

Faculty: **of Health and Human Sciences**

Title of Programme: **Foundation Degree in Beauty Therapy Management**

Programme Code: IDFDBTN

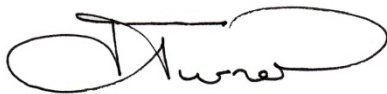
Programme Specification

Start Date: September 2007

Date of Approval: 21 June 2011

Associate Dean: Jan Turner

Signature

A handwritten signature in black ink, appearing to read 'Jan Turner', with a large, stylized flourish at the end.

Programme Specification

Foundation Degree in Beauty Therapy Management

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	North Hertfordshire College
University/partner campuses	Centre for the Arts, North Hertfordshire College
Programme accredited by	Not applicable
Final Award	Foundation Degree (FdA)
All Final Award titles	Beauty Therapy Management
FHEQ level of award	Intermediate
UCAS code(s)	B390(N)

A. Programme Rationale

This programme is an intermediate level qualification in Beauty Therapy Management. There are no subject benchmarks for beauty therapy but the benchmark for General Business and Management has been taken into account along with the foundation degree qualification benchmark.

A foundation degree framework has been produced by HABIA, the Sector Body responsible for the African Caribbean hairdressing and barbering, beauty, hairdressing, nail and spa industries. The framework, dated 2006, was produced in consultation with employers and other key stakeholders for the beauty therapy industry. This framework has therefore been fully taken into account in the design of this foundation degree and so ensures that the award meets the requirements of the industry and enhances employability of graduates from this programme.

From the HABIA Framework research (2006) it was found that:

In the UK there are currently

- 7440 beauty therapy salons employing 34300 people
- 92 million clients each year
- 17000 salons specializes in Nail Services, a new and expanding market
- 98% of beauty therapy employees are female
- 59% work full-time
- 10% are freelance (they visit clients' homes)
- Staff turnover is 38% per annum
- 67% of staff are under 25 years of age; 46% under 19
- The annual turnover of beauty therapy salons is £800 million per annum
- Growth from under £4 billion in 2000 to £4.75 billion in 2004 (excluding nail bars and salons which is an expanding area of the beauty industry)
- 47% of salons use computers; 30% use e-mail
-

There are three strands to this programme – Management, Work Based Learning and Practical Skills. The Programme structure is set out below:

MANAGEMENT

- Introduction to People Management (level 4) 15 credits
- Introduction to IT (level 4) 15 credits
- Business Law (level 4) 15 credits
- Sales and Customer Care (level 4) 15 credits
- Beauty Product Research (level 5) 15 credits
- Business Planning (level 5) 15 credits
- Marketing Planning (level 5) 15 credits
- Public Relations for the Beauty Industry (level 5) 15 credits

WORK BASED LEARNING

- Work Based Learning: Maximising Potential (level 4) 15 credits
- Work Based Learning: Career Planning (level 4) 15 credits
- Work based Learning: Project (level 5) 30 credits

PRACTICAL SKILLS

- Practical Skills 1: Remedial Camouflage (level 4) 15 credits
- Practical Skills 2: Advanced Epilation (level 4) 15 credits
- Practical Skills 3: Micro Pigmentation (level 5) 15 credits
- Practical Skills 4: Laser and Light Treatments (level 5) 15 credits

MANAGEMENT

This strand deals with management issues relevant to the beauty industry. An Introduction to People Management at level 4 will enable the student to understand the concepts and practices of managing people. An Introduction to IT (level 4) will enable the student to have a knowledge and understanding of computer systems, data bases and spreadsheets and the general principles of text preparation, editing and printing. Students will study Business Law in level 4 enabling them to understand the basic principles of law relating to business and develop their knowledge in applying basic legal provisions to business situations. Sales and Customer Care in level 4 develops in students the ability to provide holistic and personalised treatments and packages that meet the needs of individual clients in a professional manner as expected at the luxury end of the market. It also covers personal selling skills and sales promotion techniques that will facilitate the discreet marketing of appropriate products on behalf of the salon and/or supplier.

Beauty Product Research at level 5 gives students an opportunity to develop their research and investigative skills which will be directly related to the Beauty Therapy Industry. The knowledge gained on the module will be used by students on the WBL: Project. Within Business Planning at level 5 students will be introduced to aspects of business planning including examining a business idea and exploring finance issues in relation to business start up. Marketing Planning at level 5 will enable students to understand the importance of building relationships with customers and other stakeholders in order to ensure the continuing success of the organisation. Public Relations for the Beauty Therapy Industry will enable the student to understand the scope of the Public Relations and the impact it has on the beauty industry. It will also enable the student to recognise different types of Public Relations activity.

Key health and safety and legislative issues are embedded within Practical Skills Modules below) as an understating of safe and professional use of equipment and products, and the requirements of legislation with regard to health and beauty therapy are paramount to developing sound practical vocational skills and competencies.

In addition, use of Information Technology (ICT) is relatively low in the beauty therapy industry and so following the HABIA Framework ICT has been integrated into the programme to support the success of businesses.

PRACTICAL SKILLS

This strand deals with the advanced techniques and treatments that a skilled therapist is required to have experience in. Within Practical Skills 1 students will develop current knowledge, practical skills and study Remedial Camouflage. Furthermore, students will study the evolution of the beauty industry. In Practical Skills 2 students will develop knowledge of advanced hair removal in Epilation and progresses skills further into skin tag and red vein removal. Practical Skills 3 develops knowledge within Semi Permanent Micro Pigmentation a growth market at the present time. Practical Skills 4 covers Laser and Light Systems and covers important aspects such as performing treatments in photo rejuvenation and hair removal.

Practical Skills have been integrated into the programme directly mapping them from Advanced Practices set at NOS Level 4

WORK BASED LEARNING

Work based learning has many interpretations however the consortium works to a definition endorsed by the QAA in *Outcomes from Institutional audit Work-based and placement learning and employability (2006)*. "Learning for work, learning at work, learning from work". (Seagraves et al 1996).

This strand delivers transferable skills & knowledge such as teamwork and project management. Work-Based Learning: Maximising Potential in Semester A enables students to develop generic study skills to achieve maximum potential on the programme. Work-Based Learning: Career Planning in Semester B enables students to understand basic career management skills to enhance employability and help them prepare for their work Based project.

The level 5 Work Based Learning: Project runs through both Semesters at level 5, and enables students to negotiate a project with an employer. The assessment focus of this module is on implementation and management, although many projects will enable students to further develop their vocational skills and knowledge.

B. Educational Aims of the Programme

The programme has been devised in accordance with the University's general educational aims of programmes of study as set out in UPR TL01.

I. Higher level intellectual skills:

Intellectual and imaginative powers including analysis, synthesis, evaluation, criticality, creativity and reflection;

II. Subject expertise and understanding of its context:

A thorough understanding of, and enthusiasm for, the subjects they study, together with an ability to situate them in context (for example, ethical, economic, social, environmental and professional contexts);

III. A positive approach to learning:

A willingness to accept responsibility for their own learning, the aptitude to learn independently and collaboratively using initiative and self-discipline and a commitment to life-long learning;

IV. Graduate skills:

A range of graduate skills, including communication, self-management, interpersonal, intellectual and practical/applied skills;

V. Personal responsibility:

Additionally this programme aims to:

- VI. provide students with the business and management knowledge and skills to embark on a career in the beauty therapy industry;
- VII. provide opportunities for work-based learning and experience related to the beauty therapy industry;
- VIII. provide progression to an appropriate honours degree programme;

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2003 have been used as a guiding framework for curriculum design.

Knowledge and Understanding of:	Teaching/learning methods & strategies	Assessment
A1 Business and management issues that relate to the industry and to the development of reflective beauty therapy practitioners	A1 and A2 are delivered primarily through lecture material, with reinforcement through seminar settings when students have an opportunity for presenting and peer to peer learning.	Testing of knowledge and understanding is through a series of both in-module and end of module assessments
A2 The science and principles that underpin the treatments, products and therapies used within the therapies industry	A3 and A4 are developed primarily through practical settings that reflect real-life work contexts. Students will have the opportunity to develop confidence and competence through peer to peer work and dealing with paying members of the general public.	Students will be asked to write reports and referenced essays to illustrate their comprehension and assimilation. They will also be given the opportunity to demonstrate their learning through oral assessments and formative peer to peer learning in seminars
A3 The historical and contemporary context within which beauty therapists operate including aspects of health and safety, ethics and customer care.	Work place is fully embedded throughout. The student is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.	
A4 A range of treatment plans that promote health and well being		
Intellectual skills - able to:	Teaching/learning methods & strategies	Assessment
B1 Demonstrate the use of effective information and communications technology	Intellectual skills are developed through the use of lecture / workshop formats and practical sessions that allow learners the opportunity to opportunity to explore their understanding and further develop each of these skills. Practical sessions are	Practical sessions and follow up reflection and analysis will be used to test B2 and B3, with written evaluation of the associated theories.
B2 Demonstrate analysis, selection and judgment in		For B3 students will be expected to analyse and

<p>use of products, treatments and therapies.</p>	<p>particularly important to B2 and B3.</p>	<p>draw conclusions from scientific knowledge, case studies, published reports and commentaries and from their own practical and work-based experience.</p>
<p>B3 Define and evaluate safe and professional standards in treatments and therapies</p>	<p>Conceptual development is an integral part of salon-based practical skills development and is fostered by set briefs, in-course exercises, peer review, self-evaluations and reflection.</p>	<p>For B2 students will be expected to present information coherently, professionally and in a way that is relevant to the health and beauty therapy industry.</p>
	<p>B2 and B3 are inherent in all practical and vocational modules. B1 is germane to the need to be effective communicators in the complexity of the modern therapies workplace and is developed through the management modules and a separate module on the Introduction to IT.</p>	
	<p>Throughout, the student is encouraged to develop intellectual skills further by independent study</p>	
<p>Practical skills - able to:</p>	<p>Teaching/learning methods & strategies</p>	<p>Assessment</p>
<p>C1 Demonstrate safe handling of equipment and products</p>	<p>Practical Skills are developed through C1 and C2 are introduced in the classroom through lectures and seminars and reinforced via practical sessions in real work scenarios.</p>	<p>Practical skills are assessed through Work-based assessment will be used almost exclusively to assess these practical skills, supported by reflective diaries and evaluative analyses of treatments and therapies undertaken.</p>
<p>C2 Select, justify and evaluate a range of products and treatment plans appropriate to individual client needs</p>	<p>Students are required to consider individual client needs across a range of presenting issues / problems and reflect on the appropriateness and efficacy of the treatments and products recommended. C3 and C4 will be developed through practical classes involving opportunities for peer and fee paying public clientele.</p>	
<p>C3 Demonstrate relevant levels of professional competence in execution of a range of advanced therapies and treatments</p>	<p>C4 will be reinforced by lecture content and student self study to ensure an appropriate grounding in the issues.</p>	<p>Personal Development Planning will assist students in not only understanding Beauty Therapies, but starting to see their career pathway and goals.</p>
<p>C4 Recognise and respond to moral, legal, professional, ethical, equality, intercultural and safety issues</p>	<p>C5 will be developed both through the Practical Skills and Management modules.</p>	
<p>C5 Research, implement, critically evaluate and reflect on how practical skills impact on the business environment</p>		
<p>Transferable skills - able to:</p>	<p>Teaching/learning methods & strategies</p>	<p>Assessment</p>

D1 Research, critically evaluate, organise and present information	Transferable skills are developed through D1 and D3 will be taught at level one through worked examples in lectures, and communication of appropriate standards. Students will have the opportunity to develop both of these programme learning outcomes throughout the programme.	Transferable skills are assessed through Students are expected to develop and demonstrate in both written and verbal, and formal and informal contexts their ability to assimilate, analyse and draw conclusions justified by wider research / understanding of the subject area.
D2 Demonstrate personal responsibility and initiative in the planning and management of own learning and career management		
D3 Argue rationally and communicate effectively, both orally and in writing.	D2 will be introduced through the work based learning modules, reflective learning will be taught in the context of continuing professional development.	Common assessment tools may include (but are not limited to) written reports, essays, plans, verbal presentations, interviewing, briefing. Physical and practical skills will be assessed in situ and with post-activity reflection.
D4 Work effectively within a team and successfully network with others	For D4 Theories associated with flexible working and teamwork are covered in several modules.	Throughout, the student is encouraged to document transferable skills by maintaining their personal development plan through central University systems
D5 Start to think strategically and set objectives	D5 will primarily be developed through the management modules.	
D6 Manage conflict		
D7 Delegate and develop instruction skills	D6, D7 and D8 will predominantly be covered in the work based learning modules, particularly the WBL: Project as well as the management modules	
D8 Lead by example		

D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in full-time mode (2 years) and part-time mode (normally 3 years), and leads to the award of Foundation Degree in Beauty Therapy Management. Entry is at level 4 with suitable entry qualifications as detailed in section 20. All modules are compulsory and there are no options

Work-Based Learning, including Sandwich Programmes

WBL and engagement with employers is central to the foundation degree concept and has been embraced in this programme through an ethos, and a definition of 'learning through, for and at work'. The programme has been designed to reflect the real life experience of working as a beauty therapy professional, developing the students to work independently, as part of cross disciplinary teams and as salon managers. All learners will experience real-life work based learning through practical work in salons run by the college and open to the general fee-paying public. In addition guest speakers from, and visits to, local beauty therapy employers will be arranged as will engagement with suppliers in the industry.

Whilst the WBL modules in the programme are the focal point for the engagement with employers, they are not the sole points of employer engagement in the programme. Engagement with employers might constitute an interaction with a range of employers which may include, but is not limited to, small enterprises centring on one individual to large businesses in the private sector.

Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 (in section 2) identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

Compulsory Modules Module Title	Module Code	Credit Points	% examination	% coursework	Semester
LEVEL Four Modules:					
Nursing, Midwifery & Social Work					
Introduction to IT	4FCO0232	15	0	100	A
Practical Skills 1: Remedial Camouflage	4FCO0229	15	0	100	A
Practical Skills 2: Advanced Epilation	4FCO0241	15	0	100	B
Business School					
Introduction to People Management	4FCO0086	15	0	100	A
Work Based Learning: Maximising Potential	4FCO0078	15	0	100	A / C
Work Based Learning: Career Planning	4FCO0094	15	0	100	B / C
Business Law	4FCO0106	15	0	100	B
Sales and Customer Care	4FCO0238	15	50	50	B

Compulsory Modules Module Titles	Module Code	Credit Points	% examination	% coursework	Semester
LEVEL Five Modules:					
Nursing, Midwifery & Social Work					
Beauty Product Research	5FCO0290	15	0	100	A
Practical Skills 3: Micro Pigmentation	5FCO0293	15	0	100	A
Practical Skills 4: Laser and Light Treatments	5FCO0297	15	0	100	B
Business School					
Business Planning	5FCO0299	15	50	50	A
Marketing Planning	5FCO0179	15	50	50	B
Public Relations for the Beauty Industry	5FCO0301	15	0	100	B
Work Based Learning: Project	5FCO0118	30	0	100	A / B

Progression to level 5 requires a minimum of 90 credits at Level 4.

The award of a Foundation Degree requires 240 credit points passed, with a minimum of at least 120 at level 5, and a pass in the Work Based Learning Project.

Awards with Distinction or Commendation may be made on the basis of performance in accordance with UPR AS/C/5.

Awards with Distinction or Commendation

The University has approved structure and assessment regulations common to all programmes. UPR AS14.

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Award	Minimum requirements	Available at end of Level
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University Certificate	45 credit points at level 4	4
Certificate of Higher Education	120 credit points at level 4	4, 5
University Diploma	180 credit points including at least 60 at level 5	5

E. Support for students and their learning

At the College students are supported by:

- An induction week at the beginning of each new academic session
- A Learning Resources Centre, incorporating a library and computer centre
- A Programme Manager to help students understand the programme structure and give advice
- Personal Tutors to provide academic and pastoral support
- A Student Services Centre that provides advice and support on issues such as additional needs, finance, accommodation, legal matters, careers, etc
- Study skills support (e.g. English and Mathematics)
- Student representatives on programme committees
- The College Students' Union
- A Student Handbook explaining the structure and regulations of the programme
- On-line learning materials and support for the modules developed through the University's managed learning environment – StudyNet

The University also provides additional support:

- A Link Tutor to help students understand the programme structure and progression options
- A Work Based Learning Coordinator who
- A Student Centre to provide advice on finance, accommodation, international issues, etc
- A Faculty Disabled Student Tutor
- An Equal Opportunities Officer
- The Careers Service
- The University Students' Union

F. Entry requirements

The normal entry requirements for the programme are:

120 UCAS points (eg a National Diploma in Beauty Therapies, NVQ Level 3 or equivalent) plus 4 GCSEs at grade C or above including English and Maths (or equivalent eg First Diploma, NVQ Level 4 etc).

Additionally, applicants should have an interest in beauty therapies and be able to provide written evidence of this in their personal statement. It is unlikely that A level students unless they have substantial experience of the beauty therapy industry will be eligible for entry to this foundation degree.

Returning students with alternative or additional experience of beauty therapies or appropriate subject areas will be particularly welcome to apply.

Application for full time students will be through UCAS.

Application for part time students will be via the college on a UH application form.

The programme is subject to the University's Principles, Policies, Regulations and Procedures for the Admission of Students to Undergraduate and Taught Postgraduate Programmes and will take account of University policy and guidelines for assessing accredited prior learning (APL) and accredited prior experiential learning (APEL).

The programme is subject to the University's Principles, Policies, Regulations and Procedures for the Admission of Students to Undergraduate and Taught Postgraduate Programmes and will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

Section 2

Programme management

JACS code(s)	To be advised
Modes of study	Full-time and part-time
Relevant QAA subject benchmarking group	<ul style="list-style-type: none">• Foundation Degree Qualification Benchmark 2004• Business and Management
Date of validation/last periodic review	29 th June 2007
Date of production/ last revision of PS	
Relevant cohorts	Beauty Therapy Management Sept 07
Faculty	Health and Human Science.
Administrative School(s)/Departments	School of Nursing , Midwifery and Social Work

Course (i.e. pathway) details

Course (ie. Pathway Point) Titles

FdA Beauty Therapy Management

Course (ie. Pathway Point) Codes

BTN1, BTNP1, BTN2, BTNP2

The programme is managed by;

- Head of School of Nursing, Midwifery and Social Work who has overall responsibility for this programme supported by the Head of Consortium Programmes
- A Link Tutor who has responsibility for providing guidance and support to the Programme Managers
- A Programme Manager in the college who is responsible for the day-to-day management of the Programme. The Programme Manager co-ordinates all activities at the College including delivery and assessment. S/he also co-ordinates local marketing and open days for potential students
- A University Admissions Tutor, with specific responsibility for selection
- A designated College Administrator to deal with day to day administration associated with the programme
- A designated University Administrator who liaises with all staff on the programme and co-ordinates student registration, module assessment, examinations (e.g. Exam Boards), sending out results, etc
- Module Coordinators who are responsible for individual modules
- A Programme Committee, which meets regularly to monitor the delivery of the programme and to make any changes to the programme. It is chaired by the Link Tutor and has the programme manager and all lecturers as members as well as student representatives
- Programme Management meetings, chaired by the Link Tutor, to discuss day-to-day programme management, learning, teaching and assessment issues and make recommendations to the Programme Committee. Students do not attend these meetings.

Programme-specific assessment regulations

The programme is compliant with the University's generic assessment regulations (Structure and Assessment Regulations for Academic Programmes, UPR AS14) with the exception of those listed below, which have been specifically approved by the University:

- Formative: on-going progress eg in presentations, tutorials, etc.
- Summative: assessment that directly contributes to module grades.

Assessments on the programme serves to provide the students with the opportunity to demonstrate the appropriate learning outcomes to a standard suitable for the award of a pass grade in the module assessed; or, ultimately to demonstrate their eligibility for the final award.

Students with documented special learning needs are able to negotiate appropriate arrangements for the submission of work for assessment.

The programme operates a Faculty-wide policy for treatment of extenuating circumstances and students receive details in the Students Handbook.

Further points of clarification and interpretation relevant to this specific programme are given below:

- A successfully accomplished period of supervised work based learning is mandatory for receipt of the Foundation degree (Level 5 Work Based Learning Project – this module cannot be compensated)
- The maximum period within which a student may gain an award on the programme is 5 years from their date of registration on it for full-time students and 6 years for part-time students.

Other sources of information

- Definitive Module Documents
- Module Guides
- Student Handbook
- Programme Specification website: <http://www.herts.ac.uk/courses/> or (StudyNet → Staff → Department Lists → Academic Quality Office → Programme Management → Programme Specifications)
- University of Hertfordshire Course website: <http://www.herts.ac.uk/courses/>
- QAA Benchmark Statement website: <http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp>
- The Framework for Higher Education Qualifications in England, Wales and Northern Ireland, 2008: <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI08/default.asp>
- SEEC Credit Level Descriptors for Further and Higher Education 2003: <http://www.seec-office.org.uk/creditlevel descriptors2003.pdf>
- External Quality Review report website: <http://www.qaa.ac.uk/reviews/reports/instReports.asp?ukprn=10007147>
- Professional or Statutory Regulatory Body information: HABIA
- UNISTATS website: <http://www.unistats.com/>
- University of Hertfordshire Academic Quality Office website: (StudyNet → Staff → Department Lists → Academic Quality Office)
- Structure & Assessment Regulations - Undergraduate & Taught Postgraduate Programmes, UPR AS14: <http://sitem.herts.ac.uk/secreg/upr/AS14.htm>
- Learning and Teaching Policy and General Educational Aims, UPR TL01: <http://sitem.herts.ac.uk/secreg/upr/TL01.htm>
- Admissions - Undergraduate & Taught Postgraduate Students, UPR SA03: <http://sitem.herts.ac.uk/secreg/upr/SA03.htm>

- Academic Quality, UPR AS17:
<http://sitem.herts.ac.uk/secreg/upr/AS17.htm>
Index of UPRs for students:
http://sitem.herts.ac.uk/secreg/upr_azlist_info.htm

Other information relevant to the programme

Successful students who complete this foundation degree will be eligible to automatically progress to the BA (Hons) Professional Development degree at the University of Hertfordshire for a September managed and taught by the Business School. The focus of this generic honours degree will be the development of professional skills and development for primarily foundation degree students from all subject areas.

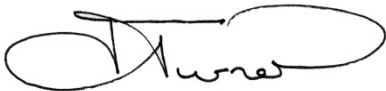
University policies relevant to the Programme

The University undertakes to use all reasonable endeavours to deliver, assess and administer this programme in accordance with this Programme Specification. At the same time it is recognised that it is in the nature of academic developments that changes, for example to the structure, curriculum, and assessment of a programme may be necessary in order to ensure that the programme remains up to date, in response to issues raised as a result of on-going monitoring and evaluation, and/or in order to conform to new regulatory requirements imposed by this institution, by professional or statutory bodies, or by national or governmental bodies.

The programme operates within the guidelines and policies relating to equal opportunities and environmental issues which may be agreed from time to time by the Board of Governors and/or the Academic Board of the University.

Where the programme is offered in collaboration with another institution these policies and guidelines will normally be those of the partner institution.

The programme operates in accordance with the University's Regulations Governing Studies Involving the Use of Human Subjects (UPR RE01) agreed from time to time by the Academic Board of the University. However, where the programme is offered in collaboration with another institution (for example through a franchise arrangement for all or part of the programme) then specific approval must be obtained from the University for the operation of the programme within ethical guidelines prepared by the partner institution. The partner institution will be responsible for all insurance liability in connection with the observance of ethical guidelines.

Signed ... 
Chair of Faculty Academic Quality Enhancement Committee

Date 21...June 2011.....

<Insert Award title>

Table 2: Development of Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses. *Double-click to open in Excel. For each module, indicate programme LOs they are associated with an 'x' in the boxes. To amend the table: split the merged cells on the left & top of the table & then insert/delete rows/crosses columns as required. DELETE THIS NOTE*

		Programme Learning Outcomes (as identified in section 1 and the following page)																			
		Knowledge & Understanding				Intellectual Skills			Practical Skills				Transferable Skills								
	Module Title	Module Code	A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7	D8
Level 4	WBL: Maximising Potential	4FCO0078																			
	Introduction to IT	4FCO0232																			
	Introduction to People Management	4FCO0086																			
	Practical Skills 1: Remedial Camouflage	4FCO0229																			
	WBL: Career Planning	4FCO0094																			
	Business Law	4FCO0106																			
	Sales and Customer Care	4FCO0238																			
	Practical Skills 2: Advanced Epilation	4FCO0241																			
Level 5	Beauty Product Research	5FCO0290																			
	Business Planning	5FCO0299																			
	Practical Skills 3: Micro Pigmentation	5FCO0293																			
	Marketing Planning	5FCO0179																			
	Public Relations for the Beauty Industry	5FCO0301																			
	Practical Skills 4: Laser and Light Treatments	5FCO0297																			
	WBL: Project	5FCO0118																			

Key:
Key to Programme Learning Outcomes ■

Knowledge and Understanding

A1 Business and management issues that relate to the industry and to the development of reflective beauty therapy practitioners.

A2 The science and principles that underpin the treatments, products and used within the therapies industry .

A3 The historical and contemporary context within which beauty therapists operate including aspects of health and safety, ethics and customer care.

A4 A range of treatment plans that promote health and well being.

Intellectual Skill

B1 Demonstrate the use of effective information and communications Technology.

B2 Demonstrate analysis, selection and judgment in use of products, treatments and therapies.

B3 Define and evaluate safe and professional standards in treatments and therapies.

Practical Skills

C1 Demonstrate safe handling of equipment and products.

C2 Select, justify and evaluate a range of products and therapies treatment plans appropriate to individual client needs.

C3 Demonstrate relevant levels of professional competence in Execution of a range of advanced therapies and treatments.

C4 Recognise and respond to moral, legal, professional, ethical, equality, intercultural and safety issues.

Transferable Skills

D1 Research, critically evaluate, organise and present Information.

D2 Demonstrate personal responsibility and initiative in the planning and management of own learning and career management.

D3 Argue rationally and communicate effectively, both orally and in writing.

D4 Work effectively within a team and successfully network with others.

D5 Start to think strategically and set objectives.

D6 Manage conflict.

D7 Delegate and develop instruction skills.

D8 Lead by example.