



**Level 3 Diploma in
Combined Beauty Therapy Skills (RQF)**
603/5093/3

Key Information

Level: 3

Sector: Service Enterprises

Qualification type: Occupational

Total Qualification time: 890

Credit Value: 84

Guided Learning Hours: 774

Status: Available To Learners

Methods of Assessment: Portfolio of evidence

Minimum age: 16

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Focus Awards Level 3 Diploma in Combined Beauty Therapy Skills (RQF)

QRN: 603/5093/3

GLH: 774

TQT: 890

Credit: 84

Qualification Purpose:

The "Focus Awards Level 3 Diploma in Combined Beauty Therapy Skills (RQF)" is a combination of both level 2 and level 3 qualifications in the beauty therapy industry, the qualification is aimed at those learners who wish to gain knowledge and skills relating to beauty therapy, allowing them to complete the qualification without required prior knowledge.

The qualification allows learners to gain the level 3 without existing knowledge in the beauty therapy industry. The level 3 Diploma in Combined Beauty Therapy skills' objective is to develop Learners' knowledge and skills and confirm their competence as beauty therapists and will enable Learners to expand their scope of technical skills for employment as a beauty therapist. Learners will learn how to plan prepare and deliver level 3 beauty treatments safely and correctly in accordance with health and safety regulations and legislation.

Age Ranges:

Learners should be 16 (minimum) to undertake this qualification.

Geographical Coverage:

This qualification is available in England.

Learner Entry Requirements:

Learners should be competent in literacy and numeracy to help with elements of communication.

This is at the discretion of the Centre as they may decide to use diagnostic testing methods to ascertain how they can support learners.

Reasonable Adjustments and Special Considerations:

Please refer to the Focus Awards "Reasonable Adjustments and Special Considerations Policy". A copy is available for download from the Focus Awards website at the following url:

<https://www.focusawards.org.uk/wp-content/uploads/2016/08/Reasonable-Adjustments.pdf>

Assessment Methods:

This qualification is Internally Assessed. Each Learner must create a portfolio of evidence that demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include some, or all, of the following:

- Assessor observation
- Witness testimony
- Learner product
- Worksheets
- Assignments/projects/reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

Progression Routes:

Learners wishing to progress from this qualification can undertake the following qualifications:

- Level 4 Certificate in Salon Management (QCF)
- Level 4 Diploma in Salon Management (QCF)
- Level 4 Certificate in Micropigmentation (QCF)
- Level 4 Diploma in Advanced Beauty Therapy (QCF)
- Level 3 Diploma in Permanent Hair Removal and Skin Rejuvenation (QCF)
- Level 4 Award in Skin Blemish Removal (QCF)
- Level 4 Certificate in Laser and Intense Pulsed Light (IPL) Treatments (QCF)

Supporting Material and Useful Websites:

<https://focusawards.org.uk/supportingmaterials>

<https://www.gov.uk/government/organisations/ofqual>

Qualification Structure:

To successfully achieve this qualification Learners must gain a total of 84 Credits, 59 Credits from the mandatory units and 25 credits from the optional. 20 credits within the optional units must be at level 3.

Mandatory Units:

Unit Title	Unit Reference	Level	Credit	Guided Learning Hours
Provide Body Massage	D/601/3559	3	9	84
Monitor and Maintain Health and Safety Practice in the Salon	R/600/8780	3	4	29
Promote and Sell Products and Services to Clients	J/601/5337	3	4	34
Provide Pedicure Treatments	R/601/4448	2	5	48
Develop and Maintain Effectiveness at Work	M/617/3378	2	3	30
Ensure Your Own Actions Reduce Risks to Health and Safety	Y/600/9011	2	4	30
Provide Facial Skin Care Treatment	T/617/3379	2	8	68
Enhance the Appearance of Eyebrows and Eyelashes	K/617/3380	2	5	45
Provide Manicure Treatments	T/601/4569	2	5	48
Carry Out Waxing Services	L/617/3386	2	7	61
Apply Make-Up	A/617/1018	2	5	41

Optional Units:

Unit Title	Unit Reference	Level	Credit	Guided Learning Hours
Salon Reception Duties	A/600/8773	2	3	24
Promote Additional Services or Products to Customers	D/601/0936	2	6	40
Provide Nail Art	L/601/4450	2	3	24
Instruction on Make-Up Application	A/617/0998	2	5	34
Provide Threading Services	Y/617/3388	2	4	29
Carry Out Ear Piercing	D/617/3389	2	2	20
Provide Massage Using Pre-Blended Aromatherapy Oils	Y/601/3558	3	7	65
Apply Individual Permanent Lashes	D/601/3562	3	4	38
Intimate Waxing for Male Clients	R/601/3560	3	4	37
Apply Microdermabrasion	K/601/5329	3	4	39
Provide Self-Tanning	R/601/4465	3	3	25
Provide Electrical Epilation	Y/601/4452	3	11	88
Apply Stone Therapy Massage	H/601/4454	3	9	75
Provide Indian Head Massage	D/601/4095	3	6	49

Provide Facial Electrotherapy Treatments	L/601/3962	3	11	104
Provide Body Electrotherapy Treatments	K/601/3953	3	11	104
Client Care and Communication in Beauty-Related Industries	T/601/4457	3	3	28
Intimate Waxing for Female Clients	Y/601/3561	3	4	37
Provide UV tanning	Y/601/4466	3	2	20
Camouflage Make-up	D/601/4355	3	7	60
Maintaining Personal Health and Wellbeing	D/600/8779	3	7	60
Explore Technological Developments Within the Hair Beauty and Associated Areas	F/601/3568	3	7	60

Staff Requirements

Requirements for Tutors/Instructors

Tutors delivering the qualification will be required to hold or be working towards a teaching qualification. This may include qualifications such as the Levels 3, 4, or 5 in Education and Training, or a Certificate in Education. Focus Awards will however consider other teaching qualifications upon submission. Tutors must also be able to demonstrate that they are occupationally competent within the sector area.

Requirements for Assessors

Assessors will be required to hold, or be working towards, a relevant assessing qualification. This includes qualifications such as:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement

Focus Awards will however consider other relevant assessing qualifications upon submission.

Assessors who only hold the "Level 3 Award in Understanding the Principles and Processes of Assessment" will be required to complete an additional programme of study to achieve the relevant competency units required for one of the qualifications listed above.

Trainee assessors who do not hold an assessment qualification will require their decisions to be countersigned by a suitably qualified assessor.

Assessors must also be able to show they are occupationally competent within the sector area.

Requirements for Internal Quality Assurers (IQA)

Internal Quality Assurers should hold or be working towards the following an IQA qualification. This may include qualifications such as the V1 (previously D34), or the "Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice". Focus Awards will however consider other relevant IQA qualifications upon submission. Trainee IQAs who do not hold an IQA qualification will require their decisions to be countersigned by a suitably qualified IQA. IQAs must be able to demonstrate occupational competence.

Handy vocabulary of terms used in this specification

This table explains how the terms used in Focus Awards' Qualification Specification content are applied. Not all terms are necessarily used in this qualification.

Apply	Explain how existing knowledge can be used in new or different situations.
Analyse	Break the subject down into individual parts. Examine each, show how they fit together, whether they support each other, and why they're important. Reference to current research or theory may add weight to your analysis.
Clarify	Clearly and concisely explain the information presented.
Classify	Organise in alignment with specified criteria.
Collate	Gather and organise information in a logical order (e.g., alphabetically, numerically, chronologically, etc.).
Compare	Examine the subjects in detail to identify differences and similarities.
Critically compare	Similar to "compare" above but consider any positive aspects and/or limitations/restrictions arising from identified differences and similarities.
Consider	Think critically about a presented situation, problem, action, or decision, and explain it. Also see "explain" overleaf.
Demonstrate	Describe or explain knowledge or understanding by providing examples or illustrations.
Describe	Write about the subject, presenting detailed information logically.
Develop	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Collate and consider appropriate evidence to identify the cause or origin of a situation or problem.
Differentiate	Identify the differences between two or more arguments, situations, or subjects.
Discuss	Create a detailed account from a range of viewpoints, opinions, or perspectives.
Distinguish	Explain the difference between two or more items, resources, or pieces of information.
Draw conclusions	Derive a reason or logic-based decision or judgement.

Estimate	Use existing knowledge, experience, and other relevant information to arrive at an approximate or “best guess” opinion or judgement.
Evaluate	Examine strengths and weaknesses, consider arguments for and against, and/or similarities and differences. Assess any presented evidence from different perspectives and arrive at a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Present detailed information about the subject with reasons showing how or why it's included. Include examples to support these reasons where possible.
Extrapolate	Use existing knowledge and data to predict possible outcomes or results that might be outside the expected “norm”.
Identify	Recognise and name the main points accurately. Additional description or explanation may be needed to aid clarity and attribute credibility.
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Provide a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Create and record (list) a logical, organised sequence of information, required resources, and actions/events that enable a concept or idea to be crystallised and communicated.
Provide	Identify and deliver detailed and accurate information related to the subject.
Reflect	Consider actions, experiences, or learning and how these may impact practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes to improve clarity or better demonstrate understanding.
Select	Make an informed choice for a specific purpose or required outcome/result.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Provide the main points clearly in sentences or paragraphs.
Summarise	Convey the main ideas or facts concisely.

Assessor Feedback

Student Name:	
Student Number:	
Course:	
Unit(s):	
Criteria:	
Date:	
Comments:	
Decision:	
Further Actions:	
Assessor:	
Position:	

IQA Report			
Qualification:			
Assessor:		IQA:	
Candidate Name	Unit(s) Sampled	Assessment Methods	Comments
		IQA Signature	
		Assessor Signature	