

A photograph of two men in an office. One man, with a beard and dark hair, is leaning over a desk, smiling at another man who is sitting at the desk. The man at the desk has a beard and light-colored hair, and is also smiling. They appear to be in a collaborative work environment. The photo is framed by a white border and set against a blue background with diagonal lines.

FOCUS AWARDS

Focus Awards Level 2 Award in  
Perming Eyelashes (RQF)

603/7196/1

Silicon House, Farfield Park, Manvers, Rotherham S63 5DB

## Key Information

Level	Sector	Qualification Type
2	Service Enterprises	Vocationally – Related Qualification
Total Qualification Time	Credit Value	Guided Learning Hours
40	4	30
Status	Methods of Assessment	Minimum Age
Available To Learners	Portfolio of evidence	16



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## Focus Awards Level 2 Award in Perming Eyelashes (RQF)

QRN: 603/7196/1

GLH: 30

TQT: 40

Credit: 4

### Qualification Purpose:

The Focus Awards Level 2 Award in Perming Eyelashes (RQF) is aimed at learners who wish to progress within the beauty industry. The Level 2 Award in Perming Eyelashes (RQF) provides learners with the knowledge and skills to carry out eyelash perming treatments.

### Age Ranges

Entry is at the discretion of the centre. However, learners should be aged 16 to undertake this qualification.

### Geographical Coverage

This qualification is available in England.

### Learner Entry Requirements

Focus Awards does not set any other entry requirements, but additional criteria may be requested or specified by the centre.

### 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:

- Focus Awards Level 2 Diploma in Beauty Therapy (RQF)
- Focus Awards Level 3 Diploma in Beauty Therapy (RQF)
- Focus Awards Level 3 Diploma in Combined Nail Technology Skills (RQF)
- Focus Awards Level 3 Award in Liquid and Powder Nail Enhancements (RQF)
- Focus Awards Level 3 Award in Applying Airbrush Make-up (RQF)

## Supporting Material and Useful Websites

- <https://focusawards.org.uk/supportingmaterials>
- <https://ofqual.gov.uk>



## Qualification Structure

To successfully achieve the Focus Awards Level 2 Award in Perming Eyelashes (RQF) learners must complete 1 mandatory unit achieving a total of 4 credits.

### Mandatory Units

Unit Title	Unit Reference	Level	Credit	Guided Learning Hours
Eyelash Perming Treatments	L/618/6557	2	4	30



# Units

<b>Unit Title:</b>	Eyelash Perming Treatments		
<b>Unit No:</b>	L/618/6557		
<b>Level:</b>	2		
<b>GLH:</b>	38		
<b>Credit:</b>	4		
<b>Unit Details:</b> The aim of this unit is to develop knowledge, understanding and skills in providing eyelash perming treatments.			
<b>Learning Outcome</b> The learner will:		<b>Assessment Criterion</b> The learner can:	
1	Understand how to prepare for, and carry out eyelash perming	1.1	Explain the function of hair
		1.2	Explain the structure of hair
		1.3	Describe the hair growth cycle
		1.4	Explain the layers of the skin and the functions
		1.5	Identify a range of hair diseases and disorders
		1.6	Explain the chemical process of eyelash lifting
		1.7	Explain suitable environmental conditions for eyelash lifting
		1.8	Describe a range of consultation techniques
		1.9	Explain the process and importance of patch and sensitivity testing
		1.10	Explain salon and legal requirements for lash lift
		1.11	Describe suitable tools and equipment required for lash lift
		1.12	Evaluate contra indications and contra actions in relation to lash lifting
		1.13	Explain the importance of following health and safety guidelines
		1.14	Describe how position yourself and your client correctly
		1.15	Describe ways to adapt the treatment to suit client needs
		1.16	Explain the importance of completing treatment records
		1.17	Describe suitable aftercare
2	Be able to prepare for and carry out eyelash perming	2.1	Meet legal requirements for hygiene and treatment when setting up the area
		2.2	Use appropriate cleaning methods for equipment
		2.3	Throughout the treatment, ensure hygiene and safety standards meet organisational and legal requirements
		2.4	Set up the treatment area to include positioning of: <ul style="list-style-type: none"> <li>• Client</li> <li>• Themselves</li> <li>• Equipment</li> <li>• Materials</li> </ul>
		2.5	Use appropriate methods of consultation, obtaining written and signed informed consent of the client

	2.6	Use appropriate questions to identify any contraindications
	2.7	Complete a client record based in the information they have provided
	2.8	Ensure that the client's hair, clothing and accessories are protected
	2.9	Agree a treatment with the client and explain the process of the treatment
	2.10	Select equipment and products suitable for the agreed treatment
	2.11	Maintain client confidentiality
	2.12	Carry out the treatment
	2.13	Check the client is satisfied
	2.14	Provide the client with aftercare information and recommendations
	2.15	Ensure the treatment plan is followed throughout
	2.16	Keep area tidy throughout the treatment



# 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 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 particular 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' below.
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 2 or more arguments, situations or subjects.
Discuss	Create a detailed account from a range of viewpoints, opinions or perspectives.
Distinguish	Explain the difference between 2 or more items, resources, 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 crystalised 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

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