



L-Università
ta' Malta

MATSEC
Examinations Board



SEAC 08 Syllabus

Hairdressing and Beauty

2022

Updated on 15th December, 2021

**SEAC08 Hairdressing and Beauty
Syllabus Addendum**

Mitigating factors for 2022 MATSEC Examinations Session

Changes in Subject Content	<p>Content in Unit 1 has been reduced to what was covered in Assignment 1. Remaining content is not expected to be delivered.</p> <p>Content of Unit 2 K6, K8, A1 and A5 may not be covered.</p> <p>Content of Unit 3 K4, C2 and A2 may not be covered.</p>
Changes in Coursework	<p>Unit 1 Assignment 2 will not be carried out. Marks for this component will be prorated at the end of the programme based on the performance in the other assessments of the qualification.</p> <p>All criteria in Unit 2 (including those highlighted for the Controlled assessment), except for K6, K8, A1 and A5, will be assessed in Assignment 1 and Assignment 2.</p> <p>All criteria in Unit 3 (including those highlighted for the Controlled assessment), except for K4, C2 and A2, will be assessed in Assignment 1 and Assignment 2.</p>
Changes in Exam Paper(s)	<p>The Unit 1 Controlled assessment (Assignment 3) will not be carried out. Marks for Unit 1 Controlled assessment will be prorated at the end of the programme based on the performance in the other assessments of the qualification.</p> <p>The Unit 2 Controlled assessment (Assignment 3) will not be carried out. Although K6, K8, A1 and A5 will not be assessed, these criteria will be the only ones included on this Assignment's front sheet. Marks for these knowledge and/or comprehension criteria, will be prorated at the end of the unit based on the combined performance in knowledge and comprehension criteria within the same unit. The application criteria not being assessed shall be awarded full marks.</p> <p>The Unit 3 Controlled assessment (Assignment 3) will not be carried out. K4, C2 and A2 will not be assessed and these will be prorated at the end of the unit based on the combined performance in knowledge and comprehension criteria, and application criteria respectively, within the same unit.</p>

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Introduction

The aim of this learning and assessment programme is to assist secondary schools to manage vocational programmes, specifically in the planning and implementation of the programme delivery.

This learning and assessment programme is structured in two parts, namely:

Part A: General Policies

Part B: Unit Specifications

In Part A, the Learning Outcomes of the programme are explained. Important terms used in the Learning and Assessment Programme (LAP) are defined.

In Part B, the content to be covered in each unit is provided. The learning outcomes together with a brief description are also specified. The assessment criteria together with the scheme of assessment are presented in this part of the document.

In order to ensure effective implementation of the programme, adequate standards, quality assurance processes and procedures have to be adopted. Additionally, policies, guidelines and strategies related to assessment practices are documented in the SEAC Vocational Subjects Policy Document. Standard templates will also be provided and will be structured as follows:

List of Templates
Teacher's Timeframe
Assignment Brief Front Sheet
Record of Internal Verification – Assignment Brief
Record of Internal Verification – Assessment Decision
External Verification Report Template
Unit Tracking Sheet Template

Part A: General Policies

Introduction

The aim of the vocational programme in Hairdressing and Beauty is to provide candidates with the underpinning knowledge related to basic hairdressing and beauty skills. By the end of the programme, candidates are expected to have gained sufficient skills and knowledge and be able to apply them.

Programme Learning Outcomes

At the end of the programme, I can:

- Demonstrate an understanding of the impact of personal presentation whilst working in the hair and beauty industry.
- Show appropriate professional attitude towards colleagues and clients.
- Demonstrate knowledge of Health and Safety in the salon to limit risks and hazards.
- Demonstrate good communication skills whilst dealing with colleagues and clients.
- Demonstrate an understanding of the basic anatomy of the hair, skin and nails.
- Conduct a consultation and analysis.
- Demonstrate knowledge of contraindications, diseases and disorders.
- Perform basic hair services including shampoo and conditioning, treatments, blow-dries, plaits, rollers, upstyles, one-length hair cut and forward graduation cut.
- Perform beauty treatments including facials, makeup, manicures and pedicures.
- Provide aftercare advice to clients after receiving a hair and beauty service.

Unit Learning Outcomes

Unit 1: Basic Hair and Beauty Services

At the end of the unit, I can:

- LO 1.** Demonstrate knowledge of Health and Safety issues in the salon.
- LO 2.** Conduct reception duties within a Hair and Beauty environment.
- LO 3.** Perform shampoo and conditioning treatments on a client.
- LO 4.** Perform basic plaits on a client/mannequin head.
- LO 5.** Perform basic makeup on a client according to his/her face shape using the appropriate products and tools.

Unit 2: Hair Styling and Face Care

At the end of the unit, I can:

- LO 1.** Produce a finished hairstyle after a blow-dry using heated implements.
- LO 2.** Complete a roller set using good sectioning and winding.
- LO 3.** Complete a smooth French roll using the appropriate equipment.
- LO 4.** Demonstrate knowledge and application of various natural beauty ingredients.
- LO 5.** Carry out a face care treatment in an appropriate beauty salon environment.

Unit 3: Haircuts and Nail Care

At the end of the unit, I can:

- LO 1.** Demonstrate knowledge of the different tools, products and equipment for hair.
- LO 2.** Perform a one-length haircut on a mannequin head.
- LO 3.** Perform a forward graduation cut on a mannequin head.
- LO 4.** Apply pin curls on a mannequin head.
- LO 5.** Perform a manicure and a pedicure according to a client's request.
- LO 6.** Carry out the application of UV nail polish complete with basic UV nail art.

Programme Descriptors

Programme descriptors are understood as outcome statements of what a candidate is expected to have achieved by the end of the programme. These are an adaptation of MQF level descriptors for the specific programme.

Overview

MQF Level 1	MQF Level 2	MQF Level 3
<p>Basic general knowledge.</p> <ol style="list-style-type: none"> 1. Acquires basic general knowledge related to hairdressing and beauty environments and expressed through a variety of simple tools and contexts as an entry point to lifelong learning; 2. Knows and understands the steps needed to complete simple tasks and activities in hairdressing and beauty settings; 3. Is aware and understands basic tasks and instructions; 4. Understands basic hairdressing and beauty textbooks. 	<p>Basic factual knowledge of hairdressing and beauty.</p> <ol style="list-style-type: none"> 1. Possesses good knowledge of hairdressing and beauty; 2. Is aware and interprets information and ideas; 3. Understands facts and procedures in the application of basic hairdressing and beauty tasks and instructions; 4. Selects and uses relevant knowledge to accomplish specific actions for self and others. 	<p>Knowledge of facts, principles, processes and general concepts in hairdressing and beauty.</p> <ol style="list-style-type: none"> 1. Understands the relevancy of theoretical knowledge and information related to hairdressing and beauty; 2. Assesses, evaluates and interprets facts, establishing basic principles and concepts in hairdressing and beauty; 3. Understands facts and procedures in the application of more complex hairdressing and beauty tasks and instructions; 4. Selects and uses relevant hairdressing and beauty knowledge acquired on one's own initiative to accomplish specific actions for self and others.

MQF Level 1	MQF Level 2	MQF Level 3
<p>Basic skills required to carry out simple tasks.</p> <ol style="list-style-type: none"> 1. Has the ability to apply basic knowledge and carry out a limited range of simple tasks related to hairdressing and beauty; 2. Has basic repetitive communication skills to complete well defined routine tasks and identifies whether actions have been accomplished; 3. Follows instructions and is aware of consequences of basic actions for self and others. 	<p>Basic cognitive and practical skills required to use relevant information in order to carry out hairdressing and beauty tasks and to solve routine problems using simple rules and tools.</p> <ol style="list-style-type: none"> 1. Has the ability to demonstrate a range of skills by carrying out a range of complex tasks in hairdressing and beauty; 2. Communicates basic information; 3. Ensures tasks are carried out effectively. 	<p>A range of cognitive and practical skills required to accomplish hairdressing and beauty tasks and solve problems by selecting and applying basic methods, tools, materials and information.</p> <ol style="list-style-type: none"> 1. Demonstrates a range of developed skills to carry out more than one complex task effectively and in unfamiliar and unpredictable contexts related to hairdressing and beauty; 2. Communicates more complex information; 3. Solves basic problems by applying basic methods, tools, materials and information given in a restricted hairdressing and beauty learning environment.
<p>Work out or study under direct supervision in a structured context.</p> <ol style="list-style-type: none"> 1. Applies basic hairdressing and beauty knowledge and skills to do simple, repetitive and familiar tasks; 2. Participates in and takes basic responsibility for the action of simple hairdressing and beauty tasks; 3. Activities are carried out under guidance and within simple defined timeframes; 4. Acquires and applies basic key competences related to hairdressing and beauty at this level. 	<p>Work or study under supervision with some autonomy.</p> <ol style="list-style-type: none"> 1. Applies factual knowledge and practical skills to do some structured hairdressing and beauty tasks; 2. Ensures s/he acts pro-actively; 3. Carries out hairdressing and beauty activities under limited supervision and with limited responsibility in a quality controlled context; 4. Acquires and applies basic key hairdressing and beauty competences at this level. 	<p>Take responsibility for completion of hairdressing and beauty tasks in work or study and adapt own behaviour to circumstances in solving problems.</p> <ol style="list-style-type: none"> 1. Applies hairdressing and beauty knowledge and skills to do some tasks systematically; 2. Adapts own behaviour to circumstances in solving problems by participating pro-actively in structured learning environments; 3. Uses own initiative with established responsibility and autonomy, but is supervised in quality-controlled learning environments, normally in a hairdressing and beauty environment; 4. Acquires key hairdressing and beauty competences at this level as a basis for lifelong learning.

Definitions/Terminology

Term	Definition
Assessment Criteria	A description of what a candidate is expected to do in order to demonstrate that a learning outcome has been achieved.
Assessor	The person responsible to grade the candidate's work, issue a mark and determine the candidate's final grade.
Competences	Each competence is defined as a combination of knowledge and skills and is associated with the level of autonomy and responsibility that the person is expected to have at that level.
Controlled Assessment	An assessment set by MATSEC which may include written and/or practical tasks as specified in the syllabus. This may be a take-home assessment or carried out under controlled conditions.
Coursework	A number of assignments set by teachers and given to the candidate during the course as specified in the syllabus.
Knowledge	Knowledge refers to the understanding of basic, factual and theoretical information, which is traditionally associated with formal learning but can also be acquired from informal and non-formal learning.
Learning Outcome	Learning Outcomes are statements which describe what a qualification represents in terms of knowledge, skills and competences. The Malta Qualifications Framework (MQF) defines a learning outcome as what the candidate understands and is capable of doing at the end of the learning process.
Malta Qualification Framework	The Malta Qualifications Framework (MQF) provides an indication of the level of difficulty as a benchmark for a qualification, which needs to be assigned a level and mapped to the framework. The MQF has level descriptors from Level 1 to 8. The level descriptors are useful for education and training providers as they describe the Knowledge, Skills and Competences and a set of Learning Outcomes, which indicate to the candidate the end of a learning process.
Quality Assurance	A continuous process to assure the standards and quality of the learning assessment programme.
Sample of Work	A sample of work is a percentage of the candidate's work gathered as a representative sample for the internal or external verifier.
Skills	Skills imply the application of acquired knowledge and understanding in different contexts. A skill may be the result of formal learning or of repetitive work in an informal setting.
Synoptic Assessment	An assessment in the form of a written examination and conducted under controlled conditions covering all learning outcomes and the majority of Knowledge and Comprehension assessment criteria in a given unit.
Unit Content	The unit content is the content required to be communicated and given to the candidate per learning outcome. Each learning outcome must have content related to it, which content must be delivered to provide the candidate with the tools necessary to achieve that outcome.

Assessment Scope

Assessment is an important element in any learning process. This should inform candidates about their achievements and at the same time it should meet important conditions of reliability, validity and fairness. Thus, important rules and procedures must be adhered-to. In particular, the assessment regulations and procedures that are explained in this section will ensure that assessments are:

- Of the required standard, quality and level;
- Fair for all candidates;
- Valid and reliable.

Each unit will be assessed through three assignments. The assessment mode/type, criteria to be assessed and the distribution of marks are explained in Part B of the programme as part of the unit specifications.

Quality Assurance

An important aspect of this programme is the quality assurance process that must be conducted throughout the implementation of the programme. Three main processes are to be conducted as stipulated in the table below.

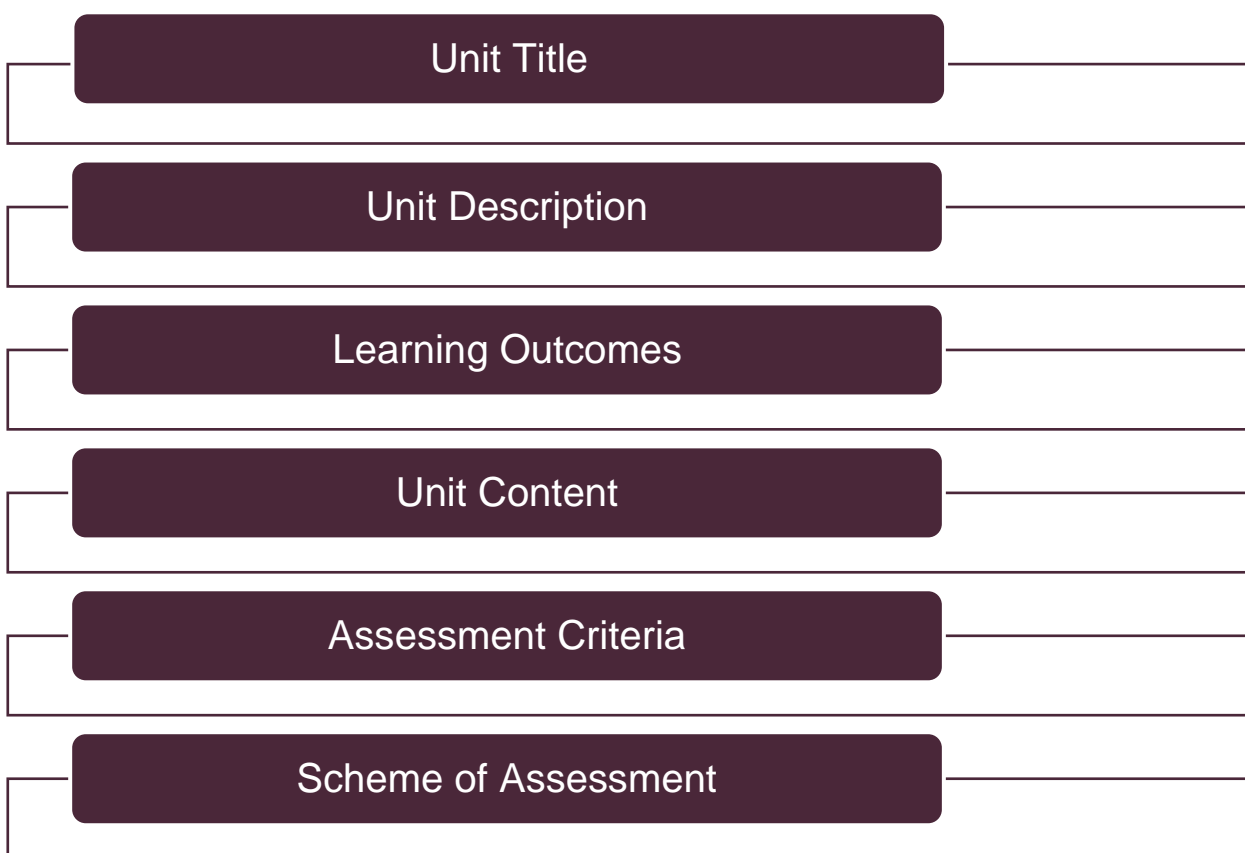
Internal Verification of Assessment Briefs	All assessment briefs are to be internally verified before being issued to the candidates. Within this process, important checks relating to learning outcomes, criteria to be assessed, validity and reliability are to be performed.
Internal Verification of Assessment Decisions	Once candidates complete their work, and their assessments have been corrected, a representative sample of candidates' work is to be internally verified.
External Verification	The process of external verification will ensure that programme quality and standards are met.

Part B: Unit Specifications

Introduction

This part of the programme guide provides detailed specification for each of the 3 units that are to be implemented for the successful completion of the programme. The curriculum design adopted for the development of the units of study is based on the learning outcomes approach. The latter can be defined as “written statements of what a candidate should be able to do/know/apply by the end of the learning process.”¹

The structure of the unit specifications is presented below:



Interpreting the Unit Specifications

The syllabus is written in a way whereby the knowledge criteria at MQF level 3 build upon the knowledge criteria at MQF level 2 and in the same manner the knowledge criteria at MQF level 2 build upon the knowledge criteria at MQF level 1. The same applies for the comprehension and application criteria. The comprehension criteria also build upon the knowledge criteria and the application criteria build upon the knowledge and the comprehension criteria.

¹ http://www.cedefop.europa.eu/files/4156_en.pdf

The document is an assessment syllabus; therefore any other examples or information apart from those written in the unit content should be taught so that candidates will enjoy the learning process and get a general overview of the subject. Under each grading criterion, only the **minimum** content that has to be covered is listed. The material covered in class must at least reflect **both** the unit content and grading criteria.

Examples (e.g.), commas, semi-colons, bullets, or, and N.B. are used in the Learning and Assessment Programme. When semi-colons are used the candidates should be assessed on all the content prescribed. However, when the list is headed with example (e.g.), all the content is to be covered but candidates are to be assessed on more than 50% of the content prescribed for that grading criterion. Where bullets are present, marks allocated for the criterion should be equally distributed. Where 'or' is present, only one of the listed items should be assessed. Where an 'N.B.' is present, important information regarding the assessment is given.

Where the plural is used in grading criteria (e.g. types, aspects, etc.), at least two answers are expected. Unless indicated otherwise in the unit content, when assignments are written, the criteria assessed should build on each other.

In each grading criterion there is a command verb which determines the type of answers expected by the student, such as list, identify, outline, describe, explain, etc... These verbs are defined in the glossary of verbs available on the MATSEC website. It is of vital importance that the command verbs specified in the grading criteria remain unchanged in the assignment brief.

Unit 1: Basic Hair and Beauty Services

Unit 1	Basic Hair and Beauty Services
<p>Unit Description</p>	<p>On completion of this unit, candidates will understand the responsibility, personal presentation and duties of the receptionist in a Hair or Beauty salon. These duties will include communication skills when dealing with clients, handling of appointments and taking payments. Candidates will be able to carry out a consultation prior to a shampoo, wash and condition a model's hair, complete with a scalp massage. They will identify tools and products needed to plait hair in different ways.</p> <p>Candidates will also be trained to plan and choose appropriate products to carry out a day makeup application together with corrective makeup, and an evening makeup application with contour and highlighting, according to the client's face shape.</p>

Learning Outcomes

At the end of the unit, I can:

- LO 1.** Demonstrate knowledge of Health and Safety issues in the salon.
- LO 2.** Conduct reception duties within a Hair and Beauty environment.
- LO 3.** Perform shampoo and conditioning treatments on a client.
- LO 4.** Perform basic plaits on a client/mannequin head.
- LO 5.** Perform basic makeup on a client according to his/her face shape using the appropriate products and tools.

Unit Content

Subject Focus	Health and Safety in the salon
LO 1.	Demonstrate knowledge of Health and Safety issues in the salon.
K-1.	Hazard: e.g. untrained staff, obstructions in doorways and corridors, spillage of chemicals and products, trailing wires, tools not properly sanitised, lack of cleanliness, poor ventilation.
	Personal Protective Equipment: uniform and/or disposable apron for some treatments and/or closed shoes and/or disposable gloves for some treatments and/or face mask when needed. <i>N.B. For assessment purposes, FOUR PPEs should be identified for a given scenario.</i>
	Health and Safety legislations: e.g. Act 27 of 2000, LN44 of 2002, LN35 of 2003, LN36 of 2003, LN45 of 2002, LN121 of 2003, LN 227 of 2003, LN228 of 2003.
C-1.	Different types of sterilisation and disinfection: UV cabinet; autoclaves; chemical steriliser; spray/wipes; sanitizer.
	Consequences of equipment not being sterilised or disinfected: cross contamination; spreading of diseases; infections; infestations.

Subject Focus	Reception duties
LO 2.	Conduct reception duties within a Hair and Beauty environment.
K-2.	Forms of communication: verbal; nonverbal; written; alternative forms of communication.
	Communication skills: <ul style="list-style-type: none"> • Verbal skills: e.g. greeting, checking for understanding, probing, empathy, confrontation, constructive feedback, summarization, termination; • Non-verbal skills: e.g. facial expressions, eye contact, gestures, touch, posture, proximity, tone of voice, speech pace; • Writing skills*: e.g. incident reports, journals, contact book, policies and procedures, memos, medical records, telephone notes, prescriptions or referrals; • Using alternative forms of communication: e.g. sign language, lip reading, flash cards, signs and symbols, objects of reference, Makaton, Braille, electronic devices. <p><i>*N.B. It is highly recommended that during lessons, reference to clarity, objectivity, accuracy and legibility is made.</i></p>
	The importance of using appropriate communication skills: portraying a professional image; client goodwill; team work; dealing with unsatisfied customers.

K-3.	Responsibilities of the receptionist: maintains reception area; deals with appointments promptly and politely; accurately identifies client requirements relating to services and schedules appointments; confirms appointment details with the client; takes care of stock levels and keeps stock up to date.
	Reasons why the receptionist should act in a professional manner: promote client good will; portray high standards to contribute towards the day to day running of the salon.
	Payment methods and credit facilities: e.g. cash, cheques, debit cards and credit cards, vouchers and credit notes, by instalment, payment on invoice, online payment and bank transfers.
C-2.	Data kept in the salon: clients' address; contact number; ID number; personal history.
	Key aspects of the Data Protection Act: keeping records safe and secure at all times; no dissemination of data to third parties; permission granted by client for storage of data; keeping only relevant information and updating it; deleting information when clients stop using salon's services.
	Consequences of data protection breach: lack of trust from clients; tarnishing of salon's reputation; a criminal offence; penalties through fines and/or prison terms.
A-1.	Good personal presentation: clean uniform following salon regulations; no overpowering body odour; short clean nails; closed shoes; well-groomed/pulled back hair; no jewellery.
	Communication skills when dealing with clients: posture; proximity; eye contact; gestures; facial expressions; no over-familiarity; use of open-ended questions; active listening; allowance for client to respond; formal addressing of client.
	<p>Handling appointments and payments:</p> <ul style="list-style-type: none"> • Appointments: estimating the time required for each treatment; keeping a diary of appointments; answering the phone appropriately; handling cancellations and rescheduling an appointment; • Payments: writing cheques; accepting cash payment and managing cash flow; writing of receipts; using the cash register.

Subject Focus	Shampoo and conditioning treatments
LO 3.	Perform shampoo and conditioning treatments on a client.
K-4.	Hair and skin structure: <ul style="list-style-type: none"> • Hair structure: e.g. cuticle, cortex, medulla; • Skin structure: epidermis and dermis; blood capillaries; sweat glands; sebaceous gland; hair follicle.
	Main functions of the hair shaft and skin structure: <ul style="list-style-type: none"> • Hair shaft: protects the skin; controls temperature. • Skin: protects the internal organs; maintains temperature control; regulates secretion and excretion; sensation; absorption. <p>N.B. It is highly recommended that skin and hair structure should be included in the delivery.</p>
	Factors contributing towards healthy hair and skin: balanced diet; enough sleep; exercise; hydration.
K-5.	Hair and skin types: <ul style="list-style-type: none"> • Hair types: e.g. curly (flat ribbon-like), wavy (less oval), straight (round); • Skin types: oily (greasy); dry; normal; combination.
	Tests to be performed before: <ul style="list-style-type: none"> • A shampoo service: porosity; elasticity; visual checking of scalp for abrasions; infestations; allergies; • A facial service: skin type; elasticity; muscle tone; moisture content; sensitivity.
	Importance of carrying out tests: e.g. to choose the appropriate products, to determine the scalp and skin and hair condition, to check for any contraindications and allergies.
C-3.	Shampoo and conditioner according to hair and scalp type: <ul style="list-style-type: none"> • Shampoo: nourishing and/or moisturizing and/or anti dandruff and/or astringent; • Conditioner: surface and/or deep penetrating and/or protein and/or leave-in.
	The effect of water temperature combined with products on the hair and scalp: warm water helps shampoo cleanse and remove product build up from the hair; warm water is soothing on the scalp; tepid water together with product helps removing natural dirt; cold water inhibits production of sebum. Effects of shampoo and conditioner on the hair and scalp: <ul style="list-style-type: none"> • Shampoo: cleanses the hair; removes product build up; opens the cuticle; removes sebum; • Conditioner: surface closes the cuticle; deep penetrating boosts moisture in the hair and closes the cuticle; protein temporarily rebuilds damage along the hair shaft and closes the cuticle; leave-in promotes detangling.

A-2.	Consultation for shampoo and conditioning service: greet the client; use of appropriate questioning; fill in the consultation sheet properly.
	Preparation for shampoo and conditioning service: select the appropriate shampoo and conditioner according to the client's requirements; prepare equipment including gown, towel and comb; gown the client appropriately.
	Shampoo and conditioning: checking of water temperature; application of shampoo on the hair; use of different massage movements to cleanse the hair; rinse off shampoo; application of conditioner on the scalp; application of scalp massage movements; combing; leaving the client to rest; rinsing well all excess product; cleaning the area.

Subject Focus	Basic plaits
LO 4.	Perform basic plaits on a client/mannequin head.
K-6.	Different plaits: linear plait; fish tail; Dutch plait; French plait.
	Tools and products needed before plaiting: towel and gown; brush and combs (wide toothed and tail); section clips; rubber bands; gel or spray.
A-3.	Preparatory steps before plaiting: consultation; gowning; brushing; combing; sectioning.
	Preparation of tools and materials for plaiting: towel and gown; brush; combs (wide toothed and tail comb); section clips; rubber bands; gel or and spray.
	<p>Performing plaits on a client/mannequin head:</p> <ul style="list-style-type: none"> • French plait: adjust height of tripod; comb out hair and apply products; section hair; work neatly taking strands from above; control and secure plait; • Dutch plait: adjust height of tripod; comb out hair and apply products; section hair; work neatly taking each section from underneath; control and secure the plait.
	<p>Creating a customised plait according to the client's requirements: follow safe and hygienic work practices; control and secure hair effectively during plaiting; apply finishing products; dress the hair to the satisfaction of the client.</p> <p>N.B. For assessment purposes, if a mannequin head is used for plaiting, hypothetical client requirements should be provided to students to emulate a real client's requirements.</p>

Subject Focus	Makeup
LO 5.	Perform basic makeup on a client according to his/her face shape using the right products and tools.
K-7.	Basic face shapes: oval; round; square; oblong; heart.
	<p>Face features:</p> <ul style="list-style-type: none"> • Head shapes: e.g. high/low forehead, wide/flat crown; • Eye shapes: e.g. deep set/protruding, close-set/wide-set, hooded/droopy; • Ears: e.g. protruding, small/large, asymmetrical; • Nose shapes: e.g. wide, hook, pointed; • Mouth shapes: e.g. full lips, thin lips, drooping lips.
	<p>Correction/enhancement of face shapes: contouring; highlighting.</p> <p>N.B. For assessment purposes, the correction/enhancement of any TWO face shapes, except the oval face shape, should be illustrated. It is highly recommended that face charts of the different face shapes are used.</p>
K-8.	Makeup brushes: foundation brush; powder brush; blusher brush; small eye-shadow brush; wide eye-shadow brush; Kajal brush; blender brush; fan brush; lip brush; contouring brush.
	Makeup products: concealer/corrector; liquid foundation/compact foundation; loose powder; blusher; eye-shadow; liquid liner; eye pencil; highlighter; lip stick; contouring product.
A-4.	Preparation of tools and materials to perform day makeup on a client: set of makeup brushes; concealer; liquid foundation; loose powder; blusher; eye-shadow; eye pencil; lip stick and lip pencil; mascara; contouring and highlighting product.
	<p>Performing basic day makeup on a client:</p> <ul style="list-style-type: none"> • Complexion: conceal dark circles/blemishes; application of foundation; even blending at jawline; application of loose powder; application of blusher; • Eyes: application of base colour; application of darker colour on outer side of eye; blending of the two colours; application and blending of eye pencil under eye; application of mascara; • Lips: application of lip pencil; application of lipstick.
	<p>Applying corrective makeup on a client: adapt makeup according to client's face shape; adapt makeup according to the client's face feature; follow procedure for day makeup application; apply appropriate blending techniques; neat lipline and eyeliner.</p> <p>N.B. For assessment purposes, make-up customisation should be based on ONE face feature only.</p>

A-5.

Makeup tools and materials to perform evening makeup on a client: set of makeup brushes; concealer; compact foundation; compact powder; blusher; eye-shadow; eye pencil; lip stick; lip pencil; mascara; liquid liner; contouring and highlighting product.

Performing evening makeup on a client:

- Complexion: conceal dark circles/blemishes; application of foundation; even blending at jawline; application of loose powder; application of blusher;
- Eyes: application of base colour; application of darker colour on outer side of eye; blending of the two colours (can be shimmery for evening makeup); application and blending of eye pencil under eye; application of mascara and liquid liner;
- Lips: application of lip pencil; application of lipstick.

Contouring and highlighting on a client: adapt makeup according to client's face shape; adapt makeup according to the client's face feature; follow procedure for evening makeup application; apply appropriate blending techniques; neat lipline and eyeliner.

N.B. For assessment purposes, make-up customisation should be based on **ONE** face feature only.

N.B. No marks should be awarded in any application criteria unless all appropriate PPE are used and Health and Safety practices are strictly abided-to!

Learning Outcomes and Assessment Criteria

Subject Focus:	Health and Safety in the salon
Learning Outcome 1:	Demonstrate knowledge of Health and Safety issues in the salon.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-1. Match the different hazards and the related risk encountered in the salon.	K-1. Identify the appropriate personal protective equipment that must be worn by hairdressers and beauty specialists in the salon.	K-1. Describe how different Health and Safety legislations impact practices in the salon.	C-1. Describe the different types of sterilisation and disinfection used in a hair and beauty salon.	C-1. Discuss the consequences of equipment not being sterilised or disinfected.	C-1. Evaluate the effectiveness of each type of disinfection and sterilisation method used in a hair and beauty salon.			

Subject Focus:	Reception duties
Learning Outcome 2:	Conduct reception duties within a Hair and Beauty environment.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-2. List different forms of communication used in the salon.	K-2. Match the skills with the different forms of communication.	K-2. Describe the importance of using appropriate communication with clients and colleagues.	C-2. State the different types of data kept in the salon.	C-2. Describe the key aspects of the Data protection act.	C-2. Discuss the consequences of a breach in data protection.	A-1. Demonstrate good personal presentation during reception duties.	A-1. Show appropriate communication skills when dealing with clients.	A-1. Handle appointments and payments related to hairdressing and beauty services.
K-3. List the responsibilities of the receptionist in a hair and beauty salon.	K-3. State why the receptionist should act in a professional manner when dealing with clients.	K-3. Outline the different payment methods and credit facilities.						

Subject Focus:	Shampoo and conditioning treatments
Learning Outcome 3:	Perform shampoo and conditioning treatments on a client.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-4. Label the layers of the hair and skin structure.	K-4. Name the main functions of the hair shaft and skin structure.	K-4. Describe the general factors that contribute towards healthy hair and skin.	C-3. Identify the appropriate shampoo and conditioner according to the hair and scalp type from a given case scenario.	C-3. Explain how water temperature combined with products affects the hair and scalp.	C-3. Discuss the effects of shampoo and conditioner on the hair and scalp.	A-2. Perform a consultation on a client prior to a shampoo and conditioning service.	A-2. Prepare products, equipment and the client for a shampoo and conditioning service.	A-2. Perform a shampoo and conditioning service on a client including a scalp massage.
K-5. List the different hair and skin types.	K-5. Identify which tests need to be performed before a service for hair and beauty.	K-5. Describe the importance of carrying out tests before a service for hair and beauty.						

Subject Focus:	Basic plaits
Learning Outcome 4:	Perform basic plaits on a client/mannequin head.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-6. Name different types of plaits.	K-6. Identify tools and products needed before plaiting.	K-6. Outline the steps required to prepare the client's hair before plaiting.				A-3. Prepare tools and materials to perform a French and a Dutch plait.	A-3. Perform a French plait and a Dutch plait on a client/mannequin head.	A-3. Create a customised plait according to the client's requirements.

Subject Focus:	Makeup
Learning Outcome 5:	Perform basic makeup on a client according to his/her face shape using the appropriate products and tools.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-7. List the basic face shapes.	K-7. Identify the different face features.	K-7. Illustrate how to correct/enhance face shapes.				A-4. Prepare the tools and materials required to perform day makeup on client.	A-4. Perform basic day makeup on a client.	A-4. Apply corrective makeup on a client.
K-8. Name the different types of makeup brushes.	K-8. Outline the use of different types of makeup brushes.	K-8. Relate the different makeup products with the appropriate brush or tool.				A-5. Prepare the tools and materials to perform an evening makeup on a client.	A-5. Perform an evening makeup on a client.	A-5. Perform an evening makeup on a client including contouring and highlighting.

Assessment Criteria

Assessment criteria provide guidance on how the candidates will be assessed in order to ensure that the learning outcomes have been achieved.

To achieve each outcome a candidate must satisfy the assessment criteria listed in the previous table. The assessment criteria which will be assessed in the controlled assessment have been highlighted.

Scheme of Assessment

Every assignment should include at least **ONE** knowledge criterion and **ONE** application criterion.

Assignment Number	Assignment Type	Percentage distribution
1	Coursework	24 – 42%
2	Coursework	24 – 42%
3	Controlled	24 – 42%

Distribution of Marks

Criteria	MQF Level 1 Marks	MQF Level 2 Marks	MQF Level 3 Marks	Totals
Knowledge	1	1	2	4
Comprehension	2	2	2	6
Application	3	3	4	10

Unit 2: Hair Styling and Face Care

Unit 2	Hair Styling and Face Care
<p>Unit Description</p>	<p>In this unit, candidates will learn how to prepare the client, tools, and heating equipment required to perform both a straight and a curl blow-dry.</p> <p>Furthermore, candidates will be able to apply and wind hair around rollers and dress out the hair according to the style required. They will learn how to section the hair for backcombing/back brushing and will also be trained in completing a smooth French roll.</p> <p>Candidates will acquire the adequate knowledge and skills to create and apply various natural beauty products. Consequently, they will perform a consultation, skin analysis and a face care treatment.</p>

Learning Outcomes

At the end of the unit, I can:

- LO 1.** Produce a finished hairstyle after a blow-dry using heated implements.
- LO 2.** Complete a roller set using good sectioning and winding.
- LO 3.** Complete a smooth French roll using the appropriate equipment.
- LO 4.** Demonstrate knowledge and application of various natural beauty ingredients.
- LO 5.** Carry out a face care treatment in an appropriate beauty salon environment.

Unit Content

Subject Focus	Blow-dry
LO 1.	Produce a finished hairstyle after a blow-dry using heated implements.
K-1.	Heating equipment: blower; heated rollers; tongs; straightening irons.
	Hairdressing equipment and styles: <ul style="list-style-type: none"> • Blower: e.g. dry, smoothen, straighten; • Heated rollers: e.g. curls, flicks, volume; • Tongs: e.g. curls, waves, ringlets; • Straightening irons: e.g. straighten, curls, flicks.
	Handling of heating equipment: check for frayed wires before use; make sure that equipment is clean and in good condition; put equipment in a safe place while it is in use; never use electrical equipment near a water supply; never touch equipment from the heated element.
K-2.	Effects of humidity on the finished hairstyle: frizz; hair returns to its original shape. N.B. <i>It is highly recommended that during delivery the following terms are explained in detail: Alpha keratin state, Beta keratin state, hydroscopic.</i>
	Aftercare advice for a straight blow-dry: round-set hair; avoid humidity; avoid excessive finishing products; brush from ends to roots; avoid touching. Aftercare advice for an upstyle: <ul style="list-style-type: none"> • Maintenance: avoid humidity; use hair net; • Removing upstyle: make sure to remove pins; gentle brush the hair from ends to roots; shampoo the hair; condition the hair.
C-1.	Procedure for blow-drying hair: towel dry the hair; apply styling product; select the appropriate brush/es; section the hair neatly; select the correct heat and speed of the dryer; hold the hairdryer at the correct distance from the strand of hair; make sure each section is dry before taking other sections; work from roots to ends keeping cuticle scales flat; always lift the hair while removing the brush; keep an even tension on the hair.
	Consequences of not following the right procedure when blow-drying hair: burning hair or scalp; damaging the cuticle; not achieving the desired look; tangling the hair.
	Effects on hair when using dry heating equipment: breaks the hair bonds with heat; hair changes from natural to a stretched position shape; seals the cuticle; adds shine.
A-1.	Preparation to perform a blow-dry on a client: <ul style="list-style-type: none"> • Necessary tools: blower; appropriate round brush; flat brush; sectioning clips; • Heated Equipment: heated irons or heated rollers or tongs or diffuser; • Client: proper positioning; towel.
	Performing a straight blow-dry on a client: power dry to remove 70% of water; apply smoothing product and heat defender; section hair appropriately; apply even hair tension; adjust blower's heat; use blower, brushes, combs and clips appropriately.
	Performing a blow-dry with curls on a client using heated curling equipment: heat the heating equipment to the appropriate temperature; correct hair sectioning from nape area; appropriate winding of hair with curling tongs; appropriate overall finished look according to client's /mannequin head's face shape; apply serum and hairspray as required.

Subject Focus	Rollers
LO 2.	Complete a roller set using good sectioning and winding.
K-3.	The consequences of hair not being dried properly during a roller set: the desired result will not be achieved; hair will be flat; hair will frizz; cannot proceed to make an upstyle.
	The consequence of hair not being wound neatly around rollers: fish hooks; frizziness.
	The advantages of using rollers before an upstyle: volume; smoothness; curls; appropriate direction of hair.
A-2.	Preparation of tools to apply rollers: rollers; pins; styling products; hair net; hood drier.
	Application of roller winding: remove excess water; apply styling products; take subsections; start winding the hair around the roller; place hair net; place client/training head under the hood drier.
	Dressing out according to style requirements: make sure the winded hair is dry; leave to cool down; start unwinding rollers from the nape area; comb out accordingly; apply styling products.

Subject Focus	French roll
LO 3.	Complete a smooth French roll using the appropriate equipment.
K-4.	Tools needed for an upstyle: e.g. tail comb, sectioning clips, hair grips, hair pins, smoothing brush, visual aids, hair ornaments.
	The procedure for backcombing/back brushing hair: back comb the root area of the hair shaft; go through the mid lengths and ends; hold the ends of the hair firmly in one hand and back comb; leave hairlines free from backcombing/brushing so that the result will be smooth; smooth the top hair and blend the hair together.
	The importance of securing the hair when performing a French roll: to achieve a nice finished look; to achieve balance; the French roll lasts longer; the style looks smooth and tidy.
A-3.	Preparation of tools for an upstyle: trolley; tail comb; sectioning clips; hair grips; hair pins; smoothing brush; visual aids; hair ornaments; gown; hand held mirror.
	Sectioning of hair for backcombing/brushing: hold the points or ends firmly in one hand and backcomb/brush the roots; look for any breaks or gaps in the dressing; smooth the hair; take clean sections; make sure the hair stands upright firmly.
	Completing a French roll: vertical crisscross sectioning; gripping of the hair; smoothing the hair; holding firm sections; tucking the hair in; using ornaments if necessary; make sure hair grips and pins are not visible; apply hair spray.

Subject Focus	Natural beauty ingredients
LO 4.	Demonstrate knowledge and application of various natural beauty ingredients.
K-5.	Ingredients to create natural beauty products: honey; dairy products; fruits; seeds and oats; eggs.
	Use of natural products: moisturising; astringent; brightening; desquamating; softening. Benefits of using natural ingredients in beauty products: less risk of allergic reactions; no artificial ingredients and chemicals; gentler on the skin; gives quicker results.
A-4.	Natural beauty products to be created through natural ingredients: cleanser; scrub; mask; toner; moisturiser.
	Mixing of natural ingredients: making sure that the area is clean; ensuring there is no cross contamination when mixing ingredients; mixing correct amount to avoid wastage.
	Application of natural beauty products on a client: cleanser applied in circular movements; toner applied using two pieces of cotton pads; scrub applied in circular movements; mask applied between two pieces of gauze using a mask brush or using a brush only; products applied in a logical order.

Subject Focus	Face care treatment
LO 5.	Carry out a face care treatment in an appropriate beauty salon environment.
K-6.	Methods of heating the face: steam; ozone steam; hot towels; infra-red.
	Time allowance: <ul style="list-style-type: none"> • Sensitive skin: 3 minutes; • Mature skin: 3 minutes; • Dry skin: 3 minutes; • Normal and combination skin: 5 minutes; • Oily skin: 8 to 10 minutes.
	Procedure of a face care treatment: deep cleanse; tone; scrub; heat; extractions; massage; eye cream; mask; tone; moisturise.
K-7.	The importance of a consultation and a record card: <ul style="list-style-type: none"> • Consultation: to create a bond and trust between client and therapist; for the therapist to understand client's needs; for the therapist to plan the appropriate treatment and discuss it with client; to discuss duration and cost of the treatment; to fill in clients' record card correctly; • Record card: to provide a complete picture of the client as it includes lifestyle personal details and health issues; to ensure that the client is not contraindicated; to provide a chart of the client's progress; to track the treatments the clients has done providing information that can be used for future reference; to ensure that the client agrees with the treatment.
	Information found in a face care treatment plan: client's details; products to be used; aim of treatment; details of how the treatment will be conducted.
	Suitable aftercare advice: follow up appointment to maintain best result; suitable product for home use; instructions for product use; dietary guidance that can aid to improve the skin; healthy lifestyle changes that can aid to improve the skin.
K-8.	Different products used in a face care treatment: e.g. eye make-up remover, cleanser, toner, scrub, face massage cream, eye cream, mask, moisturiser.
	Purposes of ingredients found in face care products: oils; emulsifier agent; humectants; fragrances; preservatives; waxes; detergents; alcohol; anti-bacterial agents; astringents. <i>N.B.</i> It is highly recommended that during delivery students are made aware of the individual dry and active ingredients found in clay masks.
C-2.	Contraindications of a face care treatment: any diseases and disorders; fever; being under the influence of drugs or alcohol; diarrhoea and vomiting; hypersensitive skin; undiagnosed lumps and bumps; cuts and bruises; scar tissue (2 years for major operation and 6 months for a small scar); sunburn; recent fractures (minimum 3 months).
	Benefits of heating the face: increases perspiration; softens the skin; gentle stimulation; increases desquamation; relaxation. Benefits of a face care treatment: improves texture and appearance of the skin; rebalances the skin sebum and moisture levels; helps reduce minor skin imperfections; improves muscle tone and elasticity; identifies any specific skin problems.

C-3.	Procedure of a face massage: effleurage face and neck (x3); pinching movement on chin; rotation around nostril area; friction over the nose; pinching and circling around the eyes; petrissage over the forehead; vibrations over the forehead; rolling and stroking the cheeks; tapotement over the face and neck; effleurage over the face and neck.
	Benefits of a face massage: help the surface cells to be shed; relaxes facial muscles; increases blood circulation; increases lymphatic drainage.
	Effects of the following main face massage movements: effleurage; petrissage; tapotement; friction.
A-5.	Consultation prior to a face care treatment on a client: introducing oneself and greeting client; use appropriate verbal and non-verbal skills; fill in record card; discuss treatment; discuss duration and cost of treatment
	Performing a superficial cleanse on a client: removal of makeup; cleanse; tone; perform skin analysis; input results to client's record card.
	Face care treatment on a client and aftercare advice: <ul style="list-style-type: none"> • Face treatment: deep cleanse; tone; scrub; heat; extractions; massage; eye cream; mask; tone; moisturise; • Aftercare advice: set-up follow up appointment; suitable product for home use; instructions for product use; dietary guidance that can aid to improve the skin; healthy lifestyle changes that can aid to improve the skin.

N.B. No marks should be awarded in any application criteria unless all appropriate PPE are used and Health and Safety practices are strictly abided-to!

Learning Outcomes and Assessment Criteria

Subject Focus:	Blow-dry
Learning Outcome 1:	Produce a finished hairstyle after a blow-dry using heated implements.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-1. Label the different heating equipment for styling.	K-1. Match different heating equipment to different styles.	K-1. Describe how to handle heating equipment.	C-1. Describe the procedure for blow-drying hair.	C-1. Explain the consequences of not following the right procedure when blow-drying hair.	C-1. Discuss the effects on hair when using dry heating equipment.	A-1. Prepare the necessary tools, heating equipment and the client to perform a blow-dry.	A-1. Perform a straight blow-dry on a client.	A-1. Perform a blow-dry with curls on a client using heated curling equipment.
K-2. State the effects of humidity on the finished style.	K-2. Outline the aftercare advice for a straight blow-dry.	K-2. Describe the aftercare advice for an upstyle.						

Subject Focus:	Rollers
Learning Outcome 2:	Complete a roller set using good sectioning and winding.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-3. State the consequences of hair not being dried properly during a roller set.	K-3. Outline what happens when hair is not wound neatly around the rollers.	K-3. Describe the advantages of using rollers before an upstyle.				A-2. Prepare the necessary tools to apply rollers on a client/ mannequin head.	A-2 Wind the hair of a client/ mannequin head around the roller according to the style requirements.	A-2. Dress out the hair of a client/ mannequin head according to style requirements.

Subject Focus:	French roll
Learning Outcome 3:	Complete a smooth French roll using the appropriate equipment.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-4. Label the different tools needed for an upstyle.	K-4. Outline the procedure for backcombing/brushing the hair.	K-4. Describe the importance of securing the hair when performing a French roll.				A-3. Prepare the necessary tools for an upstyle on a client/mannequin head.	A-3. Section the hair of a client/mannequin head for backcombing/back brushing.	A-3. Complete a smooth French roll of a client/mannequin head according to requirements.

Subject Focus:	Natural beauty ingredients
Learning Outcome 4:	Demonstrate knowledge and application of various natural beauty ingredients.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-5. List the different ingredients that can be used to create various natural beauty products.	K-5. Outline the use of different natural ingredients in creating natural beauty products.	K-5. Describe the benefits of using natural ingredients in beauty products.				A-4. Select the natural ingredients required to create various natural beauty products.	A-4. Mix the natural ingredients required to create various natural beauty products.	A-4. Apply various natural beauty products during a facial treatment on a client.

Subject Focus:	Face care treatment
Learning Outcome 5:	Carry out a face care treatment in an appropriate beauty salon environment.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-6. List the different heating methods that can be used during a face care treatment.	K-6. Identify the time allowance when heating the face according to the various skin types.	K-6. Outline the procedure of a face care treatment.	C-2. Explain contra-indications of a face care treatment.	C-2. Explain the benefits of heating the face.	C-2. Discuss the benefits of a face care treatment.			
K-7. State the importance of a consultation and record card prior to a face care treatment.	K-7. Outline the necessary information that should be found in a face care treatment plan.	K-7. Describe suitable aftercare advice that can be given to the client after a face care treatment.				A-5. Demonstrate a consultation prior to a face care treatment on a client.	A-5. Perform a superficial cleanse followed by a skin analysis on a client.	A-5. Perform the appropriate face care treatment on a client including after-care advice.
K-8. List different products used in a face care treatment.	K-8. Outline the purpose of ingredients found in face care products.	K-8. Describe the effects of different products used during a face care treatment.	C-3. Describe the procedure of a face massage.	C-3. Explain the benefits of a face massage.	C-3. Discuss the effects of the main face massage movements.			

Assessment Criteria

Assessment criteria provide guidance on how the candidates will be assessed in order to ensure that the learning outcomes have been achieved.

To achieve each outcome a candidate must satisfy the assessment criteria listed in the previous table. The assessment criteria which will be assessed in the controlled assessment have been highlighted.

Scheme of Assessment

Every assignment should include at least **ONE** knowledge criterion and **ONE** application criterion.

Assignment Number	Assignment Type	Percentage distribution
1	Coursework	24 – 42%
2	Coursework	24 – 42%
3	Controlled	24 – 42%

Distribution of Marks

Criteria	MQF Level 1 Marks	MQF Level 2 Marks	MQF Level 3 Marks	Totals
Knowledge	1	1	2	4
Comprehension	2	2	2	6
Application	3	3	4	10

Unit 3: Haircuts and Nail Care

Unit 3	Haircuts and Nail Care
<p>Unit Description</p>	<p>On completion of this unit candidates will be able to plan, choose appropriate products and tools, section hair, and perform a one-length hair cut and a forward graduation haircut on a mannequin head. Candidates will acquire the necessary skills in applying pin curls on a mannequin head and afterwards style hair accordingly.</p> <p>The various tools and products used in a manicure and a pedicure will be explored. Candidates will be trained in consulting, planning and carrying out basic and specialized manicures and pedicures. In addition, they will also be able to prepare UV equipment and products to complete a manicure or pedicure using UV nail polish, and produce basic nail art.</p>

Learning Outcomes

At the end of the unit, I can:

- LO 1.** Demonstrate knowledge of the different tools, products and equipment for hair.
- LO 2.** Perform a one-length haircut on a mannequin head.
- LO 3.** Perform a forward graduation cut on a mannequin head.
- LO 4.** Apply pin curls on a mannequin head.
- LO 5.** Perform a manicure and a pedicure according to a client's request.
- LO 6.** Carry out the application of UV nail polish complete with basic UV nail art.

Unit Content

Subject Focus	Tools, products and equipment for hair
LO 1.	Demonstrate knowledge of the different tools, products and equipment for hair.
K-1.	<p>Tools for a haircut and pin curls: cutting comb and wide tooth comb; pin tail comb; cutting scissors; cutting gown; neck brush; spray gun; sectioning clips; two pronged clips; hand held mirror; net or scarf.</p> <p>Use and effect of hairdressing products:</p> <ul style="list-style-type: none"> • Haircut: smoothing product; leave-in conditioner. • Pin curls: hard hold gel or sculpting liquid or curl activator or curl cream; hairspray; shine; soft hairspray; anti frizz oil or anti frizz spray.
K-2.	<p>Hair textures: fine hair; medium hair; thick hair; afro-textured hair.</p> <p>Advantages and disadvantages:</p> <ul style="list-style-type: none"> • Fine hair: <ul style="list-style-type: none"> ○ Advantages: less product usage or easier to detangle or dries instantly; ○ Disadvantages: tangles or no volume or not enough hair for fashionable styles/upstyles; • Medium hair: <ul style="list-style-type: none"> ○ Advantages: lots of body or perfect density for a blowdry/upstyle or styling flexibility; ○ Disadvantages: None; • Thick hair: <ul style="list-style-type: none"> ○ Advantages: plenty of hair to work with or weighs down the frizz; ○ Disadvantages: more product usage or looks wild and bushy with the wrong cut or style or trickier to detangle; • Afro-textured: <ul style="list-style-type: none"> ○ Advantages: plenty of hair to work with or lots of volume; ○ Disadvantages: more product usage or looks wild and bushy with the wrong cut or style or trickier to detangle or requires specified products or has more frizz.
C-1.	<p>Hair growth patterns: cowlick; widow's peak; nape whorl; double crown.</p> <p>Best techniques for each hair growth pattern:</p> <ul style="list-style-type: none"> • Cowlick: part the hair using natural fall following the hair direction; avoid short fringe; • Widow's peak: avoid fringe; part in the middle; • Double crown: keep hair longer to flatten the area and leave weight to push the hair down; cut layers long enough to let the hair lie in the desired direction; • Nape whorl: leave the hair long enough to hide the nape whorl; cut the hair short/shave on shorter hair.

Subject Focus	One-length haircuts
LO 2.	Perform a one-length haircut on a mannequin head.
K-3.	Areas of the head: forehead; occipital bone; nape; crown; temples.
	Cutting guidelines for a one-length haircut: look for natural fall and section the head from the centre of the forehead working through the crown area towards the nape; section crown area from ear to ear; take fine subsections from the occipital bone directing towards the ear working upwards towards the crown; incorporate sides into the back section using natural fall parting; no over direction.
	Disadvantages of not following the appropriate guidelines for a one-length haircut: e.g. uneven cut, too short or too long hair cut, graduated cut.
A-1.	Preparation to perform a one-length haircut: <ul style="list-style-type: none"> • Mannequin head: gown; set correct height of mannequin stand/tripod; wet hair; • Tools: cutting comb; cutting scissors; section clip; neck brush; handheld mirror. <p>N.B. <i>It is highly recommended that during delivery the correct gowning and correct height adjustment of the mannequin stand/tripod preparations should also be practised.</i></p>
	Choosing the appropriate sections for a one-length haircut on a mannequin head: look for natural fall; section the head from the centre of the forehead working through the crown area towards the nape; section crown area from ear to ear; take fine subsections from the occipital bone directing towards the ear working upwards towards the crown; incorporate sides into the back section using natural fall parting. <p>Performing a one-length haircut on a mannequin head: correct tension; correct handling of scissors; no over-direction; fine sub-sectioning; clean sub-sectioning.</p>

Subject Focus	Forward graduation cut
LO 3.	Perform a forward graduation cut on a mannequin head.
K-4.	Basic principles to carry out a forward graduation cut: apply correct tension; follow cutting guide line; no over direction; use same cutting angle.
	State the procedure for a forward graduation cut: look for natural fall; start by following the sections of a one-length cut; comb all the hair backwards; divide the head using a natural fall parting from the front working towards the crown; divide the crown area from ear to ear (2 sections only); sub-section each half from ear to crown; comb downwards part of front and side; incorporate into a straight line; repeat until all of front sections are taken; establish a holding angle of 0° and a cutting angle of 45°.
	Importance of following the appropriate procedure for a forward graduation cut: e.g. even cut; better establishment of cutting guide line through fine sub-sectioning, achieving desired hair length.
C-2.	Finishing style according to face shape: <ul style="list-style-type: none"> • Round: layered fringes rather than straight or heavy or short styles which add height or curls around the crown but away from the face to add height or styles that add length or styles that keep the sides of the hair short or close to the face OR • Square: wispy sideways/slanting fringe or layers around cheeks and neck area or chin-length bob or styles avoiding middle parting OR • Triangular: added width to the sides or use of fringe or added height to the crown area.
	Suitability of a finishing style based on face shapes: e.g. round, square, triangular.
	Prominent face features balanced through hairstyle: prominent nose or protruding ears.
A-2.	Preparation to perform a forward graduation haircut: <ul style="list-style-type: none"> • Mannequin head: gown; set correct height of mannequin stand/tripod; wet hair; • Tools: cutting comb; cutting scissors; sectioning clips; neck brush; hand held mirror.
	Sectioning the hair prior to performing a forward graduation cut on a mannequin head: look for natural fall; section the head from the centre of the forehead working through the crown area towards the nape; section crown area from ear to ear; take fine subsections from the occipital bone directing towards the ear working upwards towards the crown; incorporate sides into the back section using natural fall parting; comb all the hair backwards; divide the head using a natural fall parting from the front working towards the crown; divide the crown area from ear to ear (2 sections only); sub section each half from ear to crown; comb downwards part of front and side; incorporate into a straight line; repeat until all of front sections are taken.
	Performing a forward graduation cut on a mannequin head: correct tension; correct handling of scissors; no over-direction; fine and clean sub-sectioning; holding angle 0° and cutting angle 45°.

Subject Focus	Pin curls
LO 4.	Apply pin curls on a mannequin head.
K-5.	Pin curls: stand up barrel curl; clock spring curl; long stem pin curl; reverse pin curl.
	Sections taken for pin curls: part the head according to the desired style from the forehead towards the crown; divide the crown from ear to ear; continue dividing from the crown towards the nape; take fine subsections to wind pin curls.
K-5.	Effects of applying different types of pin curls: <ul style="list-style-type: none"> • stand up barrel curl: volume at roots and roller-like curl; • clock spring curl: wavy at the roots and tight curl at the ends; • long stem pin curl: big soft curl; • reverse pin curl: finger wave effect.
	Preparation to apply pin curls on a mannequin head: <ul style="list-style-type: none"> • Tools for pin curls: pin tail comb; two prong clips and sectioning clips; spray gun; hand held mirror; net or scarf; • Products: curl cream or curl activator or hard hold gel or sculpting liquid; anti frizz oil or anti frizz spray; soft hairspray.
A-3.	Application of pin curls on a mannequin head: dampen the hair using spray gun; apply styling product; comb thoroughly; part the head according to the desired style from the forehead towards the crown; divide the crown from ear to ear; starting from the front take fine subsections towards the crown; pin curl both frontal sides following parting of hair into fine subsections from the crown towards the nape; take fine subsections working spirals pinning each curl; wind whole head; cover the full head of pin curls with a net.
	Combing out a full head of pin curls and styling: dry with blower or hood dryer; unpin each curl starting from the nape working towards the crown and front when hair is dry; brush out; apply smoothing finishing product; apply hairspray.

Subject Focus	Manicure and pedicure
LO 5.	Perform a manicure and a pedicure according to a client's request.
K-6.	<p>Nail shapes: oval; round; square; squoval; pointed.</p> <p>Functions of the nail:</p> <ul style="list-style-type: none"> • Free edge: protects the hyponychium; • Hyponychium: protects the nail bed from infections; • Nail plate: protects the living nail bed below; • Lunula: no particular function but it gets its white opaque colour as new cells are pushed forward; • Cuticle: protects the matrix from infection; • Nail wall: protects the nail bed; • Nail groove: ensures a straight nail growth; • Nail bed: supplies nourishment and protection; • Matrix: produces new nail cells; • Mantle: protects the matrix from physical damage. <p>Factors that affect a healthy nail growth: good health; a balanced diet; exposure to sunlight; work that does expose hands to adverse conditions; young age.</p>
K-7.	<p>Products and tools for a basic manicure and pedicure treatment:</p> <ul style="list-style-type: none"> • Tools: e.g. manicure bowl/foot basin, nail brush, hoof stick/orange stick, cuticle knife, cuticle nippers, emery boards, pumice stone, nail clippers (toe and hand nail clippers); • Products: e.g. sterilising liquid including hand and foot sanitizing spray, cuticle massage cream, cuticle remover, hand and foot massage cream, nail enamel remover, nail enamel including base and top coat, foot and hand soak, hand and foot scrub, hand and foot mask. <p>Specialised treatments for manicure and pedicure: paraffin wax mask; hot oil mask.</p> <p>Steps for a manicure or pedicure:</p> <ol style="list-style-type: none"> Step 1: Consultation; Step 2: Sterilise hands/feet; Step 3: Assess hands/feet; Step 4: Remove nail enamel; Step 5: File the nails of both hands/feet; Step 6: Buff nails of the first hand/foot; Step 7: Applying cuticle cream to the first hand/foot; Step 8: Soak the first hand/foot and in the meantime repeat steps 6 till 8 on the other hand/foot; Step 9: Dry the first hand/foot and apply cuticle remover; Step 10: Gently push cuticles back using a hoof stick or orange stick; Step 11: Remove excess and adhered cuticle using a wet cuticle knife in circular movements;

- Step 12: Nip away any remaining excess cuticle using cuticle nippers in a nipping action, without pulling or tearing the cuticle;
- Step 13: Remove any remaining cuticle remover using a nail brush;
- Step 14: Scrub the first hand/ foot in circular movement right up to the knee/elbow and then using a cloth remove scrub; then scrub the other hand/foot and rinse and dry;
- Step 15: Remove hard skin following only one direction using a pedicure pumice stone (only for foot) and rinse and dry;
- Step 16: Massage hands/feet following the massage routine and using a massage medium;
- Step 17: Wipe the nails thoroughly from any remaining grease;
- Step 18: Apply base coat in three to five strokes;
- Step 19: Apply nail varnish in three to five strokes;
- Step 20: Finish off by applying top coat in three to five strokes.

Benefits of manicure and pedicure: improves nail and hand/foot appearance; improves skin texture; improves circulation; keeps cuticles soft and supple; keeps nails healthy.

Hands and feet diseases and disorders, and contraindications: e.g. tinea unguium, paronychia, onychia, ingrown nails, nail biting, hang nail, furrows and ridges and beau's line, pterygium, leukonychia, discoloured nails, brittle nails, calluses and corns, bunions, chilblains, any hand or foot or nail disease*, open cuts and wounds*, swelling and bruises*, broken bones*, diabetes*.

**N.B. These elements are contraindications.*

C-3.

Treatment plan and aftercare advice:

- Treatment plan: consultation; analyse nail and hand/foot condition; suggest basic or specialized manicure/pedicure needed; products to be used; maintain update of record cards;
- Aftercare advice: wear protective gloves as necessary **and/or** dry hands thoroughly **and/or** filing nails **and/or** dry feet well especially between toes **and/or** change socks daily **and/or** wear appropriate footwear **and/or** recommend any use of homecare products **and/or** advise on frequency of treatment **and/or** recommended specialized treatments.

Preparation for a manicure and a pedicure on a client: tools; products; Health and Safety.

Steps for a manicure or pedicure on a client:

- Step 1: Consultation;
- Step 2: Sterilise hands/feet;
- Step 3: Assess hands/feet;
- Step 4: Remove nail enamel;
- Step 5: File the nails of both hands/feet;
- Step 6: Buff nails of the first hand/foot;
- Step 7: Applying cuticle cream to the first hand/foot;
- Step 8: Soak the first hand/foot and in the meantime repeat steps 6 till 8 on the other hand/foot;
- Step 9: Dry the first hand/foot and apply cuticle remover;
- Step 10: Gently push cuticles back using a hoof stick or orange stick;
- Step 11: Remove excess and adhered cuticle using a wet cuticle knife in circular movements;
- Step 12: Nip away any remaining excess cuticle using cuticle nippers in a nipping action, without pulling or tearing the cuticle;
- Step 13: Remove any remaining cuticle remover using a nail brush;
- Step 14: Scrub the first hand/foot in circular movement right up to the knee/elbow and then using a cloth remove scrub; then scrub the other hand/foot and rinse and dry;
- Step 15: Remove hard skin following only one direction using a pedicure pumice stone (only for foot) and rinse and dry;
- Step 16: Massage hands/feet following the massage routine and using a massage medium;
- Step 17: Wipe the nails thoroughly from any remaining grease;
- Step 18: Apply base coat in three to five strokes;
- Step 19: Apply nail varnish in three to five strokes;
- Step 20: Finish off by applying top coat in three to five strokes.

A-4.

Carrying out a specialised manicure or pedicure treatment on a client: apply nourishing oil or mask or paraffin wax to hand/foot; wrap in cling film or foil; put on thermal mittens or booties; leave product for 15 minutes and then remove

N.B. For assessment purposes, during a manicure or a pedicure any specialized treatments must be carried out prior to massage (i.e. before step 16).

Subject Focus	UV nail polish and UV nail art
LO 6.	Carry out the application of UV nail polish complete with basic UV nail art.
K-8.	<p>Products and equipment: UV or LED lamp; nail files; buffer cube; orange sticks; cuticle pusher; cuticle nipper; striper brush; dotting tools; dusting brush; UV top coat; UV base coat; pure acetone; nail polish remover; primer; cuticle remover; rubbing alcohol wipes; cuticle oil; gel polish colours; square cotton swabs; hand cream.</p> <p>Procedure of UV polish and nail art application:</p> <ul style="list-style-type: none"> Step 1: Consultation and sterilisation of hands or feet; Step 2: Remove nail enamel with remover or previous gel polish with pure acetone; Step 3: File and shape nails; Step 4: Apply cuticle remover and remove cuticle; Step 5: Buff nail plate; Step 6: Apply primer; Step 7: Apply UV base coat, UV gel polish colour x 2 and cure in UV lamp each time; Step 8: Apply simple nail art with striper brush or dotting tools and cure in UV lamp; Step 9: Apply UV top coat and cure for 1 – 2 mins and remove sticky layer with alcohol wipes; Step 10: Finish off by applying cuticle oil and hand cream.
A-5.	<p>Preparation of nail table or trolley for UV polish and nail art: covering nail table with couch roll; UV or LED lamp; nail files; buffer cube; orange sticks; cuticle pusher; cuticle nipper; striper brush; dotting tools; dusting brush; UV top coat and base coat; pure acetone; nail polish remover; primer; cuticle remover; rubbing alcohol wipes; cuticle oil; gel polish colours; square cotton swabs; hand cream.</p> <p>UV polish application on a mannequin hand:</p> <ul style="list-style-type: none"> Step 1: Consultation and Sterilisation of hands; Step 2: File and shape nails; Step 3: Buff nail plate; Step 4: Apply primer; Step 5: Apply UV base coat and Cure in UV lamp; Step 6: Apply UV gel polish colour x 2 and Cure in UV lamp each time; <p>N.B. For assessment purposes, UV gel polish colour should be applied on two nails of a mannequin hand.</p>

Performing a simple UV nail art on a mannequin hand:

- Step 1: Apply simple nail art with striper brush or dotting tools and cure in UV lamp;
- Step 2: Apply UV top and cure for 1 – 2 mins and remove sticky layer with alcohol wipes;
- Step 3: Finish off by applying cuticle oil and hand cream.
- Step 4: Remove gel polish with pure acetone

N.B. For assessment purposes, nail art should be performed on one nail.

N.B. No marks should be awarded in any application criteria unless all appropriate PPE are used and Health and Safety practices are strictly abided-to!

Learning Outcomes and Assessment Criteria

Subject Focus:	Tools, products and equipment for hair
Learning Outcome 1:	Demonstrate knowledge of the different tools, products and equipment for hair.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-1. Name the different tools used for a haircut and pin curls.	K-1. Match the products according to their relevant use for a haircut and pin curls.	K-1. Describe the effect of different hairdressing products.	C-1. Describe the different hair growth patterns.	C-1. Justify the best techniques for each hair growth pattern.	C-1. Discuss the repercussions of ignoring hair growth patterns.			
K-2. List different hair textures.	K-2. Identify different hair textures.	K-2. Outline an advantage and disadvantage of different hair textures.						

Subject Focus:	One-length haircuts
Learning Outcome 2:	Perform a one-length haircut on a mannequin head.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-3. Label the different areas of the head.	K-3. Outline the cutting guidelines for a one-length haircut.	K-3. Describe the disadvantages of not following the appropriate guidelines for a one-length haircut.				A-1. Prepare a mannequin head and the necessary tools to perform a one-length haircut.	A-1. Choose the appropriate sections for a one-length haircut on a mannequin head.	A-1. Perform a one-length haircut on a mannequin head.

Subject Focus:	Forward graduation cut
Learning Outcome 3:	Perform a forward graduation cut on a mannequin head.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-4. List the basic principles to carry out a forward graduation cut.	K-4. State the procedure for a forward graduation cut.	K-4. Describe the importance of following the appropriate procedure for a forward graduation cut.	C-2. Choose a finishing style according to a given client's face shape.	C-2. Explain the use of a suitable finishing style for each of the given face shape.	C-2. Justify how a hairstyle can be used to balance a given prominent face feature.	A-2. Prepare a mannequin head and the necessary tools to perform a forward graduation cut.	A-2. Section the hair prior to performing a forward graduation cut on a mannequin head.	A-2. Perform a forward graduation cut on a mannequin head.

Subject Focus:	Pin curls
Learning Outcome 4:	Apply pin curls on a mannequin head.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-5. Identify pin curls from given illustrations.	K-5. Outline the sections taken for pin curls.	K-5. Describe the effects of different types of pin curls.				A-3. Prepare tools and products to apply pin curls on a mannequin head.	A-3. Apply a full head of pin curls on a mannequin head.	A-3. Comb out a full head of pin curls according to the style requirements.

Subject Focus:	Manicure and pedicure
Learning Outcome 5:	Perform a manicure and a pedicure according to a client's request.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-6. List the different nail shapes.	K-6. Outline the functions of the different parts of the nail.	K-6. Describe the general factors that affect a healthy nail growth.	C-3. State the benefits of a manicure and pedicure treatment.	C-3. Recognise various hand and foot diseases and disorders.	C-3. Discuss the appropriate treatment plan and aftercare advice suitable for a client in a given case scenario.	A-4. Prepare the necessary tools and products for a manicure and a pedicure on a client.	A-4. Perform a basic complete manicure or pedicure on a client.	A-4. Carry out a specialised manicure or pedicure treatment based on the client's needs.
K-7. List the products and tools needed for a basic manicure and pedicure treatment.	K-7. Name the specialised treatments that can be used for manicure and pedicure.	K-7. Outline the procedure used during a manicure/ pedicure treatment.						

Subject Focus:	UV nail polish and UV nail art
Learning Outcome 6:	Carry out the application of UV nail polish complete with basic UV nail art.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<i>K-8. List the products and equipment needed for a UV polish and nail art application.</i>	<i>K-8. Outline the use of the specific tools used for UV polish and nail art application.</i>	<i>K-8. Describe the procedure of a UV polish and nail art application.</i>				<i>A-5. Prepare the necessary products and equipment for UV polish and nail art.</i>	<i>A-5. Perform a UV polish application on a mannequin hand.</i>	<i>A-5. Perform a simple UV nail art on a mannequin hand.</i>

Assessment Criteria

Assessment criteria provide guidance on how the candidates will be assessed in order to ensure that the learning outcomes have been achieved.

To achieve each outcome a candidate must satisfy the assessment criteria listed in the previous table. The assessment criteria which will be assessed in the controlled assessment have been highlighted.

Scheme of Assessment

Every assignment should include at least **ONE** knowledge criterion and **ONE** application criterion.

Assignment Number	Assignment Type	Percentage distribution
1	Coursework	24 – 42%
2	Coursework	24 – 42%
3	Controlled	24 – 42%

Distribution of Marks

Criteria	MQF Level 1 Marks	MQF Level 2 Marks	MQF Level 3 Marks	Totals
Knowledge	1	1	2	4
Comprehension	2	2	2	6
Application	3	3	4	10

Appendix 1 – Minimum required resources

This list is not intended to be exhaustive. These resources should be available for at least 16 candidates.

Hairdressing tools

- Mannequin heads and tripods x 16
- Different types of combs x 16 (wide toothed, tail comb, cutting comb)
- Different types of brushes x 16 (paddle brush/detangler, round small, medium, large)
- Section clips 6 x 16
- Black gown x 16
- Scissors x 16

Beauty Tools

- Scissors x 8
- Nail clippers – large and small x 8
- Cuticle nipper
- Cuticle knife
- Hoof stick with rubber end
- Buffer
- Pumice stone
- Toe separator
- Record cards

Hairdressing equipment

- UV cabinet x 6
- Chemical steriliser x 8
- Back basins with seat and shower heads x 8
- Stations with adjustable arm chairs x 16
- Trollies x 16
- Hood dryers x 8
- Blowers x 16
- Diffuser x 8
- Straightening irons x 8
- Tongs x 8
- 10 packets of small rollers
- 10 packets of medium rollers
- 10 packets of large rollers
- Heated rollers x 10
- Pins and grips (different sizes) x 6
- Spray gun x 16
- Pin curl (2 pronged) grips x 8

Beauty Equipment

- Couches
- Beauty trollies
- Magnifying lamps
- Steamers
- Towel warmers
- Therapist stools
- Foot stools
- manicure tables
- Pedicure chairs
- Manicure bowls
- Pedicure basins or spa basin
- Bowls – large, medium and small
- Exfoliating brushes
- Small wash basins for each cubicle
- Mirrors

Hairdressing consumables

- Disposable gloves x 8
- Cotton wool x 4
- Couch tissues/roll x 4
- Shampoo for different types of hair x 3 of each type (5 litre bottles)
- Conditioner for different types of hair x 3 of each type (5 litre bottles)
- Hair and scalp treatments x 6
- Styling products (mousse, straightening gel) x 6
- Finishing products (serum, spray gel wax) x 6

Beauty Consumables

- Dry wipes
- Cotton buds
- Emery boards
- Orange sticks
- Tissues
- Small spatulas
- Gauze
- Cleansers for the different skin types
- Toners for the different skin types
- Moisturisers for the different skin types
- Eye makeup removers – oily and non -oily
- Facial scrubs – soft and harsh granules

- Enzymatic peels
- Facial massage cream and oil
- Clay mask to include Kaolin, fullers earth, calamine, oatmeal
- Rose water
- Witch hazel
- Almond oil
- glycerine
- Orange flower water
- Commercial ready-made mask for the different skin types
- Paraffin wax mask
- Collagen mask
- Eye cream and gel
- Non – acetone Nail polish remover
- Cuticle cream or oil
- Cuticle remover
- Hand and foot massage cream
- Hand and foot sanitizer
- Foot scrub
- Buffing paste
- Base coat
- Nail polishes of different colours
- French polish kits
- Top coat
- Head Bands

Makeup Products

- Concealer/corrector x 8
- Liquid foundation (light, medium and dark) x 8
- Compact foundation (light, medium and dark) x 8
- Loose powder x 8
- Eye shadow palette of warm and cold colours (15 colours each palette) x 8
- Mascaras x 8
- Black liquid liners x 8
- Black eye pencils x 8
- 8 of each lip pencils (nude, pink and brown)
- 8 of each lipsticks (nude, pink and brown)
- 8 of each blushers (pinkish and peach)
- 8 of each eyebrow pencils (light and dark)
- 8 of each contouring and highlighting products

Other

- Brooms x 2 in each salon
- Dust pans x 2 in each salon
- Laundry baskets x 4
- Shelves/cabinets x 16
- Towels x 100 for hair clients
- Towels (large – medium – small) and hand towels for beauty clients
- Cash registers x 2
- Swing tops or pedal bins next to every couch
- Changing rooms
- Large lockers for students to store their equipment