriptors

There are no assessment criteria for this unit. Learning outcomes state what a learner must know, understand and be able to do as a result of completing this unit. Unit content provides detailed information on the topic areas that make up each learning outcome and assignments will assess the breadth of the unit content. Grade descriptors specify the standard required by the learner in assignments, to reach specified levels of attainment at pass, merit or distinction grades. All descriptors allocated to a given grade must be achieved to be awarded that grade.

Pass <i>(All Pass descriptors must be achieved to be awarded a Pass grade)</i>		Merit <i>(All Pass and Merit descriptors must be achieved to be awarded a Merit grade)</i>	Distinction <i>(All Pass, Merit and Distinction descriptors must be achieved to be awarded a Distinction grade)</i>	Synoptic assessment mapping*
Learning outcome 1 – Understand the chemistry of hair and beauty products				
1a	List the properties of ingredients in hair and beauty products.	Describe the functions of a range of ingredients found in hair and beauty products and their effects on the skin and hair. (E)	Evaluate the chemical composition of a range of hair and beauty products and their effects on the skin and hair. (E)	UV21578.LO2
1b	List the ingredients in a range of different hair and beauty products.			
1c	Outline the effects of products on the skin and hair.			
Learning outcome 2 – Know the anatomy of the skin and hair				
2a	Outline the basic structure of the skin.	Describe the structure of the skin and the different skin types and characteristics. (E)	Explain how factors affect the health and appearance of different hair and skin types. (E)	
2b	State the main skin characteristics of different skin types.			
2c	Outline the basic structure of the hair.	Describe the structure of the hair and the different hair types and characteristics. (E)		
2d	State the main characteristics of different hair types.			

Learning outcome 3 – Be able to define a formulation for a hair or beauty product				
3a	Produce a formulation ensuring appropriate choice of ingredients for the desired effect. (E/M)	Describe the key principles used to combine ingredients to define your cosmetic product, and the benefits of your formulation for the given skin/hair type. (E)	Justify the formulation devised for your cosmetic product including choice of ingredients and substances, in terms of compatibility, stability, preservation and effectiveness. (E)	UV21579.LO3 UV21580.LO2

* *Detailed explanations of synoptic assessment opportunities are presented in Section 5 – Synoptic assessment of this unit.*
 Key: opportunity to develop/assess English skills (E), mathematical skills (M), and information and communication technology skills (I).

5. Synoptic assessment

This section provides examples of synopticity with other units in this qualification. This list of examples is not exhaustive.

- When learners are being assessed on their understanding of the chemistry of hair and beauty products, they could apply their learning from UV21578.LO2. Learners could apply their understanding of the range of products that are available in the hair and beauty sector in order to select those most suitable for analysis.
- When learners are being assessed on their ability to define a formulation for a hair and beauty product, they could draw on their learning from UV21579.LO3. Learners could apply their skills to research appropriate sources and, in particular, the ingredients of commercially available hair and beauty products on which to base their own formulation. Furthermore, learners could compare their research from difference sources and summarise key findings to further improve their formulation UV21580.LO2.

6. Teacher guidance

The term hairdressing and beauty therapy is used throughout this unit. Whilst both elements must be taught, the teacher should focus the assignment on the area(s) that best align with local employer requirements and learner interests and needs.

Whilst learners must define a formulation for a product, they are not required to physically produce a product based on their formulation. Furthermore, learners are not required to detail precise values/measurements of ingredients. The purpose of this unit is for learners to generally understand ingredients, the blend and effects of these ingredients, and the benefits of their formulations to a particular hair or skin type.

This unit lends itself to research, exploration and peer discussion. Teachers can enhance the effectiveness of teaching and learning by facilitating engagement with organisations within the sector such as hair and beauty salons, product manufacturers and other hair and beauty related businesses.

There are no special resources needed for this unit.

7. Assessment guidance

This unit is internally assessed by an assignment which covers all learning outcomes.

The assignment for this unit is externally **set by VTCT**, internally **assessed by the centre** and externally **moderated by VTCT**. VTCT will annually publish an assignment brief, this will be made available from September and must be used by centres. A sample assignment brief for this unit can be downloaded from the VTCT website.

Assignment briefs are designed to cover all learning outcomes and unit content, and can be assessed using the grade descriptors. The tasks that make up a brief enable learners to produce valid, sufficient, authentic and appropriate evidence. Centres must ensure the generation of evidence is carefully monitored and controlled to ensure learners are working to the best of their ability and that the evidence produced is their own.

Assessment controls

Task setting	Task taking	Task marking
High level of control	Medium level of control	Medium level of control

Task setting:

- VTCT sets the assignment brief which specifies the tasks to be undertaken.
- The assignment brief provides opportunities for centres to contextualise the task(s) to best suit the employment context of the local area, and the availability of, and access to resources.

Task taking:

- Supervision/Authenticity
 - Planning, researching and producing assessment evidence must be completed under medium levels of control.
 - The production of assessment evidence must be carried out under direct teacher supervision, but not under examination conditions.
 - There must be sufficient supervision to ensure that the work learners produce is their own, learners are required to complete a Declaration of Authenticity.
- Time
 - VTCT recommends a minimum of 12 hours is spent generating evidence for assessment. The centre may choose to allow more time, however the time must be consistent with the assignment brief.
- Resources
 - Learners should have access to the full range of available resources to maximise their achievement opportunities.
- Collaboration
 - Learners can work in groups to inform the evidence for the assignment, however they are required to individually produce their own work.

Task marking:

- Assignments will be internally marked by the centre against the unit grade descriptors, and externally moderated by VTCT.

Generating evidence for the assignment

In generating evidence for this unit, learners must show they have an understanding of the basic principles of chemistry including, atoms, molecules, ions, elements and compounds. Knowledge of the functions and properties of ingredients in hair and beauty products must also be evidenced.

Learners must demonstrate anatomical knowledge of the skin and hair, and the characteristics of, and factors effecting different types of skin and hair. The effects of ingredients on different hair types must also be evidenced.

Learners must define a formulation for a cosmetic hair and/or beauty product to produce enhancing effects on the skin/hair. Learners will define this formulation for a particular skin/hair type, justifying the blend of ingredients to elicit the desired effects and benefits.

To cover all unit content and achieve all learning outcomes, learners should conduct research and identify a wide range of hair and beauty products, including identifying the active ingredients in products. Learners should also consider the target groups for their products as well as the product's effects and benefits.

Learners should be encouraged and given the opportunity to meet the relevant higher grading opportunities at the same time as they attempt the appropriate pass criteria.

Unit title: Responding to a hair and beauty design brief

NQF Level: 2

Guided learning hours: 30

Unit type: Optional

Assessment type: Internal

1. Unit overview

This unit will provide learners with an understanding of the design briefs that are commonplace in the hair and beauty sector. Learners will develop the knowledge to analyse design briefs, paying particular attention to the needs of clients and the demands of the brief.

Learners will be able to respond to a hair and beauty design brief by gathering information using a range of sources, analysing information and developing design ideas. Learners will be able to present their design ideas using a range of materials, media and components and accessories; they will also be able to create a look and feel to their presentation which appeals to the client and meets the design brief.

It is expected that on completion of this unit, learners will be suitably prepared to apply their knowledge and skills of design gained through research and application to a range of other sectors and industries.

Opportunities are also identified to develop and assess skills in English, mathematics and ICT.

2. Learning outcomes

On completion of this unit the learner will:

1. Understand how to analyse hair and beauty design briefs
2. Be able to develop and present ideas for a hair and beauty design brief

3. Unit content

This section details the content that must be covered in the delivery of this unit to ensure all learning outcomes can be achieved. You must cover all bullet points, as these will be assessed. Contents in brackets are indicative examples – these may be used, alternatively you may choose to use other examples.

Learning outcome 1 – Understand how to analyse hair and beauty design briefs

Learners must be taught:

a. the types of hair and beauty briefs, including:

- Types of brief – from senior stylists/beauty therapists (design ideas to inform on a total look); events (fashion shows, photo shoots, weddings, themed proms); commercial (hair and beauty magazines, product launches); theatre and media (ideas for characters, scenes and setting).

b. how to analyse hair and beauty design briefs, including:

- Analysing briefs – target audience/clients' needs and requirements; timescales; feasibility; importance of analysis prior to developing design ideas.

Learning outcome 2 – Be able to develop and present ideas for a hair and beauty design brief

Learners must be taught:

a. to use sources to gather information to inform and develop design ideas, including:

- Sources of information – Internet, books, magazines, television, film, theatre, historical archives, paintings, drawings.
- Developing ideas – analysing collected information in terms of relevance, quality and reliability; collating information to generate themes and ideas; marrying of hair, beauty and fashion components; discarding of inappropriate information; alignment of ideas to client needs/target market and specified brief.

b. to present design ideas, including:

- Media - mood boards, presentation boards, posters, PowerPoint, web pages/websites, webinar.
- Components – hair, make-up, body art, nails, prosthetics, wigs, clothing/costumes, footwear, accessories and props.
- Materials and media – photographs, images, textiles, fabrics, swatches, colours, products, product labels, objects, accessories, text.
- Look and feel – dark, glossy, slick, modern, edgy, hard, aggressive, soft, muted, round, layered, elegant, realistic, colorful, rough, sketchy, bright, illustrative.

- Quality points - innovative and attractive; scale and proportion; balance of text, materials, images and accessories; relevance to client needs/target market and specified brief.

c. to justify design ideas, including:

- Justification – look and feel of presentation; use of colours and textures; how components, materials and media complement one another and how they satisfy the client needs/target market and hair and beauty brief.

3. Grade descriptors

There are no assessment criteria for this unit. Learning outcomes state what a learner must know, understand and be able to do as a result of completing this unit. Unit content provides detailed information on the topic areas that make up each learning outcome and assignments will assess the breadth of the unit content. Grade descriptors specify the standard required by the learner in assignments, to reach specified levels of attainment at pass, merit or distinction grades. All descriptors allocated to a given grade must be achieved to be awarded that grade.

Pass <i>(All Pass descriptors must be achieved to be awarded a Pass grade)</i>		Merit <i>(All Pass and Merit descriptors must be achieved to be awarded a Merit grade)</i>	Distinction <i>(All Pass, Merit and Distinction descriptors must be achieved to be awarded a Distinction grade)</i>	Synoptic assessment mapping*
Learning outcome 1 – Understand how to analyse hair and beauty design briefs				
1a	Outline types of design briefs in the hair and beauty sector.	Describe the importance of analysing briefs prior to developing design ideas. (E)	Analyse the client needs, target market and requirements of hair and beauty design briefs. (E)	UV21578.LO2/3
1b	Outline the key features that must be considered when analysing design briefs.			
Learning outcome 2 – Be able to develop and present design ideas for a hair and beauty brief				
2a	Use a range of appropriate sources to research information for design ideas.	Describe how the information gathered relates to the design brief. (E)	Evaluate the quality of information gathered in aligning all hair, beauty and fashion components and meeting the target market. (E)	UV21578.LO1/2 UV21579.LO3 UV21580..LO2 UV21581.LO4
	Collate relevant information to inform design ideas.			
2b	Present design ideas using materials and media. (I)	Produce an innovative, visually attractive and well balanced presentation which will inform a final hair and beauty design. (E/I)	Justify how the look and feel of the presentation blends with the components, materials and media to meet the client needs and target market. (E)	
	Outline the reasons for your chosen idea.	Describe how the contents of the presentation and the look and feel created meet the hair and beauty brief. (E)	Suggest recommendations for future presentations of design ideas. (E)	

* Detailed explanations of synoptic assessment opportunities are presented Section 5 – Synoptic assessment of this unit.

Key: opportunity to develop/assess English skills (E), mathematical skills (M), and information and communication technology skills (I).

5. Synoptic assessment

This section provides examples of synopticity with other units in this qualification. This list of examples is not exhaustive.

- When learners are being assessed on their understanding of hair and beauty design briefs, they could apply their learning from UV21578.LO2/3. Not only must they apply their understanding of hair and beauty terminology, they must also apply their understanding of related industries, since more often than not, design briefs will be related to other industries (fashion, media, TV, film).
- When learners are developing ideas for hair and beauty design briefs, they could apply their learning from UV21578.LO2. It is essential that learners draw on their understanding of the products, services and techniques offered by the sector to ensure all components (hair, make-up, nails, clothing) are sufficiently covered in their design ideas. Learners should also apply their knowledge of other related industries (UV21578.LO1), particularly retail, media, fashion and photography since these will provide extensive information on which to base design ideas.
- When learners are using sources to research information, they could apply their learning from UV21579.LO3. Learners could specifically apply their knowledge of the reliability of research methods and sources and use this to select appropriate methods to research design ideas.
- When learners are researching design ideas, they could apply their learning from UV21580.LO2. Analysing research findings and collectively considering source reliability and bias, particularly if the design brief relates to an historical period, is required to validate design ideas.
- When learners are presenting their design ideas for a hair and beauty brief, they could apply their learning from UV21581.LO4. Learners could use their knowledge and skills developed through producing marketing materials and apply these to the current brief, where balance of text, materials and images is a key quality feature. The more visually attractive the design, the more likely it is to succeed.

6. Teacher guidance

Learners are required to use sources of information and use this to develop and present design ideas to align with a hair and beauty brief. Learners are required to use an appropriate media to present their ideas (mood board, presentation board). There is no requirement for learners to orally present their ideas, although you may wish to use this approach.

This unit lends itself to research and peer discussion particularly to explore and develop design ideas and concepts.

There are no special resources needed for this unit.

7. Assessment guidance

This unit is internally assessed by an assignment which covers all learning outcomes.

The assignment for this unit is externally **set by VTCT**, internally **assessed by the centre** and externally **moderated by VTCT**. VTCT will annually publish an assignment brief, this will be made available from September and must be used by centres. A sample assignment brief for this unit can be downloaded from the VTCT website.

Assignment briefs are designed to cover all learning outcomes and unit content, and can be assessed using the grade descriptors. The tasks that make up a brief enable learners to produce valid, sufficient, authentic and appropriate evidence. Centres must ensure the generation of evidence is carefully monitored and controlled to ensure learners are working to the best of their ability and that the evidence produced is their own.

Assessment controls

Task setting	Task taking	Task marking
High level of control	Medium level of control	Medium level of control

Task setting:

- VTCT sets the assignment brief which specifies the tasks to be undertaken.
- The assignment brief provides opportunities for centres to contextualise the task(s) to best suit the employment context of the local area, and the availability of, and access to resources.

Task taking:

- Supervision/Authenticity
 - Planning, researching and producing assessment evidence must be completed under medium levels of control.
 - The production of assessment evidence must be carried out under direct teacher supervision, but not under examination conditions.
 - There must be sufficient supervision to ensure that the work learners produce is their own, learners are required to complete a Declaration of Authenticity.
- Time
 - VTCT recommends a minimum of 12 hours is spent generating evidence for assessment. The centre may choose to allow more time, however the time must be consistent with the assignment brief.
- Resources
 - Learners should have access to the full range of available resources to maximise their achievement opportunities.
- Collaboration
 - Learners can work in groups to gather the evidence for the assignment, however they are required to individually produce their own work.

Task marking:

- Assignments will be internally marked by the centre against the unit grade descriptors, and externally moderated by VTCT.

Generating evidence for the assignment

In generating evidence for this unit, learners must show they have an understanding of the different types of design briefs that are commonplace in the hair and beauty sector. Learners must evidence how design briefs are analysed and the importance of carrying out this process prior to responding to a brief.

Learners must use sources to gather information for design ideas and develop and present these using a suitable format. Learner presentations should create a look and feel, and include a range of components, accessories, and materials and media that align with the client's needs, the target market and the design brief.

Learners must provide a justification for their presentation explaining how the design brief has been met.

Learners should be encouraged and given the opportunity to meet the relevant higher grading opportunities at the same time as they attempt the appropriate pass criteria.

Document History

Version	Issue Date	Changes	Role
v22	04/12/2019	Added grade boundary review	Qualifications Administrator
v23	22/09/2020	Updated Acronyms and progression qualifications	Regulation Officer