



Jersey Progression Qualification in Hair and Beauty

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Section A

Qualification

Context and

Regulations

Introduction

The Jersey Progression Qualification (JPQ) was introduced at Highlands College in September 2016 as a pilot project. The development of this qualification at level 2 has significantly improved the life chances of young people by ensuring that a greater proportion of school leavers progress from level 1 achievement at school to level 2 courses in the college. In 2014, 20.4% of full-time students were enrolled on level 1 or entry level qualifications. In 2017, since the introduction of the Jersey Progression Qualification, this has reduced significantly to 5.9% of full-time students on level 1/entry courses.

The Jersey Progression Qualification provides a coherent framework for teaching, learning and assessment that will inspire and motivate young people, post 16, who have not met the minimum school leaving attainment level of GCSE grade C or grade 4 or above in five subjects (or an equivalent pass or higher in a comparable level 2 vocational qualification). For the majority of jobs in occupations which require a technical qualification, the minimum requirement is a level 2 technical qualification. For higher education and those occupations requiring a general qualification, the minimum requirement is a level 3 general qualification.

The primary purpose of the **Jersey Progression Qualification** is to enable young people aged 16-18 to develop the knowledge and skills, commensurate with the school leaving threshold of level 2, that will enable them to progress to the industry standard qualifications in a technical, professional or academic subject area. Students that have yet to achieve a result at level 2, continue with English and maths at GCSE level alongside the Jersey Progression Qualification.

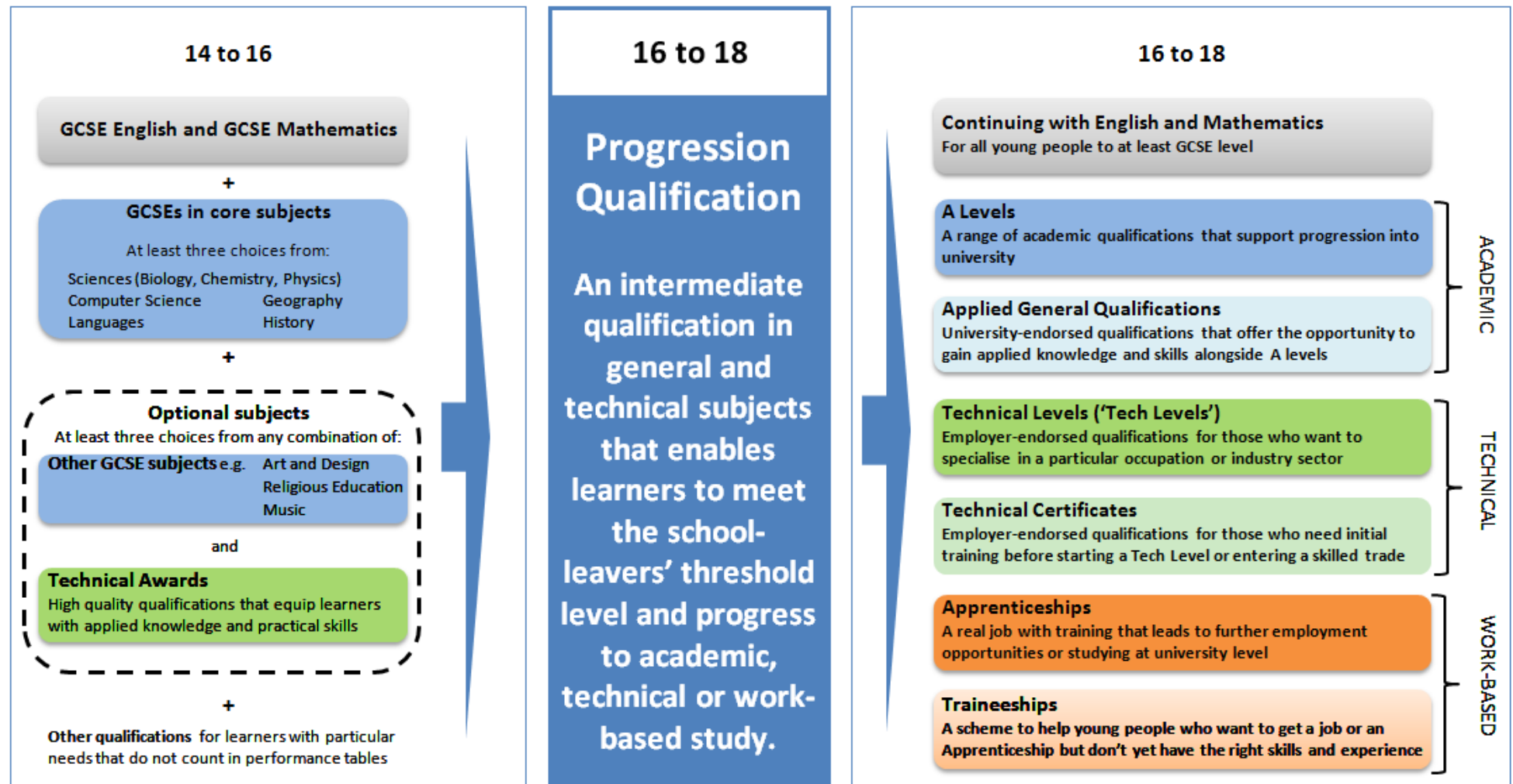
The Jersey Progression Qualification is designed as a ‘bridging course’, between school leaving qualifications and recognised post-16 qualifications, that have transportability, both on and off the island, to further training, employment or higher education. The development and implementation of the **Jersey Progression Qualification** pre-empted the recommendation of the Sainsbury Report into Technical Education ¹ to introduce a *transition year* that will serve a very similar purpose in England from 2020. At Key Stage 4, the Jersey Curriculum has adopted and adapted the English National Curriculum and this approach has followed through into Key Stage 5.

The Jersey Progression Qualification has been developed with the support of the States of Jersey Department of Education and in partnership with the awarding body NCFE. It is intended to develop transferable skills and knowledge through an applied subject and with reference to a realistic working environment. The qualification will provide the means by which young people can develop the level of knowledge, skills and understanding necessary in order to progress to one of the recognised further education routes outlined in the diagram on the following page.

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https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536046/Report_of_the_Independent_Panel_on_Technical_Education.pdf

New Routes to University, an Apprenticeship or Employment



About this qualification

The Level 2 Jersey Progression Certificate and Jersey Progression Diploma is regulated by the States of Jersey Education Department and accredited by the NCFE awarding body.

- The Progression Certificate is equivalent to **two** GCSEs at grades A* to C (or grades 4 to 9) in terms of standard, level of content and period of study (240 guided learning hours).
- The Progression Diploma is equivalent to **four** GCSEs at grades A* to C (or grades 4 to 9) in terms of standard, level of content and period of study (480 guided learning hours).

The Jersey Progression Qualification has fourteen subject lines which are in:

- 1) Automotive Studies
- 2) Art and Design
- 3) Building Services
- 4) Building Trades
- 5) Business
- 6) Childcare and Education
- 7) Computing
- 8) Culinary Skills and Restaurant Service
- 9) Hair and Beauty
- 10) Health and Social Care
- 11) Mechanical Engineering and Welding Studies
- 12) Media
- 13) Performing Arts
- 14) Sport.

Qualification purpose

The Jersey Progression Qualification enables learners to develop skills, knowledge and understanding in a technical or general vocational subject area. It is for learners who are motivated and challenged by learning through hands-on experiences. The qualification will allow learners to gain practical skills in one of 14 subject areas as well as gain and interpret knowledge of that subject area. It is aimed at school leavers, with an interest in the subject, as a way of extending their general level of education and motivating them to succeed as independent learners.

The Jersey Progression Qualification provides an introduction to an industry-related sector and enables learners to acquire, develop and apply the skills and knowledge required for further academic and/or technical study. Transferable skills that prepare young people for satisfying working and social lives are a core component in the way that the qualification is delivered. Throughout the course learners will be:

- reviewing their own and others' work
- developing and honing their communication skills
- gaining valuable work experience
- developing their personal and social skills
- planning and experimenting with ideas
- working collaboratively with others
- fully aware of health and safety requirements.

The Jersey Progression Qualification is designed so that learners can improve their level of general qualification through a work-related subject. It will enhance their cognitive skills and develop their practical skills so that they are more likely to be successful in achieving level 2/3 technical qualifications or level 3 general qualifications when they progress. Learners without at least a grade C or grade 4 in maths and English at GCSE will take these subjects alongside the Progression Qualification.

Entry guidance

There are no specific recommended prior learning requirements for this qualification. It should be accessible for post-16 learners who are able to demonstrate an aptitude for and an interest in the particular technical and professional area. An indicator for learners likely to achieve the Diploma within one year is prior achievement in at least 5 GCSEs at grades E to C (or 2 to 4) and/or level 1 (120 guided learning hours) vocational equivalent qualifications. Learners with a mixture of GCSE grades from D to G are more likely to achieve the Certificate in one year.

Qualification structure

The Jersey Progression Certificate and **Jersey Progression Diploma** reflect the range and depth of subject matter and skills that need to be taught at pre-technical level or pre-advanced general level.

The Jersey Progression Qualification is structured so that the smaller **Jersey Progression Certificate** is 'nested' within the larger **Jersey Progression Diploma**.

The Jersey Progression Certificate requires learners to achieve **five units**, **two** of which must be **core** units and **the Jersey Progression Diploma** requires learners to achieve a further **five units**, **two** of which must be **core** units.

The Jersey Progression Certificate is a standalone five-unit qualification. The **Jersey Progression Diploma** is a ten-unit qualification which has the Jersey Progression Certificate 'nested' within it.

The sequencing of units is at the discretion of the course team, but the synoptic units (units 1 and 3) should normally be taught and assessed subsequent to the teaching and assessment of the other units.

The content and assessment of a unit is designed to be covered in 48 guided hours. **The Jersey Progression Certificate**, structured around five units, requires **240 guided hours** of teaching and assessment. There is an assumption that a further **160 hours of learning** will take place in addition to the 240 hours of teaching and assessment in the form of research, private study, workshop practice, rehearsals and assignment or project preparation and writing. The 240 guided hours gives equivalency to two GCSEs in terms of the time required to acquire knowledge, understanding and skills at level 2.

The Jersey Progression Diploma builds on the five-unit structure of the Jersey Progression Certificate and requires a further **240 guided hours** of teaching and assessment. There is an assumption that a further **160 hours of learning** will take place in addition to the 240 hours of teaching and assessment in the form of research, private study, workshop practice, rehearsals and assignment or project preparation and writing. The 240 guided hours from the Jersey Progression Certificate plus the additional 240 guided hours that make up the Jersey Progression Diploma (total 480 guided hours) gives equivalency to four GCSEs in terms of the time required to acquire knowledge, understanding and skills at level 2.

JERSEY PROGRESSION QUALIFICATION STRUCTURE						
1 or 3	CORE UNIT	48 hours	P L U S	1 or 3	CORE UNIT	48 hours
2 or 4	CORE UNIT	48 hours		2 or 4	CORE UNIT	48 hours
5	Any THREE option units	48 hours		8	Any THREE option units	48 hours
6		48 hours		9		48 hours
7		48 hours		10		48 hours
Total Guided Hours		240		Total Guided Hours		240
JERSEY PROGRESSION CERTIFICATE				JERSEY PROGRESSION DIPLOMA		

The assessment opportunities in the **Jersey Progression Certificate** and **Jersey Progression Diploma** are designed to enable learners to demonstrate that they:

- have acquired the taught skills to an expected minimum level
- have gained sufficient practical and theoretical knowledge of the technical and professional area
- can demonstrate their understanding of the subject content
- are aware of what is required by the sector in which they are interested
- can behave appropriately when working within the specific technical and professional area.

To be awarded the **Level 2 Jersey Progression Certificate**, learners are required to successfully complete **two core units** and **three option units**. Learners must successfully demonstrate their achievement of all learning outcomes in the required units as detailed in this qualification specification. Unit certificates can be awarded to learners who have not achieved the full qualification, but who have achieved at least one unit.

To be awarded the **Level 2 Jersey Progression Diploma**, learners are required to successfully complete a further **two core units** and a further **three option units**. Learners must successfully demonstrate their achievement of all learning outcomes in the required units as detailed in this qualification specification.

Grading

The Jersey Progression Certificate and Diploma are graded qualifications. The grades for individual units are recorded on the final certificate, but there is **one** overall grade of Pass, Merit, Distinction, or Distinction* awarded for the Certificate and a **second** overall grade of Pass, Merit, Distinction, or Distinction* awarded for the Diploma. The grade of Distinction* is awarded if all the units are achieved at Distinction level.

Grading descriptors for each learning outcome and each unit have been included in this qualification specification. Assessors must be confident that all the learning outcomes have been evidenced and met by the learner in order to pass the unit. Assessors will judge the evidence produced by the learner to determine the grade for the unit.

Pass, Merit and Distinction Grades are awarded for the **Jersey Progression Certificate** at unit level and these are converted to **one** overall grade for the five units (2 core and 3 option) that contribute to the award of this qualification.

Similarly, Pass, Merit and Distinction Grades are awarded for the remaining five units that make up the **Jersey Progression Diploma** at unit level and these are converted to a **second** overall grade for the qualification for the remaining five units (2 core and 3 option) that contribute to the award of this qualification.

The Jersey Progression Certificate is awarded with **one** overall grade of Pass, Merit, Distinction or Distinction*.

The Jersey Progression Diploma is awarded with the **one** overall grade of Pass, Merit, Distinction or Distinction* achieved through the units that make up the Certificate and a **second** overall grade of Pass, Merit, Distinction or Distinction* achieved through the remaining units that make up the Diploma.

Distinction* is only awarded where all units are achieved at Distinction level.

Unit grading

The grading descriptors for each unit are included in the qualification specification. Grading descriptors are written for each assessment criterion in a unit. Assessors must be confident that, as a minimum, all assessment criteria have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit. Grading is initially carried out at the learning outcome level.

Assessors must firstly be confident that all the Pass descriptors have been met for a learning outcome.

For example:

Pass:	LO1: Describes some characteristics and benefits of good customer service and some elements of legal requirements
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Assessors can then move on to decide if the Merit descriptors have been met for the learning outcome.

For example:

Merit:	LO1: Describes a range of good customer service characteristics and benefits citing some examples and a range of legal requirements
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If the Assessor is confident that all the Merit descriptors have been met, they can decide if the Distinction descriptors have been met for the learning outcome.

For example:

Distinction:	LO1: Describes a wide range of good customer service characteristics, benefits and legal requirements citing examples for each one
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Each unit has three grades which are equally weighted. If the learner has insufficient evidence to meet the Pass criteria, a grade of Not Yet Achieved (NYA) must be awarded for the unit.

Overall unit grade

The overall unit grade is determined by the highest average grade across the three learning outcomes. The overall unit grade will be determined from the following table:

LO1	LO2	LO3	Overall
P	P	P	P
P	P	M	P
P	P	D	M
P	M	P	P
P	M	M	M
P	M	D	M
P	D	P	M
P	D	M	M
P	D	D	M
M	P	P	P
M	M	M	M
M	M	P	M
M	M	D	M
M	D	D	D
M	P	M	M
M	P	D	M
M	D	D	D
D	P	P	M
D	M	M	M
D	M	P	M
D	M	D	D
D	D	M	D
D	D	D	D
D	P	M	M
D	P	D	M
Pass is a minimum requirement for all learning outcomes			

Pass only criteria

When a learning outcome is **PASS** only, for example LO1, the criterion for LO1 applies to MERIT and DISTINCTION and the grade for LO1 defaults to the highest grade achieved for LO2 or LO3 in order to determine the overall unit grade.

For example:

	PASS	MERIT	DISTINCTION	Grade awarded
LO1	PASS ONLY	PASS ONLY	PASS ONLY	Defaults to DISTINCTION
LO2			Meets Distinction Criterion	DISTINCTION
LO3		Meets Merit Criterion		MERIT
LO1 = D; LO2 = D; LO3 = M (DDM = D)				DISTINCTION

A further example, where LO3 is pass only:

	PASS	MERIT	DISTINCTION	Grade awarded
LO1		Meets Merit Criterion		MERIT
LO2		Meets Merit Criterion		MERIT
LO3	PASS ONLY	PASS ONLY	PASS ONLY	Defaults to MERIT
LO1 = M; LO2 = M; LO3 = M (MMM = M)				MERIT

Qualification grading

The final grade for the qualification is based on the unit grades - Pass, Merit, and Distinction. It is arrived at according to the table below which shows how the combination of unit grades is aggregated to form the overall qualification grade for the Certificate and the Diploma.

An awarding panel will meet before the final grades are submitted to NCFE to consider special considerations and extenuating circumstances.

The **highest** possible grade is determined first. Units 1, 2, 3 and 4 are the **core** units of the qualification. Units 1 and 3 contain synoptic elements, unit 2 contains essential knowledge and skills and unit 4 is the **Working in the Industry** unit which is common to all subject strands. Units 5 and above are all option units. The **highest** overall grade is determined by:

1. Selecting the highest grade achieved for unit 1 or 3
2. Selecting the highest grade achieved for unit 2 or 4
3. Selecting the **three** highest grades achieved from the option units.

For example:

This is a candidate grade profile for all 10 units:

1	2	3	4	5	6	7	8	9	10
P	M	M	D	P	M	P	D	D	M

1. Between units 1 and 3, the highest grade achieved is for Unit 3: **MERIT**
2. Between units 2 and 4, the highest grade achieved is for Unit 4: **DISTINCTION**
3. The **three** highest grades achieved from the option units are for Units 8, 9 and 6 or 10: **DISTINCTION; DISTINCTION; MERIT**.

The five **highest** grades achieved in this example (arranged in the order with lowest grades first) are:

A	B	C	D	E
M	M	D	D	D

The final **highest** overall grade is aggregated according to the table below:

Unit A	Unit B	Unit C	Unit D	Unit E	Final overall grade
P	P	P	P	P	P
M	M	M	M	M	M
D	D	D	D	D	D*
P	P	P	P	M	P
P	P	P	P	D	P
P	M	M	M	M	M
M	M	M	M	D	M
P	D	D	D	D	D
M	D	D	D	D	D
P	P	P	M	M	P
P	P	P	D	D	M
P	P	M	M	M	M
M	M	M	D	D	M
P	P	D	D	D	M
M	M	D	D	D	D
P	P	P	M	D	M
P	M	M	M	D	M
P	M	D	D	D	M
P	P	M	M	D	M
P	P	M	D	D	M
P	M	M	D	D	M
These two grade profiles are only one grade different from the higher grade and should be reviewed at awarding.					

From the table above, the example of a grade profile of **MMDDD** works out as an overall grade of **Distinction**.

A	B	C	D	E	OVERALL GRADE
M	M	D	D	D	D

Where **five** appropriate units have been achieved but less than 10 units have been fully achieved, just the Jersey Progression Certificate is awarded and the highest grade (Distinction, in this example) will be recorded on the certificate. A unit certificate for any additional units above the five used to grade the Certificate but fewer than five to contribute towards a Diploma will be issued. Where fewer than five units overall have been achieved, just a unit certificate will be awarded for the units achieved.

Once the **highest** overall grade has been determined for the Jersey Progression Diploma, the remaining five units can be used to determine the **second overall grade** for the **Jersey Progression Certificate**. Using the example from above, the remaining unit grades that can be used to calculate the second overall grade are:

1	2	5	7	10
P	M	P	P	M

Rearranged in grade order, with the lowest first, gives a grade profile of **PPPM**. Using the final overall grade table from above, the **second overall grade** is a **Pass**.

Unit A	Unit B	Unit C	Unit D	Unit E	Final overall grade
P	P	P	M	M	P
These two grade profiles are only one grade different from the higher grade and should be reviewed at awarding.					

From the overall grade table, it will be noted that this particular profile is highlighted in red because it is a borderline grade. At the awarding stage there is an opportunity to review the grades for the units with a pass to ensure that the assessment is secure.

Where the learner has achieved ten units, as in the example above, they will receive **one overall grade** for the **Jersey Progression Certificate** and a **second overall grade** for the **Jersey Progression Diploma**. In the example above, the overall grades are Pass and Distinction. Where one grade is higher than the other, the lower grade should be assigned to the Jersey Progression Certificate (Pass) and the higher grade to the Jersey Progression Diploma (Distinction).

Distinction* (star) is awarded where all of the grades for the Diploma are Distinction. Double Distinction*(star) is awarded where all 10 units are graded Distinction.

Overall grading descriptors

Not Yet Achieved

The learner will not meet all the learning outcomes and will not have enough work or evidence of progress available to allow a valid judgement to be made.

Pass

To achieve a Pass grade the learner will meet all the requirements as set out in the assessment criteria for each unit. They will make some effort to apply knowledge, and have some understanding of key concepts, but may not be able to make links between them. The learner will have a general understanding of processes, resources, techniques and materials, but this may be uneven in application. Their evidence will show some degree of planning, organisational and investigatory skills, but may be lacking in structure.

The learner will have completed the tasks to the minimum standard for a level 2 qualification.

Merit

To achieve a Merit grade the learner will meet all the requirements as set out in the assessment criteria for each unit to the required standard. They will demonstrate a confident level of ability in their application of knowledge and skills and will have a clear understanding of key concepts, making some links between them and giving reasons for their choices. The learner will have a clear understanding of processes, resources, techniques and materials with few errors in application. Their evidence will show planning, organisation and investigatory skills in a clear and logical way.

The learner will have completed the tasks in a manner exceeding the minimum standard for a level 2 qualification.

Distinction

To achieve a Distinction grade the learner will meet all the requirements as set out in the assessment criteria for each unit to a high standard. They will demonstrate mastery of appropriate processes, resources, techniques and materials. The learner will demonstrate an ability to undertake relevant and wide-ranging research, analysing and evaluating information to make informed judgements. They will have a detailed understanding of processes, resources, techniques and materials showing independent ideas expressed with confidence and originality. Their evidence will be appropriately contextualised showing planning, organisation and investigatory skills in a well-structured and thorough way.

The learner will have shown a high degree of motivation, ability and commitment and will have completed the tasks effectively in a manner far exceeding the minimum standard for a level 2 qualification.

Distinction* (Star)

The learner will have achieved a Distinction grade for all units of the qualification demonstrating consistent work for a level 2 qualification.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification. The assessment for the **Jersey Progression Qualification** is unit based. Each unit requires the learner to demonstrate that they have met the learning outcomes. Learning outcomes are assessed through a portfolio of evidence which can take a number of different forms. The assessment methods used are appropriate to the type of learning activity and tasks prescribed in the unit.

Assessment methods include:

- Assignments
- Project based work
- Written tests or examinations
- Practical tests or examinations
- Lecturer/assessor observation
- Audio/video recorded activities
- Interviews or a viva
- On-line assessment
- Portfolio of documentation
- Sketchbooks
- Video/audio diaries
- Workbooks
- Use of blogs or discussion forums
- Employer or customer/client feedback.

Course-based assessment

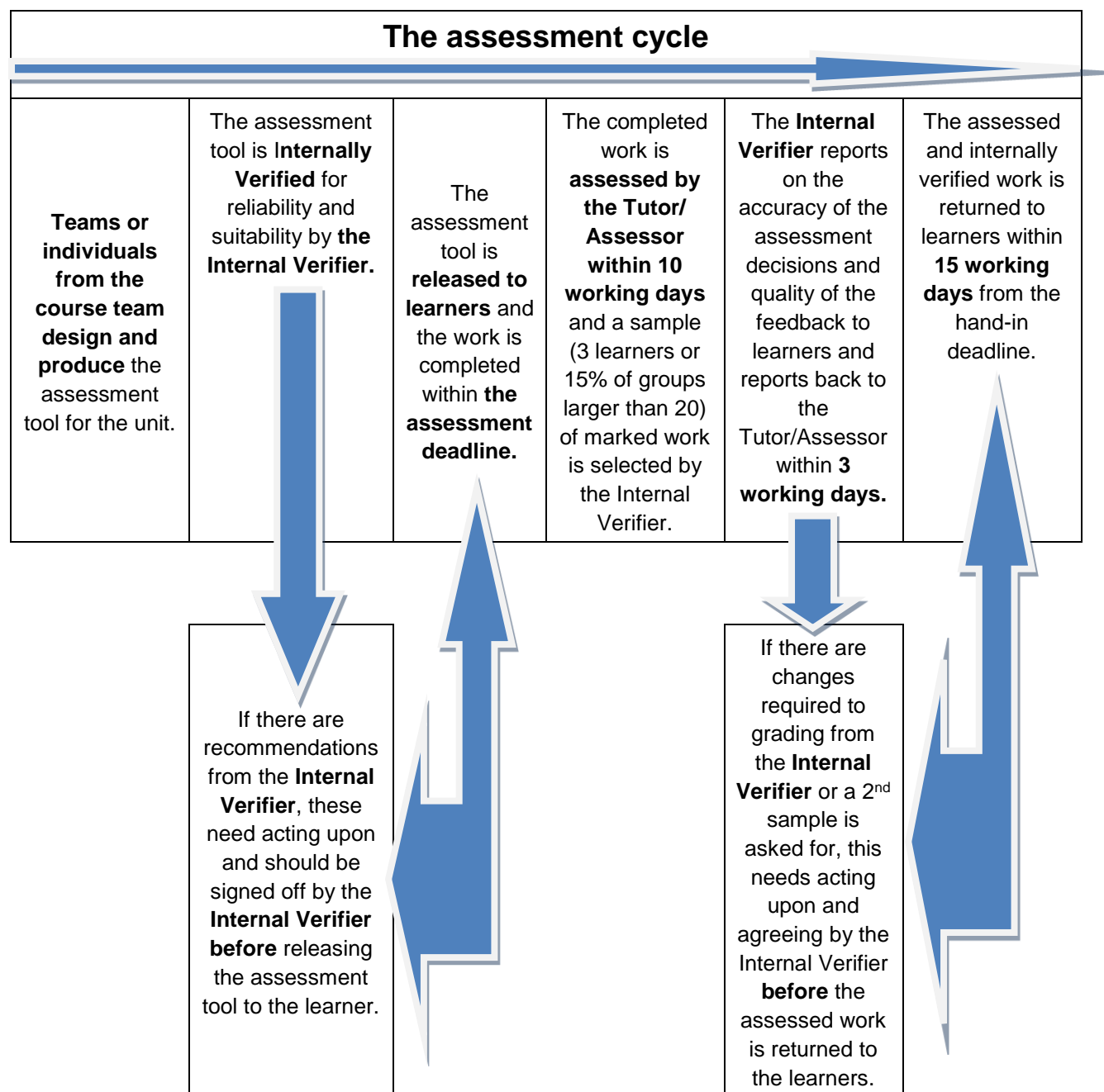
The assessment tool or activity for each unit is designed and set by each course team or an individual member of the team. A unit may have more than one assessment type to cover all of the learning outcomes but this will not *normally* exceed more than one per learning outcome. Where possible, a single assessment activity per unit is advised. Whilst **all** of the content of a unit must be taught, course teams can be **selective** about which aspects of the content may be assessed, particularly where assessment tests or assignments are unseen prior to the learner taking them.

Once the assessment tool is designed and written it is given to an **Internal Verifier** to verify prior to being released to learners. The **Internal Verifier** must be independent from the design and production process of the assessment tool. The role of the **Internal Verifier** is to check the reliability and appropriateness of the assessment tool. The Internal Verifier will complete a pro-forma and feedback to the assessment tool writer/designer who will act upon any recommendations or required changes before issuing the assessment tool to learners.

Each learner will complete the appropriate assessment task or tasks for each unit to a given deadline. On completion of each unit learners will declare that the work produced is their own unaided work (except in the case of examinations or tests taken under timed and supervised conditions). The tutor/assessor will countersign this declaration to confirm that the work carried out is the learner's own and unaided work. Learners may carry out research activities outside of the supervised sessions, but any work submitted for assessment must be authenticated and attributable to the learner. Learners should ensure that any work by others or research material used in their assessed work is properly referenced and the source acknowledged.

Learner work will be assessed by the tutor/assessor using the grading criteria from each unit. The **Internal Verifier** will sample the assessed work and feedback to

the tutor/assessor on the accuracy of their assessment decisions using an Internal Verification pro-forma. The Tutor/Assessor must act on the feedback from the Internal Verifier and amend their assessment decisions accordingly. A further sample may be asked for where there are inaccuracies in the marking. A minimum of **three** different learners' work or **15%** of the cohort (whichever is the greater) should be sampled by the Internal Verifier for each assessment task. Across all units, all learners should be sampled where possible.



Standardisation

To ensure that standards are maintained across the whole Jersey Progression Qualification and within each subject strand, a **Lead Internal Verifier** will sample at least **three** different internally verified Assessment Tools within each subject strand. The **Lead Internal Verifier** will provide each Course Team and their Internal Verifiers with a brief report that highlights areas of good practice and identifies any areas for improvement. The **Lead Internal Verifier** will also report to an annual **Jersey Progression Qualification Review Board** on the standard, quality and consistency of the assessment tools being used across the qualification and make recommendations for improvements year on year.

The **Lead Internal Verifier** will also sample at least **three** internally verified assessment decisions from each subject strand. They will compare standards across and between each subject strand. This will ensure that assessment and grading decisions are being arrived at consistently in terms of the types and quality of evidence being presented for assessment purposes and the application of grading descriptors. The **Lead Internal Verifier** will also carry out standardisation exercises within subject strands and between different subject strands. The **Lead Internal Verifier** will produce a brief report for each course team that highlights good practice and provides recommendations that will ensure consistency and fairness of marking. The **Lead Internal Verifier** will also report to an annual **Jersey Progression Qualification Review Board** on the reliability and consistency of assessment decisions within each programme and across the Jersey Progression Qualification as a whole.

External verification

To further assure the quality and consistency of assessment across all subjects of the Jersey Progression Qualification, there is an external verification process that mirrors that of the Lead Internal Verification process. External verification is carried out by an external verifier who is appointed, trained and monitored by NCFE. The external verifier is responsible for monitoring and sampling learners' evidence to ensure that assessment decisions are valid, reliable, fair and consistent. The issuing of certificates by NCFE is subject to the External Verifier reporting that all of the conditions of accreditation have been met.

Awarding

An annual **Award Board** is held in late June/early July once all of the assessments are completed across all subject areas and the grades for each student are verified and recorded. The College Registry is responsible for running these meetings and ensuring that the correct grades are recorded and reported to NCFE. **The Award Board** is made up of the Chair (normally the College Registrar), a member of the College Leadership Team, the Lead Internal Verifier and a Minutes Secretary.

Attendance at the Award Board

- The Head of Department or Director for the named qualification
- The Subject Co-ordinator for the named qualification
- The internal verifier(s) of all units for the named qualification
- Attendance of **unit assessors** at the awarding meeting is **optional**

Required documentation for the Award Board

- Copies of all completed Extenuating Circumstances forms (if any)
- Copies of all completed Candidate Appeals forms (if any)
- Copies of documentation related to compensation for missing marks (if any)
- Completed grading sheets for all candidates showing all unit grades and the proposed final overall grade for the Jersey Progression Certificate and for the Jersey Progression Diploma.

Agenda for the awarding meeting²

1. Welcome by the Chair and record of attendees made
2. Consideration of any Extenuating Circumstances
3. Decisions regarding individual candidates and extenuating circumstances documented and implemented **prior** to awarding³
4. Consideration of any Appeals
5. Decisions regarding individual appeals documented and implemented **prior** to awarding
6. Review of any candidates who have failed to complete the Certificate or the Diploma (or Unit 4: Working in the Industry) where there are no extenuating circumstances and/or an appeal has not been upheld
7. Chair records decisions related to non-completers which will be **one** of the following:
 - a. The candidate is allowed to resubmit work by a set date
 - b. The candidate is unable to resubmit work and achievement at unit only level will be recorded
8. Review of grade boundaries (at unit level for unit 4; at whole qualification level for named qualifications awarding).⁴
 - a. For unit 4: The Unit Leader will talk the panel through the Minimum Mark Setting Process for the unit and verify how the grade boundary decisions for the unit were reached. Comparison with the previous year's grade boundaries also to be taken into consideration.
 - b. All candidates with grades **PPMM** (which equates to an overall **Pass** grade) to be reviewed. This is to ensure that the team is satisfied that all of the units graded Pass are securely assessed. If any of the units graded at Pass are close to the Pass/Merit boundary, this work may be recommended for re-assessment. If one of the pass units is re-assessed at Merit, the overall grade to be awarded at **Merit**.

² Unit 4: Working in the Industry is common to all named qualifications. There will be a separate awarding meeting for this unit which will happen before the subject panels. The agenda for this meeting will relate solely to the unit and the decisions for this unit will be carried forward to each subject awarding meeting.

³ Where decisions related to Extenuating Circumstances and/or appeals cannot be resolved at this stage, the panel will reconvene to determine the outcomes for the individual candidates concerned. Decisions related to candidates where there are no appeals or extenuating circumstances will be made as part of items 6 and 7.

⁴ Where the Unit 4 result is the reason for a candidate's overall grade being on the Pass/Merit or Merit/Distinction grade boundaries and that candidate's unit 4 grade is within 1 mark of the learning outcome grades for the unit, their work will be reviewed.

- c. All candidates with grades **MMMDD** (which equates to an overall **Merit** grade) to be reviewed. This is to ensure that the team is satisfied that all of the units graded Merit are securely assessed. If any of the units graded at Merit are close to the Merit/Distinction boundary, this work may be recommended for re- assessment. If one of the Merit units is re-assessed at Distinction, the overall grade to be awarded at **Distinction**.
9. Confirmation of the award of the Jersey Progression Certificate and the Jersey Progression Diploma for each candidate in the named qualification pathway.
10. Summary of Actions from the meeting.
11. AOB.

The Chair will make it clear at the outset of each Awarding Meeting that the results remain confidential until the External Verifier has submitted their final report for the year.

Assessment regulations

To achieve the **Jersey Progression Qualification** learners will successfully pass the units associated with the qualification. The assessment schedule for each unit will be identified at the start of the course and may include a range of different tasks such as practical activities, skill tests, in-class tests, course work, written reports and formal examinations, amongst others. A submissions calendar for all assessed work will be made available at the beginning of the academic year.

Deadlines for assessment are an important part of the **Jersey Progression Qualification** as by meeting these, learners develop the important employability skill of good time management. It is also important not to advantage learners by accepting late work. This allows individuals extra time to complete assignments, which is unfair. If there are extenuating circumstances for late submission the learning needs to complete the appropriate form and submit it for consideration at the Award Board. Assessments which are not submitted by the original specified assessment deadline but are received within five working days afterwards will be marked but will only be able to receive a maximum grade of **Pass**. Late work will have limited written feedback.

Normally only one opportunity will be given to provide final formative assessment feedback on assessed work. Feedback will focus on enhancing the learners' understanding and knowledge to allow them to further develop their answers. It is not intended that tutors write or provide information that can be directly incorporated into an assessment.

Following formative assessment and feedback, learners are able to:

- Revisit work to add to the original evidence produced to consolidate a Pass grade or to enhance their work to achieve a higher grade
- Submit evidence for summative assessment and the final unit grade.

Summative assessment is a final assessment decision on an assessment task in relation to the assessment criteria of each unit. It is the definitive assessment and it is recorded on the learner's profile. Should the learner not achieve at least a Pass grade, the submitted work will be recorded as 'Not Yet Achieved'.

Reassessment

The decision on whether to offer the learner the opportunity for reassessment will be made by the Course Team, in consultation with the Lead Internal Verifier, prior to the Award Board. Reassessment can either be through:

- Resubmission – revision of the work originally submitted; or
- Retake – submission of a new piece of work.

Extenuating circumstances

The purpose of this policy is to outline the support available for learners who, during their studies, experience exceptional unforeseen circumstances beyond their control which severely affect their ability to successfully complete an assessment, meet an assignment deadline or sit an examination. The table below gives an indication of what might be considered valid extenuating circumstances and circumstances which would not be considered valid.

This list is not exhaustive and learners should not make assumptions regarding extenuating circumstances but should ask for advice from their tutor or staff from Student Life to confirm what might be an appropriate claim.

Each claim for extenuating circumstances must be accompanied by a completed Extenuating Circumstances Form (see Appendix I) and independent supportive evidence which is signed and dated by the appropriate individual, e.g. the doctor. Examples of corroborating evidence likely to be acceptable include an original copy of a medical certificate, the doctor's or counsellor's letter on headed paper, or a hospital appointment letter. Every claim for extenuating circumstances will be considered by the Course Team, in consultation with the Lead Internal Verifier, on a case by case basis.

Applications for extenuating circumstances should always be made as soon as possible **before** the assessment deadline. Claims made after the assignment is due will not normally be considered unless there are exceptional reasons for not doing so. Evidence and a completed claim form must be provided within five working days of the assessment deadline to support any such claims. If a claim is considered valid, an extension of a maximum of **ten working days** will normally be granted and the assessment must be submitted before this revised deadline. Any late submission of work for which there is no valid claim for extenuating circumstances but which is submitted within five working days of the initial deadline will receive a maximum grade of Pass.

Compensation

To be awarded the Jersey Progression Certificate it is expected that the learner achieves two core units and three option units and for the Jersey Progression Diploma a further two core units and three option units. However, it may be possible to award **compensation** for one incomplete unit in the Certificate and one incomplete unit in the Diploma if there are valid extenuating circumstances. This equates to a maximum of 20% compensation for each qualification. The decision to award compensation rests with the Award Board. Where a unit is compensated, this will be shown on a learner transcript.

Valid extenuating circumstances
Medical illness or serious injury which has a severe impact on work and can be evidenced by a GP/Doctor
Extreme personal problems
Bereavement of a close family member or close friend
Not valid
Coughs, colds, sore throats or other minor illnesses
Illness affecting relatives or friends would not be considered a valid reason unless it is serious or you are the main carer
Making personal arrangements such as holiday arrangements, medical appointments, etc., which conflict with the examination and assessment timetable
Transport problems
Computer problems including submission of the wrong file, computer malfunction, etc.
Alarm clock not going off
Misreading the timetable and/or failing to attend at the right time and in the right place
Non-submission of work
Lateness or absence from assessment sessions
Moving house
Sanctions imposed for being in breach of college regulations.

Student academic appeal procedure

If a learner disagrees with an assessment decision the procedure outlined below will be followed. Please note an appeal can only be based on the achievement/non-achievement of the specific criteria related to that assessment.

Stage One: Informal

If a learner disagrees with the assessment decision of an assessor, the learner must discuss this with the assessor within a period of five working days following the assessment decision. If the matter is unresolved then the issues should be documented on a Candidate Appeal Form (see Appendix II) before moving to Stage Two.

Stage Two: Formal

The internal verifier should review the assessment decision within five working days and notify the learner in writing. The learner agrees or disagrees with the outcome, in writing, within a period of five working days and if the matter is unresolved Stage Three takes effect.

Stage Three: Appeal Hearing

The College Registrar or their nominee will hear the appeal within a period of ten working days. The panel at the Appeal Hearing will also include the Head of Department, the original assessor and the internal verifier. The learner can choose to be accompanied by a friend, parent or guardian. The panel will inform the learner of the outcome of the hearing, both orally and in writing, within five working days.

Academic malpractice policy

Academic malpractice can be defined as any attempt to gain unfair advantage in the assessment process of a qualification and therefore manipulate the grades which might be achieved. Malpractice may be intentional or unintentional, however, the college policy on malpractice does not consider whether there is intention to deceive or not.

Examples of malpractice include:

- allowing someone else to complete the assignment;
- copying another learner's work (with or without their permission);
- copying anything from the internet or from an article or book without acknowledging the author; or
- failure to reference sources correctly.

All assessed work must be solely the own work of the learner and learners must sign an assessment cover sheet before submission to confirm this.

The College supports learners in the avoidance of malpractice by helping them to develop appropriate academic skills through the initial part of their studies. This includes tuition on how to carry out and record research, writing skills and referencing.

The College takes academic malpractice very seriously and has produced a full policy which outlines what is deemed as malpractice, the process the college will use to investigate its occurrence and the sanctions which may be imposed if malpractice is proven. The policy and guidelines relating to academic malpractice can be found on the College Intranet.

Access arrangements and reasonable adjustments

The College takes its commitments under the Discrimination (Jersey) Law 2013 very seriously and works to create equal access for learners through the provision of information, advice, guidance and, where appropriate, additional support to meet individual needs and situations.

If you have a recognised learning need, medical condition or disability which affects your ability to study, complete assessments or sit examinations, you must bring this to the attention of your tutor. They will advise you on the best course of action in accordance with the Highlands College Special Educational Needs and Equality, Diversity and Inclusiveness policies. These College policies have been developed to take account of the published policies and regulations of the Joint Council for Qualifications. Under these policies you may qualify for access arrangements, reasonable adjustments or additional support when studying or undertaking assessed work. Any such claims must be made in a timely manner and supported by appropriate evidence and documentation.

Section B

Unit Content

and

Assessment

Guidance

Structure of the Jersey Progression Qualification in Hair and Beauty

Unit No.	Unit Title	Core/ Option
1	Professional Analysis of the Skin and Hair	Core
2	Client Care and Salon Industry Awareness	Core
3	Presentation of an Overall Image	Core
4	Working in the Industry	Core
<p>The Jersey Progression Certificate requires learners to achieve unit 1 or 3 and unit 2 or 4.</p> <p>The Jersey Progression Diploma requires learners to achieve the remaining two core units.</p>		
5	Shampoo, Condition and Style Different Hair Types and Lengths	Option
6	Lash, Brow and Spray Tanning	Option
7	Facial Skin Therapy	Option
8	Sustainable Practices and Environmental Awareness in the Salon	Option
9	Hair Colouring Principles and Techniques	Option
10	Professional Nail care	Option
<p>The Jersey Progression Certificate requires learners to achieve unit 1 or 3 and unit 2 or 4 and a further three option units.</p> <p>The Jersey Progression Diploma requires learners to achieve the remaining two core units and a further three different option units from those achieved for the Certificate.</p>		

Unit 1 Professional Analysis of the Skin and Hair

Unit summary	In this unit the learner will have the opportunity to find out about the structure and the condition of the skin and hair, to be able to recognise contra indication in preparation for hair and beauty services and to be able to carry out a professional consultation and when to suggest current courses of action in relation to product choice, techniques and when to refer the client to external professionals
Guided learning hours	48
Level	2

Learning outcome 1

Summarise key aspects of skin and hair analysis.

The learner will: Recognise the relevance and importance of professional analysis.

The learner must know about:

- The importance of professional analysis of skin and hair
- The structure of skin, scalp and hair
- The relevance of health and nutrition
- How to recognise contra-indications and when to make professional referrals
- Product knowledge of beauty and hairdressing products suitable to skin or hair type and condition.

Learning outcome 2

The learner will: Demonstrate the application of knowledge to carry out professional skin and hair analysis:

The learner must demonstrate:

- How to analyse of a variety of skin and hair types
- How to identify a variety of contra-indications during routine services for styling, colouring and shampooing
- How to identify a variety of contra-indications during routine services for facial and body treatments
- Respond professionally in hair and beauty salons to client conditions
- Recognise different hair conditions and know when to refer or recommend correct product

- Recognise different skin conditions and know when to refer or recommend correct products
- How to communicate in a professional manner and record evidence on analysis sheets.

Learning outcome 3

The learner will: Complete and review skin and hair analysis sheet

The learner must consider:

- How to review and compare a selection of skin and hair analysis sheets
- Accurate and appropriate recording individual hair and beauty client's information.
- Identify ways to improve the process of analysing the hair and skin.

Grading descriptors

Pass

- L01:** Outline the relevant information needed to analyse the skin and hair. Clear understanding presented in a well-structured format. Use of some technical language will be mostly accurate.
- L02:** Show some skill in using the analysis sheet. Recommend an appropriate product for client. Record mostly accurate information following a given brief.
- L03:** Complete an analysis sheet which correctly applies terms. Identify ways to improve the process or the outcome.

Merit

- L01:** Outline the relevant information needed to analyse skin and hair and support points with examples. Detailed understanding of the hair and skin structure presented effectively using a range of techniques. Use of range of technical language which is accurate.
- L02:** Show secure skills in using the analysis sheet. Recommend a range of products for clients. Most written records are accurate and detailed following a given brief with the use of more than one source to inform actions.
- L03:** Complete a detailed analysis sheet which correctly applies a range of terms. Describe ways to improve the process or the outcome with justification

Distinction

L01: Outline the relevant information needed to analyse the skin and hair and illustrate points with a wide range of well thought out examples. Demonstrate a comprehensive understanding presented effectively using a wide range of techniques. Use of range of technical language which is accurate and thorough.

L02: Show convincing skills in using the analysis sheet. Can recommend a range of products for varied clients. All written records are accurate and detailed following a given brief with use of multiple sources to inform actions.

L03: Complete a detailed analysis sheet which correctly applies a wide range of terms. Describe ways to improve the process, or the outcome with detailed justification

Assessment

The assessment for this unit consists of:

L01: The learner will create an information booklet that:

- Explains the importance of professional skin and hair analysis
- Includes images and research evidence using various sources
- Explains the relevance of health and nutrition and how this effects skin and hair conditions
- Describes how to recognise different skin and scalp contra indications and describe the professional courses of action

L02: There will be a practical observation working on clients. Learners must demonstrate how to recognise at least three different services overarching hair and beauty. Learners must demonstrate how to recognise different hair types, recommending products and identify contra-indications and record them professionally

L03: The learner will develop and design an analysis sheet to cover all areas of this unit and answer questions in a professional discussion with the tutor to demonstrate knowledge of the appropriate use of the sheet. The learner will complete the analysis sheet correctly using a wide range of terms describing ways to improve the analysis process or outcome.

Types of evidence

The evidence for this unit consists of:

LO1: An information booklet

LO2: A tutor observation of a professional discussion with learner's working with clients, findings to be recorded on analysis sheet in writing. Evidence will include analysis of skin and hair for three different services overarching hair and beauty

LO3: The learner will develop and design a generic analysis sheet to cover all areas of this unit and answer questions on a review sheet.

Delivery guidance

The purpose of this unit is to introduce the learner to the importance of understanding hair and scalp structure, when making informed decisions on which products, tools and techniques to be used on a variety of clients.

The professional analysis of skin and hair will include features such as elasticity of the skin and hair, elasticity tests, porosity of the hair test, allergy testing for both hair and beauty products, completion of records, legislations and also cover the structure of skin, scalp (cranial and facial bones of the skull) and hair layers, functions of the glands of the skin and hair, hair types, skin types, hair and skin textures, hair scalp and skin conditions. Product knowledge will include beauty products suitable to skin type and condition, hairdressing products suitable to hair type and condition

The learner will develop communication and customer service skills that are crucial to the hair and beauty industry. The learners will be introduced to the importance of a healthy lifestyle and diet, illness, fitness and chemical treatments which influence different skin and hair conditions.

They will also learn about how to recognise contra-indications during routine services for facial and body treatments which may include infections and disorders such as broken skin, infestation, illness, fragilities, cranium, evident damage, and know when to make professional referrals including to GPs, trichologist, dermatologist, pharmacist, manager) and also respond to these conditions in a professional manner. They will also understand about a variety of skin and hair types for example oily, dry, combination, environmentally damaged and know when to refer or recommend correct products for skin cleanser, toner, moisturiser, eye cream, treatment masks and for hair products such as shampoo conditioner, treatment masks, serums, massage media hair spray styling cream

The learners will be able to demonstrate communicating in professional manner and record evidence on analysis sheets including open and closed questioning, writing and recording, professional attitude and evidence of compassion

Tutors will be encouraged to use a wide range of teaching methods to deliver this unit. These methods include class discussions, lectures, internet research, group presentations, observations feedback and target setting.

Teachers will observe and advise the learner when developing a consultation sheet.

Working in the college salons will support the development of work ready skills whilst demonstrating communication skills, written skills, salon etiquette and professional behaviour and product knowledge.

Unit 2 Client Care and Salon Industry Awareness

Unit summary	In this unit the learner will have the opportunity to find out and research the requirement to work effectively in a commercial salon environment. It will also look at the roles and responsibilities of those working in the Hair and Beauty industry.
Guided learning hours	48
Level	2
Learning outcome 1	
The learner will: Understand the role and responsibilities of salon employees	
The learner must know about: <ul style="list-style-type: none"> • Features of good customer service • Relevant health and safety legislation • Job roles in the industry 	
Learning outcome 2	
The learner will: Demonstrate awareness of industry standards in hair and beauty salons	
The learner must demonstrate: <ul style="list-style-type: none"> • How to work in a team • How to work safely during treatments and services • A professional image of attitudes and etiquette within the salon environment 	
Learning outcome 3	
The learner will: Compare personal evaluation and feedback and employers review of professional attributes in a salon environment.	
The learner must consider: <ul style="list-style-type: none"> • Expectations of salon awareness and industry sectors • How to use feedback from work placement appraisal and placement journal • How to write a personal development plan and be able to set, meet and re-evaluate personal career targets. 	

Grading descriptors	
Pass	<p>LO1: Outline the relevant information relating to customer service and health and safety relating to various hair and beauty job roles. Clear understanding presented in a well-structured format. Use of some technical language will be mostly accurate.</p> <p>LO2: Demonstrate some skill when responding to clients, maintaining salon awareness, incorporating some professional behaviours and salon etiquette.</p> <p>LO3: Learner has written relevant and detailed conclusion related to work placement appraisals and feedback in their journal and career development plan. Ensure all targets have been successfully met and re-evaluate career targets.</p>
Merit	<p>LO1: Outline the relevant information relating to customer service, health and safety, and relating to various hair and beauty job roles and support points with examples. Detailed understanding presented effectively using a range of techniques, diagrams and the use of technical language is accurate.</p> <p>LO2: Demonstrate confident skills when responding to clients, maintaining salon awareness, incorporating professional behaviour and salon etiquette, can show secure skills when responding and communicating with clients, maintaining salon awareness.</p> <p>LO3: Pass only</p>
Distinction	<p>LO1: Outline the relevant information relating to customer service, health and safety, relating to various hair and beauty job roles illustrating points with wide range of examples, diagrams, with a wide range of well thought out examples. Comprehensive understanding presented effectively using a wide range of techniques. Use of range of technical language which is accurate and thorough.</p> <p>LO2: Fully demonstrate confident skills when responding and using various communication techniques to promote professional salon awareness. Can promote products maintaining the salon and incorporating embedded salon behaviour and etiquette consistently.</p> <p>LO3: Pass only</p>

Assessment

This unit is to be **completed** at the end of the qualification. The assessment for this unit consists of:

LO1 and LO2: Assignments

- Design a salon plan showing safety within a commercial salon environment, including reception area.
- Written assignment (minimum 500 words) which;
 - Describes the importance of client care in a commercial salon.
 - Explains how working as a team in a professional manner is relevant.
 - Defines what is etiquette and good client care.

LO2: Practical observation

- Demonstrate professional behaviour when completing work in the salon environment, incorporating work ready, etiquette and attitude.
- Respond to clients using a variety of communication skills in a professional manner.
- Undertake reception duties for hair and beauty appointments.

LO3: Written (Pass only)

- Design a career development plan
- Compare feedback from employers and review industry specific work placement journal.
- Evaluate work placement and revise your own strengths and weaknesses.
- Review personal development plan and ensure targets have been met.

Types of evidence

Tutor observations throughout the qualification which are recorded on the analysis sheets.

Final assessment of work placement journal at end of qualification and personal targets that are reviewed and new targets set as and when they have been achieved.

Delivery guidance

The purpose of this unit is to develop learners' knowledge relating to the hair and beauty industry. They will look at the features of good customer services including client confidentiality, responsiveness to client's needs, listening skills, using open and closed questioning techniques, body language, how to recognise correct telephone manner.

The learner will see how hair and beauty salons operate and the systems that are in place to ensure the smooth running in line with relevant HSE guidelines such as

COSHH, Data Protection Act, Electricity at Work Act, environmental factors, codes of practice. Learners will look at a range of job roles such as receptionist, retail, manicurist, hairdresser, therapist, make-up artist and the responsibilities of each.

Understanding of industry standards should include professional behaviour and attitudes and etiquette and the features of team work including good time-keeping, reliability, attendance, working to deadlines and how to work safely using chemicals relevant to technical units.

Tutors will be encouraged to use a wide range of teaching methods to include, lectures, research on internet, class discussions, work experience and presentations

Working in a real salon environment would support development of salon awareness, demonstrating communication skills, written skills, and salon etiquette behaviour and product knowledge.

Tutor will guide learner through written assignment incorporating a salon plan.

Tutor will guide learner on the production and design of self-development plan, after completion of placement and journal including target setting that are sufficient, measurable, achievable, realistic, time bound.

Unit 3 Presentation of an Overall Image

Unit summary

This unit will provide the opportunity to design an overall image. They will be able to create the image whilst also demonstrating the responsibility for the preparation, planning and incorporation of technical skills required to create that image.

Guided learning hours

48

Level

2

Learning outcome 1

The learner will: Summarise the key aspects of presenting an overall image

The learner must know:

- How to prepare an image of the learner's choice
- How to plan ideas and preparing a timeline for presentation
- How to achieve the chosen hair styling and make-up techniques and styling of clothing
- How to present the image for a photographic session and a known audience
- How to create a story board showing clear and creative explanation of ideas in written and artistic form to be compared with final presentation look

Learning outcome 2

The learner will: Create and present an overall image

The learner must demonstrate:

- Ways to complete chosen image
- Application of make-up using technical skills developed in beauty therapy to create an image; contouring, lash and brow treatments, tanning, nail art, manicure
- Styling the hair to show hairdressing skills; basic colouring, plaiting, twisting, heated styling, use of accessories
- Styling the look: outfit choice, colour scheme, linking to story board presentation and ideas sheet.

Learning outcome 3

The learner will: Compare the plan and story board with the completed look, review and develop creative ideas and techniques

The learner must consider:

- How to respond when the image does not meet original plan
- How to review and evaluate their own presentation skills
- How to adjust styling techniques against the original plan.

Grading descriptors

Pass

LO1: Outline the relevant planning implementation and presentation of the image on a story board showing basic ideas and planning. Estimate an appropriate timeline for delivery.

LO2: Demonstrate competent application of make-up and some hairdressing skills to create and present an image

LO3: Respond appropriately to changes when the image does not meet plan and review own performance with some suggestions for improvement.

Merit

LO1: Outline the relevant planning implementation and presentation of images and support this with relevant examples. Use a range of technical language which is accurate. Prepare a detailed timeline for delivery.

LO2: Demonstrate effective and creative application of make-up using a range of application techniques and use hairdressing skills to imaginatively present an image. Show working to a plan.

LO3: Respond appropriately and effectively to changes when the image does not meet the plan and review own performance with detailed suggestions how to improve and some justifications for improvements.

Distinction

LO1: Outline the relevant planning implementation and presentation of images, support this with exploratory examples presented on a story board. Use a range of technical language which is accurate and thorough. Prepare a detailed and accurate timeline for delivery.

LO2: Demonstrate effective and creative application of make-up using a wide range of application techniques. Use creative hairdressing skills to imaginatively present an image. Show confident working and following detailed plan.

LO3: Respond appropriately and effectively to changes when the image does not meet the plan and review own performance with detailed suggestions and justifications for improvements.

Assessment

LO1: Learners will create a story board that;

- Explains the idea and describes how to present skills
- Includes images and research, showing evidence of creative thinking using various sources to explain image chosen.
- Show outfit and styling plans
- Show a detailed timeline to prepare for the event.

LO2: Through a practical observation, learners will demonstrate;

- How to correctly and creatively apply make-up using technical skills in beauty to create an image under controlled conditions.
- How to use creative hair styling techniques to prepare for the event.
- Confidence and organisation when styling the look.

LO3: Learners will review and adapt image to allow for developing new ideas and techniques

- Learners are prepared to be questioned on changing plans and observed working against timeline.
- Review and where appropriate evaluate own presentation skills
- Make adjustments with techniques when the styling and design does not meet the original plan with suggestions and justifications for improvement.

Types of evidence

The evidence for this unit consists of:

LO1: Storyboard which explains the idea and describes how to present skills
Includes images and research, showing evidence of creative thinking using various sources to explain image chosen.

Show outfit and styling plans

LO2: Presentation model with complete look after a planning and preparation session. This will take place in a one-day event incorporating make-up and hairdressing techniques. Tutors will observe and conduct oral questioning and complete observation records

LO3: Written evaluation comparing the story board and timeline plan to the actual completed look after the event.

Delivery guidance

The purpose of this unit is to develop the learner to work creatively to prepare and present an image. The key to this unit is to select an image, decide on how to present the image, suitability to the model, learner needs to make independent decisions on the correct make-up techniques and also select appropriate creative hairdressing techniques to create the image.

The image will be of the learner's choice, for example avant-garde, character, catwalk image based on current and future trends, special occasion e.g. bridal, prom, ball.

The learner should see how planning and preparation are essential to creating a look for a presentation event. Learners will need to plan the day and produce a timeline to demonstrate long term planning of this unit and also a storyboard showing clear and creative explanation of ideas in written and artistic form to be compared with final presentation look.

Each learner will be observed for a day, using creative hair and beauty skills that have been covered during the qualification, these techniques are to demonstrate skill and understanding of how to create and present an image. Make up techniques could include contouring, lash and brow treatments, tanning, nail art, manicure and hair styling basic colouring, plaiting, twisting, heated styling, use of accessories.

The look styling should include outfit choice, colour scheme which link to story board presentation and ideas sheet.

Tutors will be encouraged to use a wide range of teaching methods to deliver this unit. Some likely methods could include: Lectures, internet research, class discussions, demonstrations, videos and presentations.

Tutors will have a positive influence on how learners plan and work backwards from the event in a timeline and how to work to this plan. They may use software to present the timeline.

The learner will present images using story boards and prepare and demonstrate suggested images using make-up tanning and creative hairdressing techniques.

The learner will be able to compare and review the image if there are changes to the original plan. When orally questioned learner can confirm how they would review and adjust the image when the plan changes.

The learner will complete an evaluation of the event with extension tasks for greater exploration.

Unit 4 Working in the Industry	
Unit summary	This unit will develop your readiness for the world of work. Through research activities you will develop an awareness of your industry sector and the opportunities that may be open to you. You will assess your current employability skills, plan for a placement and subsequently embark on work experience. This unit concludes with an opportunity to re-assess your skill set and the progress made.
Guided hours	27 teaching hours and 35 in work placement
Level	2
Learning outcome 1	
The learner will: Identify current employability skills and plan for an industry relevant work placement.	
The learner must know about:	
<ul style="list-style-type: none"> • Employability skills and employment opportunities in their industry. • CV, cover letters and email etiquette • Skills for gaining and maintaining employment to include: <ul style="list-style-type: none"> ▪ communication skills ▪ self-management skills ▪ teamwork skills ▪ confidence and resilience skills. 	
Learning outcome 2	
The learner will: Carry out an industry relevant work placement for a minimum of 5 days (35 hours).	
The learner must demonstrate:	
<ul style="list-style-type: none"> • Attendance and timekeeping at placement that is evidenced by the tutor and employer. • Dressed and presented appropriately in accordance with industry requirements. • Engagement with professionals within the work placement evidenced by employer feedback. 	
Learning outcome 3	
The learner will: Review the progress made in developing employability skills during the course, their placement and how this has influenced their plans for the future.	
The learner must consider:	
<ul style="list-style-type: none"> • Their 'end of course' employability skills including time management and interview skills evidenced through re-assessment via Navigate, attendance for Unit 4 sessions and observed interview. • The impact of their work experience on improving their employability skills. • How their work experience placement has influenced their plans for the future. 	

Grading descriptors

Pass:

LO1: Identify current employability skills and plan for an industry relevant work placement.

- Identify current employability skills, their strengths and areas for improvement.
- Identify three employment options that are suitable for the student via Kudos AD and provide evidence to show this.
- Complete preparation for an appropriate work placement including an up-to-date basic CV and covering letter/email showing adequate spelling, grammar and punctuation skills.
- Completion of adequate skills preparation for placement evidenced through 'My Activities' timeline on Navigate and witness statement from tutor.

LO2: Carry out an industry relevant work placement for a minimum of 5 days (35 hours).

- Complete an appropriate work placement evidenced by a daily timesheet.
- Complete a daily work placement journal on Navigate using comments from daily timesheet.
- Satisfactory feedback from employer evidenced through Navigate or manual documentation.

LO3: Review the progress made in developing employability skills during their course and their placement period and how this has influenced their plans for the future evidenced through observed interview.

- Take part in an observed interview showing basic interview skills and preparation.
- Identify their 'end of course' employability skills and identify a range of strengths and areas for development in these areas providing evidence to support this.
- Outline basic ways to improve their employability skills.
- Outline how their placement has influenced their plans for the future.
- At least 80% attendance for Unit 4 sessions. (Extenuating Circumstances policy will apply.)

Grading descriptors

Merit:

LO1: Identify current employability skills and plan for an industry relevant work placement.

- Identify their 'end of course' employability skills, strengths and areas for improvement with explanations of these.
- Identify and compare at least 3 employment options that are suitable for the student via Kudos AD and provide evidence to show this.
- Complete tailored preparation for an appropriate work placement including an up-to-date tailored CV and appropriate covering letter demonstrating good grammar, spelling and punctuation skills, and demonstration of good interview skills.
- Completion of good skills preparation for placement evidenced through 'My Activities' timeline on Navigate and witness statement from tutor.

LO2: Carry out an industry relevant work placement for a minimum of 5 days (35 hours).

- Complete an appropriate work placement evidenced by a daily timesheet signed by the supervisor.
- Complete a daily work placement journal on Navigate showing what student has learnt each day from daily timesheet.
- Good feedback from employers evidenced through Navigate or manual documentation.

LO3: Review the progress made in developing employability skills during their course and placement period and how this has influenced their plans for the future.

- Take part in an observed interview showing good interview skills and preparation.
- Review their 'end of course' employability skills and discuss a range of strengths and areas for development in these areas providing evidence to support this.
- Outline how they will improve their employability skills and produce evidence to support this.
- Describe how their placement has influenced their plans for the future.
- At least 85% attendance for Unit 4 sessions. (Extenuating Circumstances policy will apply.)

Grading descriptors

Distinction:

LO1: Identify current employability skills and the appropriate employability options in the industry.

- Identify current employability skills, outline strengths and areas for improvement with detailed explanations of each.
- Identify and evaluate several employment options that are suitable for the students via Kudos AD and provide evidence to show this.
- Complete thorough and appropriate preparation for a work placement including an up-to-date detailed CV and covering letter/email demonstrating excellent spelling, grammar and punctuation skills.
- Completion of excellent skills preparation for placement evidenced through 'My Activities' timeline on Navigate and witness statement from tutor.

LO2: Carry out an industry relevant work placement for a minimum of 5 days (35 hours).

- Complete an appropriate work placement evidenced by daily timesheet signed by supervisor.
- Complete a daily work placement journal on Navigate explaining in detail what student has learnt each day.
- Excellent feedback from employers evidenced through Navigate or manual documentation.

LO3: Review the progress made in developing employability skills during their course and placement period and how this has influenced their plans for the future.

- Take part in an observed interview showing excellent interview skills and preparation.
- Review and evaluate their 'end of course' employability skills and discuss a range of strengths and areas for development in these areas providing evidence to support this.
- Describe advanced ways and develop ideas to improve the employability skills.
- Give detailed account of how their placement has influenced their plans for the future.
- At least 90% attendance for Unit 4 sessions. (Extenuating Circumstances policy will apply).

Assessment

The assessment for this unit requires the completion of:

1. An online employability skills assessment via 'Navigate' under controlled conditions. This will be completed during the first week of course.
2. Completion of KUDOS AD and evidence of careers suitable for student uploaded to Navigate.
3. Pre-placement planning and preparation including production of an up-to-date CV and covering letter/email.
4. Industry appropriate employability skills activities evidenced through Navigate 'My Activities' timeline and tutor witness statements.
5. Allocated days of work placement appropriate for industry evidenced by timesheet signed by tutor.
6. A daily work placement journal completed on Navigate including daily hours attended.
7. A second online employability skills assessment (following placement) via 'Navigate' under controlled conditions demonstrating the progress made since the first employability skills assessment.
8. A review task in the form of an interview under controlled conditions.

Timing of assessment tasks:

- Employability skills assessment – first week of course.
- Completion of pre-placement skills development during taught sessions and extra-curricular activities.
- Completion of work placement (minimum 5 days).
- Maintenance of work placement journal – during placement.
- Reassessment of employability skills post-placement under controlled conditions.
- Controlled assessment in the form of interview to reflect on unit, work experience and plans for the future, two weeks after placement end date.

Types of evidence

The evidence for this unit consists of:

1. The results of an online employability skills assessment.
2. Pre-placement skills development – 'My Activities' timeline and witness statements from tutor.
3. Kudos AD 'Compare my Careers' screen – uploaded to Navigate.

4. Planning and preparation for placement including strengths and areas for improvement, CV and covering letter/email.
5. Completion of allocated days of work placement – signed timesheet and feedback from employer.
6. A daily work placement journal.
7. The results of a second online employability skills assessment (following placement).
8. An observed interview carried out by an external examiner.

Delivery guidance

The focus of this unit is the professional approach required by learners when applying for any form of employment, work experience or voluntary position. Learners will be given the opportunity to complete sufficient time in a placement to ensure that they have been able to develop their employability skills and knowledge of the industry/workplace. This unit will be delivered by a combination of e-learning through the online platform Navigate, tutor input, visiting speakers from the industry and work placement supervisors.

Learners will need to know about their current employability skills. They will complete an online skills questionnaire and set targets on Navigate. These will be discussed with their tutor. Learners will research employment opportunities, both on and off the island, through tutor taught sessions, visiting speakers from the industry and research online. Research should include knowledge of specific recruitment methods for industry and the part social media plays in job searching. Learners will identify appropriate opportunities linked to personal analysis through a career planning computer package, e.g. Adult Directions accessed through Navigate and e-learning sessions.

Learners will prepare for their placement through taught sessions and Navigate. They will identify appropriate placement organisations, matching job description and person specification to skills, abilities and qualities. They will learn how to develop a relevant CV, complete an application form and produce an effective covering letter/email. They will demonstrate effective interview techniques and develop a knowledge of expectations and appropriate behaviours for placement. Tutors are to use appropriate activities that suit the needs of their industries to ensure that the necessary skills are developed.

The use of Link Careers Advisers from Skills Jersey should be embraced and planned into the Scheme of Work to ensure adequate notice is given to them. Also, with sufficient notice, support from Careers and Employability is available for the sessions using Kudos AD.

Learners will complete a relevant and appropriate work placement and produce a daily placement journal through Navigate which will be verified by the placement supervisor and personal tutor. After the placement, learners will complete an online placement review, a review of skills and an updated CV. They will identify their strengths and areas for development appropriate to employment in the industry.

Unit 5 Shampoo, Condition and Style Different Hair Types and Lengths

Unit summary	This unit will prepare the learner with skills and knowledge to identify the correct products and massage techniques to use for shampoo, conditioning and styling of hair and be able to recognise the basic principles of the structure of the hair and how it is affected by heat, massage, tools, products and equipment
Guided learning hours	48
Level	2

Learning outcome 1

The learner will: Understand the principles of hair types and structures

The learner must know:

- How to recognise different hair types and why these affect choice of products, tools and techniques
- How to select products to use and why
- Basic hair and scalp structure
- Some styling techniques
- The correct tools to use to suit and compliment hair type and length

Learning outcome 2

The learner will carry out: Different techniques in the shampooing, conditioning, styling and setting of hair

The learner must demonstrate:

- Massage techniques
- Styling and setting techniques for different hair types from client questioning
- The use of suitable styling and finishing products to compliment styling techniques
- Completion of analysis sheets relating to styling techniques
- Professional etiquette of positive attitude, communication skills and client care
- Awareness of and compliance with relevant health and safety requirements

Learning outcome 3

The learner will: Reflect upon own capabilities.

Grading descriptors	
Pass	<p>LO1: Design a basic power point presentation identifying three different hair types, tools and styling techniques</p> <p>LO2: Demonstrate competent health and safety and mostly use the correct products and techniques for technical skills recorded on analysis sheets</p> <p>LO3: Identify learner strengths and weaknesses with evidence and plan targets for improvement with at least one appropriate personal SMART target.</p>
Merit	<p>LO1: Design a detailed power point presentation three identifying hair types, describe and justify the products to use on the different hair types and the correct tools used for styling, setting, plaiting techniques</p> <p>LO2: Demonstrate competent health and safety and confidently use the correct products and techniques for a range of technical skills recorded on analysis sheets</p> <p>LO3: Identify learner strengths and weaknesses strengths and weaknesses with supporting evidence, plan targets for improvement with some appropriate personal SMART targets.</p>
Distinction	<p>LO1: Design an in-depth power point presentation identifying hair types, the effects of products, tools and styling techniques, explaining in depth why, when and how to use on the three different hair types showing maximum research and information.</p> <p>LO2: Demonstrate competent health and safety, the correct products and techniques for a minimum of four different heads recorded on four analysis sheets</p> <p>LO3: Identify, compare and evaluate a range of strengths and weaknesses with supporting evidence and describe in depth how to achieve personal development and set a range of appropriate and relevant personal SMART targets.</p>

Assessment

The assessment for this unit consists of:

LO1: The learner will prepare and present a PowerPoint presentation

LO2: Practical observation

- Demonstration in commercial salon environment on four different occasions shampooing, conditioning and styling techniques.
- Each observation of technique will be on five different clients

LO3 Review own performance

- Evaluate the outcome of three observations and make suggestions for improvement and justify the reasoning.
- Develop and plan personal SMART targets

Types of evidence

The evidence for this unit consists of:

LO1: Presentation of a power point showing slides that show different hair types, including a detailed diagram of the hair and scalp structure with a written description of the effects of heat, tools, products and massage on the hair and scalp structure.

LO2: Practical observation and analysis sheets shown for four occasions.

LO3: Compare, review and, evidence of evaluation of strengths and weaknesses' and set personal targets

Delivery guidance

The purpose of this unit is to introduce the learner to shampooing, conditioning and styling various hair types and choices of different products, and how to make selections of styling techniques from client questioning, observation of the hair structure and required finish.

The learner will know about different hair products for different hair types such as normal hair, dry hair, oily hair and the correct tools to use to suit and compliment hair type and length. They will be able to explain the basic hair structure; alpha

and beta Keratin, cuticle, cortex and medulla and using diagrams, explain basic scalp structure of glands, sebum and sweat. They will also be aware of styling techniques such as blow drying, setting, plaiting and twisting.

The learner will be able to demonstrate how to carry out professional styling techniques on a variety of hair types of differing texture and density such as straight, curly, very curly, fine, medium or thick. This can include massage techniques such as effleurage, rotary, petrissage; styling techniques such as blow dry, setting, plaiting and twisting (eg scalp plait, fish tail), hair up and setting techniques for example brick and directional. They will also learn about suitable styling and finishing products to compliment styling techniques mousse such as serum, gel, lotions, heat protectors' creams, sprays. The learner will complete and collect evidence of five analysis sheets of clients for shampooing, conditioning and styling services.

The tutors will guide and support the learners with a wide range of teaching methods to deliver this unit including presentations, demonstrations, internet research, work sheets, class discussions, media clips. The tutor will support the learner into the best methods for researching and producing a power point presentation.

Working in the salon will be an excellent method of exploring various professional styling techniques.

Unit 6 Lash, Brow and Spray Tanning

Unit summary

This unit will provide the learner with skills and knowledge and find out about the tools and equipment used in spray tanning. The learner will demonstrate how to effectively use the different types of lash dye, and how to effectively carry out lash and brow treatments additionally carry out spray tanning services.

Guided learning hours

48

Level

2

Learning outcome 1

The learner must know about:

- Which tools and equipment to use and how to prepare for eyelash tinting, shaping and spray tan.
- How to recognise different eye shapes,
- Requirements for a professional application of eyelash and brow tint
- The important factors of a professional application of spray tan.
- The importance and relevance of the different methods of patch testing.

Learning outcome 2

The learner will: Demonstrate how to effectively carry out a variety of lash, brow and tanning treatments

The learner must demonstrate:

- Confidence when analysing the skin for relevant services.
- Communication in a professional attitude and manner.
- Selection and use of appropriate tools, equipment, and products
- Correct application and techniques

Learning outcome 3

The learner will: Compare and review advantages and disadvantages of treatments

The learner must consider the differences between:

- Permanent and non-permanent brow application.
- Permanent and non-permanent lash application.
- Manual and spray tan application.

Grading descriptors	
Pass	<p>LO1: Completion of multiple-choice paper to achieve a pass</p> <p>LO2: Apply knowledge to methodically and effectively using professional behaviour, communication skills and work safely. Carry out a lash, brow and tanning treatment. Records are accurate with most information on analysis sheet</p> <p>LO3: Research and identify one advantage and one disadvantage of permanent and non-permanent lash and brow application and one advantage and one disadvantage of manual and spray tan.</p>
Merit	<p>LO1: Completion of a multiple-choice paper to achieve a merit</p> <p>LO2: Demonstrate secure skills to methodically apply knowledge to effectively work in a professional behaviour, demonstrate good communication skills and work safely. Carry out a lash, brow and tanning treatment. Records are accurate and detailed information on analysis sheet.</p> <p>LO3: Research and identify two advantages and two disadvantages of permanent and non-permanent lash and brow application. Two advantages and two disadvantages of manual and spray tan.</p>
Distinction	<p>LO1: Completion of multiple-choice paper to achieve a distinction</p> <p>LO2: Apply knowledge to effectively work in a professional manner, demonstrating excellent communication skills and work safely. Carry out a lash, brow and tanning treatment confidently using a wide range of skills to a high professional standard. Prescribe correct products and techniques choice. Records are fully accurate and detailed information on analysis sheet.</p> <p>LO3: Research and identify three advantages and three disadvantages of manual and spray tan. Identify three advantages and three disadvantages of permanent and non-permanent lash and brow application.</p>

Assessment

The assessment consists of:

LO1

Multiple choice paper to achieve a Pass, Merit and Distinction

- Evidence to describe the reaction of the skin to eyebrow shaping and the chemical reaction during tinting.
- Evidence of the importance of patch testing.
- Explain the types of eyelash and brow treatments and their benefits

LO2 Practical observation

To be assessed carrying out one of each of a lash, brow and tanning service in a commercial beauty salon.

- Demonstrate professional behaviour incorporating etiquette and attitude when carrying out lash and brow and tanning services.
- Respond to clients using a variety of communication skills in a professional manner.
- Perform and carry out a skin analysis for the relevant treatment.
- Give a brief description of using the correct tools & equipment ensuring you follow health and safety procedures.

LO3 Review

- Evaluate the difference between permanent and non-permanent lash and brow applications.
- Evaluate the differences between manual and spray tan application.

Types of evidence

The evidence for this unit consists of:

LO1: Evidence of understanding regarding the reaction of the skin to eyebrow shaping and the chemical reaction during tinting

- Evidence of types of eyelash and brow treatments and their benefits
- Evidence of knowledge regarding the importance of patch testing
- Explain the types of eyelash and brow treatments and their benefits.

LO2: To be assessed carrying out one of each of a lash, brow, tanning service practical assessments in a commercial beauty salon.

- Demonstrate professional behaviour incorporating etiquette and attitude when carrying out lash and brow and tanning services.
- Respond to clients using a variety of communication skills in a professional manner.
- Perform and carry out a skin analysis for the relevant treatment.
- Compiling analysis sheets with tutor observations.

LO3: Produce research that shows comparison and review of permanent and non-permanent lash and brow applications and of the differences between manual and spray tanning.

Delivery guidance

The purpose of this unit is to introduce the learner to the importance of understanding the tools and equipment required for various lash and brow treatments. The learner will describe how to recognise eye shapes and facial features and skin tones to make informed decisions of the required techniques. The learner will demonstrate how to carry out lash and brow and tanning treatments and techniques.

The learner will communicate in a professional manner when carrying out lash and brow and tanning treatments. The learner will demonstrate the different methods of patch testing. Tutors will be encouraged to use a wide range of methods to assist the learner in demonstrating the choices when prescribing services, treatments, products and techniques for lash, brow, and tanning.

Tutors will be encouraged to use a wide range of teaching methods to deliver this unit. These methods include class discussions, lectures, internet research, group presentations, observations feedback and target setting. Working in the college salons would be an excellent method of developing skills whilst demonstrating communication skills, written skills, salon etiquette and professional behaviour and product knowledge.

Unit 7 Facial Skin Therapy

Unit summary

In this unit the learner will have the opportunity to study the theory of the skin to effectively carry out a facial treatment using the correct equipment, products and techniques to improve and maintain facial skin conditions.

Guided learning hours

48

Level

2

Learning outcome 1

The learner will: Summarise key aspects of skin types and conditions and identify products and techniques to plan a treatment that will improve or maintain the skin.

The learner must know about:

- Different skin types
- Different skin conditions
- Name 8 bones of the head
- How to analyse the skin
- How and why to use essential equipment used for facial services
- How and why to use various tools
- How to recommend and use products
- Different techniques, procedures, application and sequence for facial treatments

Learning outcome 2

The learner will: Apply effective facial treatment.

The learner must demonstrate:

- Preparation of the treatment area and the client
- How to communicate and discuss options with the clients to ensure expectations are explained and met
- Analysis of the skin and plan an effective treatment, selecting appropriate products
- Accurate recording of information on the treatment plan
- The correct use of equipment and products, using the correct techniques and procedures.

Learning outcome 3
The learner will: Review and justify the treatment plan
The learner will consider: <ul style="list-style-type: none"> • The effectiveness of the treatment to identify improvements and modify as appropriate. • The implications of using the incorrect products and techniques and give examples of different scenarios that may occur.

Grading descriptors	
Pass	<p>LO1 Complete checklist to achieve a Pass</p> <p>LO2 Demonstrate some skill analysing skin and recommend some products for treating some skin conditions. Records are accurate.</p> <p>LO3 Identify the products that are appropriate for two different skin types and review and justify choices. Explain what may happen if incorrect products are used.</p>
Merit	<p>LO1 Confidently complete the checklist to achieve a merit</p> <p>LO2 Demonstrate secure skills in analysing skin and prescribing a wide range of products for treating skin conditions. Show a detailed understanding, presented effectively and using a range of techniques. Records are accurate and detailed.</p> <p>LO3 Identify the products that are appropriate for three different skin types. Review and justify choices, treatment, outcomes and support with justifications and suggestions for improvement. Explain what may happen if incorrect products are used.</p>
Distinction	<p>LO1 Complete the checklist to achieve a distinction</p> <p>LO2 Demonstrate convincing skills in analysing skin and recommending a wide range of products for various clients for treating various skin conditions. Demonstrate a detailed understanding presented effectively using a range of techniques. Records are accurate with detailed information following a given brief and use multiple sources to inform actions.</p> <p>LO3 Identify the products that are appropriate for four different skin types. Review and justify choices outcomes and support with justifications and suggestions for improvement. Give a professional explanation of the products and modify procedures, so that they are appropriate for each skin type and recommend homecare and give reasoning for four examples. Explain what may happen if incorrect products are used</p>

Assessment

The assessment for this unit consists of:

LO1: Completed checklists for three treatment plans for three different types of facial treatments from consultation and analysis.

LO2: Observation on three occasions performing facial therapy treatments on clients in the salon

LO3: Evaluation task sheets for up each of the three occasions explaining what may happen if incorrect products were used.

Types of evidence

The evidence for this unit consists of:

LO1: Completed checklist and consultation records

LO2: Observation on three occasions performing facial therapy treatments on clients in the salon, recorded on client records

LO3: Observation on three occasions performing facial therapy treatments on clients in the salon, recorded on client records explaining what may happen if incorrect products are used.

Delivery guidance

The purpose of this unit is to introduce learners to the importance of understanding Skin types, skin conditions, client requirements, how to use equipment and tools associated with facial therapies, how to carry out facial therapies using correct techniques, procedures and sequences.

Learners will be introduced to different skin types such as dry, oily, and combination and sensitive, dehydrated, and mature skin conditions. The equipment used in facial services can include couch, trolley, stool and magnifying lamp and the various tools such as spatula, mask brush and bowls. The learners will be able to recommend and use products including cleansers, exfoliators, massage media, masks and moisturisers

Tutors will use a wide range of teaching methods to deliver this unit. Some likely methods would include: formal lectures, individual and peer to peer work, videos, Internet research, class discussions and demonstrations, group presentations, observations feedback and target setting.

Working in a college/commercial beauty salon will support the development skills for learners whilst demonstrating communication skills, written skills, salon etiquette and professional behaviour and product knowledge.

Unit 8 Sustainable Practices and Environmental Awareness in the Salon

Unit summary	In this unit the learner will key sustainable concepts and environmental impact of hairdressing and beauty industries and how small changes do have an impact
Guided learning hours	48
Level	2

Learning outcome 1

The learner will: Understand key sustainable concepts and environmental impacts of hairdressing and beauty industries and how we can make small changes

The learner will design a wall display alerting people to the importance of sustainability in the Hair and Beauty industries including reference to:

- Global Warming
- Recycling Renewable energy
- ECO Products
- Endangered species.

Learning outcome 2

The learner will demonstrate:

- Demonstrate working to save water
- Demonstrate re cycling
- Demonstrate communicating with clients regarding global impacts on the industries and our effort to improve.

Learning outcome 3

The learner will review and

- Keep a record of their efforts to improve sustainability and describe how this effort will have benefitted the local area.
- Make a list of two points and how this can be maintained.

Grading descriptors	
Pass	<p>LO1: Explain and design a wall display showing the basic points of sustainability in the hair and beauty industry including reference to global warming, recycling, renewable energy, ecological products and the impact to endangered species</p> <p>LO2: Demonstrate understanding of the key ways to save water, demonstrate recycling</p> <p>LO3: Review and keep a record of your efforts to improve sustainability and describe how this effort will have benefitted the local area.</p>
Merit	<p>LO1: Design a wall display showing the key points of sustainability in the hair and beauty industry including basic reference to global warming recycling, renewable energy, ecological products and the effects on endangered species.</p> <p>LO2: Demonstrate understanding of the key aspects of ways to save water and demonstrate recycling, renewable energy, ecological products and the effects on endangered species</p> <p>LO3: Review evaluate and keep a record of your efforts to improve sustainability and describe how this effort will have benefitted the local area</p> <p>List two ways of how to maintain this.</p>
Distinction	<p>LO1: Design a wall display showing the key aspects of sustainability in the hair and beauty industry including reference to global warming recycling, renewable energy, ecological products and the effects on endangered species</p> <p>LO2: Demonstrate understanding of the key ways to save water and demonstrate recycling and show communication with clients regarding environmental awareness and ecological products used in salons</p> <p>LO3: Review and evaluate and keep a record of your efforts to improve sustainability and describe how this effort will have benefitted the local area</p> <p>List two ways and a description of how to maintain this.</p>

Assessment

The assessment for this unit consists of:

LO1: Describe the key points of sustainability in the hair and beauty industry including detailed reference to global warming, recycling, renewable energy, ecological products and the effects on endangered species by way of a wall display

LO2: Practical observation

Demonstrate understanding of the key ways to save water and demonstrate recycling and show communication with the clients about environmental awareness and ecological products used in salons

LO3: Review and evaluate, keep a record of your efforts to improve sustainability and describe how this effort will have benefitted the local area

List two ways and a description of how to maintain this.

Types of evidence

The evidence for this unit consists of:

- Production of a wall display
- Practical observation
- Completed evaluation and plan for the future.

Delivery guidance

This unit is to introduce the learner to the opportunity to find out about the key sustainable concepts and ecological impact of Hairdressing and beauty salons on the environmental damage and effect on endangered species and how to become a lower carbon footprint. The learner will be able to recycle, reuse, and recommend environmental changes and improvements in their own performance

The key sustainable concepts.

The learner will be able to identify ways to improve their carbon footprint.

Tutors will be encouraged to help and guide learners to complete posters and complete evaluations.

Tutors will be encouraged to help and guide learners to complete posters, construct models, prepare PowerPoint presentation and complete evaluation. Tutors will be encouraged to use a wide range of teaching methods to deliver this unit. These methods include class discussions, lectures, internet research, group presentations, and poster work, designing of models, evaluation and feedback. Working in the college salons on clients will give the learner would be an excellent method and opportunity to demonstrate understanding sustainable practices and environmental awareness.

Unit 9: Hair Colouring Principles and Techniques

Unit summary	In this unit the learner will have the opportunity to learn the skills and knowledge to effectively perform a range of basic colouring services on clients. They will learn how to carry out and demonstrate a range of basic colouring services on a range of different clients.
Guided learning hours	48
Level	2
Learning outcome 1	
The learner will: Summarise key aspects of the basic principles of hair colour	
The learner must know about: <ul style="list-style-type: none"> • The basic science and principles of colour and colour selection • How the hair colour affects the hair structure • The relevance of working safely when providing colouring services; thorough analysis and use of PPE and COSHH • How to carry out basic techniques for performing colouring services. 	
Learning outcome 2	
The learner will: Apply the knowledge to effectively carry out a variety of colouring techniques on clients.	
The learner will demonstrate colour technique on previously coloured hair, and technique to enhance client's hair style: <ul style="list-style-type: none"> • Hair and scalp analysis prior to the colouring service • Appropriate selection of product and select technique to meet the client's needs • Effective application and removal of the colouring products from the hair and scalp • How to communicate in a professional manner, demonstrate salon awareness and health and safety practice in relation to colour services • Recording of clients notes and treatment plan in an accurate and confidential manner including reference to the Data Protection Act. 	
Learning outcome 3	
The learner will: Review different basic colouring techniques and colour choices.	
The learner will consider: <ul style="list-style-type: none"> • The choice of product for the client's desired look • The implications of incorrect colour choice • The choices and justifications for different choices of product and techniques. 	

Grading descriptors	
Pass	<p>LO1 Explain the science of basic principles of hair colour and hair colour selections.</p> <p>LO2 Demonstrate some skill in choosing some colouring techniques and has basic understanding of the principles of colour. Use some knowledge to effectively perform colouring techniques.</p> <p>LO3 Justify choice of product and identify negative impact of incorrect colour choice.</p>
Merit	<p>LO1 Explain the science of basic principles of hair colour and hair colour selections and support points with examples. Detailed understanding presented effectively using a range of techniques. Use of range of technical language which is accurate.</p> <p>LO2 Demonstrate confident skills in choosing hair colouring techniques and has a good understanding of the principles of colour. Apply most knowledge to confidently perform hair colouring techniques.</p> <p>LO3 Justify choice of product. Review and identify negative impacts of incorrect colour choice and suggest remedial action.</p>
Distinction	<p>LO1 Explain the science of the basic principles of hair colour and hair colour selections and illustrate points with a wide range of well thought out examples. Comprehensive and detailed understanding presented effectively using a wide range of techniques. Use of range of technical language which is accurate and thorough.</p> <p>LO2 Demonstrate convincing skills in choosing hair colouring techniques and recommending products which demonstrate full understanding of the principles of hair colour. Applying knowledge to effectively and confidently perform hair colouring techniques on various hair types. Can justify the techniques used for colour choice.</p> <p>LO3 Detailed explanation and justification of the choice of hair colouring products and techniques used to meet client needs using technical knowledge and comparisons of products. Review negative impact of incorrect colour choice and can recommend remedial action and can describe correct colour correction.</p>

Assessment

The assessment for this unit consists of:

LO1: The learner will complete an assignment to identify and explain the basic principles of hair colour

LO2: The learner will effectively carry out a variety of colouring techniques on clients (practical assessment) to demonstrate analysis of hair and scalp and select and explain the choice of hair colouring products and correct technique

LO3: The learner will review colour technique, choice of product and application by answering prepared questions during a professional discussion.

Types of evidence

The evidence for this unit consists of:

LO1: A written assignment to identify and explain the basic science and principles of hair colour.

LO2: Observation of practical assessment to demonstrate analysis of hair and scalp, selection of hair colouring products and correct choice of techniques and case studies when carrying out demonstration of colouring technique

LO3: Evaluation of professional discussion of prepared questions.

Delivery Guidance

This unit will introduce the learner to the opportunity to find out and identify the basic principles of colour and colour selection. The learner will find out how the hair colour affects the hair structure.

The basic science and principles of colour and colour selection should include ICC, percentage of white, tone and depth, hair condition, peroxide choices and justification. In looking at how the hair colour affects the hair structure the learner should cover hair colour molecules, relevant tests. The basic techniques for performing colouring service should include re-growth tints, full head colour, quasi colour, weaving, current and innovative

The learner will be able to demonstrate how to carry out basic hair colouring techniques whilst working safely and professionally. The learner will apply knowledge to effectively carry out a variety of hair colouring techniques on clients.

The learner will justify the choices of hair colouring products and hair colouring techniques.

Tutors will support the learners to complete a written assignment, practical assessments that generate information to be discussed in a professional discussion

and to complete a successful professional discussion justifying colouring product and their uses with various colouring techniques. Tutors will challenge the learner to justify their decisions and review this unit.

Teaching and learning methods include class discussions, lectures, internet research, group presentations evaluation and feedback.

Working in the college commercial hair salon with paying clients will support the development of skills for learners and opportunity to demonstrate the understanding and skills required for colouring hair.

Unit 10 Professional Nail Care

Unit summary

In this unit the learner will gain the knowledge and skills to carry out a manicure and pedicure treatment incorporating both gel polish and paraffin wax treatment, whilst observing salon health and safety using correct tools and equipment and recognising skin and nail conditions and the relevance to the service.

Guided learning hours

48

Level

2

Learning outcome 1

The learner will: Identify and explain the basic nail care treatments carried out within the salon.

The learner will know about:

- 2 skin and 2 nail conditions
- The anatomy of the hands and feet
- Safe working practices when carrying out manicure and pedicure
- The relevance of health and safety requirements including salon etiquette
- Tools, equipment and how to prepare for a manicure and pedicure treatment
- Methods of gel application and paraffin wax
- Different types of gel and polish.

Learning outcome 2

The learner will: Carry out manicure and pedicure treatments using gel and paraffin wax on clients

The learner will demonstrate:

- Analysis of nail and skin.
- Manicure and pedicure incorporating gel polish and paraffin wax treatment
- Communication in a professional manner
- Safe working methods.

Learning outcome 3

The learner will: Review and justify their nail treatments

The learner will consider:

- Implications of treating a client with a skin and nail condition giving examples.
- The advantages and disadvantages of gel polish and gel application
- Why contra-indications can affect treatments and nail services.

Grading descriptors	
Pass	<p>LO1: Learners will describe the basic requirements for manicure and pedicure treatments</p> <p>LO2: Learners will apply knowledge to carry out basic manicure and pedicure treatments using gel polish and carry out paraffin wax treatment on the hand and feet.</p> <p>LO3: Learners identify two contra- indications to nail treatments and one advantage and one disadvantage for gel and polish application.</p>
Merit	<p>LO1: Learners will describe confidently the requirements for manicure and pedicure treatments</p> <p>LO2: Learners will methodically apply knowledge to effectively carry out a manicure and pedicure treatment using gel polish and carry out a paraffin wax treatment on the hand and feet.</p> <p>LO3: Learners identify three contra-indications to nail treatments and two advantages and two disadvantages for gel and polish application.</p>
Distinction	<p>LO1: Learners will describe comprehensively the requirements for manicure and pedicure treatments</p> <p>LO2: Learners will provide a technical description of the application of a manicure and pedicure treatment using gel polish and carry out a professional and confident service when using paraffin wax on the hands and feet.</p> <p>LO3: Learners identify four contra-indications to nail treatments and three advantages and three disadvantages for gel and polish application.</p>

Assessment

The assessment of this unit consists of

LO1: Presentation of research in written form (minimum 500 words) describing different aspects of professional nail care

LO2: Practical observation:

Perform and carry out one nail care assessment on the hand and one on the feet incorporating gel.

Demonstrate the use of paraffin wax in a manicure and a pedicure treatment.

Respond to clients using a variety of communication skills in a professional manner.

LO3: Written review to evaluate the advantages and disadvantages of gel and polish application.

Types of evidence

The evidence for this unit consists of:

LO1: Written assignment 500 words minimum.

LO2: Practical observation using analysis sheets for evidence

LO3: Written review and justification for using different products in different scenarios.

Delivery guidance

The purpose of this unit is to introduce the learner to manicure and pedicure. The learner will see how the different nail and skin conditions such as dry skin, oily skin, pterygium, onychophagy, longitudinal ridges and horizontal ridges can affect the choice of techniques and products. The learner will demonstrate one manicure, one pedicure using paraffin wax and one manicure and one pedicure using gel polish. The learners will be aware of health and safety and legislation when carrying out manicure and pedicure techniques. Tutors will support the learner to use a wide range resources, internet research, Q and A, individual, peer to peer observation professional demonstrations, lectures, class discussions and presentations.

Working in the real salon environment supports the development of skills for learners to carry out professional nail care services.

Tutor will support the learner through the presentation of assignment work describing different aspects of manicure and pedicure treatment and services.

Tutor will challenge the learner to justify their decisions and review different nail products.

Appendices

Appendix I Extenuating Circumstances Form

(Must be fully completed and accompanied by independent supportive evidence, e.g. a letter from your GP/doctor/counsellor on headed paper or other official document. The form and evidence must be sent to the Registry Department in Nightingale building AS SOON AS POSSIBLE after the circumstances begin. Retrospective claims received within 10 working days will only be considered if there are exceptional circumstances which prevent the early submission of a claim form.)

Name of candidate				
HC number				
Course name and year				
Date circumstances started				
Date circumstances ended				
Assessment(s) affected (complete below)				
Unit code	Unit tutor	Type of assessment (e.g. exam coursework, presentation)	Assessment deadline	Is this group work?
Description of circumstances				
Signature				
Date				

Appendix II Candidate Appeal Form



(To be completed if informal Stage 1 appeal is unresolved)

Name of candidate	
Name of assessor	
Name of internal verifier	
Date of assessment	
Unit(s) assessed	
Date appeal received	
Date of Stage 1 decision (within 5 working days of assessment decision)	

Stage 1:	
Assessment details	
Candidate's reasons for appeal	
Assessor decision	
Candidate's signature and date	I agree with the decision: YES / NO
Assessor's signature and date	


Stage 2:	
Date appeal received by internal verifier	
Internal verifier's comments and decision (within 10 working days of assessment decision)	
Candidate's signature and date	I agree with the decision: YES / NO
Internal verifier's signature and date	

Appendix III Assessment Brief Template

	Progression Qualification in Subject name here		
Unit No. / Title			
Assessment No.		This work assesses:	
Issue Date:		Due Date:	
<p>In this assignment, you will [continue writing vocational/technical scenario]:</p>			
<p>During this assessment you are also required to demonstrate speaking and listening skills/ written communication skills/ mathematical skills [delete as appropriate]</p>			
Learning Outcome 1:	The learner will		
Task 1:			
Task details	<p>Image here</p> <p>[visual reinforcement to aid readability of assignment]</p>		
You must/ should/ could produce the following evidence:			
<ul style="list-style-type: none"> ✓ A written report ✓ A presentation ✓ A practical assessment ✓ These are just examples [delete as appropriate] 			

Learning Outcome 2:		The learner will
Task 2: Delete if necessary		
Task details Delete if necessary		Image here
You must/ should/ could produce the following evidence:		
<ul style="list-style-type: none"> ✓ A written report ✓ A presentation ✓ A practical assessment ✓ These are just examples [delete as appropriate] 		
Learning Outcome 3:		The learner will
Task 3: Delete if necessary		
Task details Delete if necessary		Image here
You must/ should/ could produce the following evidence:		
<ul style="list-style-type: none"> ✓ A written report ✓ A presentation ✓ A practical assessment ✓ These are just examples [delete as appropriate] 		
Grading Descriptors		
Pass	Merit	Distinction

Appendix IV Assessment Brief Internal Verification Template

	Progression Qualification in Subject name here	
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VERIFICATION OF ASSESSMENT

JPQ Title			
Unit No. / Title			
Assessor		Internal Verifier	
Assessment No.		Lead Verifier	

Verifier Checklist	Y/N	Comments
Are accurate qualification details shown?	Y/N	
Are accurate unit details shown?	Y/N	
Are clear deadlines for assessment given?	Y/N	
Is the timescale for the assessment appropriate?	Y/N	
What are the Learning Outcomes being assessed?		
Do the grading descriptors identified match the Learning Outcomes being assessed?	Y/N	
Are the appropriate English and maths skills identified on the assessment?	Y/N	
Will the tasks enable the learner to generate sufficient evidence to be assessed against the range of grading descriptors?	Y/N	
Is the language and presentation used accessible to most learners?	Y/N	

Are the tasks set appropriate for most learners' current and expected level of knowledge/skill?	Y/N	
Is it possible to authenticate the learner's individual evidence through this assessment?	Y/N	
Is the method of assessment reliable?	Y/N	
Overall, is the assignment fit for purpose?	Y/N*	
*If 'No' is recorded and the Verifier recommends remedial action before the brief is issued, the Assessor and the Verifier should confirm that the action has been undertaken		
Assessor signature		Date
Verifier signature		Date
Lead Verifier signature (if required)		Date
Agreed remedial action required/taken		
Assessor signature		Date
Verifier signature		Date
Lead Verifier signature (if required)		Date

Appendix V Internal Verification Template for Assessment Decisions

		Progression Qualification in <i>Subject name here</i>		
VERIFICATION – ASSESSMENT DECISIONS				
JPQ Title				
Unit(s)				
Assessor			Internal Verifier	
Assignment No.			Lead Verifier	
Name of Learner <small>(For larger samples, please add rows or use additional sheets)</small>	Submission Type <small>(First, Resubmission, Retake)</small>	State grade awarded	Assessment Decision Accurate (Y/N)	Comments

VERIFIER CHECKLIST		Please give reasons for responses including evidence of judgements and good practice.
Is the assessed evidence valid? (Reflect current standards, practice/assessment requirements?)	Y/N	
Is the assessed evidence authentic? (Confirmed by both the learner and assessor?)	Y/N	
Is the assessed evidence current? (Produced, submitted and assessed within a relevant time frame?)	Y/N	
Is the assessed evidence sufficient? (Evidence matches the assessment outcome?)	Y/N	
Is the assessed evidence reliable? (Judgements consistent across all learners, over time and across levels?)	Y/N	
Does the feedback from the assessor confirm achievement?	Y/N	
Is the feedback constructive? (Clearly outline what has been done well, how to improve and clear targets set?)	Y/N	
Does the feedback address the English and maths needs of the students? (e.g. spelling, grammar and punctuation corrected using agreed approach; maths framework used)	Y/N	

Any actions required must be reviewed across the whole cohort.			
Action Required			Target Date for Completion
I confirm that the assessment decisions are accurate, there is no evidence of assessment malpractice and any action points have been addressed and completed in respect of the whole cohort.			
Verifier signature		Date	
Assessor signature		Date	
Lead Verifier signature (if appropriate)		Date	