

apprenticeship FRAMEWORK

Nail Services (England)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 21 SEPTEMBER 2018

Modifications to SASE came into effect on 21 September 2018. Accordingly, SASE publication DFE-00236-2018 applies **both** to new Apprenticeship starts from 21 September 2018 **and** all Apprenticeships commenced before and not completed by 21 September 2018.

Latest framework version?

For any previous versions of this framework: https://acecerts.co.uk/framework_library

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Issued By:
SkillsActive

Apprenticeship Certificates
England

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Nail Services

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Framework information

Information on the Issuing Authority for this framework:

SkillsActive

The Apprenticeship sector for occupations in sports coaching, active leisure, hairdressing and beauty (also includes fitness, stewarding, outdoors, playwork and sporting excellence).

Issue number: 7	This framework includes:
Framework ID: FR01996	Level 2 <input checked="" type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: 31/08/2014	This framework is for use in: England

Short description

The Nail Services framework provides a development pathway in Nail Services.

There are two levels of Apprenticeship contained in this framework:

Intermediate Level Apprenticeship

A learner may work as a junior nail technician or junior manicurist.

Advanced Level Apprenticeship

A learner may work as a nail technician and will be able to offer a full range of nail extensions and develop specialist skills in all aspects of creative nail art, including air brushing.

Their careers may take place in a variety of locations including working in nail salons, beauty salons, hair salons, spas, health clubs, hospitals, care homes, as well as working freelance

Contact information

Proposer of this framework

Habia used a wide variety of methods to engage with employers and industry during this consultation resulting in attracting a wide and varied audience.

This included:

- Employer workshops
- Industry Forums
- Conferences
- Presentations
- Online consultation

A questionnaire was developed along with a toolkit to assist employers with the understanding of key terms.

A number of key Employers and Industry Organisations supported the development of this framework including:

- Grafton International
- Finishing Touch Health and Beauty Clinic
- Association of Nail Technicians
- Marian Newman Nails

Developer of this framework

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Issuing Authority's contact details

Issued by:	SkillsActive
Issuer contact name:	Jane Goldsbro
Issuer contact phone:	0207 632 2000
Issuer Email:	issuingauthority@skillsactive.com

Revising a framework

Why this framework is being revised

Change to contact details.

Summary of changes made to this framework

Change to contact details from John Thorpe to Jane Goldsbro

Qualifications removed

N/A

Qualifications added

N/A

Qualifications that have been extended

N/A

Purpose of this framework

Summary of the purpose of the framework

National Apprenticeship Service (NAS) - Statement on Apprenticeship Quality Definition

An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs. All apprentices commencing their Apprenticeship on or after 6th April 2012 must have an Apprenticeship Agreement between the employer and the apprentice. This can be used to reinforce the understanding of the requirements of the Apprenticeship.

With an increasing number of young people staying on at school the Nail Services framework provides quality alternatives leading to the achievement of the Level 2 and/or Level 3 NVQ Diploma.

In the UK there are 4,800 beauty salons, 36,000 hairdressing salons (5,800 of which offer beauty therapy treatments, for example, those that are in hotels and leisure centres). There has been significant growth in the number of independent nail salons and spa facilities, also in the number of existing beauty therapy salons now offering an extended range of services including nail services and spa facilities.

Learners completing an Apprenticeship will have the opportunity to fulfil the role of a nail technician. Their careers may take place in a variety of locations other than specialist nail salons including hospitals, care homes, beauty salons, nail bars, spas and health clubs, both in this country and abroad.

The Level 3 NVQ Diploma in Nail Services provides progression from the Level 2 NVQ Diploma in Nail Services or Beauty Therapy and the opportunity to select a discrete development pathway for the nail services industry.

Aims and objectives of this framework (England)

AIM

To provide a nationally agreed apprenticeship framework for a work based learning route into employment in the industry, using qualifications that combine both skills and knowledge which is based on the latest research with employers. In the UK there are 4,800 beauty salons, 36,000 hairdressing salons (at least 5,800 of which offer beauty therapy treatments). There has been significant growth in the number of independent nail salons and spas.

OBJECTIVES

- To provide a structured learning programme that meets the needs of employers and employees.
- To provide learners with the set of skills needed to be a professional nail technician, able to offer a wide range of treatments to clients, with a clear understanding of how their performance is directly related to the success of the business and their own remuneration.
- To increase the level of employer involvement in training and development of their staff in readiness for a fall in the number of school leavers which will create the need to recruit from older age groups.

More information about sector priorities can be found on the Habia website at www.habia.org under 'Reports and Statistics' and under 'Training and Skills – Sector Qualifications Strategy.'

This framework will contribute to the Business, Innovation and Skills priorities set out in the Skills for Sustainable Growth (2010) and Governments plans to reform adult learning and skills. It will specifically address:

Fairness

Supporting learners who have not achieved basic skills during their schooling to obtain literacy and numeracy skills, with Key Skills or Functional Skills accreditation. This will help reduce the 16% of adults who do not have Level 1 literacy and numeracy skills.

Responsibility

Requiring apprentices to understand their employment rights and responsibilities and to obtain an understanding of the sector and its career pathways so they can make informed choices about their future.

Freedom

Providing clear information for learners about apprenticeships as a pathway from school to employment and higher education.

Enabling learners to select training and qualifications which are valued by business and widely available throughout England because this framework complies with the latest Specification for Apprenticeship Standards in England and includes the latest qualifications from the

Skills for Growth

- Providing a comprehensive suite of apprenticeship frameworks, of which this is one, covering all the main occupations in the Hair and Beauty Sector, some that have a tradition of entry via apprenticeships, such as hairdressing, and some that do not, such as beauty and spa therapy.
- Contributing to growth of apprentices to over 200,000 starts per year by 2014-15 and increased investment in skills. The Hair and Beauty Sector has always been in the Top Ten sectors for starts and completions. By expanding the numbers in our non-traditional apprenticeship sectors we can contribute further to the investment by employers and individuals in skills.
- Supporting technician level achievement. The sector regards the Advanced Level as the sign of a professional stylist, therapist or nail technician, but this aspiration needs to be reflected in an increase in take up and completion of Advanced Level Apprenticeships. This framework is part of the comprehensive suite of pathways that will encourage this aspiration and the wider achievement of professional standards.

Entry conditions for this framework

There are no nationally agreed minimum entry or previous requirements for this framework but the following criteria may be used as guidance.

The industry has high client expectations and relies on repeat business, therefore, importance is given to:

- Appropriate personal presentation including nails, clothing, hair and personal hygiene.
- Practical, organisational and social skills.
- Attention to detail and cleanliness.
- A good sense of humour/amicable nature and communication skills whether dealing face to face with clients or speaking on the telephone.
- Willingness to work flexible hours/days as agreed in the employment contract.
- A high degree of dexterity and coordination.
- Potential apprentices with a predisposition to certain skin conditions or allergies, such as occupational dermatitis, eczema or asthma, need to understand that some chemicals, liquids and aerosols used in nail services may have a significant effect on their health.
- Colour blindness may limit progress in units requiring selection and application of colouring products.

Apprentices must always be interviewed by their potential employer and training provider. They may deem enthusiasm and passion for the subject to be more important than formal qualifications. It is for this reasons that the Hair and Beauty Sector has chosen not to be

overly prescriptive about entry requirements. The training provider and employer are advised to use a range of initial assessment techniques to identify any additional support needs for the apprentice from the start of the Apprenticeship. This will ensure that those who begin have the potential to complete the programme.

It is advantageous to have previous experience of working within the nail services industry.

Entry to the nail services framework is usually at intermediate level with progression to advance level. In circumstances where previous qualifications or experience have been gained it is possible to enter at advanced level.

Level 2

Title for this framework at level 2

Intermediate Level Apprenticeship in Nail Services

Pathways for the framework at level 2:

Pathway 1: Nail Services

Level 2, Pathway 1: Nail Services

Description of this pathway

This pathway develops skills to foundation level and employment as a Junior Nail Technician.

The minimum number of credits required for completion of this pathway is 50 credits - minimum of 40 for the Level 2 NVQ Diploma in Nail Services plus 10 credits for Transferable Skills (5 credits for English and 5 credits for Maths).

- Competence credits for the mandatory units = 22
- Knowledge credits for the mandatory units = 18
- Transferable skills (5 for Maths and 5 for English) = 10 credits

Entry requirements for this pathway in addition to the framework entry requirements

These requirements should be read in conjunction with the entry conditions which can be found earlier in this document.

Further guidance on entry requirements can be found on the Habia apprenticeships website at <http://www.habia.org/apprenticeships>.

It is advantageous to have three GCSEs Grade D in English, Maths, Science or Art.

Job title(s)	Job role(s)
Junior Nail Technician	Carrying out treatments including manicures, pedicures, nail art services and nail enhancements.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Level 2 NVQ Diploma in Nail Services

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	500/8766/6	City and Guilds	40	329	
B1b	500/8997/3	Edexcel	40	329	
B1c	501/0191/2	ITEC	40	329	
B1d	500/8840/3	VTCT	40	329	

Relationship between competence and knowledge qualifications

LEGAL REQUIREMENT

An Intermediate Level Apprenticeship framework must identify:

- An integrated qualification at Level 2 which combines competence and technical knowledge elements in which each element is separately assessed and in which each element carries at least ten credits on the QCF.

The information below refers to the 4 combined qualifications listed in B1 Level 2 NVQ Diploma in Nail Services (B1a, B1b, B1c and B1d) and will ensure that the qualification carries 10 credits for each element.

To achieve the full qualification candidates must complete the 8 mandatory units totalling 40 credits.

MANDATORY UNITS

- G4 Fulfil salon reception duties = 3 credits (2 competence 1 knowledge)
- G8 Develop and maintain your effectiveness at work = 3 credits (2 competence 1 knowledge)
- G18 Promote additional services or products to clients = 6 credits (2 competence 4 knowledge)

knowledge)

- G20 Ensure responsibility for actions to reduce risks to health and safety = 4 credits (1 competence 3 knowledge)
- N2 Provide manicure services = 6 credits (3 competence 3 knowledge)
- N3 Provide pedicure services = 6 credits (3 competence 3 knowledge)
- N4 Carry out nail art services = 4 credits (3 competence 1 knowledge)
- N5 Apply and maintain nail enhancements to create a natural finish = 8 credits (6 competence 2 knowledge)

Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

YES

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** **NO**

ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

YES

If YES, please state the grade/level required for ICT:

Click here to enter text.

Progression routes into and from this pathway

Progression into:

- From a preparation for work, non-competency based qualification in beauty therapy or spa therapy.
- From the Foundation or Higher Diploma in Hair and Beauty Studies (England only) or Welsh Baccalaureate Principal Learning in Hair and Beauty Studies.
- Following a Level 1 Beauty Therapy or Nail Services programme.
- Direct entry from school or college.
- Direct entry from another occupation.

Progression from:

- To the Advanced Level Beauty Therapy Apprenticeship.
- To the Advanced Level Nail Services Apprenticeship.
- Into employment as a junior nail technician or other job role in the nail services industry.

Employee rights and responsibilities

In the Hair and Beauty sector evidence of delivery of Employee Rights and Responsibilities (ERR) is a mandatory required for a framework completion certificate.

This may be evidenced either through:

- an appropriate Awarding Organisation ERR qualification. Four qualifications have been approved and accredited to date, these are;
 1. Edexcel Level 2 Award in WorkSkills for Effective Learning and Employment 501/1793/2
 2. VTCT Level 2 Award in Employment Awareness in the Hair and Beauty Sector 600/1762/4
 3. City and Guilds Level 2 Award in Employment and Personal Learning at Work 600/2831/2
 4. ITEC Level 2 Award in Employment Awareness in the Hair and Beauty Sector 600/2308/9
- an in house system, such as a workbook, portfolio or online system, that meets the minimum evidence requirements, or
- an externally provided system, such as a workbook, portfolio or online system that meets the minimum evidence requirements.

The evidence requirement to demonstrate satisfactory completion of the ERR is:

- a completion certificate from an Awarding Organisation, or
- for an in house or externally provided system, completion of the record of achievement is the only form of evidence which will be accepted by the Central Certification Authority, this can be downloaded here www.habia.org/uploads/Habia_Apprenticeship_ERR_Completion_Form.pdf and shows all nine national outcomes have been achieved and should include the assessor's name, the date each outcome was completed and the overall completion date; confirmation in the form of the apprentice, employer and provider's dated signatures is also required. It is not necessary to send the workbook or portfolio.

The nine national outcomes of ERR are:

1. knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law and that employment rights can be affected by other legislation as well. This should cover the apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010 and Health & Safety legislation, together with the responsibilities and duties of employers;
2. knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health and Safety and Equality and Diversity training must be an integral part of the apprentice's learning programme;
3. knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to work and Additional Learning Support must be included in the programme;

4. understands the role played by their occupation within their organisation and industry;
5. has an informed view of the types of career pathways that are open to them;
6. knows the types of representative bodies and understands their relevance to their industry and organisation, and their main roles and responsibilities;
7. knows where and how to get information and advice on their industry, occupation, training and career;
8. can describe and work within their organisation's principles and codes of practice;
9. recognises and can form a view on issues of public concern that affect their organisation and industry

The NVQ Diploma includes Health and Safety. The other requirements will be covered primarily at induction, with the remaining aspects delivered at appropriate times during the Apprenticeship programme.

Certification Requirements for ERR

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Level 3

Title for this framework at level 3

Advanced Level Apprenticeship in Nail Services

Pathways for the framework at level 3:

Pathway 1: Nail Services

Level 3, Pathway 1: Nail Services

Description of this pathway

The Level 3 NVQ Diploma in Nail Services will allow the nail technician to advance their creative and business skills.

The minimum number of credits required for completion of this pathway is 58 credits - minimum of 48 for the Level 3 NVQ Diploma in Nail Services plus 10 credits for Transferable Skills (5 credits for English and 5 credits for Maths)

- Competence credits for the mandatory units = 15
- Knowledge credits for the mandatory units = 9
- The remaining 24 credits will be shared between knowledge and competence and this will vary depending on the optional units taken = 24 credits
- Transferable skills (5 for Maths and 5 for English) = 10 credits

Entry requirements for this pathway in addition to the framework entry requirements

These requirements should be read in conjunction with the entry conditions which can be found earlier in this document.

Further guidance on entry requirements can be found on the Habia apprenticeships website at <http://www.habia.org/apprenticeships>.

It is advantageous to have three GCSEs Grade C in English, Maths, Science or Art.

Job title(s)	Job role(s)
Nail Technician	Carrying out treatments including maintaining nails using UV gel or liquid and powder, nail art designs, create nail images, airbrushing and the use of electric files.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Level 3 NVQ Diploma in Nail Services

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	500/8780/0	City & Guilds	48	356-369	N/A
B1b	500/8999/7	Edexcel	48	356-369	N/A
B1c	501/1281/1	ITEC	48	356-369	N/A
B1d	500/9078/1	VTCT	48	356-369	N/A

Relationship between competence and knowledge qualifications

LEGAL REQUIREMENT

An Advanced Level Apprenticeship framework must identify:

- An integrated qualification at Level 3 which combines competence and technical knowledge elements in which each element is separately assessed and in which each element carries at least ten credits on the QCF.

The information below refers to the 4 combined qualifications listed in B1 Level 3 NVQ Diploma in Nail Services (B1a, B1b, B1c and B1d) and will ensure that the qualification carries 10 credits for each element.

To complete the full qualification candidates must complete all 3 mandatory units totalling 24 credits and optional units to a minimum of 24 credits to give an overall total of 48 credits.

MANDATORY UNITS

- G22 Monitor procedures to safely control work operations - 4 credits (1 competence 3 knowledge)
- N6 Enhance and maintain nails using UV gel - 10 credits (7 competence 3 knowledge)
- N7 Enhance and maintain nails using liquid and powder - 10 credits (7 competence 3 knowledge)

knowledge)

OPTIONAL UNITS

- G11 Contribute to the financial effectiveness of the business - 4 credits (1 competence 3 knowledge)
- N8 Enhance and maintain nails using wraps - 8 credits (5 competence 3 knowledge)
- N9 Plan and create nail art designs - 6 credits (4 competence 2 knowledge)
- N10 Develop a range of creative nail images - 5 credits (3 competence 2 knowledge)
- N11 Plan and provide airbrush design for nails - 5 credits (3 competence 2 knowledge)
- N12 Prepare and finish nail overlays using electric files - 4 credits (3 competence 1 knowledge)
- H32 Contribute to the planning and implementation of promotional activities - 5 credits (2 competence 3 knowledge)

Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

YES

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** **NO**

ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

YES

If YES, please state the grade/level required for ICT:

[Click here to enter text.](#)

Progression routes into and from this pathway

Progression into:

- From a preparation for work, non-competency based qualification in nail services or beauty therapy.
- From the Higher Diploma in Hair and Beauty Studies (England only) depending on the ability and potential of the applicant or the Welsh Bacalaureate qualification Principal Learning in Hair and Beauty Studies.
- From Level 2 NVQ Diploma in Nail Services or Beauty Therapy undertaken via either an apprenticeship (not available in Spa Therapy) or a full time college based programme.

Progression from:

- Into employment as a nail technician or other job role in the nail services industry.
- Into higher education such as a Foundation Degree in Beauty Therapy and Salon Management or other programmes

Employee rights and responsibilities

In the Hair and Beauty sector evidence of delivery of Employee Rights and Responsibilities (ERR) is a mandatory required for a framework completion certificate.

This may be evidenced either through:

- an appropriate Awarding Organisation ERR qualification. Four qualifications have been approved and accredited to date, these are;
 1. Edexcel Level 2 Award in WorkSkills for Effective Learning and Employment 501/1793/2
 2. VTCT Level 2 Award in Employment Awareness in the Hair and Beauty Sector 600/1762/4
 3. City and Guilds Level 2 Award in Employment and Personal Learning at Work 600/2831/2
 4. ITEC Level 2 Award in Employment Awareness in the Hair and Beauty Sector 600/2308/9
- an in house system, such as a workbook, portfolio or online system, that meets the minimum evidence requirements, or
- an externally provided system, such as a workbook, portfolio or online system that meets the minimum evidence requirements.

The evidence requirement to demonstrate satisfactory completion of the ERR is:

- a completion certificate from an Awarding Organisation, or
- for an in house or externally provided system, completion of the record of achievement is the only form of evidence which will be accepted by the Central Certification Authority, this can be downloaded here www.habia.org/uploads/Habia_Apprenticeship_ERR_Completion_Form.pdf and shows all nine national outcomes have been achieved and should include the assessor's name, the date each outcome was completed and the overall completion date; confirmation in the form of the apprentice, employer and provider's dated signatures is also required. It is not necessary to send the workbook or portfolio.

The nine national outcomes of ERR are:

1. knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law and that employment rights can be affected by other legislation as well. This should cover the apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010 and Health & Safety legislation, together with the responsibilities and duties of employers;
2. knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health and Safety and Equality and Diversity training must be an integral part of the apprentice's learning programme;
3. knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to work and Additional

Learning Support must be included in the programme;

4. understands the role played by their occupation within their organisation and industry;
5. has an informed view of the types of career pathways that are open to them;
6. knows the types of representative bodies and understands their relevance to their industry and organisation, and their main roles and responsibilities;
7. knows where and how to get information and advice on their industry, occupation, training and career;
8. can describe and work within their organisation's principles and codes of practice;
9. recognises and can form a view on issues of public concern that affect their organisation and industry

The NVQ Diploma includes Health and Safety. The other requirements will be covered primarily at induction, with the remaining aspects delivered at appropriate times during the Apprenticeship programme.

Certification Requirements for ERR

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

The Nail Services Apprenticeship will promote diversity, opportunity and inclusion by offering high quality learning.

Delivery of the Apprenticeship Framework must be in an environment free from prejudice and discrimination where all learners can contribute without fear of persecution or bullying.

There must be no overt or covert discriminatory practices in selection and recruitment of Apprentices to the programme. The programme is available to all people, regardless of gender, ethnic origin, religion, belief, sexual orientation or disability who meet the standard selection criteria.

Issues:

- The vast majority of nail technicians are female.

Barriers:

- Stereotyping still exists in the hair and beauty sector, which can limit the number of applications from young males.
- Low initial earning potential for new recruits.
- Misunderstanding of the skills levels required and the complexity of those skills.

Actions:

- Habia seeks to use as many positive male images in its literature and publications as possible.

On and off the job guided learning (England)

Total GLH for each pathway

Definition:

- On the job training - time spent learning in the workplace
- Off the job training - instruction or supervised study at a separate physical location from that at which an apprentice normally works

On and off the job training for Intermediate and Advanced Level Apprenticeships and the pathways contained within.

The total amount of Guided Learning Hours (GLH) for a typical learner, including both on and off the job guided learning is calculated using the following:

- Transferable Skills Maths 45 GLH
- Transferable Skills English 45 GLH
- ERR and Induction 25 GLH
- Training, appraisals and mentoring 100 GLH

Plus

- Level 2 NVQ Diploma in Nail Services 329 GLH
- Level 3 NVQ Diploma in Nail Services 356 GLH

The minimum recommended duration of this framework is 12 months. Regardless of how long the Apprenticeship takes, the minimum GLH for each pathway.

- Intermediate Level Apprenticeship in Nail Services = 544 GLH
- Advanced Level Apprenticeship in Nail Services = 571 GLH

National Apprenticeship Service (NAS) - Statement on Apprenticeship Quality Definition

The minimum hours of employment for an apprentice should be at least 30 hours per week. By exception, where the individual's circumstances or the particular nature of employment in a given sector makes this impossible, then an absolute minimum of 16 hours must be met. In such cases the duration of the Apprenticeship should be extended.

The duration of the Apprenticeship is expected to reflect that set out by employers in the relevant Apprenticeship framework document, but at the very least must meet the minimum duration requirement announced by NAS. Learners aged 16-18 must spend a minimum of 12 months on this Apprenticeship programme. Learners aged 19 or over must also spend a minimum of 12 months on this apprenticeship unless relevant prior learning is recorded. Where this is the case the Apprenticeship must not be for less than 6 months. Apprenticeship delivery must be planned to make full and effective use of the duration, including the opportunity for apprentices to embed and extend their learning through repeated workplace practice.

Minimum off-the-job guided learning hours

Intermediate Level Apprenticeships

Nail Services

Minimum recommended duration of programme is 12 months.

Total of 234 GLH minimum off the job GLH for the duration of the programme.

Breakdown for this pathway as follows:

- Part of Level 2 NVQ Diploma in Nail Services = 99 GLH
- Transferable Skills Maths = 45 GLH
- Transferable Skills English = 45 GLH
- Part of Employee Rights and Responsibilities and Induction = 15 GLH
- Part of training, appraisals and mentoring = 30 GLH

Advanced Level Apprenticeships

Minimum recommended duration of programme is 12 months.

Total of 242 GLH minimum off the job GLH for the duration of the programme.

Breakdown for this pathway as follows:

- Part of Level 2 NVQ Diploma in Nail Services = 107 GLH
- Transferable Skills Maths = 45 GLH
- Transferable Skills English = 45 GLH
- Part of Employee Rights and Responsibilities and Induction = 15 GLH
- Part of training, appraisals and mentoring = 30 GLH

How this requirement will be met

Delivery, assessment and certification of the combined competence/knowledge qualifications taken:

- Level 2 NVQ Diploma in Nail Services
- Level 3 NVQ Diploma in Nail Services

Plus

- Transferable Skills Maths at the appropriate level
- Transferable Skills English at the appropriate level
- Employee Rights and Responsibilities
- Induction
- Training, appraisals and mentoring

Evidence of off the job Guided Learning Hours:

Certificate for combined competence/knowledge qualification:

- Level 2 NVQ Diploma in Nails Services
- Level 3 NVQ Diploma in Nail Services

Plus

- Certification of Transferable Skills Maths (See Transferable Skills section)
- Certification of Transferable Skills English (See Transferable Skills section)
- Certificate for Employee Rights and Responsibilities

Minimum on-the-job guided learning hours

Intermediate Level Apprenticeships

Minimum recommended duration of programme is 12 months.

Total of 310 GLH minimum on the job GLH for the duration of the programme.

Breakdown for this pathway as follows:

- Remainder of Level 2 NVQ Diploma in Nail Services = 230 GLH
- Remainder of Employee Rights and Responsibilities and Induction = 10 GLH
- Remainder of Training, appraisals and mentoring = 70 GLH

Advanced Level Frameworks

Minimum recommended duration of programme is 12 months.

Total of 329 GLH minimum on the job GLH for the duration of the programme.

Breakdown for this pathway as follows:

- Remainder of Level 3 NVQ Diploma in Nail Services = 249 GLH
- Remainder of Employee Rights and Responsibilities and Induction = 10 GLH
- Remainder of training, appraisals and mentoring = 70 GLH

How this requirement will be met

Delivery and assessment of the combined competence/knowledge qualifications taken:

- Level 2 NVQ Diploma in Nail Services
- Level 3 NVQ Diploma in Nail Services

Plus

- Employee Rights and Responsibilities
- Induction
- Training, appraisals, mentoring and monitoring

Certification Requirements for GLH

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

Personal, Learning and Thinking Skills will be delivered, demonstrated and assessed through naturally occurring evidence from the Level 2 and 3 NVQ Diplomas in this framework.

Assessment and recognition will take place during the delivery and be evidenced at certification by achievement of the Level 2 and 3 NVQ Diploma for the relevant pathway.

The mapping and signposting document to demonstrate where each Personal, Learning and Thinking skill is located within the Level 2 and 3 NVQ Diplomas in this framework can be found on the Habia website www.habia.org.

Further information about PLTS in a hair and beauty context can be found on the Diploma in Hair and Beauty Studies website at www.habia.org/diploma.

Certification Requirements for PLTS

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Creative thinking

People think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Generate ideas and explore possibilities;
- Ask questions to extend their thinking;
- Connect their own and others' ideas and experiences in inventive ways; Question their own and others' assumptions;
- Try out alternatives or new solutions and follow ideas through; Adapt ideas as circumstances change.

Independent enquiry

People process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Skills, behaviours and personal qualities for apprentices:

- Identify questions to answer and problems to resolve;
- Plan and carry out research, appreciating the consequences of decisions; Explore issues, events or problems from different perspectives;
- Analyse and evaluate information, judging its relevance and value;
- Consider the influence of circumstances, beliefs and feelings on decisions and events; Support conclusions, using reasoned arguments and evidence.

Reflective learning

People evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Assess themselves and others, identifying opportunities and achievements;
- Set goals with success criteria for their development and work;
- Review progress, acting on the outcomes;
- Invite feedback and deal positively with praise, setbacks and criticism; Evaluate experiences and learning to inform future progress;
- Communicate their learning in relevant ways for different audiences.

Team working

People work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Collaborate with others to work towards common goals;
- Reach agreements, managing discussions to achieve results;
- Adapt behaviour to suit different roles and situations, including leadership roles; Show fairness and consideration to others;
- Take responsibility, showing confidence in themselves and their contribution;
- Provide constructive support and feedback to others.

Self management

People organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Seek out challenges or new responsibilities and show flexibility when priorities change;
- Work towards goals, showing initiative, commitment and perseverance;
- Organise time and resources, prioritising actions;
- Anticipate, take and manage risks;
- Deal with competing pressures, including personal and work-related demands;
- Respond positively to change, seeking advice and support when needed;
- Manage their emotions, and build and maintain relationships.

Effective participation

People actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Discuss issues of concern, seeking resolution where needed;
- Present a persuasive case for action;
- Propose practical ways forward, breaking these down into manageable steps;
- Identify improvements that would benefit others as well as themselves;
- Try to influence others, negotiating and balancing diverse views to reach workable solutions;
- Act as an advocate for views and beliefs that may differ from their own.

apprenticeship **FRAMEWORK**

For more information visit-
www.acecerts.co.uk/framework_library