



City & Guilds Level 2 Technical Award in Hair and Beauty Studies

Why is the Level 2 Technical Hair and Beauty qualification important?

The Level 2 Technical Award in Hair and Beauty Studies allows learners to gain theoretical knowledge and a small number of technical skills, related to the hair and beauty sector, not usually acquired through general education. These technical qualifications can also form part of the City & Guilds – an exciting new programme of study designed to give 14 - 19 year olds the technical and professional skills needed to progress from FE onto an apprenticeship, into university or into the modern jobs market.

What skills will the study of Hair and Beauty teach you?

The qualification develops the following knowledge, understanding and practical skills. Learner will develop a wide range of transferable skills including;

- Self-evaluation, critical thinking, use of planning, research method primary, secondary, qualitative, quantitative.
- Application of knowledge and understanding of the real life working environment.
- Problems solving, working independently.
- Creativity, innovation.
- Write, verbal, non verbal, visual communication skills.
- Specific services carried out within the hair and beauty sectors, roles and responsibilities and typical working patterns.
- Evolution of hair and beauty from use in Ancient times to the mid 90s compared with modern day.
- How technological advancements, changes to the economy, and social factors have influenced the sector, the measure of GDP and the hair and Beauty contributions.
- Chemistry of cosmetics and biology related to hair and beauty
- Uses of design and images for business use, produce marketing materials.
- Links to other industries.
- Manufacturing, distributing.
- Technical hair styling, make-up and manicure skills
- The wider curriculum SMSC embedded in most lessons related to the subject topic.

- Your understanding and skills can be developed further through progression to other qualifications, such as A levels or specific to a sector, including: City & Guilds Level 2 Diploma in Beauty Therapy/Beauty Consultancy/ Hair and Media Make-up City & Guilds Level 2 Diploma in Women's Hairdressing/ Barbering You would also find the understanding and skills useful to progress to an apprenticeship.

Subjects will complement this course: GCSEs in Biology, Chemistry, Business Studies, Computer Science and Graphic Design will complement this qualification.

What will you know and understand from your study of Hair and Beauty

You will study how hair and beauty has developed from ancient times to the present day and develop hair styling, make-up and manicure technical skills to produce your own photographic image. You will explore ethics of product testing, effects of ingredients on hair and skin and how disorders of the hair and skin can impact services. This qualification allows you to explore the exciting world of hair and beauty and the environment in which its industries operate. If you enjoy looking back in time to explore changing trends and developments within the hair and beauty sector, find out how science is used to create products, and understand why we create images for business use, then this qualification is for you.

This qualification has three units:

201 Exploring the world of hair and beauty

The purpose of this unit is for learners to explore the exciting world of hair and beauty and the global environment in which its industries operate. They will explore key features of typical hair and beauty businesses and know how a range of trades and industries link to the sector. They will study how hair and beauty has developed from ancient times to the present day and understand how technological advancements have changed and shaped the range of products and services on offer today. For most young people this will be the first time they have researched a customer led business and, through a journey of discovery, they will identify how iconic eras have shaped this dynamic sector. Along with this, learners will discover how technological advancements, changes to the economy and social factors have influenced the delivery of hair and beauty treatments and services.

LO1 Understand key features of the hair and beauty sector

Topic 1.1 The hair and beauty sector employs 0.87% of the total workforce in the UK and contributes to the UK economy with an annual turnover of over £6 billion (Habia 2012). It provides a range of employment opportunities, supports many other industries and sectors and is an attractive option for many young people looking to work in a creative industry. Learners will understand the industries listed below, including Hair – Hairdressing and Barbering Beauty – Beauty therapy, Nail technology, Spa therapy and Media make-up.

Topic 1.2 Learners will understand the key features of hair and beauty careers by exploring the following and taking into consideration specific services carried out, roles and responsibilities and typical working patterns (such as freelance/ part time/full time/shift work) hairdresser (cutting, styling, shaving, colouring, perming, relaxing, extensions) beauty therapist (manicure, pedicure, facials, lash and brow treatments, make up, massage, hair removal) spa therapist (massage, body wrap, body scrub, hot stone, facial, thermal services, holistic treatments) media/make-up artist (wig-making, fashion / photographic make up, special effects, prosthetics, body art, hair styling) cosmetic consultant (give advice and sell specialist brands) trichologist (treat a range of hair and scalp disorders) nail technician (manicure, pedicure, nail art, extensions) barber (male grooming services e.g. cutting and finishing, facial skin care, massage, shaving) educator / teacher receptionist.

Topic 1.3 Learners will understand how each of the following trades and businesses are linked to the hair and beauty sector by considering the reliance (bracketed) that each has upon it, including manufacturers (developing and manufacturing new and existing products and equipment) wholesalers (selling to salons and practitioners) 30 Level 2 Technical Award in Hair and Beauty Studies (3038-21) trichologist (supporting the sector by dealing with a range of diseases and disorders of the hair and scalp) retail (selling associated products and equipment for use within the sector) media (supporting the sector by working with modelling agencies, TV / film, fashion, theatre, advertising etc.) leisure industries (reliant upon the spa, beauty and hair industries with businesses running simultaneously). Learners will understand how each of the following are linked to the hair and beauty sector in terms of applicable, transferable skills which may be used to advance or change career options through additional training, including leisure industries eg entertainment, recreation, sports, and tourism (linked by communication, customer facing skills and anatomy and physiology) cosmetic research and development and para-medical services eg laser treatments, cosmetic injections (linked by extensive knowledge of anatomy and physiology and diseases and disorders) health and well-being industries e.g. complementary therapies, dietician, health and lifestyle (linked by knowledge of disorders of the body and consultation services) journalism (in the subject area of specialism – hair / beauty).

LO2 Understand the development of the hair and beauty sector

The concept of beauty has emerged over time and presents itself as a diverse set of ideals throughout the world. Although hair and beauty is subject to changes in fashion, cultures often have a fixed conception of beauty. This set of ideals is directly influenced by past times, and current trends often look at the past to stimulate ideas for new designs.

Topic 2.1 Learners will understand key features of each of the following eras:

Ancient Egypt: Make-up using copper and lead ore, use of wigs for males and females, use of henna, scented oils and ointments

Ancient Greece: Hair styling techniques (braiding, curling etc). Typical male facial hair: Hair lightening (achieved by bleaching properties of the sun). The use of face masks made from ass's milk. Natural, pale facial skin

Ancient Japan: Use of rice powder to make facial skin white, eyebrows were shaved off, teeth were painted gold or black, henna to stain hair and skin, bright red rose-bud lips were drawn over natural lip-lines

20s and 30s: Make-up looks included smudgy, smoky eyes, cupid's bow lips in matte red, thin eye brows and natural nails, women's hair was short, bobbed with flat finger-waves. Men's hair was typically short back and sides and slicked back top

40s and 50s: Men wore small, fine moustaches and slicked back hair; women favoured red lips and set, rolled hair. 'Movie star glamour' was typified by Marilyn Monroe. The war had an impact on product availability. Media and celebrity played a big part in post war fashion in the 50s and hair colouring rose in popularity

60s and 70s: Wigs and hair pieces were used to give weight and volume for bee-hives. Precision cutting by Vidal Sassoon contrasted the heavily lacquered bouffant styles. The natural curly look of the 'Afro' was mimicked by Europeans who permed their hair. Pale eye shadows and black eye-liner was popularised by the model Twiggy. The Beatles influenced men to have longer hair.

80s and 90s: The 'Mullet' hairstyle was worn by males and females and bright neon make-up was popular. 'Big hair' was achieved by perming and many people had 'white-blonde' highlights. Flat-tops were revived. Lady Diana introduced a more subtle, feminine look. Rachel from TV's Friends had a big influence and straighter styles became iconic in the 90s.. The 'barely there' or 'nude' makeup look was popular with fresh, natural brown and fawn shades.

Topic 2.2 Learners will understand key developments and technological advancements and understand how they have shaped today's hair and beauty sector

Technological advancements:

Products (anti-ageing, mineral based, light reflecting hair colourants, high definition make-up (designed for use in TV/film), organic, low sensitivity, gel nail products) equipment (air brushing, photographic editing, computer generated imagery) media (the use of the internet and social media for professional training, demonstrating skills and displaying looks)

Changes to the economy:

Effects of recession on hair and beauty businesses (unemployment, staffing levels and disposable income) gross domestic product (GDP) (the importance of the hair and beauty sector in changes to economic growth of the UK) product pricing (price wars, luxury items)

Social factors:

Social diversity, culture and celebrity have impacted the sector by increasing demand for each of the following: products - make up ranges for different skin tones, the vast range of hair and makeup products services – hair (relaxing, straightening, shaving (e.g. patterns), extensions, wefts). Beauty (semi-permanent make up, tanning, lash and brow extensions, cosmetic enhancements, nail enhancements) equipment - heated styling, shaving and hair removal.

202 Science of hair and beauty

LO1 Understand chemistry of cosmetics and consider their uses within hair and beauty products.

Topic 1.1 Acids and alkalis are present in the human body and are essential for continued life, however if the normal balance of these chemicals are tilted, the body may not be able to function normally. Identification of the correct balance will aid in identifying what products are best suited to individuals. Learners will understand: the following classifications: o Acids or Alkalis on pH balanced with hair/skin methods of testing pH values of solutions o universal indicator o litmus paper the typical pH value of the following products: o Skin products – soap, shower gel, sun protection creams, skin cleansers, astringents/toners, moisturisers, shaving products, depilatory products, exfoliants o Nail products - cuticle remover, nail polish remover, cuticle creams o Hair products - shampoos, lightening products, hydrogen peroxide, perm lotion, hair relaxing agents, surface and treatment conditioners the effects of acids and alkalis: o hair – strong alkalis swell the hair and have a depilatory action. Weak acids close the cuticle scales and help protect and smooth the hair. o skin – Strong acids cause skin burns and limit its protective function. Weak acids are soothing to the skin. Strong alkalis break down skin cells and have exfoliating properties.

Topic 1.2 Identifying the effect of cosmetic products on hair and skin will further enable learners' understanding of appropriate use. Learners will understand the scientific principles relevant to each of the following products shampoo/ detergents: wetting, suspending, emulsifying: keep oil and water (immiscible), from separating. Hydrophilic head breaks water's surface tension, hydrophobic tail bonds with oil or fat molecules hair conditioners: moisturising, closing hair cuticle scales and restructuring bonds in the hair's cortex skin sun protection creams: absorption or reflection of UV rays) skin cleansers: surfactants and emollients lower surface tension, remove dirt, sebum exfoliators: Beta and Alpha hydroxides (BHA, AHA) soften and remove dead skin cells, encourage cell regeneration and brighten skin tone.

Bead exfoliators remove dead skin cells, can cause irritation. cuticle remover: reduction of keratin to remove dead skin cells to clear the nail plate.

Topic 1.3 Learners will understand the main ingredients, properties and functions of substances used in hair and beauty products: Parabens - Preservative (anti-fungal, bactericidal and fungicidal) Mineral oils - Occlusive to increase moisture levels by providing a physical barrier to skin or hair moisture loss Emollient – To provide some occlusivity and improve the appearance of the skin by smoothing flaky skin cells Oxidising agents - Used in redox reactions (to provide oxygen to aid chemical services such as neutralising perms and colouring / lightening hair) Stabilisers - To maintain shelf life of a product Antiseptics - To prevent infection of the skin by bacteria Humectants - A substance used to preserve moisture content UV filters - Absorbs or reflects UV rays Pigments - Addition of colour to products Emulsifiers - To mix a number of immiscible products Exfoliators - To remove dead skin Astringents - A drying effect on skin Hydrating - Adding moisture Hypoallergenic - Tested to reduce allergic reactions Non-comedogenic – Minimises the clogging of pores/anti-acne Soothing - Calming to reduce erythema Regenerating - Encourages cell renewal Anti-oxidant - To help prevent/reduce free radicals (skin), to reduce the effects of oxidation in redox reactions (hair) Stimulating - To encourage growth and skin cell repair Dihydroxyacetone (DHA) – Pigments used in tanning products Depilatory - Removal of unwanted hair Paraphenylenediamine - Pigment used in permanent hair colours Learners will understand the possible causes and signs of allergic reactions. Ingredients which commonly cause allergic reactions/skin sensitivities in hair and beauty products: para dyes: paraphenylenediamine, para-toluenediamine sulfate detergents oils methylisothiazoline (MI) Common signs of allergic reaction/skin sensitivities: dermatitis: swelling, redness, itchy skin, flaking skin Anaphylactic shock

Topic 1.4 The use of animals to test cosmetics products or their ingredients is banned in the UK and all other member states of the European Union. Since March 2013, it has also been illegal to sell cosmetics products within the EU which have been, or which contain ingredients, newly tested on animals. A number of countries outside the EU are also now seeking to adopt similar bans. However, in others - including China and the United States of America - animals are still used to test cosmetics ingredients and products. Learners will understand why cosmetic products are tested prior to being made available: For safety - Cosmetics Products (Safety) Regulations To fit its description, be fit for purpose and satisfactory quality – Trades Descriptions Act, Sale of Goods Act Learners will understand that it is illegal to test cosmetics on animals due to legislation and pressure from other supportive organisations for the prevention of animal testing of cosmetic products: People for the Ethical Treatment of Animals (PETA) Royal Society for the Prevention of Cruelty to Animals (RSPCA) Learners will understand that a complete ban on the sale of cosmetics developed through animal testing has taken effect in the EU and that alternative methods of skin testing are now commonly carried out on hair and beauty products, including use of humans scientific research - use of reconstructed tissue (eg Episkin).

LO2. Understand biology related to the hair and beauty sector

Topic 2.1 The anatomy of hair and beauty will be explored giving the learner a greater understanding of their physiology. Factors that affect the health and condition of hair, skin and nails and how disorders adversely affect the well-being of the body will be examined; this topic will give the learners breadth and depth knowledge of the subject and will be fundamental in aiding learners make future lifestyle decisions. Learners will understand the location and main function of hair structures: hair follicle- anchors each hair into the skin inner and outer root sheath- surrounds and protects the growing hair hair shaft – visible part of the hair cuticle- the outer layer of hair protects the cortex cortex- provides the hair's strength, determines hair colour and texture medulla- inner most layer, not always present Learners will understand the location and main function of nail structures where applicable: nail plate - protects the nail bed nail bed - provides the blood supply nail cuticle - protects the matrix from bacteria matrix - responsible for producing cells that become the nail plate lunula - visible part of the nail root hyponychium - works as a seal to protect the nail bed free edge - protects fingertips nerve endings - provides sensation Learners will understand the location and main function of the epidermis structures: basal cell layer - bottom layer of cells in the epidermis, attaches to dermis, where cells reproduce by mitosis prickle cell layer - layer above the basal cell layer, where keratin is produced and injected into cells granular layer- layer above the prickle cell layer, where keratinisation takes place clear layer- layer above the granular layer forming a waterproof barrier horny layer - outer layer of the epidermis made of dead, flat, keratinised cells which are shed and helping to prevent dehydration Learners will understand the location and main function of the dermis structures: collagen- Structural protein fibres that add strength and support to the dermis subcutaneous layer - made up of fat cells for protection elastin - elastic protein fibres allow the skin to stretch and recoil, providing the skin's elasticity sweat glands -

excretes watery substances onto the skin's surface sensory nerve endings - end organs for pain, touch, heat, cold and pressure sensations sebaceous gland - attached to hair follicles creating sebum arrector pili muscle - reacts to cold and heat, traps warm air in the body keeping in heat blood vessels - provide nutrients to the skin and help regulate body temperature dermal papilla - contains nerve endings and blood capillaries to help nourish the hair Learners will understand the location and main function of hypodermis structures: fat cells - provide protection and heat to the body loose connective tissue- body tissue supporting internal structures Learners will know the functions of the hair, skin and nails: Absorption of moisture Sensation reacts to touch etc. Elimination of waste products Secretion of oil and water Protection against harmful bacteria, UV rays etc. Regulation of heat Produces vitamin D.

Topic 2.2 Learners will know that pathogens are disease-causing microorganisms. Learners will understand how the human body is defended against pathogens Internal defence: o Skin forms a protective barrier White blood cells surround the pathogen to fight against disease Histamine a natural immune response. Skin's acid mantle creates a natural barrier to bacteria External defence o Protective face masks – to prevent inhalation through mouth and nose when in contact with chemicals Eye protection wear– to prevent absorption through the eye Dressing to cover open cuts – to prevent passage through the skin. Learners will understand how each of the following non-contagious disorders may affect treatments and services provided in hair and beauty: damaged cuticle trichorrhexis nodosa (damaged hair) monilethrix (beaded hair disorder) fragilitas crinium (split ends) Alopecia - alopecia areata, traction alopecia, androgenic baldness, alopecia totalis, cicatricial alopecia pityriasis capitis (dandruff) seborrhoea eczema psoriasis keloids acne – vulgaris/rosacea dermatitis – allergic / irritant in-growing hair Learners will understand how each of the following contagious disorders may affect treatments and services provided in hair and beauty: bacterial infections: impetigo, carbuncles, folliculitis fungal infections: (Ringworm) tinea capitis /pedis/unguim (ringworm of the scalp/feet/nails) viral infections: herpes simplex and warts infestations: pediculosis capitis (head lice) humanus (body lice), sarcoptes scabiei (scabies - itch mite) Learners will understand the following hair tests to understand hair strength and condition in the context of limiting treatments / services: Elasticity- hair in good condition can stretch up to a third of its length and recoil to its original length Porosity- Hair with low porosity is harder to process, and is resistant to chemicals, hair with high porosity readily absorbs and releases moisture easily Density- The main consideration of hair density in styling Hair pull test – to determine if there is excessive hair loss.

203 Design in the hair and beauty sector

LO1 Understand the use of design in business

Topic 1.1 An increasing number of businesses are using design to deliberately differentiate themselves from competition. Design imagery acts as a mechanism for business growth and innovation. Customer trust is placed on familiar brands through advertising, so achieving the right image is key to business progression. Learners will understand the range of purposes for using design in business: as a marketing tool, to launch or strengthen a new or existing business brand to aid sales and illustrate examples of services or products provided within the business to use during the design and development phase of bringing new products to market. Learners will understand how design is commonly used in hair and beauty businesses: Product or equipment packaging Brand logos Salon interiors (retail stands, décor, window displays) Web pages Promotional materials (information leaflets, business cards, signage, window displays, product displays, newspaper / magazines, email, social media, and television)

Topic 1.2 Learners will understand how each of the following factors can impact the planning process: the purpose of the design (see range of purposes in topic 1.1 above) target audiences/customer requirements/expectations (gender appeal, age, pricing) relevant legal requirements (The Equality Act 2010, Health and Safety at Work Act, Trades Descriptions Act) resources required to create the design (people, specialist products/equipment, budget, location, timescales, ICT)

LO2 Develop technical skills required to create a hair and beauty image

Topic 2.1 Learners will apply hairdressing products, to include mousse/lotion serum/oil/wax/gel hair spray heat protectors. Learners will use hairdressing equipment, to include brushes combs electrical equipment. Learners will understand the effects of hair techniques, to include blow-drying thermal styling hair up.

Topic 2.2 Learners will apply beauty products, to include skin care products: cleanser/toner/moisturiser makeup products: eye shadow/lip liner/mascara/lipstick/concealer/foundation/highlighter/blusher/powder/eye liner. Learners will use beauty equipment, to include variety of make-up brushes spatula make-up palette. Learners will understand the effects of beauty techniques, to include contouring concealing.

Topic 2.3 Learners will apply nail products, to include nail enamel remover base/top coat /coloured nail enamel gems/glitter. Learners will use nail equipment, to include nail file nail art equipment. Learners will understand the effects of nail techniques, to include nail polishing.

LO3 Plan, create and evaluate an image for business use

Topic 3.1 Learners will understand how to plan for design images by taking into consideration the factors identified in Topic 1.2. Learners will present their planning in any of the following ways, including notes from market research conducted by interview, questionnaire or visits, or from secondary research mood boards containing 2D/3D displays, photographs, plans, sketches, diagrams, accessories, nail art, hair pieces, makeup, clothing storyboard/timeline showing the chronological process of the design image idea, through to its completion presentation slides including images of the design process and any other relevant data action plans.

Topic 3.2 Learners will understand how to follow a design plan when creating images for any of the following: Product or equipment packaging Brand logos Salon interiors Web pages Promotional materials.

Topic 3.3 Learners will use any of the following methods of reviewing their design. They will gain feedback to critically analyse its success and explain how to make improvements on their design. Self-evaluation - making realistic comparisons Peer-to-peer assessment Teacher's review of performance - steps for future improvements.

How can you deepen your understanding of Hair and Beauty

Learners will develop practical skills during year 9 on a weekly basis, also after school enrichment is available each week to develop further practical areas required for synoptic assessment identified during practical lessons.

Conducting and gathering primary research to support learning from, peers, friends, and family. Complete all set work in a timely manner. Use all relevant professional links through websites, journals and magazines.

www.habia.org.uk

www.beautyguild.com

www.beautyweb.com

www.marieclaire.co.uk

www.ukhairdressers.com

www.youbeauty.com

How are you assessed in Hair and Beauty?

There are 6 assessment points each year that we term Praising Stars®. We assess how students at their current stage of study are on track to reach their end of stage targets which are formulated on aspirational expectation from their KS2 starting points. We make an informed prediction from our holistic assessments based on our subject mapping of expectation across the Hair and Beauty curriculum.

To gain this qualification, candidates must successfully achieve the following assessments:

One externally set, externally moderated assignment

One externally set, externally marked exam, sat under examination conditions Grading

This qualification is graded Pass/Merit/Distinction/Distinction*

Level 2 Hair and Beauty Studies – Synoptic assignment 60%

Level 2 Hair and Beauty Studies – Theory exam 40%

Key Assessment Objectives Synoptic assessment

Assessment objective Level 2 Technical Award in Hair and Beauty Studies Typical expected evidence of knowledge, understanding and skills Approximate weighting

AO1 Recalls knowledge from across the breadth of the qualification. Facts about hair and beauty, selection of appropriate products, equipment and techniques, product ingredients, health and safety considerations, use of imagery. 15%

AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification. Comparison of hair and beauty between different eras, justification for cosmetics used against brief, importance of using imagery in business, how design ideas are presented to different audiences, how trades and businesses are linked, technological advancements and understanding how they have shaped today's hair and beauty sector; the impact of changes to the economy. 20%

AO3 Demonstrates technical skills from across the breadth of the qualification. Interpretation of design brief, blending of past hair and beauty styles to modern style A range of hair and beauty technical skills used, creating of design image, compliance with health and safety, carrying out relevant hair testing, application of products, recognising effect of selected cosmetic products on hair and skin, evaluation of final design image, original piece of work, originality of format. 20%

AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes. Applying and linking knowledge and understanding to the given scenario, researches, plans, creates, evaluates and presents a design image, methods of communication and presentation are appropriate for given audience. Evidence of research through use of bibliography, project evidence, design plan, 30% interpreting data via questionnaires, teachers, peers and self-reflection to improve their performance.

AO5 Demonstrates perseverance in achieving high standards and attention to detail while showing an understanding of wider impact of their actions. Application of technical skills, written report, alignment of design image against customer brief, quality and detail of either posters, slides, mood boards. Use of accurate presentation, assignment and report writing skills, layout and presentation aids effective communication of information, coherence of arguments, well expressed sentence structure (syntax) and grammar.

Exam specification AO weightings per exam AO Weighting (approx. %)

AO1 Recalls knowledge from across the breadth of the qualification. 20%

AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification. 50%

AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes. 30%

Study of Hair and Beauty can lead to a wide range of careers:

Your understanding and skills can be developed further through progression to other qualifications, such as A levels or specific to a sector, including:

City & Guilds Level 2 Diploma in Beauty Therapy

Beauty Consultancy

Hair and Media Make-up

City & Guilds Level 2 Diploma in Women's Hairdressing/Barbering

Links to other industries, Manufacturing, journalism, Travel, Leisure and Tourism, TV, Theatre, Television, Aesthetic nursing, physiotherapy, fashion, teaching, training, educating.

City & Guilds Level 2 Technical Award in Hair and Beauty Studies Course Overview

Term	Year 1	Year 2
Autumn 1	201 Explore the world of Hair and Beauty, Practical skills building. Assessment of gained knowledge	203 Design within Hair and Beauty Practical skills building
Autumn 2	201 Explore the world of Hair and Beauty, Practical skills building through the Eras Assessment of gained knowledge	201,202,203 Recap knowledge Assignment writing Mock Exam
Spring 1	202 Science of Hair and Beauty, skills building Assessment of practical skills	201,202,203 Recap knowledge Assignment writing Exam preparation
Spring 2	202 Science of Hair and Beauty, skills building Assessment of practical skills	201,202,203 Recap knowledge Assignment writing Exam Revision Synoptic practical & written task assessment
Summer 1	203 Design within Hair and Beauty Practical skills building	Synoptic Assessment submission revision for Summer Exam
Summer 2	203 Design within Hair and Beauty Practical skills building	Exam preparation External set last exam

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