

# iUCO74 – Exploring the hair and beauty sector

URN – D/617/5711

**Guided Learning Hours: 11**

Learning outcome	Assessment criteria	Taught content to include
LO1 Know the diverse nature of the hair and beauty sector	1.1. Describe the size and scope of the hair and beauty sector	<ul style="list-style-type: none"> <li>• Number of employees</li> <li>• Number of customers</li> <li>• Number of hair and beauty facilities</li> <li>• Range of employment opportunities across the sector</li> <li>• Comparison with other sectors</li> <li>• Rate of growth</li> </ul>
	1.2. Describe the contribution to society of the hair and beauty sector	<ul style="list-style-type: none"> <li>• Key indicators e.g. types/number of businesses</li> <li>• UK economy – economic value of hair and beauty sector</li> <li>• Number of employees and relationship with other industries</li> </ul>
	1.3. Outline the role of the standard setting body for the hair and beauty sector	<ul style="list-style-type: none"> <li>• Analyse labour market</li> <li>• Develop National Occupational Standards</li> <li>• Career guidance</li> <li>• Professional development</li> </ul>
	1.4. Identify the main industries that make up the hair and beauty sector	<ul style="list-style-type: none"> <li>• Hairdressing</li> <li>• Barbering</li> <li>• African type hairdressing and barbering</li> <li>• Nail services</li> <li>• Beauty therapy</li> <li>• Spa therapy</li> <li>• Non-medical aesthetics</li> </ul>

LO2 Know the key features of the industry in which they work	2.1. Describe the composition of their industry in terms of public, private and voluntary organisations	<ul style="list-style-type: none"> <li>• Public companies</li> <li>• Private companies</li> <li>• Voluntary organisations</li> <li>• Professional bodies</li> <li>• Trade unions</li> <li>• User groups</li> </ul>
	2.2. Identify the size of their industry in terms of employment	<ul style="list-style-type: none"> <li>• Analyse labour market</li> <li>• Hairdressing</li> <li>• Barbering</li> <li>• African type</li> <li>• Nail services</li> <li>• Beauty therapy and spa therapy</li> <li>• Non-medical aesthetics</li> </ul>
	2.3. Outline the essential principles, values or codes of practice in their industry	<ul style="list-style-type: none"> <li>• Industry codes of conduct, practice and ethics</li> <li>• Consumer protection</li> <li>• Trading standards</li> <li>• Health and safety</li> <li>• Regulation</li> </ul>
	2.4. Identify the roles of key organisations in their industry, including any representative and regulatory bodies, trade unions and trade associations	<ul style="list-style-type: none"> <li>• Standard setting bodies</li> <li>• Registration</li> <li>• Membership organisations</li> <li>• Voluntary regulators</li> <li>• Voluntary regulatory groups</li> <li>• Voluntary registers</li> </ul>
	2.5. Describe industry issues of public concern	<ul style="list-style-type: none"> <li>• Quality of products and product development (harmful chemicals)</li> <li>• Training and professionalism</li> <li>• Consumer health and safety</li> </ul>

LO3 Know employment and career opportunities in the industry in which they work	3.1. Identify sources of information on career progression, training and education	<ul style="list-style-type: none"> <li>• Careers centres/advisors</li> <li>• Internet</li> <li>• Professional bodies and associations</li> </ul>
	3.2. Identify the main job roles within their industry	<ul style="list-style-type: none"> <li>• Range of jobs</li> <li>• Roles and responsibilities</li> <li>• Job specifications</li> </ul>
	3.3. Identify potential career pathways in their industry	<ul style="list-style-type: none"> <li>• Local national and international opportunities</li> </ul>

		<ul style="list-style-type: none"> <li>• Diversity of opportunities</li> <li>• Progression routes</li> <li>• Apprenticeships</li> </ul>
	3.4. Identify the key factors that help people progress in their careers in the industry	<ul style="list-style-type: none"> <li>• Qualifications</li> <li>• Sociable skills</li> <li>• Transferable skills</li> <li>• Personal qualities</li> <li>• Continual professional development</li> </ul>
	3.5. Outline how people can transfer from one industry to another	<ul style="list-style-type: none"> <li>• Possessing transferable skills</li> <li>• Customer related experience</li> <li>• Application processes and references</li> </ul>

### Assessment

Portfolio of evidence containing:

- Portfolio of evidence
- Assignment

### Guide to taught content

The content contained within the unit specification is not prescriptive or exhaustive but is intended to provide helpful guidance to teachers and learners with the key areas that will be covered within the unit, and, relating to the kinds of evidence that should be provided for each assessment objective specific to the unit learning outcomes.

**Document History**

Version	Issue Date	Changes	Role
v1	17/09/2019	First published	Qualifications and Regulation Co-ordinator