



Department
for Education

T Level Foundation Year Supporting progression to T Level

**National technical outcomes
Hair and beauty route**

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Introduction

This document sets out national technical outcomes (NTOs) for the T Level Foundation Year (formerly the T Level Transition Programme), relevant to a particular T Level route. Delivery of the NTOs is expected as part of the programme, as set out in the [Framework for Delivery](#) and the NTOs will provide the basis for the content of T Level Foundation Qualifications that will be available from 2026. The T Level Foundation Year is a level 2 study programme to prepare young people for progression onto a T Level in a particular T Level route. There are NTOs for each T Level route.

Updating the national technical outcomes

We will review whether the NTOs need updating if and when there are any changes to T Levels or their content. As the NTOs are high level and relevant across a T Level route, we expect that they may need updating only where there are significant changes to T Level content. Should the NTOs need revising, we would expect AOs to review their qualification specification.

Who is this publication for?

This document is for anybody with an interest in the T Level Foundation Year national technical outcomes. This includes:

- Schools, colleges, training providers and their representative bodies
- Awarding organisations and their representative bodies
- Third sector and representative organisations
- Students, parents/guardians/carers
- Employers

Contact

For enquiries about this document, please email the team at TLevelTransition.PROGRAMME@education.gov.uk

National technical outcomes explained

The NTOs provide students with an introductory foundation for any T Level in their chosen T Level route. They consist of a minimum of three outcomes that students are expected to be able to demonstrate by the end of the programme, and the knowledge and skills they will need to develop and apply to demonstrate the outcomes. The outcome-based structure of the NTOs is important to prepare students for the nature of T Levels.

The knowledge and skills within each outcome consist of topic areas and the underpinning content to be covered (the bullet points). They relate to the content of the T Levels in the route and are appropriate for level 2 study. Behaviours integral to achieving the outcome, and which can be explicitly assessed, are embedded into the skills. It is intended that students will typically acquire the knowledge and skills through realistic employment-related contexts and situations, and the outcomes are worded in a way that allows them to be applied in different contexts. Two routes – Agriculture, environmental and animal care and Health and science – include an outcome based on applying knowledge only.

Supplementary information is included for education providers to use, at their discretion, to support teaching and learning. For each outcome there is:

- an explanation for the combination of outcomes selected for the route
- the rationale for each outcome
- how the outcomes could be delivered in combination
- how to set the level of demand to meet students' development needs
- illustrative examples of how breadth and depth could be introduced into teaching and learning
- opportunities to support the contextualised development and application of English, maths and digital skills, and
- examples of behaviours that are integral to the outcome but not expected to be assessed explicitly.

The NTOs are intended to provide a minimum foundation for the T Level route, not competence in any occupation. They are designed to be taught within approximately 120-150 guided learning hours (GLH), with each outcome designed for approximately 30-50 GLH, based on the minimum level of knowledge and skills essential for demonstrating the outcomes. This allows education providers to add more breadth or depth, according to students' development needs, whilst ensuring there is sufficient time for the other components of the T Level Foundation Year.

A glossary of terms is provided in the Annex.

Information for awarding organisations

- Each T Level Foundation Qualification must be based on the NTOs for a single T Level route.
- Awarding organisations will be expected to adhere to the principles for developing the NTOs into qualification content.
- Awarding organisations may also refer to the supplementary information should they wish to do so, but this is not required.
- T Level Foundation Qualifications must focus on students' demonstration of the outcomes in the NTOs, through the application of relevant knowledge and skills. The outcomes are designed to be demonstrated independently or in combination.
- The outcomes are broad and applicable to different contexts but assessments could be set in a single context.
- In determining their assessment design, awarding organisations will need to refer to Ofqual's conditions, requirements and guidance for these qualifications.

Principles for developing the national technical outcomes into qualification content

Principle 1: Qualification content must include all the outcomes for the route and the specified knowledge and skills

This will ensure an overall level of consistency across different qualifications in the same route. Assessment must focus on the demonstration of these outcomes. The knowledge and skills topic area headings and the underpinning bullets reflect the minimum needed to demonstrate the outcomes, so this is expected to be included in the qualification content. All the optional content will need to be developed, where optionality between or within an outcome is specified in the NTOs for the route, and this optionality must be available to students taking the qualification.

Principle 2: Elaboration of the detailed qualification content must fit within the guideline size of 120 to 150 GLH for these qualifications, be relevant to demonstrating the outcomes and must not constrain skills development

The guideline size reflects that the NTOs were designed so that the minimum knowledge and skills required to demonstrate the outcomes can be taught within this range, excluding assessment time. The knowledge and skills within the NTOs are expressed in high-level terms so they will need to be elaborated on to develop the detailed content to be taught. Detailed content should not be included where it is not relevant to demonstrating the outcome. Skills development takes time and is an important part of the NTOs as preparation for T Levels, so this should be allowed for when determining the detailed qualification content.

Principle 3: Additional content may be proposed but we would expect this to be minimal; it must be relevant to demonstrating the outcome and fit within the size guideline

The rationale for proposing to include any additional content, above the minimum content set out in the NTOs, must be clear. Any extra content that is proposed should ensure the qualification size still fits within the size guideline for these qualifications and it does not change the nature of the outcome. Additional skills content, particularly transferable skills, should be prioritised over proposing extra knowledge content, as skills development is important preparation for T Levels. No additional outcomes may be introduced.

National technical outcomes: Hair and beauty route

All students are to develop the knowledge and skills to be able to demonstrate the following three outcomes, by the end of the programme:

Outcome 1 (O1). Develop enterprising ideas for business development opportunities in hair and beauty

Outcome 2 (O2). Promote hair and beauty services to meet client needs

Outcome 3 (O3). Apply hair and beauty skills to meet client needs

Introductory rationale

Preparing for progression to T Level in the Hair and beauty route

These national technical outcomes are designed to support progression to the T Level in Hairdressing, Barbering and Beauty therapy (introduced from September 2024). This is currently the only T Level in the Hair and Beauty route.

The outcomes introduce the theories, concepts and principles that are relevant to the core of the T Level. They also allow for skills development, such as creativity and communication, related to occupational specialisms in hairdressing, barbering and beauty therapy.

They provide an opportunity to learn about different occupations in which those in the hair and beauty sector work and the types of environments within which they operate. For example, investigating business development opportunities allows students to learn about a variety of roles, business types and emerging trends in the sector and associated occupations at local and national levels, as well as the entry and progression pathways within those occupations, such as a barber or nail technician. This will enable students to make informed choices about their next step onto a T Level.

Setting the level to meet individual student needs

For level 2, the outcomes allow for an opportunity to learn, for example how to behave and communicate in a professional manner, in situations with which they are familiar and are relatively straightforward and routine.

Providers may want to introduce stretch and challenge for students by introducing contexts that are more complex and unfamiliar. For example, students could be asked to respond to different client requirements and contexts applying technical skills in styling and performing nail art.

Holistic delivery of outcomes

These outcomes can be delivered independently of each other. This allows the student to demonstrate their ability to, for example, identify business development opportunities that are ambitious and aspirational whilst applying technical skills that are relatively straightforward.

However, they can also be delivered together in combination. For example, having developed enterprising ideas for business development opportunities in hair and beauty (O1), students could then promote hair and beauty products and services (O2) and then apply their technical skills (O3) in hair and beauty services. The holistic nature of this approach will need to ensure that students have the capability to follow the outcomes throughout and ensure that they are not penalised and restricted by any initial ideas to meet early outcomes.

Outcome 1: Develop enterprising ideas for business development opportunities in hair and beauty

Rationale

This outcome focuses on the development of enterprising ideas for business development opportunities in relation to hair and beauty business contexts and trends. Knowledge content has been selected as that relevant to the outcome and is based on knowledge in the T Level core content, particularly related to business context and sales and marketing of the Hair and beauty route, in preparation for the concepts that students will learn on the Hairdressing, barbering and beauty therapy T Level. Investigation activities enables a business to discover a target market, secure opinions and other feedback from potential and existing customers about their interest in a product or service, which will inform viable business opportunities.

The outcome also provides an opportunity for the development of the transferable skill of analysing, which would be required when engaging in a range of investigation activities in the workplace.

In addition to technical knowledge related to developing enterprising ideas for business development, students will also develop transferable skills such as analysing and critical thinking. This should help to raise their confidence in their ability to learn and enable them to cope with grasping new concepts as they move to level 3 study.

Communication skills will support the synthesis of information and written skills will be developed through the production of clear and coherent documentation.

Numeracy skills such as the construction of tables, charts and graphs will support students in their analysis and interpretation of data in relation to business development opportunities.

There is also supporting digital skills to complement the content, which will allow students to develop their investigation skills through the exploration of secondary data located on the internet. The digital skills will also complement students' written communication skills through the development of documents and the incorporation of images, such as those related to trends in the sector.

This outcome will give students an opportunity to select appropriate secondary research methods and types in order to develop research skills enabling students to identify opportunities related to, for example, customer profile, price points, business location, and products and services. It is envisaged that students will be provided with a brief, outlining the problem to be answered, such as determining trends, testing a new product or sizing and understanding new markets.

Knowledge

Business

- Business organisations: types of ownership, governance, common structures, aims and values, products and services provided, types of risks and rewards, interrelationships, and their contribution to business success
- Enterprise: key principles, and how enterprise is used to develop business growth
- Stakeholders: internal, external, how they are affected by business activities, and how they affect business activities
- Business competitiveness: strategies and techniques used by businesses to improve competitiveness
- The hair, beauty and aesthetics sector: contribution of the sector to the economy, relationship of the sector to other sectors, strategies and techniques used by business to improve competitiveness, features of different types of workplaces in the sector, working conditions, and types of employment and career opportunities
- Trends and theme: communication methods, thought processes, development, and display of ideas

Sustainability

- Technological developments and their contribution to sustainability and business contexts
- Sustainable development: national and international development goals, targets, purpose of targets, associated and related actions, benefits of sustainability actions to organisations, societies and environments, factors affecting organisations, societies and environments, restrictions and permissions

Information and data

- Sources of information required to investigate business development opportunities: purpose, typical content, typical format and terminology
- Types of information and data created and recorded when investigating market and competitor activity and suppliers
- Factors to consider when using information and data: confidentiality, privacy, intellectual property and security
- Types of documents used to record primary data

Investigation

- Data collection: methods, purpose, suitability and types of data
- Validity of information and data: accuracy, reliability, currency and bias
- Referencing of sources: techniques used to reference sources directly, paraphrasing, and different types of sources

Communication

- Principles of effective communication: conventions of different types of written communication, and suitability for different types of audiences
- Reading: principles, reading for comprehension, identifying salient points, summarising key points, and synthesising information from different sources
- Spelling, punctuation and grammar (SPAG): punctuation markers, grammatical conventions, and spelling of key technical and non-technical terminology
- Vocabulary: technical and non-technical, use to achieve particular effects and for different purposes

Numeracy

- Data analysis: techniques used to identify patterns and variances, trends, correlation, causation, interpolation, extrapolation and predictions
- Visual representation of data: techniques, formats, benefits and limitations

Digital

- Software: feature, functions, and applications for written communications
- Management of digital information and data: classification and organisation, naming conventions, storage systems, protection methods, accessibility, and formats
- Online/internet searches: techniques used to carry out and refine searches, and Search Engine Optimisation (SEO) and its implication for search results
- Social media: platforms, features, uses, audiences, benefits and limitations and implications for use

Skills

Analysing

- Identify common features in information
- Organise common features into types
- Discern patterns in information
- Deconstruct information
- Classify information
- Order information

Investigating

- Develop search criteria and queries to identify business development opportunities in hair and beauty
- Identify sources of information and data required for an investigation

- Reference sources of information
- Interrogate information and data for validity
- Design tests related to search criteria and queries

Critical thinking

- Effective questioning to elicit information
- Evaluating pros and cons of information provided
- Apply logic and reasoned argument to information presented
- Draw evidence-based conclusions

Creativity skills

- Lateral thinking to consider opportunities from different perspectives
- Make novel connections between ideas
- Recognise ideas, alternatives, and possibilities
- Form ideas iteratively

Communicating

- Synthesise information and data from different sources
- Summarise information and data
- Apply technical language in relevant contexts
- Create documents appropriate to purpose and audience
- Produce clear and coherent texts
- Interpret information and data presented in different formats
- Apply appropriate vocabulary, grammar, form, structural and organisational features to reflect audience, and purpose and context

Numeracy skills

- Construct tables, charts, and graphs to present information and data with attention to detail

Interpreting data

- Identify common features in data sets presented numerically and graphically

Digital skills

- Organise digital information
- Store digital information securely
- Retrieve digital information
- Apply software functions to enter and format information and data
- Apply software functions to highlight key features in images

Supplementary information to support teaching and learning

Illustrative examples: Develop breadth through:

Business

- Workplace types: small independent salons, franchise, large national chains, pop up, resort and health spa, and chair rental
- Workplace features: style, ambience and clientele
- Work status: employed, and freelance
- Career opportunities: hair receptionist, colour technician, freelance hairdresser; beauty make-up consultant, therapist, junior nail technician; business management, promotion of a business, supply chains; fashion and media professional make-up artist, image consultant, and influencer
- Trends: mood boards (physical and digital), additional props, make-up and accessories, jewellery, ambience, tone, vibe, image, mood, and style (unconventional, experimental, quirky)
- Theme: avant-garde, catwalk, event hair, historical ideas, celebrities, fantasy, futuristic, make believe, and fashion forward

Sustainability

- The green agenda: benefits of 'going green' in business

Information and data

- Sources of information: social media and listening tools, customer reviews, and vox pops

Illustrative examples: Develop depth for stretch and challenge through:

- Hair, beauty and aesthetics sector: roles and responsibilities, employer and employee expectations, and how they relate to each other
- New and emerging technologies and how they affect business development opportunities: personalisation and artificial intelligence (AI) and augmented reality (AR), smart skin care, AR and product try on
- Data collection methods: questionnaires, interviews, rating and attitude scales
- Complex research analysis methods: descriptive statistics, data mining, prescriptive analysis, and narrative inquiry
- Design characteristics: standardised (survey), narrative (interview) and non-reactive designs
- How to reference using Harvard and Vancouver referencing styles

Behaviours:

- Focussed
- Independent
- Enterprising

Mapping of opportunities to support students' development of English, maths and digital skills:

English

- GCSE: Critical reading and comprehension
 - Synthesise information and data from different sources
 - Summarise information and data
 - Interpret information and data presented in different formats
- GCSE: Writing
 - Apply technical language in relevant contexts
 - Create documents appropriate to purpose and audience
 - Produce clear, coherent texts
 - Apply appropriate vocabulary, grammar, form, structural and organisational features to reflect audience, purpose and context
- Functional skills: Reading
 - Synthesise information and data from different sources
 - Summarise information and data
 - Interpret information and data presented in different formats
- Functional skills: Writing
 - Apply technical language in relevant contexts
 - Create documents appropriate to purpose and audience
 - Produce clear, coherent texts
 - Apply appropriate vocabulary, grammar, form, structural and organisational features to reflect audience, purpose and context

Maths

- GCSE: Statistics
 - Construct tables, charts, graphs to present information and data
- Functional skills: Handling information and data
 - Construct tables, charts, graphs to present information and data

Digital

- Functional skills: Using devices and handling information
 - Organise digital information
 - Store digital information securely
 - Retrieve digital information
- Functional skills: Creating and editing
 - Apply software functions to enter and format information and data
 - Apply software functions to highlight key features in images

Outcome 2: Promote hair and beauty services to meet client needs

Rationale

The focus of this outcome is the promotion of beauty services to meet client needs. It provides an opportunity to develop key technical knowledge associated with the different types of requirements in hair and beauty contexts according to client needs. Knowledge of sales and marketing, the concept of promotion and upselling whilst maintaining positive relationships with clients in the context of the hair and beauty sector is important to the success of business. The introduction of these concepts enables students to prepare for those that they will learn on the T Level. The key concept of sustainability is introduced to reinforce choice of appropriate products and waste management in the sector, which is key to sustaining the livelihoods of current and future generations.

In addition to technical knowledge related to clients and services, students will also develop transferable skills such as evaluating and self-managing, which are essential when considering which services to promote to meet client needs. This should help to raise their confidence in their ability to learn and enable them to cope with grasping new concepts as they move to level 3 study.

This outcome places an emphasis on the application of oral communication skills appropriate to audience and purpose and introduces students to the importance of creating a first and lasting impression. These are vital skills for success at T Level, where students will be expected to interact with a range of clients and their different requirements. This is reflected in the communication skills in the content.

The numeracy skills developed reinforce the concept of number, which is important for calculating potential commission as a result of the promotion of hair and beauty services.

Digital skills are included to enable students to develop skills associated with keeping client records and promotion of products and services through digital visualisation.

It is anticipated that students will interact with a 'client' to determine needs and the required service. This could be, for example, through role plays with peers or employer representatives.

Knowledge

Clients

- Client service: principles, client needs, client satisfaction, client care, and lifestyle factors and choices
- Equity, diversity and inclusivity: individual characteristics and needs of clients, impact of client cultural, racial and socio-economic background on client expectations

- Perceptions: personal notions of beauty, stereotypes and perspectives, and the factors impacting on them and the potential influence on client interaction
- Promotion: standards, professional image, and organisational confidence

Services

- Hairdressing and barbering: when and how to use different cutting, head massage, drying and finishing techniques, and the effect of natural pigment on the choice of colour and colouring
- Beauty treatments: techniques, use, application and benefits of massage, aromatherapy, make-up, manicure, pedicure and facial

Business

- Marketing: key principles and their application

Sustainability

- Sustainable materials: characteristics, purpose, applications, and impact on purchase of products in the hair and beauty sector

People

- Equity, diversity and inclusion: definitions, principles, typical content of organisational policies, value of an equal, diverse and inclusive workforce for an organisation, potential issues associated with different roles and activities, reasonable adjustments, the effect of unconscious bias on performance

Communication

- Principles of effective communication: two-way process (send and receive messages), methods (verbal, non-verbal), styles (formal, informal), and suitability for different purposes and audiences
- Vocabulary: technical and non-technical, and use to achieve particular effects and for different purposes
- Listening techniques: active, deep
- Non-verbal communication: meaning of different types of body language and how they may be presented, types and value of images and support materials as visual aids, and impact of non-verbal communication to support comprehension of key messages
- Oral communication: pitch, tone and intonation and their impact on how a message is received
- Positive communication: techniques and their application to promoting hair and beauty products and services to meet individual client needs
- Engaging with an audience: techniques for establishing rapport, in conversation, in discussion, and obtaining and clarifying information

Numeracy

- Numbers and the number system: techniques for application of the four operations (addition, multiplication, division, subtraction), working with whole numbers, fractions, decimals and percentages

Digital

- Software: feature, functions, and applications for client visualisation

Skills

Team working skills

- Work with others towards achieving objectives

Self-managing

- Monitor progress against objectives
- Reflect and invite feedback on own performance
- Set personal goals

Evaluating

- Identify indicators
- Make judgements against indicators

Communication

- Engage an audience
- Apply technical language in relevant contexts
- Apply active listening techniques to clients to understand their needs
- Apply oral communication techniques to obtain and clarify information and data
- Apply oral communication skills to clearly articulate a message
- Apply non-verbal communication techniques to support communication
- Engage in conversation listening to and responding to questions and feedback
- Shows respect for others' views and opinions
- Apply an inclusive approach to engaging with others
- Apply communication techniques to secure audience understanding

Recording

- Capture customer requirements accurately

Numeracy skills

- Apply the four operations to calculate cost

- Apply the four operations to calculate profit
- Apply the four operations to calculate commission

Digital skills

- Use software applications to support client services visualisation

Supplementary information to support teaching and learning

Illustrative examples: Develop breadth through:

Clients

- Client service: role of front of house, understanding of client goals
- Characteristics: gender, disabilities, age, religion, and ethnicity

Services

- Hair: facial hair cutting, shaving, advanced colour conversion, perming, plaiting, hair extensions, blow drying, setting, dressing, bridal hair, hair up, and the four types of hair
- Beauty treatments: back massage, Indian head, reflexology, electrolysis, waxing and eye treatments

Business

- Marketing: promotional materials and offers

Sustainability

- Sustainability: sustainable principles as applied to the supply chain, climate literacy, United Nations Development Goals as appropriate to the sector; recycling, and the use of water and waste disposal

Communication

- Communicate with a range of individuals, clients and peers

Illustrative examples: Develop depth for stretch and challenge through:

- Upselling: importance, opportunities for upselling, and commission structures
- Lifestyle factors: limitations, how services are affected
- Individual needs of a client in respect of hearing, sight, culture and language
- Design services
- Communication: dealing with client objections, maintaining politeness and offering choices.

Behaviours:

- Resilient
- Socially adept
- Take personal responsibility for sustainable outcomes

Mapping of opportunities to support students' development of English, maths and digital skills:

English

- GCSE: Spoken language
 - Engage an audience
 - Apply technical language in relevant contexts
 - Apply active listening techniques to clients to understand their need
 - Apply oral communication techniques to obtain and clarify information and data
 - Apply oral communication skills to clearly articulate a message
 - Apply non-verbal communication techniques to support communication
 - Engage in conversation listening to and responding to questions and feedback
 - Shows respect for others' views and opinions
 - Apply an inclusive approach to engaging with others
 - Apply communication techniques to secure audience understanding
- Functional skills: Speaking, listening and communicating
 - Engage an audience
 - Apply technical language in relevant contexts
 - Apply active listening techniques to clients to understand their needs
 - Apply oral communication techniques to obtain and clarify information and data
 - Apply oral communication skills to clearly articulate a message
 - Apply non-verbal communication techniques to support communication
 - Engage in conversation listening to and responding to questions and feedback
 - Shows respect for others' views and opinions
 - Apply an inclusive approach to engaging with others
 - Apply communication techniques to secure audience understanding

Maths

- GCSE: Number
 - Apply the four operations to calculate cost of services
 - Apply the four operations to calculate profit
 - Apply the four operations to calculate commission
- Functional skills: Using numbers and the number system
 - Apply the four operations to calculate cost of services
 - Apply the four operations to calculate profit
 - Apply the four operations to calculate commission

Outcome 3: Apply hair and beauty skills to meet client needs

Rationale

This outcome focuses on the technical skills that can be applied to services and treatments in the hair and beauty sector and reinforces the importance of preparation, personal presentation, hygiene and health and safety practices in the workplace in order to prevent infection and minimise risk. The outcome provides a purposeful context for the introduction of fundamental technical knowledge and skills across the T Level content for Hairdressing, barbering and beauty therapy services. There is an opportunity for students to apply essential technical skills such as a shampoo and conditioning service or nail care treatment, in addition to developing physical dexterity.

In addition to technical knowledge related to hair and beauty, students will also develop the transferable skill of self-reflection. Seeking feedback is an important aspect of learning and the transferable skill of self-reflection will provide an opportunity to reflect on application of skills and make judgements about process and evidence associated with application of skills. This should help to raise students' confidence in their ability to learn and enable them to cope with grasping new concepts as they move to level 3 study.

This outcome takes the opportunity to deliberately reinforce oral communication skills, in recognition that those employed in the sector predominantly spend their time in a customer facing role.

It is envisaged that students will interact with a 'client' through role play with peers for their application of technical skills.

Knowledge

Hair and beauty

- Hair: classifications and characteristics, hair care techniques, routines and industry tests
- Beauty:
 - Skin: classifications and characteristics, skin care techniques, routines and industry tests
 - Nails: characteristics, nail care techniques, routines and industry tests
- Preparation of self: requirements for clothing, appearance, hygiene, and greeting the client
- Preparation of client: requirements for protection of clothing and accessories, client comfort, and record card

- Preparation of work area: requirements for set up

Health and safety

- Typical health and safety hazards including tripping over hairdryer leads, electrical equipment being close to water that individuals can create and encounter when applying shampoo, and blow drying technical skills
- Likelihood and severity of health and safety risks associated with typical hazards
- Risk assessment: purpose, use and content
- Controls used to minimise risks
- Organisational health and safety policies, their role in meeting legal requirements and typical employee responsibilities
- Cleaning procedures used to maintain safe and hygienic environments: 'clean as you go', pre-cleaning, sanitising, disinfecting, rinsing, drying and handwashing
- Techniques used to support healthy and safe working practices, and including manual handling

Tools and equipment

- Tools: characteristics, purpose, safety, security, storage, maintenance, operation and applications
- Equipment: characteristics, purpose, safety, security, storage, maintenance, operation and applications

Products

- Products: characteristics, purpose, applications and qualities of different types to achieve objectives
- Product quantities required to ensure minimal waste
- Factors affecting choice: sustainability, cost, availability and suitability for purpose

Quality

- Quality: concept of quality, principles, difference between quality control and quality assurance, standards, and application to provision of hair and beauty services
- Measurement of quality: performance measures and customer feedback

Sustainability

- Waste management: principles, techniques (refuse, reduce, reuse, repurpose, recycle) and procedures

Communication

- Principles of effective oral communication: two-way process (send and receive messages), methods (verbal, non-verbal) and styles (formal, informal)

- Reading: reading for comprehension
- Vocabulary: technical and non-technical, use to achieve particular effects and for different purposes
- Listening techniques: active and deep
- Non-verbal communication: meaning of different types of body language and how they may be presented, types and value of images and support materials as visual aids, and impact of non-verbal communication to support comprehension of key messages
- Oral communication: pitch, tone and intonation and their impact on how a message is received

Skills

Hair and beauty skills

- Hair
 - Use and adapt massage techniques to meet the needs of the client
 - Adapt the water temperature and flow to suit the needs of the client's hair, scalp and comfort, and leave the hair clean and free of products
 - Disentangle hair without causing damage to hair or scalp
 - Use styling techniques and dressing effects that take into account identified hair characteristics
 - Control and secure hair during dressing to the satisfaction of the client
 - Apply finishing products to maintain the style
- Nails
 - Even nail length
 - Smooth irregularities
 - Condition, exfoliate, rehydrate and nourish skin tissue
 - Apply protective covering to nail plate

Health and safety skills

- Assess a situation for potential adverse effects
- Assess an area for potential health and safety risks
- Establish a safe working area
- Apply manual handling techniques when carrying and moving tools and equipment used to provide hair and beauty services
- Apply handwashing techniques
- Apply cleaning techniques

Use of tools and equipment

- Inspect tools and equipment for potential defects and safety issues

- Apply techniques to effectively use tools to meet requirements of a task and situation
- Apply techniques to effectively use equipment to meet requirements of a task and situation

Sustainability skills

- Dispose of waste sustainably
- Minimise waste

Planning

- Identify discrete steps required to achieve an outcome
- Estimate time and resources required to achieve an outcome
- Prioritise activities required to achieve an outcome
- Sequence activities required to achieve an outcome
- Coordinate activities required to achieve an outcome

Physical dexterity skills

- Apply precise and controlled movements to provision of hair and beauty services with attention to detail

Self-reflecting

- Identify success criteria
- Consider process and evidence
- Situational awareness
- Making judgements

Communicating

- Engage an audience
- Apply technical language in relevant contexts
- Apply active listening techniques to clients to receive ongoing client feedback
- Apply oral communication techniques to obtain and clarify information and data
- Apply oral communication skills to clearly articulate a message
- Apply non-verbal communication techniques to support communication
- Engage in conversation listening to and responding to questions and feedback
- Shows respect for others' views and opinions
- Apply an inclusive approach to engaging with others

Supplementary information to support teaching and learning

Illustrative examples: Develop breadth through:

Tools and equipment

- Equipment: blow dryers, hair straighteners and nail lamp
- Tool types: scissors, rollers (all shapes and sizes and fixing pins), spatula and makeup brushes

Products

- Products: shampoo, hair styling products, moisturiser, mascara, hair colour treatments and nail products

Illustrative examples: Develop depth for stretch and challenge through:

- Introduction of advanced technical skills: precision and personalised cutting techniques tailored to suit individual characteristics, creative finishing and dressing techniques; manual therapies, and facial therapy treatments
- Health and safety: data protection, employers' liability (compulsory insurance), occupiers' liability, and local by-laws
- Legislation: modern slavery, people and human rights

Behaviours:

- Resilient
- Flexible
- Empathetic

Mapping of opportunities to support students' development of English, maths and digital skills:

English

- GCSE: Spoken language
- GCSE: Critical reading and comprehension
 - Engage an audience
 - Apply technical language in relevant contexts
 - Apply active listening techniques to clients to receive ongoing client feedback
 - Apply oral communication techniques to obtain and clarify information and data
 - Apply oral communication skills to clearly articulate a message
 - Apply non-verbal communication techniques to support communication
 - Engage in conversation listening to and responding to questions and feedback
 - Shows respect for others' views and opinions
 - Apply an inclusive approach to engaging with others

- Functional skills: Speaking, listening and communicating
 - Engage an audience
 - Apply technical language in relevant contexts
 - Apply active listening techniques to clients to receive ongoing client feedback
 - Apply oral communication techniques to obtain and clarify information and data
 - Apply oral communication skills to clearly articulate a message
 - Apply non-verbal communication techniques to support communication
 - Engage in conversation listening to and responding to questions and feedback
 - Shows respect for others' views and opinions
 - Apply an inclusive approach to engaging with others

Annex: Glossary

| Term | Description |
|--|---|
| Behaviours | <p>The behaviours included are enabling attributes and attitudes identified by employers as important to industry and to achieving the outcomes. They are taken from the list developed for T Levels, available from the Operating Instructions for the Creation of Outline Content Annex E. Most of the behaviours have been included as supplementary information for providers in designing teaching and learning.</p> <p>Those that can be assessed in context have been incorporated into the skills to be assessed. These are: “self-reflecting” and “self-managing”.</p> |
| Content | <p>The national technical outcomes set out at a high level, the minimum content needed to demonstrate the outcomes for the specified route. The content includes the outcomes, all knowledge and skills topic area headings and the underpinning bullets.</p> |
| English, maths and digital | <p>There are English (communication), maths (numeracy) and digital topic areas in the knowledge and skills where they are required to achieve the outcome and must be covered in the qualification. Supplementary information provides mapping and references to relevant English, maths and digital qualification subject content. This is to support naturally occurring opportunities for these skills to be developed and applied in context, to help consolidate students’ learning and understand their relevance and value to industry. The mapping references relate to qualification subject content from:</p> <ul style="list-style-type: none"> • GCSE English language • GCSE mathematics • Functional Skills English • Functional Skills mathematics • Functional Skills Qualifications - digital subject content |
| Holistic delivery | <p>Holistic delivery involves integrated learning so that students make connections between skills, knowledge and understanding from across the programme.</p> |
| Illustrative examples of breadth and depth | <p>Illustrative examples of how breadth and depth could be introduced into teaching and learning.</p> <p>Developing breadth – supports the consolidation of knowledge and skills at the same level, by applying concepts, facts and theories to different contexts.</p> <p>Developing depth – provides stretch and challenge to move students towards the next level, by analysing information and ideas from across the contexts, to draw conclusions and make judgements.</p> |

| Term | Description |
|-----------------------------|---|
| Knowledge and understanding | The knowledge content included in each outcome includes both knowledge and understanding, which relate to the theoretical facts, principles, concepts, procedures and techniques that students should acquire. |
| Outcomes | <p>The national technical outcomes describe what the student should be able to do by the end of the programme. They encompass:</p> <ul style="list-style-type: none"> • the activities that students will undertake to demonstrate their learning • the content (knowledge and skills) being taught and learnt • the knowledge, skills and behaviours being developed in students. <p>Most outcomes include both knowledge and skills. The Agriculture, environmental and animal care and Health and science routes include an outcome with knowledge only.</p> |
| Rationale | This is the reasoning for the content. There is an introductory rationale for each set of national technical outcomes and a rationale for each outcome. |
| Route | The Sainsbury Review set out 15 routes structuring occupations across the labour market that require technical education. There are T Levels for 12 Technical Education routes. |
| Route-based approach | There is one set of national technical outcomes for each of the 12 T Level routes, rather than each T Level or occupational specialism. This is to enable progression to any T Level within the route. |
| Route-based project | T Level Foundation Year students are expected to complete a small project relevant to their route. A resource is available to help education providers design and deliver effective route-based projects. |
| Skills | <p>There are different types of skills included in the national technical outcomes:</p> <ul style="list-style-type: none"> • Technical skills – which are occupation-specific, mostly practical skills. These may vary widely between industry, sector, occupation and job type. • Employability or transferable skills – which correspond to those developed for T Levels, examples of which are available from the Operating Instructions for the Creation of Outline Content Annex E. Also included are English, maths and digital skills which appear under Communication, Numeracy and Digital headings. |
| Topic areas | The topic areas are the headings which set out, at a high level, the underpinning key knowledge and skills areas required to demonstrate the outcome. |



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