



L-Università
ta' Malta

MATSEC
Examinations Board



SEC 43 Syllabus

Hairdressing and Beauty

2024

Updated on 19th September, 2022

SEC43 Hairdressing and Beauty
Syllabus Addendum

Updates for the 2024 MATSEC Examinations Session

Changes in Subject Content	Content of Unit 3 K2, K6, C1 and C5 may not be covered.
Changes in Coursework	Unit 3: No changes.
Changes in Exam Paper(s)	The Unit 3 Controlled assessment will not include K2, K6, C1 and C5 . Marks for these criteria, which shall not be assessed, will be prorated at the end of the unit based on the combined performance in Knowledge and Comprehension criteria within the same unit.

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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 SEC 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, heating equipment, plaits and one-length hair cut.
- Perform beauty treatments including facials, makeup, manicures and pedicures.
- Provide aftercare advice to clients after receiving a hair beauty service.

Unit Learning Outcomes

Unit 1: Communication and Consultation

At the end of the unit, I can:

- LO 1.** Conduct reception duties within a hair and beauty environment.
- LO 2.** Demonstrate an understanding of the hair and skin structure.
- LO 3.** Conduct a client consultation.
- LO 4.** Demonstrate knowledge of Health and Safety issues in the salon.
- LO 5.** Perform basic plaits and makeup.

Unit 2: Shampooing, Conditioning and Face Care Treatment

At the end of the unit, I can:

- LO 1.** Demonstrate knowledge of the different hair, scalp and skin diseases, disorders and contraindications.
- LO 2.** Demonstrate an understanding of the different hair and skin conditions and the related aftercare advice.
- LO 3.** Perform a shampoo and conditioning treatment on a client.
- LO 4.** Carry out a face care treatment in an appropriate beauty salon environment.

Unit 3: Hair style and Nail treatment

At the end of the unit, I can:

- LO 1.** Demonstrate knowledge of different tools, equipment, products and postures for hair and nail treatments.
- LO 2.** Perform a one-length haircut.
- LO 3.** Demonstrate knowledge of the nail structure.
- LO 4.** Perform a manicure and a pedicure.
- LO 5.** Carry out finishing hairstyles after a blow-dry.
- LO 6.** Demonstrate an understanding of hair and nails aftercare.

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 by means of three assignments, one of which must be an assessment conducted within a controlled school environment. 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.

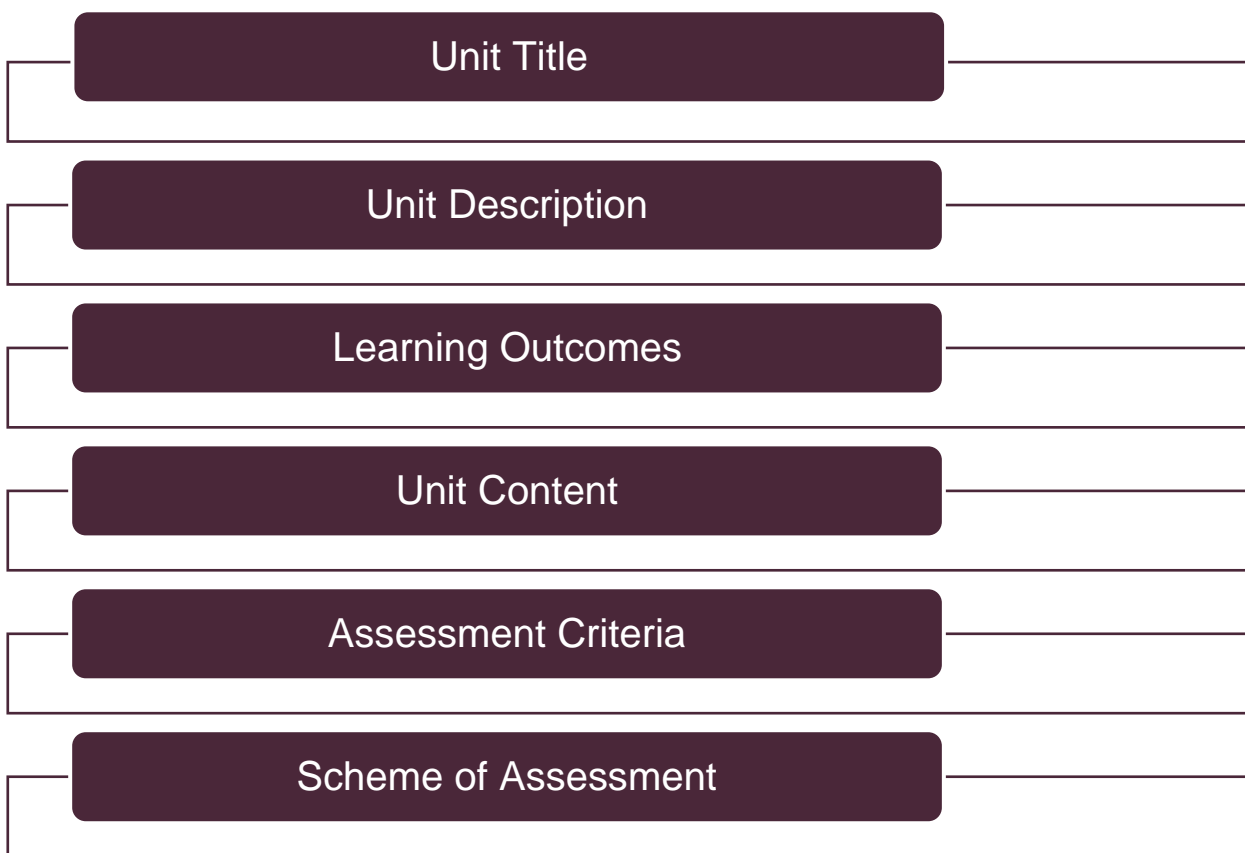
Internal Verification of Assessment Briefs	All assessment briefs are to be internally verified before being issued to the candidates. Within this process, important checks relating to learning outcomes, criteria to be assessed, validity and reliability are to be performed.
Internal Verification of Assessment 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: Communication and Consultation

Unit 1	Communication and Consultation
<p>Unit Description</p>	<p>On completion of this unit, candidates will understand the importance of reception duties. They will be trained in welcoming clients, handling enquiries, taking appointments, dealing with clients, handling delivery payments, stock-taking and maintaining the appearance of a reception area whilst adopting a professional approach throughout.</p> <p>Candidates will also learn basic anatomy of the structure and functions of the hair and skin. In this regard, they will carry out a client consultation and shall plan and prepare basic hairdressing and beauty treatments. Such treatments shall include hair plaiting and the application of day and specialised makeup. The adequate tools and products required to carry out the different procedures shall be explored.</p> <p>The importance of Health and Safety shall be emphasized throughout the unit. Candidates will become familiar with workplace hazards and understand possible solutions required to minimise risks, including sterilisation and sanitation practices</p>

Learning Outcomes

At the end of the unit, I can:

- LO 1.** Conduct reception duties within a hair and beauty environment.
- LO 2.** Demonstrate an understanding of the hair and skin structure.
- LO 3.** Conduct a client consultation.
- LO 4.** Demonstrate knowledge of Health and Safety issues in the salon.
- LO 5.** Perform basic plaits and makeup.

Unit Content

Subject Focus	Communication and reception duties
LO 1.	Conduct reception duties within a hair and beauty environment.
K-1.	Forms of communication: verbal; non-verbal; written; alternative forms of communication.
	<p>Communication skills:</p> <ul style="list-style-type: none"> • Verbal: e.g. greeting, checking for understanding, probing, empathy, confrontation, constructive feedback, summarization, termination; • Non-verbal: e.g. facial expressions, eye contact, gestures, touch, posture, proximity, tone of voice, speech pace; • Written: e.g. incident reports, journals, contact book, policies and procedures, memos, medical records, telephone notes, prescriptions or referrals; • Alternative forms of communication: e.g. sign language, lip reading, flash cards, signs and symbols, objects of reference, Makaton, Braille, electronic devices.
	Importance of using appropriate communication skills: portraying a professional image; client good will; team work; dealing with unsatisfied clients.
K-2.	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.
	Benefits of receptionist professionalism: to promote client good will; to portray high standards; to promote harmony within the team; to contribute towards the day-to-day running of the salon.
	Ways of increasing sales: respond willingly and courteously to client's requests; clarify any instructions given by the stylist or beauty specialist; report accurately any problems likely to affect salon services; contribute to promotions in the salon; possess proper knowledge of products.
K-3.	How professionals should present themselves when working with clients: well-groomed hair; short clean nails; emphasis on personal hygiene; fresh breath; clean uniform.
	Benefits of proper personal presentation: feeling proud and showing pride in one's job; looking professional and giving a good impression.
	Consequences of inappropriate personal presentation: cross contamination; unpleasant working atmosphere; loss of clients; bad reputation.
C-1.	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>Handle 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	Hair and skin structure
LO 2.	Demonstrate an understanding of the hair and skin structure.
K-4.	<p>Hair and skin structure:</p> <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.
	<p>Main functions of the hair shaft and skin structure:</p> <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><i>N.B.</i> It is highly recommended that skin and hair structure be included in the delivery.</p>
	Factors contributing towards healthy hair and skin: balanced diet; enough sleep; exercise; hydration.
K-5.	Factors that affect hair growth: seasons; age; stress; medication.
	Stages in the hair growth cycle: Anagen; Catagen; Telogen; Resting.

Subject Focus	Hair and skin tests
LO 3.	Conduct a client consultation.
K-6.	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:</p> <ul style="list-style-type: none"> • Makeup: contouring; highlighting; • Hairdressing: hairstyle. <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-7.	<p>Hair and skin types:</p> <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;
	<p>Tests to be performed before:</p> <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. <p>N.B. For assessment purposes at MQF 3, the purpose of carrying out TWO tests before shampoo and TWO tests before facial service should be described.</p>
C-2.	<p>Important factors to consider during a consultation: identification of client's requirements and concerns; identification of adverse or incompatible conditions (hair, skin, scalp) of previous services/products; head/face shape; hair growth patterns; lifestyle.</p>
	<p>Factors preventing choice of services: incompatibilities; hair condition; hair disorders, hair infections and infestations; any skin allergies and/or contraindications.</p> <p>Contraindications and limiting factors:</p> <ul style="list-style-type: none"> • Contraindications: incompatibility to para dye; ill-health; pregnancy; age; diseases and disorders; • Limiting factors: time; finances; hair length; hair and skin condition.

A-2.	<p>Tools and equipment for consultation on a client:</p> <ul style="list-style-type: none"> • Hairdressing: station; visual aids; towel; brush; comb; • Beauty: towels; head-band; couch roll; couch; trolley with products; sponges or dry wipes; tissues; bowl; spatulas; magnifying glass.
	<p>Conducting tests for hair, scalp and skin type on a client:</p> <ul style="list-style-type: none"> • Before shampoo: porosity; elasticity; visual checking of scalp for abrasions; infestations and infections; allergies; • Before facial service: skin type; elasticity; muscle tone; moisture content; sensitivity.
	<p>Carrying out a detailed client consultation:</p> <ul style="list-style-type: none"> • Communication: greeting; checking for understanding; open-ended questions; facial expressions; eye contact; tone of voice; pitch; proximity; • Fill in a consultation form; • Fill in a client consent form; • Record any test done and results; • Fill in a recommended treatment plan.

Subject Focus	Health and Safety
LO 4.	Demonstrate knowledge of Health and Safety issues in the salon.
K-8.	Hazards: 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.
	Legislation: 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-3.	Personal Protective Equipment: uniform; disposable apron in some treatments; closed shoes; disposable gloves for some treatments; face mask when needed.
	Different types of disinfection and sterilisation: UV cabinet; autoclaves; chemical sterilizer; spray/wipes; sanitizer.

Subject Focus	Basic plaits and makeup
LO 5.	Perform basic plaits and makeup.
K-9.	Different plaits: linear plait; fish tail; Dutch plait; French plait.
	Tools and products before plaiting: towel and gown; brush and combs (wide toothed and tail); section clips; rubber bands; gel or spray. Preparatory steps before plaiting: consultation; gowning; brushing; combing; sectioning.
K-10.	Makeup brushes: foundation brush; powder brush; blusher brush; small eye-shadow brush; wide eye-shadow brush; concealer brush; blender brush; fan brush; lip brush; contouring brush.
	Makeup products: concealer/corrector; liquid foundation/compact foundation; loose powder; blusher; eye-shadow; liquid liner/mascara; eye pencil; highlighter; lip stick; contouring product.
C-4.	Plaiting techniques differences: three strand (linear); two-strand (fish-tail); three-strand inverted (French plait); three-strand embossed (Dutch).
	Physical effects: traction alopecia; split ends; damaged cuticle; dehydration.
	Customisations according to face shapes: <ul style="list-style-type: none"> • Round: needs to have flat sides; some height on the crown area; • Square: must be softened by side partings; softer sides; • Oblong: must be enhanced by varying different fringes to widen the face; sides must be widened; • Heart: must be enhanced by balancing the parting; having two plaits; <p>N.B. For assessment purposes, one may also consider other customisations such as an inverted heart.</p>
C-5.	Makeup colours: <ul style="list-style-type: none"> • Cold: pinks; blues; purples; lilac; greys; • Warm: gold; copper; bronze; peach; browns.
	Effects: <ul style="list-style-type: none"> • Contouring: recedes; • Highlighting: protrudes.
	How makeup corrects facial shapes: <ul style="list-style-type: none"> • Round: contour sides of face; highlight centre of face; • Square: contour temples and jaw line; highlight centre of the face; • Oblong: contour temples and jaw line; highlight cheek bones; • Heart: contour the temples; highlight jawline and centre of face.

A-3.

Preparation of tools and materials to perform day makeup and plaiting:

- Makeup tools and materials: set of makeup brushes; concealer; liquid foundation; loose powder; blusher; eye-shadow; eye pencil; lip stick and lip pencil; mascara; contouring and highlighting products.
- Hair tools and materials: towel and gown; brush; combs (wide toothed and tail); section clips; rubber bands; gel or spray.

Performing basic day makeup and a plait:

- Basic day 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; application and blending of eye pencil under eye; application of mascara;
 - Lips: application of lip pencil; application of lipstick;
- Plait on a client/mannequin head:
 - Dutch plait: adjust the right height for working (arm chair or tripod); comb out and apply appropriate products; section hair; work neatly taking each strand from underneath; control and secure plait
 - or**
 - French plait: adjust the right height for working (arm chair or tripod); comb out and apply appropriate products; section hair; work neatly taking each strand from above; control and secure plait.

Creating a customised plait and applying corrective makeup:

- Hair customisations on a client/mannequin head: adapt the plait according to client's face shape; adapt the plait according to the client's face feature; control and secure hair effectively during plaiting; apply finishing products; dress the hair to the satisfaction of the client.
- 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 makeup application; apply appropriate blending techniques; neat lipline and eyeliner.

N.B. For assessment purposes, both hair and make-up customisations 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:	Communication and reception duties
Learning Outcome 1:	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-1. List the different forms of communication.	K-1. Match the skills with the different forms of communication.	K-1. Describe the importance of using appropriate communication skills when dealing with clients and colleagues.						
K-2. List the responsibilities of the receptionist in a hair and beauty salon.	K-2. Outline the benefits of the receptionist acting professionally when dealing with customers.	K-2. Describe ways through which the receptionist can increase salon sales.	C-1. State the different types of data kept in the salon.	C-1. Describe the key aspects of the Data Protection Act.	C-1. 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.
<i>K-3. State how hair and beauty professionals should present themselves when working with clients.</i>	<i>K-3. Outline benefits of proper personal presentation when working with clients.</i>	<i>K-3. Describe the consequences of inappropriate personal presentation when working with clients.</i>						

Subject Focus:	Hair and skin structure
Learning Outcome 2:	Demonstrate an understanding of the hair and skin structure.

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.						
<i>K-5. List factors that affect hair growth.</i>	<i>K-5. Identify the main stages in the hair growth cycle.</i>	<i>K-5. Describe the hair growth cycle.</i>						

Subject Focus:	Hair and skin tests
Learning Outcome 3:	Conduct a client consultation.

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 basic face shapes.	K-6. Identify the different face features.	K-6. Illustrate how to correct/enhance face shapes.	C-2. Identify the important factors that need to be considered during a client consultation.	C-2. Describe factors that may prevent a choice of service during a consultation.	C-2. Discuss limiting factors and contra-indications that may prevent a choice of service during a consultation.	A-2. Prepare the necessary tools and equipment to perform a client consultation.	A-2. Conduct the necessary tests to identify the client's hair, scalp and skin type.	A-2. Carry out a detailed client consultation using proper communication skills before offering a hair and beauty service.
K-7. Name different hair and skin types.	K-7. Identify which tests need to be performed before a shampoo and facial service.	K-7. Describe the purpose of carrying out specific tests before performing a service.						

Subject Focus:	Health and Safety
Learning Outcome 4:	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-8. List different hazards encountered in the salon.	K-8. Outline the aim of different legislation related to Health and Safety.	K-8. Describe how hazards and associated risks can be minimized in the salon.	<i>C-3. Describe the appropriate personal protective equipment that needs to be worn while providing different services.</i>	<i>C-3. Explain the different types of disinfection and sterilisation used in the salon.</i>	<i>C-3. Evaluate the effectiveness of each type of disinfection and sterilisation used in the salon.</i>			

Subject Focus:	Basic plaits and makeup
Learning Outcome 5:	Perform basic plaits and makeup.

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-9. Name different types of plaits.	K-9. Identify tools and products needed before plaiting.	K-9. Outline the steps required to prepare the client and the client's hair before plaiting.	C-4. Identify the difference between different plaiting techniques.	C-4. Describe the physical effects of plaiting on the hair and scalp structure.	C-4. Explain how plaits can be customised according to clients' facial shape.	A-3. Prepare the tools and materials required to perform day makeup on a client and plaiting on a client/ mannequin head.	A-3. Perform basic day makeup on a client and a plait on a client/ mannequin head.	A-3. Create a customised plait on a client/ mannequin head and apply corrective makeup on a client.
K-10. Identify the different types of makeup brushes.	K-10. Outline the use of different types of makeup brushes.	K-10. Relate the different makeup products with the appropriate brush or tool.	C-5. Categorise makeup into cold and warm colours.	C-5. Describe the effects of contouring and highlighting facial features.	C-5. Explain how makeup can correct clients' facial shapes.			

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

Assignment Number	Assignment Type	Percentage distribution
1	Coursework	26 - 34%
2	Coursework	26 - 34%
3	Controlled	38 - 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: Shampooing, Conditioning and Face Care Treatment

Unit 2	Shampooing, Conditioning and Face Care Treatment
<p>Unit Description</p>	<p>This unit will introduce candidates to different diseases and disorders, the various contraindications to treatment, and the ways to recognise and deal with them. Techniques required in carrying out hair and skin analysis will be explored, leading to an understanding, and recognition of, different hair and skin conditions requiring a follow-up appointment and necessary aftercare advice based on the individual client’s needs.</p> <p>Candidates will also acquire knowledge of various hair and beauty products, including their ingredients, use, effects, and repercussions when incorrectly used.</p> <p>Various massage movements and their related benefits shall be analysed providing learners with the opportunity to carry out a scalp massage and a face massage.</p> <p>The importance of properly preparing the work area shall be emphasised before actually engaging in the provision of hair and beauty services. This shall include shampooing, conditioning and face-care treatments involving heat application and the use of various face masks.</p>

Learning Outcomes

At the end of the unit, I can:

- LO 1.** Demonstrate knowledge of the different hair, scalp and skin diseases, disorders and contraindications.
- LO 2.** Demonstrate an understanding of the different hair and skin conditions and the related aftercare advice.
- LO 3.** Perform a shampoo and conditioning treatment on a client.
- LO 4.** Carry out a face care treatment in an appropriate beauty salon environment.

Unit Content

Subject Focus	Diseases, disorders and contraindications
LO 1.	Demonstrate knowledge of the different hair, scalp and skin diseases, disorders and contraindications.
K-1.	<p>Skin diseases and disorders:</p> <ul style="list-style-type: none"> • Diseases: fungal; viral; bacterial; infestations; skin cancers; • Disorders: e.g. psoriasis, pityriasis capitis, eczema, seborrheic eczema, seborrhoea, alopecia, dermatitis, allergies.
K-2.	<p>Contraindications that restrict treatment:</p> <ul style="list-style-type: none"> • Face: e.g. 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); • Scalp: e.g. high blood pressure, sun burns, high body temperature, headaches, greasiness, cuts and abrasions, reddening from scalp condition, infections and infestations. <p>N.B. It is highly recommended that delivery includes contraindications that require a medical permission prior to treatment such as: any skin diseases; heart problems; epilepsy; diabetes; asthma; any condition already being treated by a GP or another practitioner; swelling and inflammation; undiagnosed facial pain; taking prescribed medication; cancer.</p>
C-1.	Client examination for skin and scalp diseases or disorders: visual assessment and physical assessment; questioning.
	Dealing with clients presenting skin and scalp diseases and disorders: wear gloves; ask client to visit a GP and get GP permission before treating.
	Repercussions of providing a service when contraindications are present: cross-contamination; unhygienic practices; worsening of condition; bad reputation; law suit.

Subject Focus	Hair and skin conditions
LO 2.	Demonstrate an understanding of the different hair and skin conditions and the related aftercare advice.
K-3.	<p>Hair and skin conditions:</p> <ul style="list-style-type: none"> • Hair: split ends; monilethrix; trichorrhesis nodosa; sebaceous cyst; damaged cuticle; • Skin: sensitive; dehydrated; mature; damaged; pigmented.
C-2.	Importance of follow-up appointment: maintenance of hair style and skin care; business success.
	Importance of aftercare advice: to maintain best result; follow client progression.
	Aftercare advice that can be provided to clients presenting hair and skin conditions: follow up appointment to maintain best result; suitable product for home use; instructions for product use; dietary guidance that can aid to improve the hair and skin; healthy lifestyle changes that can aid to improve the hair and skin.

Subject Focus	Shampoo and conditioning treatment
LO 3.	Perform a shampoo and conditioning treatment on a client.
K-4.	Shampoo for particular hair types: <ul style="list-style-type: none"> • Chemical-treated hair: nourishing shampoo; • Natural dry hair: moisturising shampoo; • Hair/scalp affected by dandruff: anti-dandruff shampoo; • Greasy hair: astringent shampoo.
	Shampoo ingredients: protein; lanolin; selenium sulphide; lemon and tea tree.
	Cleansing process: preparation of client, tools and products; checking of water temperature; application of shampoo on the scalp; use of different massage movements; rinsing.
K-5.	Benefits of shampooing: fights dryness; relieves irritations; controls oiliness; leaves hair healthy; cleanses the hair and scalp.
	Effects that shampoo has on the hair and the scalp: cleanses the hair; removes products; opens the cuticle; removes sebum.
	The way detergent molecules work on the hair and the scalp: chemical surfactant; chemical structure and emulsion. <i>N.B. It is highly recommended that during delivery the hydrophilic and hydrophobic diagram is used.</i>
K-6.	Different types of hair conditioners: surface conditioners; deep penetrating conditioners; protein conditioners; leave-in conditioners.
	Effects of the different types of hair conditioners: <ul style="list-style-type: none"> • Surface conditioners: close the cuticle; • Deep penetrating conditioners: boost hair moisture and close the cuticle; • Protein conditioners: temporary rebuild damage along the hair shaft and close the cuticle; • Leave-in conditioners: detangle hair.
	Implications of using wrong type of conditioner: e.g. surface or deep penetrating conditioners on greasy hair makes the hair limp, no effect of colour hair conditioners (pH balancer) on virgin hair, no effect of surface conditioners on dry hair.
K-7.	Massage movements: effleurage; petrissage; friction; tapotment.
C-3.	The effect of PH value of products on the hair and scalp: opens or closes the cuticle; destruction of the hair shaft if it is highly acidic or alkali; protection of the underlying tissue; skin protection from infection.
	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.
	Repercussions of not rinsing the hair and the scalp thoroughly: lack of lustre; product build-up; limp hair; greasiness; produces irritation.

A-1.	Consultation for a shampoo and conditioning service on a client: greet the client; use of appropriate questioning; fill in the consultation sheet properly.
	Preparation for a shampoo and conditioning service on a client: select the appropriate shampoo and conditioner according to the client's requirements; prepare equipment including gown, towel and comb; gown the client appropriately.
	Performing a shampoo and conditioning service on a client: checking of water temperature; application of shampoo on the scalp; use of different massage movements to cleanse the hair; rinse off shampoo; application of scalp massage treatment; application of scalp massage movements; combing; leaving the client to rest; rinsing well all excess product; cleaning the area. N.B. For assessment purposes the scalp massage treatment should be performed using a tinting bowl and tinting brush on the work station.

Subject Focus	Face care treatment
LO 4.	Carry out a face care treatment in an appropriate beauty salon environment.
K-8.	Products used in a face care treatment: e.g. eye makeup remover, cleanser, toner, scrub, face massage cream, mask, eye cream, moisturiser.
	Purposes of ingredients found in face care products: oils; emulsifier agent; humectants; fragrances; preservatives; waxes; detergents; alcohol; anti-bacterial agents; astringents.
K-9.	Methods of heating the face: steam; ozone steam; hot towels; infra-red.
	Benefits of heating the face: increases perspiration; softens the skin; gentle stimulation; increases desquamation; relaxation.
	Procedure of a face care treatment: deep cleanse; tone; scrub; heat; extractions; massage; eye cream; mask; tone; moisturise.
K-10.	Steps for 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; tapotment over the face and neck; effleurage over the face and neck.
	Face massage movements: effleurage; petrissage; tapotment; vibrations; friction.
C-4.	The difference between setting and non-setting masks: <ul style="list-style-type: none"> • Setting mask: sets firm on the skin and dries out; removal can be difficult; • Non-setting masks: remains creamy and will not dry out; easy to remove.
	Clay masks ingredients: <ul style="list-style-type: none"> • Dry: kaolin; fullers earth; Magnesium Carbonate; calamine; oatmeal; • Active: rose water; witch hazel; orange flower water; almond oil; glycerine.

	Specialised face masks purpose: paraffin wax mask; hot oil mask; collagen mask; thermal masks; natural masks.
	The procedure of heating the face: cover eyes and sensitive areas; keep a distance of 30 cm from the face (for steaming methods); make sure that the whole face is being affected by the heat source applied; keep to the appropriate timing according to skin type; make sure client has no breathing difficulty when heat source is applied.
C-5.	<p>Explanation of recommended application duration of heating equipment:</p> <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.
	Preparation of salon for a face care treatment: candles; soft music; dim lights; privacy; draped couch.
A-2.	<p>Organisation of trolley: tissues and cotton wool; bowl and dry wipes; spatulas; waste bag; products.</p> <p>Preparation of heating equipment: select the appropriate equipment; check that the equipment is in good working condition; fill in heat source if necessary; position heat source in treatment cubicle.</p>
	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.
A-3.	<p>Performing a superficial cleanse on a client followed by a skin analysis: removal of makeup; cleanse; tone; perform skin analysis; input results to client's record card.</p> <p>Performing the appropriate face treatment on a client: deep cleanse; tone; scrub; heat; extractions; massage; eye cream; mask; tone; moisturise.</p>

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:	Diseases, disorders and contraindications
Learning Outcome 1:	Demonstrate knowledge of the different hair, scalp and skin diseases and disorders and contraindications.

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. List different skin diseases and disorders.	K-1. Identify different skin diseases and disorders.	K-1. Describe a cause and a treatment of a skin disease and a skin disorder.	C-1. Outline how a client is examined for any skin and scalp diseases or disorders.	C-1. Explain the way a client should be dealt-with when skin and scalp diseases or disorders are present.	C-1. Discuss the repercussions of providing a service when contra-indications are present.			
K-2. Define the term contraindications.	K-2. List the contraindications for scalp and face treatments.	K-2. Categorise the contraindications for scalp and face treatments.						

Subject Focus:	Hair and skin conditions
Learning Outcome 2:	Demonstrate an understanding of the different hair and skin conditions and the related aftercare advice.

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. Name different hair and skin conditions.	K-3. Identify different hair and skin conditions.	K-3. Describe the different skin and hair conditions.	C-2. State the importance of follow-up appointments for hair and skin conditions.	C-2. Describe the importance of aftercare advice for hair and skin conditions.	C-2. Discuss aftercare advice that can be provided to clients who present various hair and skin conditions.			

Subject Focus:	Shampoo and conditioning treatment
Learning Outcome 3:	Perform a shampoo and conditioning treatment 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. Name the adequate shampoo for particular hair types.	K-4. Match the different shampoo ingredients with different hair types.	K-4. Outline the cleansing process of shampoo on the hair and the scalp.						
K-5. State the benefits of shampooing.	K-5. Outline the effects that shampoo has on the hair and the scalp.	K-5. Describe how detergent molecules work to clean the hair.	C-3. Explain how the pH value of hair products affect the hair and scalp.	C-3. Explain how water temperature combined with products affects the hair and scalp.	C-3. Explain the repercussions of not rinsing the hair and scalp thoroughly.	A-1. Perform a consultation on a client prior to a shampoo and conditioning service.	A-1. Prepare products, equipment and the client for a shampoo and conditioning service.	A-1. Perform a shampoo and conditioning service on a client including a scalp massage.
K-6. List the different types of hair conditioners available.	K-6. Outline how different hair conditioners affect the hair cuticle.	K-6. Describe the implications of using wrong type of conditioner.						
K-7. List the different massage movements used during a scalp massage.	K-7. Outline the different massage movements used during a scalp massage.	K-7. Describe a benefit of each scalp massage movement.						

Subject Focus:	Face care treatment
Learning Outcome 4:	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-8. List different products used in a face care treatment.	K-8. Outline the purpose of ingredients found in different face care products.	K-8. Describe the effects of different products used during a face care treatment.	C-4. Outline the difference between a setting mask and a non-setting mask.	C-4. Describe an action of the individual dry and active ingredients used in clay masks.	C-4. Explain the purpose of specialised face masks.	A-2. Prepare the correct beauty salon environment, for a face care treatment.	A-2. Organise the trolley with the appropriate face care products and consumables to conduct a face care treatment.	A-2. Prepare the appropriate heating equipment that will be used during the facial treatment taking into consideration Health and Safety regulations.
K-9. List the different heating methods that can be used during a face care treatment.	K-9. Name the benefits of heating the face.	K-9. Outline the procedure of a face care treatment.						
K-10. List the steps of a face massage.	K-10. Outline the different massage movements used during a face massage.	K-10. Describe an effect of each massage movement during a face massage.	C-5. Outline the procedure of heating the face for a given method.	C-5. Explain the recommended application duration of heating equipment on various skin types and conditions.	C-5. Discuss the advantages and disadvantages of a given method when heating the face.	A-3. Demonstrate a consultation prior to a face care treatment on a client.	A-3. Perform a superficial cleanse on a client followed by a skin analysis.	A-3. Perform the appropriate face care treatment on a client.

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

Assignment Number	Assignment Type	Percentage distribution
1	Assignment 1	26 - 34%
2	Assignment 2	26 - 34%
3	Controlled	38 - 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: Hair style and Nail treatment

Unit 3	Hair style and Nail treatment
<p>Unit Description</p>	<p>This unit aims at providing candidates with an understanding of hair texture so that they can then plan and advise an appropriate hair style or cut based on the client’s needs, face shape and lifestyle. Due importance will be given to the identification of hair growth patterns and the use of appropriate tools required for styling and cutting.</p> <p>The basic anatomy of the nail structure shall be explored with candidates eventually being able to identify some nail diseases, disorders and contraindications related to fingers and toes. Consequently, they shall also be equipped with the skills in planning and carrying out a basic manicure and pedicure for females and males, with the possibility of using different nail enamel finishes. Specialised hand and foot treatments will be identified to cater for various conditions in line with standard hygiene practices.</p> <p>Candidates will also be trained in understanding the importance of, and providing professional aftercare advice in relation to hair and nails.</p>

Learning Outcomes

At the end of the unit, I can:

- LO 1.** Demonstrate knowledge of different tools, equipment, products and postures for hair and nail treatments.
- LO 2.** Perform a one-length haircut.
- LO 3.** Demonstrate knowledge of the nail structure.
- LO 4.** Perform a manicure and a pedicure.
- LO 5.** Carry out finishing hairstyles after a blow-dry.
- LO 6.** Demonstrate an understanding of hair and nails aftercare.

Unit Content

Subject Focus	Tools, equipment, products and postures for hair and nail treatments
LO 1.	Demonstrate knowledge of different tools, equipment, products and postures for hair and nail treatments.
K-1.	<p>Hairdressing and beauty tools:</p> <ul style="list-style-type: none"> • Tools for haircut and blow-dry: e.g. cutting comb and wide tooth comb, cutting scissors, cutting gown, neck brush, spray gun, sectioning clips, hand held mirror, blower, different sized round and flat brushes; • Manicure and pedicure 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).
	<p>Hairdressing and manicure/pedicure products:</p> <ul style="list-style-type: none"> • Haircut and blow-dry: e.g. smoothing product, leave-in conditioner, heat defender product, anti-frizz, mousse, wax, hair spray, shine; • Manicure and pedicure: e.g. sterilizing 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.
C-1.	<p>Applications of heating equipment:</p> <ul style="list-style-type: none"> • Hairdressing: <ul style="list-style-type: none"> ○ Blower: e.g. dry, smoothen, straighten; ○ Heated rollers: e.g. curls, flicks, waves; ○ Tongs: e.g. curls, waves, volume; ○ Straightening irons: e.g. straighten, curl, flick; • Manicure/Pedicure: <ul style="list-style-type: none"> ○ Thermal mittens and boots: to improve circulation; to improve stiff joints; to improve skin texture; to improve skin colour; to relieve aches and pains; ○ Paraffin wax heater: to improve circulation; to improve stiff joints; to improve skin texture and colour; to relieve aches and pains; to delay ageing signs.
	<p>Storing and maintaining heating equipment:</p> <ul style="list-style-type: none"> • Hairdressing: e.g. <ul style="list-style-type: none"> ○ Blower: unplug unit and clean air vent (back filter); store in a safe place, ○ Heated rollers: unplug unit; clean roller and clip from any strand of hairs; wipe with a damp cloth or rubbing alcohol; store each roller in each place according to size; let the unit cool completely and store in a safe place, ○ Tongs and straightening irons: unplug unit; let it cool; remove any loose hair; clean with damp cloth or rubbing alcohol; store in a safe place; • Manicure/Pedicure: <ul style="list-style-type: none"> ○ Thermal mittens/boots: cover hands and feet with cling film, use foil or plastic bags to protect from contact with product; keep away from water; store in a safe place; wipe surface with disinfectant; check that mittens are in good working order before storage or use; ○ Paraffin wax heater: temperature of wax should not exceed 49°C (120°F); hands and feet should not be immersed into the equipment contaminating wax; use a laden to take out paraffin wax; wipe surface with disinfectant; keep away from water and store in a safe place.
	<p>Consequences of not maintaining heating equipment: electric shock; damage to the hair; burns to the skin or scalp; cross contamination.</p>

C-2.	Correct posture for the therapist/stylist: straight back; correct height of client’s chair.
	Correct posture for the client: no slouching; sit at a 90° angle; hands parallel to sides; head straight or bent slightly forward; feet flat to the ground.
	Repercussions of bad posture: <ul style="list-style-type: none"> • Therapist/stylist: backache; repetitive strain injury; shoulder ache; neck ache; • Client: uneven guideline for a haircut; smudged nail polish.

Subject Focus	One-length haircuts
LO 2.	Perform a one-length haircut.
K-2.	Hair textures: fine hair; medium hair; thick; afro-textured.
	<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 blow-dry/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.
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 starting from the middle of 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.

C-3.	Hair growth patterns: cowlick; widow's peak; nape whorl; double crown.
	<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.
A-1.	<p>Preparation to perform a one-length haircut:</p> <ul style="list-style-type: none"> • Mannequin head: gown; correct height of mannequin stand/tripod; wet hair; • Tools: cutting comb; cutting scissors; section clip; neck brush; handheld mirror.
	<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 starting from the middle of the occipital bone directing towards the ear working upwards towards the crown; incorporate sides into the back section using natural fall parting.</p>
	<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	Nail structure
LO 3.	Demonstrate knowledge of the nail structure.
K-4.	<p>Nail shapes: oval; round; square; squoval; pointed.</p> <p>Suitability of nail shapes to cater for clients' needs:</p> <ul style="list-style-type: none"> • Oval <ul style="list-style-type: none"> ○ ideal for those who have short fingers; ○ ideal shape as it does not weaken the nail; • Round <ul style="list-style-type: none"> ○ ideal for those who prefer shorter nails; ○ ideal if job or lifestyle does not permit long nails; • Square: <ul style="list-style-type: none"> ○ ideal for those who have a long and narrow nail bed; • Squoval: <ul style="list-style-type: none"> ○ ideal shape for those who have a wide and long nail bed; • Pointed: <ul style="list-style-type: none"> ○ ideal for clients who have short fingers; ○ ideal for clients who do not carry out any form of manual work. ○ ideal for clients who have a lifestyle that does not include any hazardous environment and have the time for the upkeep of their nails; ○ not ideal for natural nails as it weakens the nail.
K-5.	<p>Nail structure to include: free edge; nail plate; lunula; cuticle; hyponychium; nail wall; nail groove; nail bed; matrix; mantle.</p> <p>Function 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>
C-4.	<p>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*.</p> <p>*N.B. These elements are contraindications.</p>

Subject Focus	Manicure and pedicure
LO 4.	Perform a manicure and a pedicure.
K-6.	Products and equipment for a specialised manicure and pedicure: paraffin wax; paraffin wax heater; thermal mittens; thermal boots.
	Specialised treatments for manicure and pedicure: paraffin wax mask; hot oil mask.
	<p>Steps for a manicure and pedicure:</p> <ul style="list-style-type: none"> Step 1: Consultation; Step 2: Sterilize 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.

<p>K-7.</p>	<p>Massage techniques: effleurage; petrissage; tapotment; vibrations.</p>
	<p>Benefits of massage: aids relaxation; improves circulation; improves skin texture and appearance; aids joint manipulation; increases desquamation.</p>
<p>K-8.</p>	<p>Different nail enamel finishes: clear enamel; full coverage enamel; French polish; free lunula.</p>
	<p>Finishes for nail enamel according to client's nail:</p> <ul style="list-style-type: none"> • Clear enamel: suitable for shorter nails not wanting to attract much attention; • Full coverage enamel: suitable for all nails (dark colours are more suitable for longer nails whilst lighter colours are more suitable for shorter nails); • French polish: suitable for long nails; • Free lunula: suitable for clients who have a long nail and a good sized nail bed with most of the lunula showing.
	<p>The importance of applying a base coat and a top coat:</p> <ul style="list-style-type: none"> • Base coat: e.g. aids in prolonging the life of the enamel, prevents discolouration of the nail plate, minimizes irregularities in the nail bed such as small ridges; • Top coat: e.g. gives a shine to the enamel, prevents peeling and chipping, protects enamel making it last longer.
<p>A-2.</p>	<p>Preparation for a manicure and a pedicure on a client: tools; products; Health and Safety.</p>
	<p>Performing a complete manicure or pedicure on a client:</p> <p>Step 1: Consultation;</p> <p>Step 2: Sterilize hands/feet;</p> <p>Step 3: Assess hands/feet;</p> <p>Step 4: Remove nail enamel;</p> <p>Step 5: File the nails of both hands/feet;</p> <p>Step 6: Buff nails of the first hand/foot;</p> <p>Step 7: Applying cuticle cream to the first hand/foot;</p> <p>Step 8: Soak the first hand/foot and in the meantime repeat steps 6 till 8 on the other hand/foot;</p> <p>Step 9: Dry the first hand/foot and apply cuticle remover;</p> <p>Step 10: Gently push cuticles back using a hoof stick or orange stick;</p> <p>Step 11: Remove excess and adhered cuticle using a wet cuticle knife in circular movements;</p> <p>Step 12: Nip away any remaining excess cuticle using cuticle nippers in a nipping action, without pulling or tearing the cuticle;</p> <p>Step 13: Remove any remaining cuticle remover using a nail brush;</p>

Step 14: Scrub the first hand/foot in circular movement right up to the knee or 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.

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 specialised treatments must be carried out prior to massage (i.e. before step 16).

Subject Focus	Blow-dry and finishing styles
LO 5.	Carry out finished hairstyles after a blow-dry.
K-9.	Different types of blow-dry: straight; flicks; curly; scrunch dry.
	<p>Products and tools:</p> <ul style="list-style-type: none"> • Products: <ul style="list-style-type: none"> ○ mousse; smoothing cream or ○ curling cream; leave-in conditioner; serum; hairspray; • Tools: <ul style="list-style-type: none"> ○ Straight: blower; round brush; flat brush; sectioning clips; heated irons or ○ Flicks: blower; round brush; flat brush; sectioning clips; heated rollers or ○ Curly: blower; round brush; flat brush; sectioning clips; tongs or ○ Scrunch dry: blower; diffuser.
	Damages that might occur during a blow-dry: breakage of brittle hair; dryness of the hair and scalp; split ends; scalding.
C-5.	<p>Finishing style according to face shape:</p> <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 finishing style based on face shapes: e.g. round, square, triangular.
	N.B. For assessment purposes, the use of ONE suitable finishing style such as French roll, horizontal roll, half-up half-down hairstyle, etc., should be discussed in relation to a special occasion and the client's face shape.
A-3.	<p>Preparation to perform a blow-dry:</p> <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/Mannequin head: proper positioning; towel.
	Performing a straight blow-dry on a client/mannequin head with real hair: 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/mannequin head with real hair 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 face shape; apply serum and hairspray as required.

Subject Focus	Aftercare
LO 6.	Demonstrate an understanding of hair and nails aftercare.
K-10.	Aftercare advice: e.g. daily products that can be used at home, tools that can be used at home, suitable colours and varnish styles, lifestyle changes, dietary changes, 'next' appointment.
	Reasons for providing aftercare advice: product promotion; educate your client to maintain the benefits of the service provided; showing professionalism; showing concern for the client; securing a 'next' appointment.
	Advice for aftercare products: directions for use of the suggested products or tools at home; frequency of use per day of the suggested products or tools; the amount of product to be applied; the direction in which products should be applied.

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, equipment, products and postures for hair and nail treatments
Learning Outcome 1:	Demonstrate knowledge of different tools, equipment, products and postures for hair and nail treatments.

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 different tools used for a haircut and a blow-dry, a manicure and a pedicure.	K-1. Match products to their appropriate use.	K-1. Outline the use of the different tools, and products for a haircut, blow-dry, a manicure and a pedicure.	<p>C-1. Outline the different applications of heating equipment.</p> <p>C-2. Describe the correct posture for the therapist/stylist.</p>	<p>C-1. Describe how to store and maintain heating equipment.</p> <p>C-2. Explain the correct posture for the client.</p>	<p>C-1. Explain the consequences of not maintaining heating equipment.</p> <p>C-2. Discuss the repercussions of bad posture for the therapist/stylist and for the client.</p>			

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

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 hair textures.	K-2. Identify different hair textures.	K-2. Outline an advantage and a disadvantage of different hair textures.						
			C-3. Describe the different hair growth patterns.	C-3. Justify the best techniques for each hair growth pattern.	C-3. Discuss the repercussions of ignoring hair growth patterns.	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.
K-3. Identify 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.						

Subject Focus:	Nail structure
Learning Outcome 3:	Demonstrate knowledge of the nail structure.

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 different nail shapes.	K-4. Identify the basic nail shapes.	K-4. Describe the suitability of different nail shapes to cater for clients' needs.	C-4. State various hand and foot diseases and disorders, and contra-indications.	C-4. Recognise various hand and foot diseases and disorders.	C-4. Discuss a suitable treatment to cure a hand and a foot disease or disorder.			
K-5. Label the different parts of the nail.	K-5. Outline the functions of the different parts of the nail.	K-5. Describe the general factors that affect a healthy nail growth.						

Subject Focus:	Manicure and pedicure
Learning Outcome 4:	Perform a manicure and a pedicure.

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 products and equipment needed for a specialised manicure and pedicure treatment.	K-6. Name the specialised treatments that can be used for manicure and pedicure.	K-6. Outline the procedure used during a manicure/ pedicure treatment.						
K-7. List different massage techniques used in hand and foot treatments.	K-7. Outline each movement used in hand and foot massage techniques.	K-7. Describe the benefits of hand and foot massage.				A-2. Prepare the necessary products and equipment for a manicure and a pedicure on a client.	A-2. Perform a basic complete manicure or pedicure on a client.	A-2. Carry out a specialised manicure or pedicure treatment based on the client's needs.
K-8. List the different nail enamel finishes that can be applied.	K-8. Identify the suitable nail enamel finishes according to clients' nails.	K-8. Describe benefits of applying a base coat and a top coat.						

Subject Focus:	Blow-dry and finishing styles
Learning Outcome 5:	Carry out finishing hairstyles after a blow-dry.

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-9. Name the different types of blow-dry.	K-9. Identify the different products and tools needed for a specific blow-dry.	K-9. Describe damages that might occur during a blow-dry.	C-5. Choose a finishing style according to a given client's face shape.	C-5. Explain the use of a suitable finishing style for each of the given face shapes.	C-5. Discuss the use of a suitable finishing style for a given occasion taking into consideration the client's face shape.	A-3. Prepare the necessary tools, heating equipment and the client/mannequin head to perform a blow-dry.	A-3. Perform a straight blow-dry on a client/mannequin head with real hair.	A-3. Perform a blow-dry with curls on a client/mannequin head with real hair using heated curling equipment.

Subject Focus:	Aftercare
Learning Outcome 6:	Demonstrate an understanding of hair and nails aftercare.

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-10. State aftercare advice that may be provided to clients for hair and nail treatments.	K-10. Outline the reasons for providing aftercare advice to clients for hair and nail treatments.	K-10. Describe the advice to be provided in relation to hair and nail aftercare products.						

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

Assignment Number	Assignment Type	Percentage distribution
1	Coursework	26 - 34%
2	Coursework	26 - 34%
3	Controlled	38 - 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 sterilizer x 8
- Back basins with seat and shower heads x 8
- Stations with adjustable arm chairs x 16
- Trolleys x 16
- Hood dryers x 8
- Blowers x 16
- Diffuser x 8
- Straightening irons x 8
- Tongs x 8
- 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