Level 4 Diploma in Advanced Beauty Therapy Techniques (Aesthetics Therapist – South Africa) (5450-47)

Qualification handbook for centres
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# Qualification handbook for centres

<table>
<thead>
<tr>
<th>Qualification title</th>
<th>City &amp; Guilds No.</th>
<th>Ofqual ref. (QAN)</th>
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<tr>
<td>Level 4 Diploma in Advanced Beauty Therapy Techniques (Aesthetics Therapist – South Africa)</td>
<td>5450-47</td>
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1 Introduction to the qualifications

This document contains the information that centres need to offer the following qualifications:

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<th>Qualification accreditation number</th>
<th>Registration/certification</th>
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<tr>
<td>Level 4 Diploma in Advanced Beauty Therapy Techniques (Aesthetics Therapist – South Africa)</td>
<td>5450-47</td>
<td>600/2461/6</td>
<td>Consult the Walled Garden/Online Catalogue for last dates</td>
</tr>
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</table>

1.1 Qualifications summary
This qualification can help you set up and run your own Beauty business.

You’ll get the skills to manage staff and resources, learn how to develop and promote your business, and develop your technical skills and the skills needed if you are hoping to take up a role in assessment and internal quality assurance.

1.2 Opportunities for progression
Candidates can progress onto an ILM Level 4/5 qualification in Management.
1.3 Qualification structure
A minimum of 120 credits is required to achieve the **5450-47 Level 4 Diploma in Advanced Beauty Therapy Techniques (Aesthetics Therapist – South Africa)**. All mandatory units must be achieved.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit title</th>
<th>Credits</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>401</td>
<td>Quality management of client care in the hair and beauty sector</td>
<td>12</td>
<td>44</td>
</tr>
<tr>
<td>303</td>
<td>Cultural, social and technological influences on beauty-related industries</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td>321</td>
<td>Apply micro dermabrasion techniques</td>
<td>4</td>
<td>39</td>
</tr>
<tr>
<td>409</td>
<td>Laser and light treatments for hair removal</td>
<td>10</td>
<td>74</td>
</tr>
<tr>
<td>410</td>
<td>Laser and light treatments for skin rejuvenation</td>
<td>10</td>
<td>74</td>
</tr>
<tr>
<td>411</td>
<td>Enhance appearance using micro-pigmentation treatment</td>
<td>12</td>
<td>75</td>
</tr>
<tr>
<td>407</td>
<td>Physiology of ageing</td>
<td>10</td>
<td>64</td>
</tr>
<tr>
<td>412</td>
<td>Sales management on the hair and beauty sector</td>
<td>9</td>
<td>47</td>
</tr>
<tr>
<td>413</td>
<td>Public relations in the hair and beauty sector</td>
<td>10</td>
<td>42</td>
</tr>
<tr>
<td>414</td>
<td>Management of health, safety and security in the salon</td>
<td>8</td>
<td>44</td>
</tr>
<tr>
<td>304</td>
<td>Research in the hair and beauty sector</td>
<td>7</td>
<td>44</td>
</tr>
<tr>
<td>305</td>
<td>Marketing in the hair and beauty sector</td>
<td>6</td>
<td>32</td>
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<td>306</td>
<td>Human resource management within the hair and beauty sector</td>
<td>7</td>
<td>60</td>
</tr>
<tr>
<td>402</td>
<td>Salon management</td>
<td>10</td>
<td>50</td>
</tr>
</tbody>
</table>
### 1.4 Qualification support materials

City & Guilds also provides the following publications and resources specifically for this qualification:

<table>
<thead>
<tr>
<th>Description</th>
<th>How to access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Pack</td>
<td>Downloadable from our website</td>
</tr>
<tr>
<td>Qualification Handbook</td>
<td>Downloadable from our website</td>
</tr>
<tr>
<td>Fast track approval forms</td>
<td>Please contact your regional office direct.</td>
</tr>
<tr>
<td></td>
<td>Downloadable from our website</td>
</tr>
<tr>
<td>Textbooks (Ultimate Salon Management)</td>
<td>Can be purchased from our website</td>
</tr>
<tr>
<td></td>
<td>Book 1 = TL015450, 125004770</td>
</tr>
<tr>
<td></td>
<td>Book 2 = TL025450, 125004780</td>
</tr>
<tr>
<td></td>
<td>Book 3 = TL035450, 125004782</td>
</tr>
</tbody>
</table>

The Assessment pack is password protected; the password is available on the Walled Garden.

### Ultimate Salon Management Books

City & Guilds, the UK's leading awarding body for hairdressing and beauty therapy, is pleased to announce a new series of books for salon managers.

This series of books is essential reading for City and Guilds learners as well as learners of other awarding bodies, and indeed new and existing professionals either already managing a salon, or aspiring to do so.

The author, Hellen Ward, runs one of the highest independent grossing salons in the UK. Hellen is arguably the most recognised and comprehensively qualified 'business guru' in the industry today, both through her monthly column (Professional Beauty), soundbites to all media (trade and consumer) and courses, lectures and seminars regularly conducted for L'Oreal, Unilever and TIGI both in the UK and internationally.

2 Centre requirements

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as centres. This section outlines the approval processes for Centres to offer This qualification and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Centres must meet a set of quality criteria including:
- provision of adequate resources, both physical and human
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

2.1 New centres to City & Guilds qualifications in this subject area
An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the centre approval process (CAP). Centres also need approval to offer a specific qualification. This is known as the qualification approval process (QAP), (previously known as scheme approval). In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for these particular qualifications.

Full details of the procedures and forms for applying for centre and qualification approval are given in Centre Manual is downloadable from the City & Guilds website.

Regional/national offices will support new centres and appoint a Quality Systems Consultant to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.
Assessments must not be undertaken until qualification approval has been obtained.
City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds.

Further details of reasons for suspension and withdrawals, procedures and timescales, are contained in Centre Manual.

2.2 Centres already offering City & Guilds qualification in this subject area
Centres approved to offer Level 4 Diploma in Technical Salon Management (4450) may apply for approval for the new 5450 Level 4 Award/Certificate/Diploma in Management Practice and Advanced Techniques in the Hair and Beauty Sector using the fast track approval form, available from the City & Guilds website www.cityandguilds.com
- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the fast track form guidance notes
Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the standard Qualification Approval Process. It is the centre’s responsibility to check that fast track approval is still current at the time of application.
2.3 Resource requirements

Physical resources
Centres must have access to the range of services, professional products, tools, materials and equipment in the centre or workplace to ensure learners have the opportunity to cover all of the practical activities.

The equipment must meet industry standards and be capable of being used under normal working conditions.

Use of simulation
Simulation is not allowed for any units within this qualification.

Realistic learning environment requirements (RLE)
All City & Guilds VRQs must be assessed in facilities that meet acceptable, current industry standards for the specific qualification area. Example resource lists for each qualification area are being developed.

Centres must ensure that access to the range of services or treatments and required professional products, tools, materials and equipment is maintained in the centre and/or workplace to meet the qualification needs and enable candidates’ to cover all of the required practical activities.

The learning and assessment setting should incorporate a real, or simulated but realistic learning environment. These facilities must provide candidates with experience of working in and under realistic commercial conditions during assessment.

The learning environment must meet any bye-laws, legislation or legal authority requirements that would affect a similar commercial establishment as well as meeting the requirements of a vocational education establishment.

For the purpose of City & Guilds VRQs clients are defined as people seeking the service or treatment being assessed, which can include friends, peers, models and family members. There is no requirement for these clients to pay.

A suitable, controlled area for testing must be provided and arrangements must be made for the secure storage of assessment materials and records. Acceptable facilities for Evolve online testing must be maintained where the VRQ requires online testing of knowledge and understanding.

Centre staff
It is important that centre staff involved in the delivery have appropriate knowledge and skills to ensure provision of Level 4 qualifications. It is a requirement that centre staff have one or more of the following:

- Level 4/5/6/7 qualification eg Degree/HNC or HND/HPD or MPD, in an appropriate subject, together with current, sufficient, valid and up to date relevant sector experience
- Level 3 qualification in an appropriate subject with current, sufficient, valid and up to date relevant sector experience at managerial/senior level
- current, sufficient, valid and up to date experience in the relevant sector at a managerial/senior level which could include recognised professional practice at a high level eg running a sector-related business or consultancy

and

- A CertEd/equivalent teaching qualification and/or 2 years teaching/training experience.
Internal quality assurers (IQAs – previously called IVs) and assessors must have verifiable and relevant current industry experience and competence of the occupational working area at or above the level being assessed, and evidence of the quality of occupational experience to ensure the credibility of the assessment judgements. Newly qualified hairdressers, barbers, therapists, make-up artists and nail technicians must have gained significant post qualification commercial experience before commencing these roles. For the avoidance of doubt, those who have no occupational experience cannot asses these VRQs. Appropriate evidence will include CVs, References, Qualification Certificates, CPD records, Product Evidence, Video Evidence. This list is not exhaustive and other relevant methods may be considered. Please contact your Qualification Consultant for guidance.

1. Staff must only assess or quality assure in their acknowledged area of occupational competence.

2. Staff must participate in relevant training activities for their continued professional development (see CPD requirements).

Assessors and quality assurers of VRQs must be competent and experienced in making accurate assessment decisions; it is therefore highly recommended that the assessor and quality assurance qualification have been obtained or that they are being worked towards. It is highly recommended that new VRQ assessors work towards or hold either the Learning and Development unit A1 or the relevant TAQA unit.

**Continuous professional development (CPD) in VRQs**

For City & Guilds VRQs centre staff must continue to meet the requirements for occupational expertise for the specific qualification(s) they assess or quality assure.

Assessors and quality assurers must be able to demonstrate how they keep their technical skills and knowledge up-to-date and to the occupational level in which they are assessing and/or quality assuring

Continuing Professional Development (CPD) must take place throughout the careers of assessors and quality assurers

This must include the completion of a minimum number of 30 hours CPD in each twelve month period using activities approved for CPD which do not have to be consecutive. (see below).

The CPD requirement must be carried out on one or a combination of the types of activities listed below. No activity will carry a ‘double hours’ allowance.

- ‘hands on’ delivery of relevant services/treatments to fee paying clients in a commercial salon that can be shown to develop individual skill and knowledge levels
- undertaking technical training that develops new and/or updates existing skills and/or knowledge levels
- further relevant qualifications.

The following activities will not count towards CPD:
- reading the trade press and books
- listening to tapes and watching DVDs.

Individuals must provide relevant and suitable evidence that CPD has taken place within each 12 month period to be measured from 1 September - 31 August.
Calculating CPD hours
a. CPD for existing assessors and quality assurers is measured within each 12 month period, taken from 1 September – 31 August each year.
b. CPD hours for new assessors and quality assurers shall be measured from the date their duties commence.
c. Assessors and quality assurers who take leave from assessment or quality assurance duties during any twelve month period will be able to collect CPD pro rata.
d. The CPD hours for part time assessors and quality assurers will be calculated pro rata based on a nominal 37 hour week. However, a minimum of 5 hours CPD in any twelve month period must be carried out by all part time assessors and quality assurers.
e.  For example, an assessor contracted for 7 hours/week : $7 \div 37 \times 100 = \text{approx. 20\% of a full time assessor.}$ $20\% \times 30 \text{ hours} = 6 \text{ hours CPD in any 12 month period.}$
f. A nominal time of 30 hours per technical unit achieved has been set, regardless of the unit.
g. If you are an assessor and quality assurer, you only have to do the minimum of 30 hours CPD, not 60 hours.

2.4 Candidate entry requirements
Candidates must have one of the following qualifications:

- Level 3 VRQs in Hairdressing or Beauty Therapy or equivalent
- Level of expertise commensurate with a Level 3 in the National Qualifications
- Framework which has been acquired through work experience and can be demonstrated through the APL procedure and/or appropriate certification.

All candidates should also be in work or have access to work experience to complete this qualification.

This qualification is only approved for the 18+ age group, due to health and safety concerns about working with laser and light treatments.

For some of the level 4 units candidates are required to have achieved the appropriate level 3 units as part of a qualification or have equivalent industry experience

Level 3 Provide facial electrotherapy treatments should be achieved before starting Level 4 Laser and light treatments for skin rejuvenation.
Level 3 Provide micro dermabrasion techniques.
2.5 Quality Assurance

Internal quality assurance
Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre’s own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance.

Full details and guidance on the internal and external quality assurance requirements and procedures are provided in Centre Manual. This document also explains the tasks, activities and responsibilities of quality assurance staff.

External quality assurance
External verifiers are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External verification is carried out to ensure that there is validity, reliability and good practice in centres.
To carry out their quality assurance role, external verifiers/moderators must have appropriate occupational and verifying knowledge and expertise. City & Guilds external verifiers attend training and development designed to keep them up-to-date, to facilitate standardisation between verifiers and to share good practice.

External verifiers:
The role of the external verifier is to:
• provide advice and support to centre staff
• ensure the quality and consistency of assessments within and between centres by the use of systematic sampling
• visit centres regularly to ensure they continue to meet the centre and qualification approval criteria
• provide feedback to centres and City & Guilds.

External quality assurance for the qualifications will be provided by the usual City & Guilds quality assurance process.

Further details of the role of external verifiers are given in Centre Manual.

2.6 Registration and certification
Full details of City & Guilds' administrative procedures for this qualification are provided online to City & Guilds registered centres via the Walled Garden. This information includes details on:
• registration
• enrolment numbers
• fees
• entry for examinations
• certification.
These details are also available on Walled Garden.

Centres should follow all guidance carefully, particularly noting that fees, registration and certification end dates for the qualifications are subject to change.
Centres should be aware of time constraints regarding the registration and certification periods for the qualifications, which are specified on the Walled Garden.
3 Assessment

For each mandatory and optional unit chosen candidates must complete an assignment. These can be found on the City & Guilds website. The assignments will cover:

- practical tasks, and
- knowledge and understanding task(s).

For further in depth information on assessments please refer to the assessment pack for the Level 4 Diploma in Management Practice and Advanced Techniques in the Hair and Beauty Sector (5450). This can be found on the City & Guilds website.

Glossary of terms & Guidance notes:

*Technical training* - external and internal workshops and training sessions can be used.

*Commercial salon* - this is defined as a salon where the majority of stylists/therapists are already qualified and the main function of the salon is not training and assessment. If a training salon in a centre is closed and reopened as a commercial salon e.g. during holiday periods, then this is an acceptable location for CPD to be undertaken.

*Qualification work* - the aim of this option is to encourage assessors and quality assurers to gain new knowledge and skills. Work undertaken for this option must lead to a formally assessed and accredited qualification.

30 hours can be claimed on the achievement of any technical unit qualification in any one CPD year.
4 Course design and delivery

4.1 Recommended delivery strategies
Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme. Provided that the requirements for the qualification are met, centres may design course programmes of study in any way that they feel best meets the needs and capabilities of their candidates. Centres may wish to include topics as part of the course programme, which will not be assessed through the qualifications.

4.2 Relationship to other qualifications and wider curriculum
City & Guilds recommends centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Key/Core/Functional Skills and other related qualifications.

4.3 Health and safety
The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow health and safety practice and procedures during an assessment (for example, practical assessment, assignment) the assessment must be stopped and the candidate advised of the reasons why. The candidate should be informed that they have failed the assessment. Candidates may retake the assessment at a later date, at the discretion of the centre. In any cases of doubt, guidance should be sought from the external verifier.

4.4 Data protection and confidentiality
Centres offering this qualification may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in Centre Manual.

4.5 Initial assessment and induction
Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification. The initial assessment should identify any specific training needs the candidate has, and the support and guidance they may require when working towards their qualifications.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualifications they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available in the Centre toolkit.
4.6 Equal opportunities

It is a requirement of centre approval that centres have an equal opportunities policy (see Centre Manual). The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in Centre Manual and is also available from the City & Guilds Customer Relations department.

4.7 Access to assessment

City & Guilds’ guidance and regulations on access to assessment are designed to facilitate access to assessments and qualifications for candidates who are eligible for adjustments to assessment arrangements. Access arrangements are designed to allow attainment to be demonstrated. For further information, please see Access to assessment and qualifications, available on the City & Guilds website.

4.8 Appeals

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier or City & Guilds.

Further information on appeals is given in Centre Manual. There is also appeals information for centres and learners on the City & Guilds website or available from the Customer Relations department.
5 Unit specifications

The qualifications comprise of a number of units. A unit describes what is expected of a candidate in particular aspects of his/her job.

Each unit is divided into learning outcomes which describe in further detail the skills and knowledge that a candidate should possess.

Each learning outcome has a set of assessment criteria (performance, and knowledge and understanding) which specify the desired criteria that have to be satisfied before an individual can be said to have performed to the agreed standard.

Range statements define the breadth or scope of a learning outcome and its assessment criteria by setting out the various circumstances in which they are to be applied.

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- title
- unit reference (UAN)
- aim
- list of learning outcomes for the unit
- statement of guided learning hours
- assessment details
- learning outcomes in detail expressed as practical skills and underpinning knowledge.
Unit 303 Cultural, social and technological influences on beauty-related industries

Level: 3  
Credit value: 5  
UAN: F/601/4459

Unit aims  
This unit is about developing knowledge and understanding of the cultural and social effects and technological advances in beauty-related industries including key developments, iconic landmarks and major advances.

Learning outcomes  
There are two learning outcomes to this unit. The learner will:
1. understand the cultural and social effects on beauty-related industries  
2. understand the technological advances in beauty-related industries.

Guided learning hours  
It is recommended that 30 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Endorsement of the unit by a sector or other appropriate body  
This unit is endorsed by Habia.

Assessment  
This unit will be assessed by:
• an assignment, which will be graded Pass, Merit or Distinction.
Unit 303 Cultural, social and technological influences on beauty-related industries

Outcome 1 Understand the cultural and social effects on beauty-related industries

Underpinning knowledge
The learner can:
1. describe the cultural effects that have influenced the beauty-related industries through the ages
2. describe the social effects that have influenced the beauty related industries through the ages
3. identify key developments in history that have influenced the beauty related industries
4. identify the iconic landmarks in the development of the beauty related industries
5. review influences and trends which affect current beauty fashions.
6. describe how the development of travel and trade have influenced the beauty-related industries.

Range
Cultural effects
Exposure to different culture/societies.

Beauty-related industries – should be relevant to the beauty industry/specialism chosen
Hair removal, henna for hair and skin, micro-pigmentation, tattooing, tribal markings, make-up, aromatherapy, tanning, nails and nail art etc.

Ages - should be relevant to the beauty related industry chosen.

Key developments
Technology, electricity, plant distillation, fashion, media, celebrity, globalisation, ethnicity, historical culture, science discovery, medicine, chemicals, environmental factors, surgery.

Iconic landmarks

Influences and trends
Celebrity culture, fashion, new product development, new technology.

Development of travel and trade
Transient culture, tourism, multicultural societies, manufacturing and distribution, web, competition, personal travel.
Unit 303 Cultural, social and technological influences on beauty-related industries

Outcome 2 Understand the technological advances in beauty-related industries

Underpinning knowledge
The learner can:
1. identify **major advances in tools and equipment** within the beauty related industries
2. identify the **advances in beauty products, product design and application** within the beauty related industries
3. explain how ingredients and the manufacture of beauty products have evolved
4. analyse the effect the **media** has had on the beauty related industries.

Range
**Major advances in tools and equipment**
Sterile single-use disposable equipment, using electricity in different forms, invasive and non-invasive tools, forms of sterilisation, plastic and metal, computers, 3D.

**Advances in beauty products, product design and application**
Extraction of essential oils, organic, synthetic, active ingredients, globalisation, trade, competition, male branding, chemistry, disposable items, longevity, additives, micro-pigmentation, injectables.

**Media**
TV, film, celebrity culture, radio, press, web, social networking.
Unit 304  Research in the hair and beauty sector

Level: 3
Credit value: 7
UAN: R/601/5342

Unit aims
This unit is about the knowledge, understanding and skills required to carry out a research investigation related to the hair and beauty sector.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. be able to plan a research investigation concerning the hair and beauty sector
2. be able to carry out research relating to the hair and beauty sector.

Guided learning hours
It is recommended that 44 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Habia.

Assessment
This unit will be assessed by:
• an assignment, which will be graded Pass, Merit or Distinction.

---
1 Harvard referencing needs to be used when carrying out research.
Unit 304  
Research in the hair and beauty sector

Outcome 1  
Be able to plan a research investigation concerning the hair and beauty sector

Practical skills
The learner can:
1. identify the focus and type of research investigation proposed
2. plan the research investigation to include research objectives and stages of development
3. identify research sources.

Underpinning knowledge
The learner can:
1. describe different research methodologies involved in the investigation
2. explain the principles of planning a research investigation.

Range
Sources
Primary and secondary sources, trade publications, journals, textbooks, expert view, exhibitions, consumer press, competitors, customer surveys, internet, questionnaires, focus groups, interviews, canvassing, phone.

Principles of planning
APIC, SWOT.
Unit 304  
Research in the hair and beauty sector

Outcome 2  
Be able to carry out research relating to the hair and beauty sector

Practical skills
The learner can:
1. carry out research to collect data according to the investigation plan
2. obtain information from different sources
3. process the data collected
4. evaluate data and research collected
5. present the results from the research collected.

Underpinning knowledge
The learner can:
1. explain how to carry out research to gather data for the investigation plan
2. explain ways of obtaining information from different sources
3. explain how to use and process data
4. describe methods of evaluating data and research collected
5. explain the importance of including a bibliography when presenting research findings.

Range
Sources
Primary and secondary sources, trade publications, journals, textbooks, expert view, exhibitions, consumer press, competitors, customer surveys, internet, questionnaires, focus groups, interviews, canvassing, phone.

Data
Quantitative – graphs, charts, tables
Qualitative – interviews, scripts, reports.
Unit 305  Marketing in the hair and beauty sector

Level: 3
Credit value: 6
UAN: J/601/4463

Unit aims
This unit is about the knowledge, understanding and skills required for carrying out market research in the hair and beauty sector and promoting a hair or beauty product, treatment or service.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. be able to carry out market research in the hair and beauty sector
2. be able to promote hair and beauty products, services and treatments.

Guided learning hours
It is recommended that 32 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Habia.

Assessment
This unit will be assessed by:
• an assignment, which will be graded Pass, Merit or Distinction.
Unit 305  
**Marketing in the hair and beauty sector**

**Outcome 1**  
Be able to carry out market research in the hair and beauty sector

**Practical skills**

The learner can:

1. carry out market research in the hair and beauty sector
2. analyse data collected from market research carried out in the hair and beauty sector
3. produce a marketing plan to promote and enhance a business in the hair and beauty sector.

**Underpinning knowledge**

The learner can:

1. describe the principles of marketing
2. describe how to carry out market research
3. explain the importance of analysing data collected from market research
4. explain the importance of producing a marketing plan that will promote and enhance the business.

**Range**

**Market research**

Qualitative and quantitative, sample size for customers, competitors and suppliers.

**Marketing plan**

SWOT, PESTLE, ANSOFF, internal and external, APIC.

**Carry out market research**

Face-to-face, surveys, focus groups, interviews, canvassing, questionnaires, telephone, sample size, aims and objectives.
Unit 305  Marketing in the hair and beauty sector
Outcome 2  Be able to promote hair and beauty products, services and treatments

Practical skills
The learner can:
1. promote a hair and beauty product, service and/or treatment based on a marketing plan
2. communicate effectively when promoting a hair and beauty product, service and/or treatment
3. evaluate the effectiveness of the promotional activity and marketing plan.

Underpinning knowledge
The learner can:
1. explain the important role of advertising and PR in promoting a hair and beauty product, service and/or treatment
2. describe the different promotional methods and activities
3. explain the importance of effective communication when promoting a hair and beauty product, service and/or treatment
4. explain the importance of evaluating the effectiveness of promotional methods and activities and marketing plan.

Range
Promotional methods and activities
Social networking, networking events, like minded organisations ie Chamber of Commerce, professional organisations, trade events, radio, press, local, regional, national.
Unit 306  Human resource management within the hair and beauty sector

Level: 3  Credit value: 7  UAN: M/601/2481

Unit aims
The aim of this unit is allow the learner to develop an understanding of human resources management in relation to the hair and beauty sector; covering relevant employment legislation, modes of employment and relevant legislation to these employment options, employment rights and responsibilities, recruitment methods, job description, contracts of employment, appraisal systems, Continual Professional Development (CPD) and training opportunities.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. be able to research human resource management
2. be able to carry out a practical presentation.

Guided learning hours
It is recommended that 60 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Habia.

Assessment
This unit will be assessed by:
• practical tasks, and
• knowledge and understanding task(s) in an assignment.
Unit 306 Human resource management within the hair and beauty sector

Outcome 1 Be able to research Human Resource Management

**Practical skills**
The learner can:
1. research into Human Resource Management
2. use a variety of presentation methods including ICT
3. communicate and behave in a professional manner
4. follow safe and hygienic working practices.

**Underpinning knowledge**
The learner can:
1. describe the purpose of job descriptions
2. describe the purpose of contracts employment
3. state methods of employment options
4. explain relevant employment legislation, rights and responsibilities
5. identify a range of ICT applications that can be used in the hair and beauty sector
6. explain how to communicate in a professional manner.

**Range**

**Communicate**
Speaking, listening, body language, reading, following instructions, giving instructions, presentation.

**Safe and hygienic working practices**
Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and stylist, removal and accessories.

**Employment options**
Self employment, full or part time, permanent or temporary.

**Rights and responsibilities**
Rights: contract of employment, minimum wage, safe working environment, training (CPD)
Responsibilities: work safely to meet salon and legal requirements.

**ICT applications**
Internet searches, word processing, spreadsheets, databases, presentations.
Unit 306  Human resource management within the hair and beauty sector

Outcome 2  Be able to carry out a practical presentation

Practical skills
The learner can:
1. present a practical demonstration
2. evaluate the presentation.

Underpinning knowledge
The learner can:
1. state the cost implications of staff
2. describe the methodology of retaining staff
3. describe the function of industry associations.

Range
Methodology of retaining staff
Psychology of team behaviour, effective communication, motivation, conflict resolution, appraisals.

Industry associations
Advisory, Conciliation of Arbitration Services (ACAS), Hair and Beauty Industry (Habia), National Hairdressers Federation (NHF), Federation of Holistic Therapists (FHT), Guild of Holistic Therapists, Guild of Beauty Therapists, Guild of Nail Technicians, British International Spa Associations (BISA), Hairdressing Council, Guild of Hairdressers, Fellowship of British Hairdressing.
Unit 321 Apply micro-dermabrasion

Level: 3
Credit value: 4
UAN number: K/601/5329

Unit aim
This is a preparation for work unit which is based on capability and knowledge. This unit is about providing micro-dermabrasion treatments. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to prepare for skin treatment using micro dermabrasion
2. Be able to provide skin treatment using micro dermabrasion

Guided learning hours
It is recommended that 39 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the Beauty Therapy NOS, unit B13 and B14.

Support of the unit by a sector or other appropriate body (if required)
This unit is endorsed by Habia.

Assessment
This unit will be assessed by:
- practical tasks, and
- knowledge and understanding task(s) in an assignment or an on-line test.
Unit 321  
**Apply micro-dermabrasion**

Outcome 1  
Be able to prepare for skin treatment using micro-dermabrasion

**Practical skills**  
The learner can:

1. prepare themselves, client and work area for micro-dermabrasion skin treatment  
2. use suitable **consultation techniques** to identify treatment objectives  
3. advise the client on how to prepare for the treatment  
4. carry out a skin analysis  
5. provide clear recommendations to the client  
6. select **products** and tools to suit client treatment needs, **skin types and conditions**

**Underpinning knowledge**  
The learner can:

1. describe salon requirements for preparing themselves, the client and work area  
2. describe the **environmental conditions** suitable for micro-dermabrasion skin treatment  
3. describe the different **consultation techniques** used to identify treatment objectives  
4. describe how to select **products** and tools to suit client treatment needs, **skin types and conditions**  
5. describe known **contra-indications** that may restrict or prevent micro-dermabrasion treatment  
6. describe the importance of carrying out a skin analysis  
7. describe the effects and **benefits** of a micro-dermabrasion treatment

**Range**

**Consultation techniques**
Verbal: questioning techniques, language used, tone of voice  
Non-verbal: listening techniques, body language, eye contact, facial expressions  
Use of: visual aids, client records

**Products**
Cleansers, toners, moisturisers, specialist products

**Skin types and conditions**

**Skin types:** Normal, dry, oily, combination  
**Conditions:** Sensitive, mature, dehydrated

**Environmental conditions**
Warmth, ventilation, lighting, privacy, volume and type of music/sounds, pleasant aroma

**Contra-indications**

**Prevent treatment:** fungal infection, bacterial infection, viral infection, infestations, severe eczema, severe psoriasis, severe skin conditions, eye infections, during chemotherapy, during radiotherapy.  
**Restrict treatment:** broken bones, recent scar tissue, hyper-keratosis, skin allergies, cuts and abrasions, epilepsy, skin disorders, recent fractures and sprains, undiagnosed lumps and swellings, product allergies

**Benefits**
Improved skin texture and condition
Unit 321 Apply micro-dermabrasion

Outcome Be able to provide skin treatment using micro-dermabrasion

Practical skills
The learner can:
1. communicate and behave in a professional manner
2. follow health and safety working practices
3. position themselves and client correctly throughout the treatment
4. use products, tools and techniques to suit clients’ treatment needs, skin types and conditions
5. complete the treatment to the satisfaction of the client
6. record and evaluate the results of the treatment
7. provide suitable aftercare advice

Underpinning knowledge
The learner can:
1. explain how to communicate and behave in a professional manner
2. describe health and safety working practices
3. explain the importance of positioning themselves and the client correctly throughout the treatment
4. explain the importance of using products, tools and techniques to suit clients’ treatment needs, skin types and conditions
5. describe how treatment can be adapted to suit client treatment needs
6. state the contra-actions that may occur during and following treatments and how to respond
7. explain the importance of completing the treatment to the satisfaction of the client
8. explain the importance of completing treatment records
9. describe the methods of evaluating the effectiveness of the treatment
10. describe the aftercare advice that should be provided
11. describe the structure and function of the skin
12. describe the main diseases and disorders of the skin
13. describe skin types, conditions and characteristics
14. describe the growth cycle and repair of the skin
15. explain how natural ageing, lifestyle and environmental factors affect the condition of the skin
Range

**Communicate and behave**

**Communicate:** Speaking, listening, body language, reading, recording, following instructions, using a range of related terminology,

**Behave:** Working cooperatively with others, following salon requirements

**Health and safety working practices**
Methods of sterilisation, disposal of contaminated waste, legislation, positioning of client and therapist, removal of accessories, duration of equipment usage, equipment testing

**Products**
Cleansers, toners, moisturisers, specialist products

**Skin types and conditions**

**Skin types:** Normal, dry, oily, combination

**Conditions:** Sensitive, mature, dehydrated

**Aftercare advice**
24 hours following treatment: no heat treatments. 12 hours following treatment: avoid make-up, avoid touching the area. Homecare advice, lifestyle changes, future treatment needs, product recommendations, possible reactions.

**Methods of evaluating**
Visual, verbal, written feedback, repeat business.
Unit 401  Quality management of client care in the hair and beauty sector

Level: 4  
Credit value: 12  
UAN: M/601/5350

Unit aims
This unit is about the knowledge and skills required to effectively manage the quality of client care within the hair and beauty sector. It covers evaluating client care procedures, the use of client feedback and the analysis of this, implementation and monitoring of quality management procedures and the evaluation of these.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. be able to review the overall client service experience as part of quality assurance
2. be able to implement and monitor procedures to improve the overall client service experience.

Guided learning hours
It is recommended that 50 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Habia.

Assessment
This unit will be assessed by:
• an assignment, which will be graded Pass, Merit or Distinction.
Unit 401  Quality management of client care in the hair and beauty sector

Outcome 1  Be able to review the overall client service experience as part of quality assurance

Practical skills
The learner can:
1. evaluate client care procedures, using quality assurance and inspection processes
2. conduct a client satisfaction survey
3. use client feedback and complaints to inform a review of the client service experience
4. draw conclusions from the client satisfaction survey and client complaints
5. analyse client expectations
6. analyse the impact of client satisfaction on the business.

Underpinning knowledge
The learner can:
1. describe different quality assurance and inspection processes used within businesses in the hair and beauty sector
2. describe how to conduct a client satisfaction survey
3. explain the value of feedback and client complaints in reviewing the client service experience
4. explain the importance of meeting clients’ expectations.

Range
Client care procedures
Reception, consultation, carrying out of services/treatments, aftercare advice.

Quality assurance processes (PS1)
Professional working standards, CPD/training/action planning, qualifications, health and safety, Investors in People.

Inspection processes (PS1)
Compliance and legislation, policies and procedures, standardisation, client feedback, ISO 900, visual questioning, oral questioning.

Client satisfaction survey
Face-to-face, anonymous (written).

Client expectations
Global, cultural, standardisation, Equality Act.

Quality assurance processes (UPK1)
Professional working standards, CPD, CPD/training/action planning, qualifications, health and safety, Investors in People, ISO 900, Industry standards.

Inspection processes (UPK1)
Compliance and legislation, policies and procedures, standardisation, client feedback, visual questioning, oral questioning
Unit 401  Quality management of client care in the hair and beauty sector

Outcome 2  Be able to implement and monitor procedures to improve the overall client service experience

Practical skills
The learner can:
1. recommend approaches to, or ways of, improving the client service experience
2. engage staff in consultation necessary for effective implementation of a quality scheme
3. evaluate the effectiveness of newly implemented procedures
4. propose new systems or modifications to existing systems that could improve the client service experience.

Underpinning knowledge
The learner can:
1. evaluate own quality management of client care
2. describe different approaches to quality management of client care within the hair and beauty sector
3. explain the importance of staff engagement to the success of newly implemented procedures
4. explain the importance of monitoring the effectiveness of newly implemented procedures
5. explain the factors necessary for ‘continuous improvement’
6. explain how quality management can be measured.

Range
Measured
Standardisation, client feedback, visual questioning, oral questioning.
Unit 402  Salon management

Level: 4  
Credit value: 10  
UAN: K/601/4469

Unit aims
This unit is about the knowledge and skills required for salon management. It covers planning management of products and services and salon management duties.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. be able to plan the management of products and services in the salon
2. be able to undertake salon management duties.

Guided learning hours
It is recommended that 50 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Habia.

Assessment
This unit will be assessed by:
• an assignment, which will be graded Pass, Merit or Distinction.
Unit 402  Salon management
Outcome 1  Be able to plan the management of products and services in the salon

Practical skills
The learner can:
1. produce a plan with operational objectives for the management of products and services
2. analyse data for use in management planning
3. allocate staff to meet operational objectives
4. devise and implement salon requirements for staff to prepare themselves, the client and work area for service(s)
5. monitor working practices by reviewing different client consultations, services and client records
6. evaluate methods of stock control, maintenance and replacement
7. evaluate stock levels, tools, equipment and facilities with regard to the salon’s clientele
8. plan methods of maintaining and increasing salon revenue.

Underpinning knowledge
The learner can:
1. explain the importance of planning operational objectives to manage products and services
2. explain how data is used in management planning
3. explain how to allocate staff to meet operational objectives
4. describe the salon requirements for staff to prepare themselves, the client and work area for service(s)
5. outline the criteria by which client consultations, services and client records are reviewed
6. explain how to maintain stock levels, tools, equipment and facilities in a salon
7. explain how to maintain and increase salon revenue.

Range
Management planning (PS2)
SWOT, PESTL, competitor analysis, CRM.

Salon requirements
Salon policies and procedures, legislation, insurance and public liability.

Working practices
Professionalism, legislation.

Methods
Change management, PESTL, marketing.

Management planning (UPK 2)
MIS, MKIS.
Unit 402  
Salon management  
Outcome 2  
Be able to undertake salon management duties

**Practical skills**  
The learner can:  
1. manage the salon in a professional manner  
2. implement health and safety working practices in line with relevant legislation  
3. use **workforce planning** to assess employee requirements  
4. provide clear recommendations for the improvement of working practices  
5. evaluate own **communication and management style**  
6. evaluate the importance of providing clear recommendations for the improvement of workplace practices  
7. assess factors to be considered when employing **subcontractors**.

**Underpinning knowledge**  
The learner can:  
1. describe factors that must be considered when implementing health and safety working practices  
2. explain the role of appraisal and management schemes within the organisation  
3. describe the factors that influence working relationships, including lines of authority, role and responsibilities of employees, objectives associated with working relationships  
4. describe **contractual regulations of employment** and how legislation affects employment in the salon.

**Range**  
**Workforce planning**  
Training, CPD, appraisals, skills analysis, flexible working arrangements.

**Communication**  
Verbal, non-verbal.

**Management style**  
For example Maslow, Henrich, Cobbs, “X and Y” – dependant on own choice of management style.

**Factors**  
Right to work, Equality Act, equipment, insurance, contractual issues.

**Subcontractors**  
Self-employed, associates, part-time staff, agency staff, specialist staff.

**Contractual regulations of employment**  
Minimum wage, Equality Act, flexible working, period of notice, working hours.
Unit 407  Physiology of ageing

Level: 4  
Credit value: 10  
UAN: A/601/5349

Unit aims  
This unit is about the knowledge and understanding surrounding the physiology of ageing. It covers the nature of ageing, the cause and effects ageing has on the skin, degenerative disorders and the use of beauty therapy products and treatments to delay the ageing process.

Learning outcomes  
There are four learning outcomes to this unit. The learner will:
1. understand the nature of ageing
2. understand the causes and effects of ageing of the skin
3. understand the cause and effects of degenerative disorders as a result of the ageing process
4. understand how beauty therapy treatments and products may delay the ageing process.

Guided learning hours  
It is recommended that 64 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Endorsement of the unit by a sector or other appropriate body  
This unit is endorsed by Habia.

Assessment  
This unit will be assessed by:
• an assignment, which will be graded Pass, Merit or Distinction.
Unit 407  Physiology of ageing
Outcome 1  Understand the nature of ageing

Underpinning knowledge
The learner can:
1. describe the characteristics of ageing
2. explain the differences between intrinsic and extrinsic environmental effects on the skin which contribute to the ageing process
3. critically compare different theories of ageing
4. explain the ageing process in cells and tissues.

Range
Characteristics of ageing
Skin, hair (changes in growth patterns, nails, postural, musculo-skeletal).

Intrinsic and extrinsic
**Intrinsic**: genetic, hormonal effects on tissues
**Extrinsic**: UV, lifestyle (smoking, alcohol consumption).

Theories of ageing
Cellular change, genetic change.

Cells and tissues
**Cells**: metabolic rate, cell division, mitosis
**Tissues**: connective, epithelial, muscular, nervous.
Unit 407

Outcome 2

Physiology of ageing

Understand the causes and effects of ageing of the skin

Underpinning knowledge

The learner can:

1. analyse the changes which occur to the repair mechanisms of the skin with ageing
2. explain how ageing causes microscopic changes to the structure of skin
3. evaluate the causes of changes to the skin when ageing
4. explain pathological conditions of the skin which may occur as a result of ageing
5. explain the ageing effect of UV on the skin
6. recommend precautions to minimise damage caused by UV light.

Range

Repair mechanisms

Wound healing, mitosis, immunity.

Microscopic changes to the structure

Collagen, elastin, atrophy of tissues, melanocytes and sebaceous glands.

Pathological conditions of the skin

Lentigines, telangiectasia, skin tumours, Suderiferous (sweat) gland disorders (bromidrosis – body odour, anhidrosis – lack of sweating, Hyperhidrosis – excessive sweating, miliaria rubra - prickly heat), Pigmentation disorders (ephilides – freckles, chloasma, vitiligo, albinism, vascular naevi, erythema, dilated capillaries), Skin disorders involving abnormal growth (psoriasis, seborrheic or senile warts, verrucae filiformis or skin tags, keloids) malignant tumours (squamous cell carcinomas or prickle-cell cancers, basal cell carcinomas or rodent ulcers, melanoma), allergies (dermatitis, eczema, urticaria – nettle rash or hives) bacterial infections (impetigo, conjunctivitis, Hordeolum – stye, furuncles – boils, carbuncles, paronchyia – tissue surrounding nails, conjunctivitis/pink eye) Viral infections (herpes simplex, herpes zoster or shingles, verrucae or warts, molluscum) Infestations (scabies or itch mites, pediculosis capitis or head lice, pediculosis pubis, pediculosis corporis), Fungal diseases (tinea corporis – body ringworm, tinea capitis – ringworm of the head, tinea pedis – athlete’s foot).

Effect of UV on the skin

Collagen, elastin, epidermal thickness, blood vessels, melanocytes
Unit 407  
Outcome 3  
**Physiology of ageing**

Understand the cause and effects of degenerative disorders as a result of the ageing process

**Underpinning knowledge**
The learner can:

1. explain possible causes of degenerative disorders and their effects on the:
   - skeletal system
   - muscular system
   - nervous system
   - cardiovascular system
   - immune system
   - respiratory system

2. describe contra-indications to beauty therapy treatments when a degenerative disorder is present.

**Range**

**Degenerative disorders**

**Skeletal:** Osteoarthritis, Osteoporosis.

**Muscular:** general loss of strength and tone.

**Nervous:** Dementia, Parkinson’s.

**Cardiovascular:** Atherosclerosis.

**Immune system:** reduced activity.

**Respiratory system:** reduced lung capacity.

**Beauty therapy treatments**

Electrical treatments, laser treatments.
Unit 407  
Outcome 4

Physiology of ageing
Understand how beauty therapy treatments and products may delay the ageing process

Underpinning knowledge
The learner can:
1. justify how beauty therapy treatments and products may delay the skin ageing process
2. evaluate the performance of beauty therapy treatments and products considered to delay the ageing process.

Range

Beauty therapy treatments and products
Treatments: EMS, micro current, microdermabrasion, body wraps.
Products: moisturisers, UV screens, fruit acids, vitamins, injectables.
Unit 409 Laser and light treatments for hair removal

Level: 4  
Credit value: 10  
UAN: D/601/5652

Unit aims  
This unit is about the skills and knowledge required for laser and light treatments for hair removal. It includes both the preparation and the provision of the treatment.

Learning outcomes  
There are two learning outcomes to this unit. The learner will:  
1. be able to prepare for laser and light treatments  
2. be able to provide laser and light treatments.

Guided learning hours  
It is recommended that 74 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards  
This unit is linked to the Habia NOS, Unit B31.

Endorsement of the unit by a sector or other appropriate body  
This unit is endorsed by Habia.

Assessment  
This unit will be assessed by:  
- an assignment, which will be graded Pass, Merit or Distinction.

To take this unit, the learner will need to:  
- take either the Health & Safety unit or have prior industry experience, and  
- have achieved Facial Electrotherapy.
Unit 409  Laser and light treatments for hair removal
Outcome 1  Be able to prepare for laser and light treatments

Practical skills
The learner can:
1. prepare themselves, client and work area for laser and light treatment for hair removal
2. use suitable consultation techniques to identify treatment objectives
3. carry out skin and hair analysis and any relevant tests to identify any influencing factors
4. provide clear recommendations to the client based on outcomes of skin and hair analysis
5. select products, tools and equipment to suit client treatment needs, hair types, skin types and conditions
6. select personal protective equipment that should be worn by client and therapist during laser and light treatment for hair removal.

Underpinning knowledge
The learner can:
1. explain salon requirements for preparing themselves, the client and work area
2. explain the environmental conditions suitable for laser and light treatment for hair removal
3. explain the different consultation techniques used to identify treatment objectives
4. explain the importance of carrying out a detailed skin and hair analysis and relevant tests
5. explain how to select laser and light treatment equipment to suit client skin and hair types and conditions
6. identify the range of equipment used for laser and light treatment for hair removal
7. explain the contra-indications that prevent or restrict laser and light treatment for hair removal
8. explain the required legislation for laser and light treatment and the importance of compliance with regulations.

Range
Prepare
Preparation of work area
Work area is set up to meet safety and hygiene standards (cleaned, sterilised and disinfected) medical protocol Organisational procedures and to the manufactures instructions. No mirrors to be in treatment room, windows are blacked out and that there are no reflective surfaces.

Preparation of therapist
Personal hygiene and appearance meets accepted industry and organisational standards, correct uniform, including enclosed flat shoes. Correct PPE (optical density eyewear) powder free vinyl gloves. Hands are disinfected before and after each treatment or as required throughout the treatment.

Preparation of client
Correct PPE (optical density eyewear), headband, and towels. Area to be treated is suitable for hair reduction treatment, shaved, cleaned, oil free, and dry. Area to be treated is accurately marked out using the correct methods as per manufacturer’s instructions and medical protocol.

Consultation techniques
Verbal: questioning techniques, language used, tone of voice
Non-verbal: listening techniques, body language, eye contact, facial expressions
Use of: visual aids, client records, skin typing using Fitzpatrick scale, pre-treatment advice.
**Skin analysis**
Full and thorough check of skin condition and all relevant factors, take photographic evidence, use of mirror to identify areas to clients, full records taken, patch test to monitor the level of skin reaction

**Hair analysis**
Hair colour (dark pigment, medium pigment)
Hair density (coarse, fine)

**Tests**
Patch tests.

**Influencing factors**
Results of patch test, results of skin typing as per Fitzpatrick scale, contra indications, medication prescribed or herbal, medical history, medical treatment, clients expectations, the effects of ultra violet radiation on the skin and the natural shade of the skin, Fitzpatrick scale to identify the clients skin classification to predict clients suitability for treatment. Factors that make certain clients less suitable for laser and intense pulsed light treatments for hair removal.

**Clear recommendations**
Outline realistic aims and objectives, any potential undesired results that may occur, treatment duration/course, treatment costs, how the treatment is affected by other treatments (epilation, tanning – UV and self tanning, skin peels and microdermabrasion)

**Products**
Skin cleansing products, aftercare products, SPF 30+

**Tools**
Disposable spatulas, head band, disposable razors, towels, correct PPE, cold packs, ultrasound/cosmetic clear gel, white eyeliner pencil, pencil sharpeners, cotton wool buds, pads, tissues, alcohol wipes

**Equipment**
Laser or intense pulse light machines, hand piece, cold air cooling devices, cooling heads

**Personal protective equipment**
Optical density eyewear, non powdered vinyl gloves

**Environmental conditions**
Heating, lighting, privacy, adequate safe space, ventilation, appropriate sound and visual stimulation.

**Laser and light treatment equipment to suit client skin and hair types and conditions**
Selection of correct laser or intense pulse light equipment will depend upon the outcome of the consultation and skin typing according to the Fitzpatrick scale, clients hair colour and density.

**Equipment**
Laser or Intense Pulse Light machine, foot pedal, cooling devices, selection of correct laser or IPL head to be used, optical density eyewear.
Contra-indications that prevent or restrict

Prevent
sun tanned skin, self tanned skin, tanning injections, tinted moisturisers, pregnancy, certain prescribed medication, certain herbal medication, photo sensitive medication, inappropriate skin type and colour, skin cancer, receiving chemotherapy and radiotherapy, epilepsy, diabetes, loss of tactile sensation, infectious diseases and disorders, hyper or hypo tension - following guidelines of manufacturer and the British Medical Laser Association

Restrict
tattoos, semi-permanent make-up, eczema, psoriasis in area to be treated and any other restrictions as per manufacturer’s guidelines

Legislation
Health and safety at work act, local government act, local bye laws.
Unit 409  Laser and light treatments for hair removal

Outcome 2  Be able to provide laser and light treatments

Practical skills
The learner can:
1. **communicate and behave** in a professional manner
2. follow **health and safety working practices**
3. position themselves and client correctly throughout the treatment
4. use **products, tools, equipment** and **techniques** to suit clients treatment needs
5. **adapt** treatment to suit client needs and skin and hair conditions
6. complete the treatment to the satisfaction of the client
7. **record** and evaluate the results of the treatment
8. provide suitable **aftercare advice**.

Underpinning knowledge
The learner can:
1. explain how to **communicate and behave** in a professional manner
2. explain **health and safety working practices**
3. explain the importance of **positioning themselves** and the client correctly throughout treatment
4. explain the importance of using products, tools, equipment and techniques to suit clients treatment needs, skin types and conditions
5. explain how to work on different **treatment areas**
6. explain the consequences of inaccurate identification of client skin type/colouring according to Fitzpatrick scale
7. describe how treatments can be adapted to suit client treatment needs and skin and hair conditions
8. explain the **contra-actions** that may occur during and following treatments
9. explain the **methods of evaluating** the effectiveness of the treatment
10. summarise the **aftercare advice** that should be provided to prevent post-treatment damage
11. explain the suitable **methods** of dealing with reappearance of skin condition between treatments
12. explain different **skin and hair types, conditions, diseases and disorders**
13. explain the **structure and functions of the skin**
14. explain the **principles of skin healing**
15. explain the structure and function of the endocrine system and its effect on hair growth
16. explain growth patterns and causes of hair growth
17. explain the **structure and function of circulatory and lymphatic systems**.

Range
**Communicate:** speaking, listening, body language, reading, recording, following instructions, using a range of related terminology.
**Behave:** working cooperatively with others, follow salon requirements.

**Health and safety working practices**
Methods of sterilisation, disposal of contaminated waste, legislation, positioning of client and therapist, removal of accessories, duration of equipment usage, intensity of fluence, equipment testing, PPE, use of dressings.
Products
Skin cleansing products, aftercare products, SPF 30+

Tools
Disposable spatulas, head band, disposable razors, towels, correct PPE, cold packs, ultrasound/cosmetic clear gel, white eyeliner pencil, pencil sharpener, cotton wool buds, pads, tissues, alcohol wipes

Equipment
Laser or intense pulse light machines, hand piece, cold air cooling devices, cooling heads.

Techniques
Ensuring the hand piece is used at the correct angle and pressure, according to the manufacturer’s instructions and medical protocol. Delivering the laser and intense pulse light beam in the required treatment area according to the manufacturer’s instructions and medical protocol. Working logically and systemically to cover all areas that are to be treated. To stop treatment should any contra-actions occur complying with manufacturer’s instructions and medical protocol.

Adapt
Adapting the treatment and settings of the laser or intense pulse light to suit the client’s skin type according to the Fitzpatrick scale, colour and thickness of hairs to be treated

Record
Photographic evidence, full consultation records - signed and dated by both client and therapist.
To accurately record: client ref. no, area treated, treatment time, wavelength, fluence, pulse length/duration, total amount of shots

Aftercare advice
Use of cooling gels, the use of correct and recommended skin care products during and after the healing process. The use of SPF 30+. Avoiding over exposure to the sun or sun beds. Avoid any other heat treatments such as saunas, steam rooms, Jacuzzi’s, hot tubs, hot baths, and hot showers. Avoid swimming or any other physical activity for 24 hours

Positioning themselves
To prevent personal injury, to prevent injury to the client. To ensure correct delivery of treatment

Treatment areas
Face, lip chin, neck chest or breast, underarms, arms, hands, legs, bikini line, abdomen, back.

Contra-actions
Erythema, oedema around hair follicles, frazzling of hair. Smell of burning hair, sever burning, blistering, scabbing, hyper or hypo-pigmentation, small risk of scarring and permanent discolouration

Methods of evaluating
Visual, verbal, written feedback, repeat business, photographic evidence, increased business.

Aftercare advice
To include the use of cooling gels, the use of correct and recommended skin care products during and after the healing process. The use of SPF 30+. Avoiding over exposure of the sun or sun beds. Avoid any other heat treatments such as saunas, steam rooms, Jacuzzis, hot tubs, hot baths, and hot showers. Avoid swimming or any other physical activity for 24 hours
Methods
Continue to use recommended products and follow therapist’s advice.

Skin types
Normal, dry, oily, combination.

Hair types
Coarse, fine, vellus, superfluous

Conditions
Sensitive, dehydrated, moist, skin ageing (all ages).

Diseases and disorders
a  Bacterial infections:
   i  impetigo
   ii  conjunctivitis
   iii  hordeolum – stye
   iv  boils/cysts
b  Viral infections:
   i  herpes simplex
   ii  herpes zoster or shingles
   iii  verrucae or warts
   iv  molluscum contagiosum
c  Fungal diseases:
   i  tinea corporis – body ringworm
   ii  tinea barbae
   iii  tinea versicolor
d  Sebaceous gland disorders:
   i  milia
   ii  comedones – blackheads
   iii  seborrhoea
   iv  sebaceous cysts
   v  acne vulgaris
e  Suderiferous (sweat) gland disorders:
   i  Hyperhidrosis – excessive sweating
   ii  miliaria rubra (prickly heat)
f  Pigmentation and vascular disorders:
   i  ephelides – freckles
   ii  chloasma
   iii  vitiligo
   iv  albinism
   v  vascular nevus
   vi  erythema
   vii  rosacea
   viii  telangiectaria / dilated capillaries
   ix  port wine stain
   x  age spots/lentigines
   xi  hyper & hypo pigmentation
   xii  Campbell De Morgan
   xiii  Spider naevus
g Skin disorders involving abnormal growth:
   i psoriasis
   ii seborrheic keratosis
   iii fibro epithelial polyps or skin tags
   iv keloids

h Malignant tumours:
   i squamous cell carcinomas or prickle-cell cancers
   ii basal cell carcinomas or rodent ulcers
   iii malignant melanoma
   iv cutaneous horns

i Allergies:
   i dermatitis
   ii eczema
   iii urticaria – nettle rash or hives.

Structure of the skin

a Main layers:
   i epidermis
   ii dermis
   iii subcutaneous.

b Epidermis – layers/structures:
   i horny – stratum corneum
   ii clear – stratum lucidum
   iii granular – stratum granulosum
   iv prickle cell – stratum spinosum
   v basal cell – stratum germinativum.

c Dermis - layers/structures:
   i papillary layer
   ii reticular layer
   iii subcutaneous layer
   iv hair in follicle
   v hair bulb
   vi dermal papilla
   vii arrector pili muscle
   viii eccrine and apocrine sweat glands and ducts
   ix sebaceous gland and sebum
   x blood and lymph capillary network
   xi sensory and motor nerve fibres and endings
   xii microcirculation of blood
   xiii skin receptors, pain receptors in the skin.

d Subcutaneous:
   i Adipose tissue.

Function of the skin – to provide:

a sensation: temperature; touch; pressure; pain
b heat regulation: sweating; vasoconstriction; vasodilation
c absorption
d protection
e excretion
f secretion
vitamin production (vitamin D generation).
Principles of skin healing
Stages of skin healing, injured tissue and inflammation, new vessel and tissue remodelling, healed wounds

Structure and function endocrine system
The major endocrine glands, the hormone secreted and their actions (pituitary, thyroid, parathyroid, pancreas, adrenal, gonads. (polycystic ovarian syndrome) hirsutism, hypertrichosis.

Structure and function of circulatory and lymphatic systems
The functions of the blood:
- a. transports oxygen from the lungs to the cells of the body
- b. transports carbon dioxide from the cells to the lungs
- c. transports waste products from the cells to the kidneys, lungs
- d. transports hormones from the endocrine glands to the cells
- e. transports enzymes to the appropriate cells
- f. helps in the regulation of body temperature
- g. prevents fluid loss through its clotting mechanism
- h. transports white corpuscles to the source of infection
- i. transports nutrients from the digestive tract to the cells of the body.

Types of blood vessel: their structure and purpose
- a. Arteries:
  - i. thick-walled, muscular, elastic vessels conveying blood from the heart to the arterioles
  - ii. help maintain blood pressure.
- b. Arterioles:
  - i. small arteries which convey blood to the capillaries.
- c. Capillaries:
  - i. microscopic blood vessels composed of a single layer of cells
  - ii. connect arterioles and venules
  - iii. allow the passage of nutrients and waste products between the blood and tissue cells
  - iv. capillaries help to regulate body temperature by dilating or contracting.
- d. Venules:
  - i. form when groups of capillaries join
  - ii. collect blood from capillaries and drain into veins
  - iii. thinner walled than arteries.
- e. Veins:
  - i. convey blood back to the heart from the venules
  - ii. contain valves to prevent back flow
  - iii. thinner walled than arteries.

The origin, composition, basic flow of lymph fluid
- a. Clear, straw-coloured, tissue fluid derived from blood plasma through capillary filtration
- b. Comprises plasma substances eg fibrinogen; serum albumin; serum globulin; water; lymphocytes
- c. Lymphatic system returns tissue fluid to blood.
The structure and function of lymph capillaries and lymph vessels

a  Lymphatic capillaries:
   i  thin-walled, permeable,
   ii  collect tissue fluid
   iii  return some interstitial fluid to veins
   iv  carry lymph to lymphatic vessels.

b  Lymphatic vessels:
   i  contain valves to prevent backflow
   ii  transport lymph through lymphatic nodes.
Unit 410  Laser and light treatments for skin rejuvenation

Level: 4  
Credit value: 10  
UAN: T/601/5656

Unit aims  
This unit is about the skills and knowledge required for carrying out laser and light treatments for skin rejuvenation.

Learning outcomes  
There are two learning outcomes to this unit. The learner will:
1. be able to prepare for skin rejuvenation treatment
2. be able to provide laser and light treatment for skin rejuvenation.

Guided learning hours  
It is recommended that 74 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards  
This unit is linked to the Habia NOS, Unit B32.

Endorsement of the unit by a sector or other appropriate body  
This unit is endorsed by Habia.

Assessment  
This unit will be assessed by:
• an assignment, which will be graded Pass, Merit or Distinction.

To take this unit, the learner will need to:
• take either the Health & Safety unit or have prior industry experience, and
• have achieved Facial Electrotherapy.
Unit 410  Laser and light treatments for skin rejuvenation

Outcome 1  Be able to prepare for skin rejuvenation treatment

Practical skills
The learner can:
1. prepare themselves, client and work area for laser or light treatment for skin rejuvenation
2. use suitable consultation techniques to identify treatment objectives
3. carry out skin analysis and any relevant tests to identify any influencing factors
4. provide clear recommendations to the client based on outcomes of skin analysis
5. select products, tools and equipment to suit client treatment needs, skin types and conditions
6. select personal protective equipment that should be worn by client and therapist during laser and intense pulsed light treatments.

Underpinning knowledge
The learner can:
1. explain salon requirements for preparing themselves, the client and work area
2. explain the environmental conditions suitable for laser and light treatments for skin rejuvenation
3. explain the different consultation techniques used to identify treatment objectives
4. explain the importance of carrying out a detailed skin analysis and relevant tests
5. explain how to select laser or intense pulsed light equipment to suit client skin types and conditions
6. identify the range of equipment used for laser and intense pulsed light treatment for skin rejuvenation
7. explain the contra-indications that prevent or restrict advanced laser or intense pulsed light treatment for skin rejuvenation
8. explain the required legislation for laser and intense pulsed light treatments and the importance of compliance with regulations.

Range
Prepare
Preparation of work area
Work area is set up to meet safety and hygiene standards (cleaned, sterilised and disinfected) medical protocol organisational procedures and to the manufactures instructions. No mirrors to be in treatment room, windows are blacked out and that there are no reflective surfaces.

Preparation of therapist
Personal hygiene and appearance meets accepted industry and organisational standards, correct uniform, including- enclosed flat shoes. Correct PPE (optical density eyewear) powder free vinyl gloves. Hands are disinfected before and after each treatment or as required throughout the treatment.

Preparation of client
Correct PPE (optical density eyewear), headband, and towels. Area to be treated is suitable for hair reduction treatment, shaved, cleaned, oil free, and dry. Area to be treated is accurately marked out using the correct methods as per manufacturer’s instructions and medical protocol.
Consultation techniques
**Verbal:** questioning techniques, language used, tone of voice
**Non-verbal:** listening techniques, body language, eye contact, facial expressions
**Use of:** visual aids, client records, skin typing using Fitzpatrick technique.

Skin analysis
Full and thorough check of skin condition and all relevant factors, take photographic evidence, use of mirror to identify areas to clients, full records taken, patch test to monitor the level of skin reaction

Tests
Patch tests.

Influencing factors
results of patch test, results of skin typing as per Fitzpatrick scale, contra indications, medication prescribed or herbal, medical history, medical treatment, clients expectations, the effects of ultra violet radiation on the skin and the natural shade of the skin, client’s suitability, condition to be treated, Fitzpatrick scale

Clear recommendations
Outline realistic aims and objectives, any potential undesired results that may occur, treatment duration/course, treatment costs, how the treatment is affected by other treatments

Products
Skin cleansing products, aftercare products, SPF 30+

Tools
Disposable spatulas, head band, disposable razors, towels, correct PPE, cold packs, ultrasound/cosmetic clear gel, white eyeliner pencil, pencil sharpener, cotton wool buds, pads, tissues, alcohol wipes

Equipment
Laser or intense pulse light machines, hand piece, cold air cooling devices, cooling heads.

Personal protective equipment
Optical density eyewear, non powdered vinyl gloves

Environmental conditions
Heating, lighting, privacy, adequate safe space, ventilation, appropriate sound and visual stimulation.

Laser or intense pulsed light equipment to suit client skin types and conditions
Selection of correct laser or intense pulse light equipment will depend upon the outcome of the consultation and skin typing according to the Fitzpatrick scale, client’s skin condition and area to be treated

Equipment
Laser or Intense Pulse Light machine, foot pedal, cooling devices, selection of correct laser or IPL head to be used, optical density eyewear.
**Contra-indications**

**Prevent**
sun tanned skin, self tanned skin, tanning injections, tinted moisturisers, pregnancy, melasma/chloasma, certain prescribed medication, certain herbal medication, photo sensitive medication, inappropriate skin type and colour, skin cancer, receiving chemotherapy and radiotherapy, epilepsy, diabetes, loss of tactile sensation, infectious diseases and disorders hyper or hypo tension. Follow manufacturer guidelines and British Medical Laser Association

**Restrict**
tattoos, semi-permanent make-up, eczema, psoriasis in the area to be treated and any other restrictions as per manufacturers guidelines

**Legislation**
Health and safety at work act, local government act, local bye laws.
Unit 410  Laser and light treatments for skin rejuvenation

Outcome 2  Be able to provide laser and light treatment for skin rejuvenation

Practical skills
The learner can:
1. communicate and behave in a professional manner
2. position themselves and client correctly throughout the treatment
3. use products, tools, equipment and techniques to suit clients treatment needs
4. follow health and safety working practices
5. adapt treatment to suit client needs and skin and hair conditions
6. complete the treatment to the satisfaction of the client
7. record and evaluate the results of the treatment
8. provide suitable aftercare advice.

Underpinning knowledge
The learner can:
1. explain how to communicate and behave in a professional manner
2. explain health and safety working practices
3. explain the importance of positioning themselves and the client correctly throughout treatment
4. explain the importance of using products, tools, equipment and techniques to suit clients treatment needs, skin types and conditions
5. explain conditions that can be treated with IPL or Laser and how to work on different treatment areas
6. explain the consequences of inaccurate identification of client skin type/colouring according to Fitzpatrick scale
7. describe how treatments can be adapted to suit client treatment needs and skin conditions
8. explain the contra-actions that may occur during and following treatments
9. explain the methods of evaluating the effectiveness of the treatment
10. summarise the aftercare advice that should be provided to prevent post-treatment damage
11. explain the suitable methods of dealing with reappearance of skin condition between treatments
12. explain the effects and benefits of laser or intense pulsed light on the skin and underlying issues
13. explain different skin types, conditions, diseases and disorders
14. explain the structure and functions of the skin
15. explain the principles of skin healing
16. explain how natural ageing, lifestyle and environmental factors affect the condition of the skin and underlying structures
17. explain the structure and function of the endocrine system and its effect on skin conditions
18. explain the structure and function of circulatory and lymphatic systems.
Range

Communicate: speaking, listening, body language, reading, recording, following instructions, using a range of related terminology.

Behave: working cooperatively with others, follow salon requirements.

Products
Skin cleansing products, aftercare products, SPF 30+

Tools
Disposable spatulas, head band, disposable razors, towels, correct PPE, cold packs, ultrasound/cosmetic clear gel, white eyeliner pencil, pencil sharpener, cotton wool buds, pads, tissues, alcohol wipes

Equipment
Laser or intense pulse light machines, hand piece, cold air cooling devices, cooling heads.

Techniques
Ensuring the hand piece is used at the correct angle and pressure, according to the manufacturer’s instructions and medical protocol. Delivering the laser and intense pulse light beam in the required treatment area according to the manufacturer’s instructions and medical protocol. Working logically and systematically to cover all areas that are to be treated. Stretching and manipulating the skin according to the area to be treated. To stop treatment should any contractions occur complying with manufacturer’s instructions and medical protocol.

Health and safety working practices
Methods of sterilisation, disposal of contaminated waste, legislation, positioning of client and therapist, removal of consumables, duration of equipment usage, intensity of fluence, equipment testing, PPE, use of dressings, use of cooling devices before and after treatment.

Adapt
Adapting the treatment and settings of the laser or intense pulse light to suit the client's skin type according to the Fitzpatrick scale, condition to be treated and the condition of the skin

Record
Photographic evidence, full consultation records - signed and dated by both client and therapist. To accurately record: client ref. no, area treated, treatment time, wavelength, fluence, pulse length/duration, total amount of shots

Aftercare advice
Use of cooling gels, the use of correct and recommended skin care products during and after the healing process. The use of SPF 30+. Avoiding over exposure of the sun or sun beds. Avoid any other heat treatments such as saunas, steam rooms, Jacuzzi’s, hot tubs, hot baths, and hot showers. Avoid swimming or any other physical activity

Treatment areas
Face, neck, chest, hands and other area with treatable lesions.

Conditions
Rosacea, Spider Naevii, Facial Telangiectasia, Campbell De Morgan Spots, Poikiloderma of Civatte, Sun Damage, Freckles, Lentigines (age spots, liver spots), Fine lines and wrinkles
**Contra-actions**

Erythema, oedema, bruising, blanching, greying or darkening of vascular lesions, darkening and crusting of pigmented lesions severe burning, blistering, scabbing, hyper or hypo-pigmentation, small risk of scarring and permanent discolouration

**Methods of evaluating**

Visual, verbal, written feedback, repeat business, photographic evidence, increased business.

**Effects and benefits**

Improves skin texture and skin tone, skin looks more uniform in colour, Reduction of fine lines, evening out of pigmentation, reduction of telangiectasia, spider naevi and Campbell de morgan spots, controlling rosacea, improving the appearance of photo aged skin.

**Skin types**

Normal, dry, oily, combination.

**Conditions**

Sensitive, dehydrated, moist, skin ageing (all ages).

**Diseases and disorders**

a  Bacterial infections:
   i  impetigo
   ii  conjunctivitis
   iii  hordeolum – sty
   iv  boils/cysts
b  Viral infections:
   i  herpes simplex
   ii  herpes zoster or shingles
   iii  verrucae or warts
   iv  molluscum contagiosum
c  Fungal diseases:
   i  tinea corporis – body ringworm
   ii  tinea barbae
   iii  tinea versicolour
d  Sebaceous gland disorders:
   i  milia
   ii  comedones – blackheads
   iii  seborrhoea
   iv  sebaceous cysts
   v  acne vulgaris
e  Suderiferous (sweat) gland disorders:
   i  Hyperhydrosis – excessive sweating
   ii  miliaria rubra (prickly heat)
f  Pigmentation and vascular disorders:
   i  ephelides – freckles
   ii  chloasma
   iii  vitiligo
   iv  albinism
   v  vascular nevus
   vi  rosaces
   vii  erythema
   viii  telangiectaria / dilated capillaries
   ix  port wine stain
   x  age spots/lentignes
   xi  hyper & hypo pigmentation
   xii  Campbell De Morgan
   xiii  Spider naevus

g  Skin disorders involving abnormal growth:
   i  psoriasis
   ii  seborrheic keratosis
   iii  fibro epithelial polyps or skin tags
   iv  keloids

h  Malignant tumours:
   i  squamous cell carcinomas or prickle-cell cancers
   ii  basal cell carcinomas or rodent ulcers
   iii  malignant melanoma
   iv  cutaneous horns

i  Allergies:
   i  dermatitis
   ii  eczema
   iii  urticaria – nettle rash or hives.

**Structure of the skin**

a  Main layers:
   i  epidermis
   ii  dermis
   iii  subcutaneous.

b  Epidermis – layers/structures:
   i  horny – stratum corneum
   ii  clear – stratum lucidum
   iii  granular – stratum granulosum
   iv  prickle cell – stratum spinosum
   v  basal cell – stratum germinativum.
c Dermis - layers/ structures:
   i papillary layer
   ii reticular layer
   iii subcutaneous layer
   iv hair in follicle
   v hair bulb
   vi dermal papilla
   vii arrector pili muscle
   viii eccrine and apocrine sweat glands and ducts
   ix sebaceous gland and sebum
   x blood and lymph capillary network
   xi sensory and motor nerve fibres and endings
   xii microcirculation of blood
   xiii skin receptors, pain receptors in the skin.
d Subcutaneous:
   i Adipose tissue.

**Function of the skin** – to provide:

a sensation: temperature; touch; pressure; pain
b heat regulation: sweating; vasoconstriction; vasodilation
c absorption
d protection
e excretion
f secretion
g vitamin production (vitamin D generation).

**Principles of skin healing**

Stages of skin healing, injured tissue and inflammation, new vessel and tissue remodelling, healed wounds.

**Lifestyle and environmental factors**

Diet, fitness, medication, smoking, alcohol, loss of collagen and elastin in the skin, over exposure to the elements UVA, UVB and UVC, pollution.

**Endocrine system and its effect on skin conditions**

Hormonal reaction linked to telangiectasia, rosacea

**Structure and function of circulatory and lymphatic systems**

**The functions of the blood:**

a transports oxygen from the lungs to the cells of the body
b transports carbon dioxide from the cells to the lungs
c transports waste products from the cells to the kidneys, lungs
d transports hormones from the endocrine glands to the cells
e transports enzymes to the appropriate cells
f helps in the regulation of body temperature
g prevents fluid loss through its clotting mechanism
h transports white corpuscles to the source of infection
i transports nutrients from the digestive tract to the cells of the body.
Types of blood vessel: their structure and purpose

a Arteries:
   i thick-walled, muscular, elastic vessels conveying blood from the heart to the arterioles
   ii help maintain blood pressure.

b Arterioles:
   i small arteries which convey blood to the capillaries.

c Capillaries:
   i microscopic blood vessels composed of a single layer of cells
   ii connect arterioles and venules
   iii allow the passage of nutrients and waste products between the blood and tissue cells
   iv capillaries help to regulate body temperature by dilating or contracting.

d Venules:
   i form when groups of capillaries join
   ii collect blood from capillaries and drain into veins
   iii thinner walled than arteries.

e Veins:
   i convey blood back to the heart from the venules
   ii contain valves to prevent back flow
   iii thinner walled than arteries.

The origin, composition, basic flow of lymph fluid

a Clear, straw-coloured, tissue fluid derived from blood plasma through capillary filtration

b Comprises plasma substances eg fibrinogen; serum albumin; serum globulin; water; lymphocytes

c Lymphatic system returns tissue fluid to blood.

The structure and function of lymph capillaries and lymph vessels

a Lymphatic capillaries:
   i thin-walled, permeable,
   ii collect tissue fluid
   iii return some interstitial fluid to veins
   iv carry lymph to lymphatic vessels.

b Lymphatic vessels:
   i contain valves to prevent backflow
   ii transport lymph through lymphatic nodes.
Unit 411  Enhance appearance using micro-pigmentation treatment

Level:  4  
Credit value:  12  
UAN:  J/503/1785

Unit aims
This is a preparation for work unit, which is based on capability, and knowledge. This unit is about enhancing the facial appearance using micro-pigmentation. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work. The knowledge and skills gained in this unit includes preparing for and providing micro-pigmentation treatment.

Learning outcomes
There are five learning outcomes to this unit. The learner will:
1. be able to prepare for micro-pigmentation treatment
2. understand how to prepare for micro-pigmentation treatment
3. be able to provide micro-pigmentation treatment
4. understand how to provide micro-pigmentation treatment
5. understand how to provide aftercare advice for micro-pigmentation treatment.

Guided learning hours
It is recommended that 75 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the Habia NOS, Unit B30.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Habia.

Assessment
This unit will be assessed by:
• an assignment, which will be graded Pass, Merit or Distinction.
Unit 411  Enhance appearance using micro-pigmentation treatment

Outcome 1  Be able to prepare for micro-pigmentation treatment

Practical skills
The learner can:
1. prepare self, client and work area for micro-pigmentation treatment
2. use suitable consultation techniques to identify treatment objectives
3. carry out skin analysis and any relevant tests to identify any influencing factors
4. provide clear recommendations to the client based on outcomes of skin analysis
5. select products, tools and equipment to suit client treatment needs, skin types and conditions
6. select personal protective equipment that should be worn by client and self during micro-pigmentation treatment.

Range
Consultation techniques
Verbal: questioning techniques, language used, tone of voice.
Non-verbal: listening techniques, body language, eye contact, facial expressions.
Use of: visual aids, client records.

Tests
Heat sensitivity, tactile sensation, allergy test.

Products
Skin cleansers, antiseptic, selection of pigment, topical anaesthetic gel/cream/liquid, pigment solvent, post pigmentation lotion, aftercare products.

Tools
Needles, tissues, cable cover, cotton buds, pencil.

Equipment
Battery operated, mains electric.

Client treatment needs
Eyebrows, eyeliner, lip liner, beauty spot, cosmetic reconstruction, cosmetic enhancement, alopecia, areola restoration, camouflage scars, cleft lip.

Skin types and conditions
Skin types: normal, dry, oily, combination
Conditions: sensitive, mature, dehydrated.

Personal protective equipment
Disposable gloves, protective disposable masks, protective aprons, disposable hair coverings.
Unit 411  Enhance appearance using micro-pigmentation treatment

Outcome 2  Understand how to prepare for micro-pigmentation treatment

Underpinning knowledge
The learner can:
1. explain salon requirements for preparing self, the client and work area for a micro-pigmentation treatment
2. explain the environmental conditions suitable for micro-pigmentation treatment
3. explain the different consultation techniques used to identify treatment objectives
4. explain the importance of carrying out a detailed skin analysis and relevant tests before micro-pigmentation treatment
5. explain how to select micro-pigmentation treatment to suit client skin types and conditions
6. identify the range of equipment used for micro-pigmentation treatment
7. explain the contra-indications that prevent or restrict micro-pigmentation treatment
8. explain different skin types, conditions, diseases and disorders which may effect the client receiving micro-pigmentation treatment
9. explain the structure and functions of the skin
10. explain the structure and function of the endocrine system and its effect on skin conditions which may effect the client receiving micro-pigmentation treatment
11. explain the structure and function of circulatory and lymphatic systems
12. explain the required legislation for micro-pigmentation treatment
13. explain the importance of compliance with regulations.

Range
Environmental conditions
Ventilation, lighting, privacy, ambience, temperature.

Consultation techniques
Verbal: questioning techniques, language used, tone of voice.
Non-verbal: listening techniques, body language, eye contact, facial expressions.
Use of: visual aids, client records.

Skin types and conditions
Skin types: normal, dry, oily, combination.
Conditions: sensitive, mature, dehydrated.

Equipment
Battery operated, mains electric.

Contra-indications
Restrict: recent scar tissue, eczema, skin allergies, cuts. Abrasions, keloid scarring, bruising vitligo, styes.
Prevent: impetigo, herpes simplex, conjunctivitis, severe skin conditions, dermatitis, moles.
Structure
Epidermis, dermis and its appendages, subcutaneous layer, nerve endings, connective tissue, sweat glands, sebaceous glands, capillaries.

Legislation
Electricity At Work, COSHH, Health and Safety, RIDDOR.
Unit 411  Enhance appearance using micro-pigmentation treatment

Outcome 3  Be able to provide micro-pigmentation treatment

**Practical skills**
The learner can:
1. communicate and behave in a professional manner
2. follow health and safety working practices in line with organisational and legislative procedures
3. position self and client correctly throughout the treatment
4. use products, tools, equipment and techniques to suit clients treatment needs
5. adapt micro-pigmentation treatment to suit client needs and skin conditions
6. complete the treatment to the satisfaction of the client
7. record and evaluate the results of the treatment
8. provide suitable aftercare advice.

**Range**
Communicate and behave
Communicate: speaking, listening, body language, reading, recording, following instructions, using a range of related terminology.
Behave: working cooperatively with others, following salon requirements.

Health and safety working practices
Methods of sterilisation, disposal of contaminated waste, legislation, positioning of client and therapist, removal of accessories, duration of equipment usage, equipment testing.

Products
Skin cleansers, antiseptic, selection of pigment, topical anaesthetic gel/cream/liquid, pigment solvent, post pigmentation lotion, aftercare products.

Tools
Needles, tissues, cable cover, cotton buds, pencil.

Equipment
Battery operated, mains electric.

Client treatment needs
Eyebrows, eyeliner, lip liner, beauty spot, cosmetic reconstruction, cosmetic enhancement, alopecia, areola restoration, camouflage scars, cleft lip.

Client needs
Eyebrows, eyeliner, lip liner, beauty spot, cosmetic reconstruction, cosmetic enhancement, alopecia, areola restoration, camouflage scars, cleft lip.

Skin conditions
Sensitive, mature, dehydrated.
Unit 411  Enhance appearance using micro-pigmentation treatment

Outcome 4  Understand how to provide micro-pigmentation treatment

Underpinning knowledge
The learner can:
1. explain how to communicate and behave in a professional manner
2. explain health and safety working practices for micro-pigmentation treatments
3. explain the importance of positioning self and the client correctly throughout treatment
4. explain the importance of using products, tools, equipment and techniques to suit clients treatment needs, skin types and conditions
5. explain the importance of adapting working methods to different treatment areas
6. explain the consequences of inaccurate identification of client skin type/colouring according to Fitzpatrick scale
7. describe how treatments can be adapted to suit client treatment needs and skin conditions.

Range
Communicate and behave
Communicate: speaking, listening, body language, reading, recording, following instructions, using a range of related terminology.
Behave: working cooperatively with others, following salon requirements.

Health and safety working practices
Methods of sterilisation, disposal of contaminated waste, legislation, positioning of client and therapist, removal of accessories, duration of equipment usage, equipment testing.

Products
Skin cleansers, antiseptic, selection of pigment, topical anaesthetic gel/cream/liquid, pigment solvent, post pigmentation lotion, aftercare products.

Tools
Needles, tissues, cable cover, cotton buds, pencil.

Equipment
Battery operated, mains electric.

Skin types and conditions
Skin types: normal, dry, oily, combination.
Conditions: sensitive, mature, dehydrated.

Client treatment needs
Eyebrows, eyeliner, lip liner, beauty spot, cosmetic reconstruction, cosmetic enhancement, alopecia, areola restoration, camouflage scars, cleft lip.
Skin conditions sensitive, mature.
Unit 411 Enhance appearance using micro-pigmentation treatment

Outcome 5 Understand how to provide aftercare advice for micro-pigmentation treatment

Underpinning knowledge
The learner can:
1. explain the **contra-actions and adverse conditions** that may occur during and following micro-pigmentation treatments
2. explain the methods of evaluating the effectiveness of the treatment
3. summarise the aftercare advice that should be provided to prevent post micro-pigmentation treatment damage
4. explain the effects and benefits of micro-pigmentation treatment on the skin and underlying tissues
5. explain the **principles of skin healing** in relation to micro-pigmentation treatment
6. explain how natural ageing, lifestyle and environmental factors affect the condition of the skin and underlying structures.

Range
**Contra-actions and adverse conditions**
Fainting, excessive bleeding, excessive swelling, bruising, scabbing, crusting, bacterial infection, scarring, loss of pigmentation.

**Principles of skin healing**
Stages – hemostasis, inflammatory, proliferative, remodelling.
Unit 412  
**Sales management in the hair and beauty sector**

**Level:** 4  
**Credit value:** 9  
**UAN:** D/601/4467

**Unit aims**
This unit is about the knowledge and skills surrounding sales management in the hair and beauty sector particularly around evaluation.

**Learning outcomes**
There are **two** learning outcomes to this unit. The learner will:
1. be able to evaluate how to improve the selling skills of employees in the hair and beauty sector  
2. be able to evaluate how to improve sales within businesses in the hair and beauty sector.

**Guided learning hours**
It is recommended that **47** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Endorsement of the unit by a sector or other appropriate body**
This unit is endorsed by Habia.

**Assessment**
This unit will be assessed by:
- an assignment, which will be graded Pass, Merit or Distinction.
Unit 412  Sales management in the hair and beauty sector

Outcome 1  Be able to evaluate how to improve the selling skills of employees in the hair and beauty sector

Practical skills
The learner can:
1. review the ability to identify selling situations and opportunities
2. review the selection and use of sales and communication techniques as appropriate during a sales interaction
3. evaluate the use of different sales and communication techniques
4. evaluate the use of negotiation skills
5. evaluate the use of client care skills following a sale
6. suggest techniques and strategies to improve sales skills and performance.

Underpinning knowledge
The learner can:
1. explain how to select the most appropriate sales techniques for the situation
2. explain the importance of having product/treatment knowledge when selling
3. analyse the importance of managing clients when selling
4. explain how negotiation skills can affect a sales interaction
5. explain the importance of providing client care following a sale
6. explain the ethical and legal requirements when selling.

Range
Review
Observation, figures.

Ability
Staff ability.

Situations and opportunities
Website: client, non-client
Face-to-face: client, non-client.

Communication techniques
Website: client, non-client.
Face-to-face: client, non-client.

Sales and communication techniques
AIDA, face-to-face, non-verbal, body language, appropriate questioning and listening, consultation card.
Guidance – for the team member and client.

Techniques and strategies
Rewards structures, walk-ins, market research, pricing strategy training, target setting, appraisals, linking treatment and product benefits to client need, appropriate communication, listening skills.
Ethical requirements
Meet the client’s needs, professional ethics.

Legal requirements
Unit 412  
Sales management in the hair and beauty sector

Outcome 2
Be able to evaluate how to improve sales within businesses in the hair and beauty sector

Practical skills
The learner can:
1. investigate consumer behaviour and the impact this has on selling
2. conduct a competitor analysis
3. produce a sales forecast
4. produce sales targets based on the sales forecast
5. evaluate training methods used to improve selling
6. analyse the importance of knowing the target clients and their typical consumer behaviour
7. investigate ways to create competitiveness within the business
8. evaluate the use of sales forecasts.

Underpinning knowledge
The learner can:
1. explain the importance of producing sales targets
2. explain how training methods can be used to improve sales.

Range
Impact
Branding, trends, culture, lifestyle, celebrity influences, Black Box model, promotions, supplier campaigns.

Competitiveness within the business
Team members competing with each other in regards to sales.
Unit 413  Public relations PR in the hair and beauty sector

Level: 4
Credit value: 10
UAN: L/601/4464

Unit aims
This unit is about PR in the hair and beauty sector including how to carry out PR activities and how to deal with PR crises.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. be able to carry out PR activities in the hair and beauty sector
2. understand how to manage a PR crisis in hair and beauty sector.

Guided learning hours
It is recommended that 42 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Habia.

Assessment
This unit will be assessed by:
• an assignment, which will be graded Pass, Merit or Distinction.
Unit 413  Public relations PR in the hair and beauty sector

Outcome 1  Be able to carry out PR activities in the hair and beauty sector

**Practical skills**
The learner can:
1. conduct a PR campaign within the hair and beauty sector
2. investigate the roles and responsibilities of a PR officer
3. investigate the advantages and disadvantages of different PR activities
4. investigate current trends in PR.

**Underpinning knowledge**
The learner can:
1. evaluate how PR objectives can benefit a business
2. evaluate the difference between marketing and PR, and advertising and PR
3. evaluate PR tools and the PR campaign process.

**Range**
**PR activities**
Internal and external customers, trade and consumer press, profit and non-profit, consumer awareness, corporate social responsibility, mediums – print, viral, web, media.

**PR tools**
Social networking, networking events, like minded organisations ie Chamber of Commerce, professional organisations, trade events, radio, press, local, regional, national.
Unit 413  Public relations PR in the hair and beauty sector

Outcome 2  Understand how to manage a PR crisis in hair and beauty sector

Underpinning knowledge
The learner can:
1. recommend approaches to or ways of improving the client service experience
2. engage staff in consultation necessary for effective implementation of a quality scheme
3. evaluate the effectiveness of newly implemented procedures
4. propose new systems or modifications to existing systems that could improve the client service experience
5. investigate issue management and the impact this has on PR activities
6. analyse PR ethics and the code of practice
7. assess the importance of communication in a crisis
8. analyse the legal issues resulting from a crisis.

Range
PR activities
Internal and external customers, trade and consumer press, profit and non-profit, consumer awareness, corporate social responsibility, mediums – print, viral, web, media.

PR ethics
Equality Act, corporate social responsibility, ASA legal, decent, honest, truthful, safeguarding.

Legal issues
Employability, health and safety, responsibility, Equality Act, safeguarding.
Unit 414  Management of health, safety and security in the salon

Level: 4  
Credit value: 8  
UAN: M/601/5347

Unit aims  
This unit is about managing health, safety and security within a salon. It covers how to implement, monitor and manager health, safety and security practice.

Learning outcomes  
There are two learning outcomes to this unit. The learner will:
1. be able to implement health, safety and security practices in the salon
2. be able to manage health, safety and security practices in the salon.

Guided learning hours  
It is recommended that 44 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Endorsement of the unit by a sector or other appropriate body  
This unit is endorsed by Habia.

Assessment  
This unit will be assessed by:
• an assignment, which will be graded Pass, Merit or Distinction.
**Unit 414** Management of health, safety and security in the salon

**Outcome 1** Be able to implement health, safety and security practices in the salon

**Practical skills**

The learner can:

1. conduct a **risk assessment** of health, safety and security practices
2. conduct an assessment of the effectiveness of health, safety and security practices
3. recommend modifications to existing health, safety and security practices
4. implement new health, safety and security practices based on outcomes of the assessments.
5. evaluate the reliability and effectiveness of a risk assessment
6. analyse the importance of health, safety and security practices
7. justify proposals and recommendations for health, safety and security practices.

**Range**

**Risk assessment** - of equipment, resources, clients, staff and accommodation.
Unit 414  
Management of health, safety and security in the salon

Outcome 2  
Be able to manage health, safety and security practices in the salon

Practical skills
The learner can:
1. evaluate **compliance** with newly implemented and existing health, safety and security practices
2. manage improvements to increase compliance with health, safety and security practices.

Underpinning knowledge
The learner can:
1. explain the importance of compliance with **legislation and regulations** relating to health, safety and security practices
2. describe how to manage improvements to increase compliance with health, safety and security practices
3. explain the importance of regularly evaluating health, safety and security practices in the salon.

Range
**Compliance** - with company, clients, staff, suppliers, subcontractors, landlords.

**Legislation and regulations**
Appendix 1 Connections to other qualifications and NOS

City & Guilds has identified the connections to other qualifications and the NOS. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications.
Appendix 2  The wider curriculum

Delivery of these units can contribute to the learner’s understanding of spiritual, moral, ethical, social and cultural issues in the following manner:

**Spiritual/Moral/Ethical:** Providing quality of service and value for money has an important moral/ethical dimension, as does the importance of respecting client confidentiality. Appreciating and respecting other’s beliefs, values, gender and disabilities is key to building good client and working relationships. It underpins all of the units in this qualification.

**Social/Cultural:** Learning how to communicate effectively and to develop good relationships with others – their peers, assessors/teachers, supervisors, and clients – will be key to their career success and the success of the salon. It underpins all of the units in this qualification.

**Environmental/Health and Safety:** Understanding the importance of maintaining cleanliness in the salon, the safe disposal of waste products, and ensuring that the salon environment is congenial and free of avoidable risks, is key to providing good service. It underpins all of the units in this qualification.
Appendix 3 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the Centres and Training Providers homepage on www.cityandguilds.com.

**Centre Manual** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

**Our Quality Assurance Requirements** encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

**Access to Assessment & Qualifications** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The centre homepage section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden**: how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF)**: general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for e-assessments.
### Useful contacts

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<thead>
<tr>
<th>UK learners</th>
<th>T: +44 (0)844 543 0033</th>
</tr>
</thead>
<tbody>
<tr>
<td>General qualification information</td>
<td>E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a></td>
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<tr>
<td>General qualification information</td>
<td>F: +44 (0)20 7294 2413</td>
</tr>
<tr>
<td>E: <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a></td>
<td></td>
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<tr>
<th>Centres</th>
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</thead>
<tbody>
<tr>
<td>Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results</td>
<td>F: +44 (0)20 7294 2413</td>
</tr>
<tr>
<td>E: <a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a></td>
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<th>Single subject qualifications</th>
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<tbody>
<tr>
<td>Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change</td>
<td>F: +44 (0)20 7294 2413</td>
</tr>
<tr>
<td>F: +44 (0)20 7294 2404 (BB forms)</td>
<td></td>
</tr>
<tr>
<td>E: <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a></td>
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<tr>
<th>International awards</th>
<th>T: +44 (0)844 543 0000</th>
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<tbody>
<tr>
<td>Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports</td>
<td>F: +44 (0)20 7294 2413</td>
</tr>
<tr>
<td>E: <a href="mailto:intops@cityandguilds.com">intops@cityandguilds.com</a></td>
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<tr>
<th>Walled Garden</th>
<th>T: +44 (0)844 543 0000</th>
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<tbody>
<tr>
<td>Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems</td>
<td>F: +44 (0)20 7294 2413</td>
</tr>
<tr>
<td>E: <a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a></td>
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<tr>
<th>Employer</th>
<th>T: +44 (0)121 503 8993</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employer solutions, Mapping, Accreditation, Development Skills, Consultancy</td>
<td>E: <a href="mailto:business@cityandguilds.com">business@cityandguilds.com</a></td>
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<tr>
<th>Publications</th>
<th>T: +44 (0)844 543 0000</th>
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<tbody>
<tr>
<td>Logbooks, Centre documents, Forms, Free literature</td>
<td>F: +44 (0)20 7294 2413</td>
</tr>
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If you have a complaint or any suggestions for improvement about any of the services that we provide, email: feedbackandcomplaints@cityandguilds.com
City & Guilds is a registered charity established to promote education and training