

apprenticeship FRAMEWORK

Spa Therapy

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 14 OCTOBER 2016

Modifications to SASW came into effect on 14 October 2016. These changes relate to the **Essential Skills and Employer Rights and Responsibilities** requirements of a framework and they **ONLY** apply to new Apprenticeship starts on, or after, 14th October. Apprenticeship starts before this date must continue to meet the 2013 SASW requirements for Essential Skills and Employer Rights and Responsibilities.

For more details of the changes and how they will affect new apprenticeship starts, please read the following preface page to the framework document. NB: Please check the "Revising a Framework" section for information on any additional changes that may have been made to this framework.

Latest framework version?

For any previous versions of this framework: www.acwcerts.co.uk/framework_library

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[Spa Therapy]



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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: [2]	This framework includes:
Framework ID: [FR00680]	Level 2 <input 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: Wales

Short description

[The Spa Therapy framework provides a development pathway in Spa Therapy at Level 3.

Apprenticeship

Usually takes 24 months to complete. A learner may work as a spa therapist and will be able to offer spa treatments including sauna, steam and hydrotherapy treatments, body and head massage, stone therapy, body wrapping, flotation, tanning and electrotherapy.

Their careers may take place in a variety of locations including spas, hotels, leisure complexes, cruise liners, health clubs and health resorts.]

Contact information

Proposer of this framework

[this framework is published by SkillsActive on a non – statutory basis prior to the designation of Issuing Authorities for Wales
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Developer of this framework

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Your organisation [Habia]

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Revising a framework

Why this framework is being revised

[To update the evidence requirements for Employee Rights and Responsibilities.]

Summary of changes made to this framework

[To include a record of achievement as evidence requirements for completion of Employee Rights and Responsibilities.

]

Qualifications removed

[(no information)]

Qualifications added

[(no information)]

Qualifications that have been extended

[(no information)]

Purpose of this framework

Summary of the purpose of the framework

[The apprentice will have the opportunity to fulfil the role of a spa therapist which includes them carrying out spa treatments, body and head massage, tanning treatments and electrotherapy treatments. Their careers may take them to a variety of locations, in the UK and abroad, including resort spas, days spas, hotels, leisure complexes, cruise liners and health clubs.

With an increasing number of young people staying on at school, the Apprenticeship in Spa Therapy will provide a quality alternatives leading to the achievement of Level 3 NVQ Diploma.]

Aims and objectives of this framework (Wales)

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.

Spa is a growth industry. In the UK there are currently over 300 spas. In a report about the spa industry, English spa tourism is said to be worth £1.4 billion, 25% of which is in the "health tourism" market. An estimated 2.6% of the adult population visit spas and the UK market is growing at 7% per annum. The English Tourism Council (ETC) estimate that there is the potential to double the market in the next few years and that in the next five years an extra 5,000 jobs could be created in 50 more establishments, with a turnover of £163million.

OBJECTIVES

- To provide a structured learning programme that meets the needs of employers and employees.
- To provide learners with skills needed to be a professional spa therapist, 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 priorities of the Welsh Assembly Government set out in

Skills that Work for Wales (2008), in particular:

Preparing Young People for the Future by:

- Developing a combination of technical occupational skills and generic work related skills.
- Providing a pathway from school and the Welsh Baccalaureate to employment.
- Requiring apprentices to obtain an understanding of the sector and its career pathways so they can make informed choices about their future.

Investing in Apprenticeships by:

- 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.
- Providing a framework that meets the requirements of the Specification of Apprenticeship Standards for Wales, that can integrate with the Welsh Baccalaureate and help end the separation between vocational and academic qualifications.
- Supporting the implementation of new QCF qualifications included in the framework.

Getting the basics right by:

Supporting learners, who have not achieved basic skills during their schooling, to obtain literacy, numeracy and ICT skills, with Essential Skills Wales accreditation. This will help reduce the 25% of adults in Wales who do not have Level 1 literacy skills and the 53% who do not have Level 1 numeracy skills.]

Entry conditions for this framework

[This industry has high client expectations and relies on repeat business from satisfied clients. Great importance is given to:

- Appropriate personal presentation including clothing, hair, nails 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 spa therapy may have a significant effect on their health condition.

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. 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.

A Level 2 qualification or experience is both an entry requirement and a requirement for framework completion purposes. This is because of the diverse nature of the spa industry, where employers expect their staff to be able to offer a wide range of treatments, some of which may not be covered by the Level 3 NVQ Diploma in Spa Therapy. In addition to this, as the apprentice will have already gained some Level 2 type skills, it means that they are employable and useful from day one of their apprenticeship, thus encouraging employers to see the benefits of work based learning for the spa industry. The apprentice will be a valuable member of staff, while training for Level 3 NVQ Diploma in Spa Therapy.

Therefore, it is recommended that the potential apprentice should complete a Level 2 apprenticeship in Beauty Therapy or Nail Services, or hold a Level 2 NVQ Diploma in Beauty Therapy or Nail Services prior to beginning the Spa Therapy Apprenticeship. Alternatively, entrants may have other relevant experience or qualifications that relate to other job roles found within a spa environment that will be suitable for entry to spa therapy.

The on and off the job training elements of this framework must either have been received:

- Whilst working under an apprenticeship agreement.

or

- During the five years previous to and ending on the date of application for an apprenticeship certificate

Transition arrangements for Key Skills Levels 1 to 4 in Communication, Application of Number and ICT

Registrations for the above Key Skills qualifications ceased on 31 August 2010. From 1 September 2010 onwards, candidates can only be registered for Essential Skills Wales.

From 1 September 2010, there are two options for Key Skills registered candidates. According to the needs of the candidate/centre/awarding body, candidates will:

- Transfer onto Essential Skills Wales.

or

- Continue with their qualifications to an end certification date of 31 August 2011.

[Awarding Body support for centres](#)

If candidates are transferring from Key Skills to Essential Skills Wales, Awarding Bodies will facilitate the mapping of any previously completed evidence against the Essential Skills Wales standards.

]

Level 3

Title for this framework at level 3

Apprenticeship in Spa Therapy

Pathways for the framework at level 3:

Pathway 1: Spa Therapy

Level 3, Pathway 1: Spa Therapy

Description of this pathway

The Level 3 NVQ Diploma in Spa Therapy will allow employees with a variety of backgrounds, including junior beauty therapists and people from other industries such as health and fitness, to advance their skills and specialise in spa therapies.

The minimum number of credits required for completion of this pathway is 81 credits;

- Level 3 NVQ Diploma in Spa Therapy = 63 credits
- Level 2 Essential Skills Wales Communication = 6 credits

Level 2 Essential Skills Wales Application of Number = 6 credits Level 1 Essential Skills Wales IT = 6 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 and/or Welsh, Maths, Science or Art.

Job title(s)	Job role(s)
Spa Therapist	Carrying out spa treatments including sauna, steam and hydrotherapy, body and head massage, stone therapy, body wrapping and flotation, tanning, electrotherapy.

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 Spa Therapy

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	500/8758/7	City & Guilds	63	502-515	X.
B1b	500/9000/8	Edexcel	63	502-515	
B1c	501/1431/1	ITEC	63	502-515	
B1d	500/8881/6	VTCT	63	502-515	

Relationship between competence and knowledge qualifications

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 Spa Therapy (B1a, B1b, B1c and B1d) and will ensure that the qualification carries 10 credits for each element.

In order to gain the full qualification candidates must complete all 6 mandatory units totalling 44 credits and optional units to a minimum of 19 credits to give an overall total of 63 credits.

The competence and knowledge elements of this qualification are separately assessed. Please see the assessment strategies which are available on our website www.habia.org.

MANDATORY UNITS

- G18 Promote additional services or products to clients - 6 credits (2 Competence 4 Knowledge)
- G22 Monitor procedures to safely control work operations - 4 credits (1 Competence 3 Knowledge)
- B20 Provide body massage treatments - 10 credits (5 Competence 5 Knowledge)
- B28 Provide stone therapy treatments - 10 credits (6 Competence 4 Knowledge)
- S2 Monitor clients and the operation of sauna, steam and hydrotherapy treatments - 7 credits (3 Competence 4 Knowledge)
- S3 Provide body wrapping and flotation treatments - 7 credits (3 Competence 4 Knowledge)

OPTIONAL UNITS

- G11 Contribute to the financial effectiveness of the business - 4 credits (1 Competence 3 Knowledge)
- B13 Provide body electrical treatments - 12 credits (7 Competence 5 Knowledge)
- B14 Provide facial electrical treatments - 12 credits (7 Competence 5 Knowledge)
- B23 Provide Indian head massage - 7 credits (4 Competence 3 Knowledge)
- B24 Carry out massage using pre-blended aromatherapy oils - 8 credits (5 Competence 3 Knowledge)

H32 Contribute to the planning and implementation of promotional activities - 5 credits (2 Competence 3 Knowledge)

Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

Communication

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

Does this framework require Communication achievement above the minimum SASW requirement? YES ☒ NO ☐

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Application of Number

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

Does this framework require Application of Number achievement above the minimum SASW requirement? YES ☒ NO ☐

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

Level 2

Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework? **YES** ☒ **NO** ☐

Digital Literacy (ICT)

Please note that there are currently no acceptable proxy qualifications for Digital Literacy (ICT).

For the current **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Digital Literacy (ICT) achievement above the minimum SASW requirement? **YES** ☐ **NO** ☒

If YES, please state the grade/level required for **Digital Literacy (ICT)** and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Progression routes into and from this pathway

Progression into:

- From a preparation for work, non-competency based qualification in Spa Therapy.
- From the Advanced Level Welsh Baccalaureate Principal Learning in Hair and Beauty Studies.
- From Level 2 NVQ Diploma in Beauty Therapy or Nail Services (not available in Spa Therapy) taken either as an apprenticeship or full time college based programme.
- From another Level 2 qualification in for example, Exercise and fitness, Attending and caring for water in pools and spas, Hairdressing, Massage, Nutrition, Holistic Therapies, Beauty Therapy and Nail Services.

Progression from:

- Into employment as a spa therapist or other job roles in the spa and beauty related industries.
- Into higher education such as foundation degrees in Spa Management.

UCAS points for this pathway:

[Currently under review]

Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework? **YES** ☒ **NO** ☐

Delivery and assessment

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. Two 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
- 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 Disability Discrimination Act, other relevant equalities legislation and Health and Safety, 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.]

[

]

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

How equality and diversity will be met

[The Spa Therapy 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 spa therapists 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 positive male images in its literature and publications.
- Inclusion and promotion of entry route from other sectors for example Exercise and Fitness.]

On and off the job training

Summary of on- and off-the-job training

[These hours may vary depending on the previous experience and attainment of the apprentice. Where a learner enters an apprenticeship agreement having previously attained or acquired the appropriate competencies or knowledge, this prior learning needs to be recognised and documented using the relevant QCF credit transfer, QCF exemption or Recognition of Prior Learning (RPL) procedures.

The amount of on the job training required to complete the apprenticeship under the apprenticeship agreement may then be reduced to complete the apprenticeship under the apprenticeship agreement may then be reduced accordingly, provided the total number of on the job hours for this framework can be verified for apprenticeship certification.

Apprentices who commence training under a new apprenticeship agreement with a new employer may bring a range of prior experience with them. When an apprentice can claim 5% or more hours towards the on the job framework total through prior learning acquired from previous full-time education, employment or other vocational programmes, then the apprentice's learning programme should include customisation. Training providers are encouraged to identify additional on the job training programmes that customise the learning to the new workplace. Customisation programmes may include selecting appropriate additional Unit(s) from QCF qualifications, or relevant units recognised as Quality Assured Lifelong Learning [QALL] through a CQFW recognised body, or follow Essential Skills at a level higher than that specified in the framework, include one or more Wider Key Skills or other competency-based qualifications/units relevant to the workplace.

For apprentices who have already achieved the relevant qualifications, they must have been certificated within 5 years from the date of application for the Foundation Apprenticeship Certificate or have been continuously employed in the industry for a minimum duration of 3 years.

Job roles within the spa therapy industry require a thorough level of technical competence and knowledge, which will be undertaken through work-based training, practice and experience.

The number of training hours delivered under an apprenticeship agreement may vary depending on the previous experience and attainment of the apprentice.

The amount of off the job training required to complete the apprenticeship under the apprenticeship agreement may then be reduced accordingly, providing the total number of off the job hours for this framework can be verified for apprenticeship certification.

Previous attainment

Where a learner enters an apprenticeship agreement having previously attained parts or all of the relevant qualifications, this prior learning needs to be recognised using either QCF credit transfer for achievements within the QCF or through recording of exemptions for certificated learning outside of the QCF, for example, Principal Learning qualifications.

Apprentices who have already achieved the relevant qualifications must have been certificated within 5 years of applying for the Foundation Apprenticeship Certificate.

Previous experience

Where a learner enters an apprenticeship agreement with previous work-related experience, this prior learning needs to be recognised. For further details please see QCF Guidance on Claiming Credit. To count towards apprenticeship certification, previous experience must be recorded using the appropriate Awarding Organisation's QCF "Recognition of Prior Learning" procedures and the hours recorded may then count towards the off the job hours required to complete the apprenticeship.

For apprentices with prior uncertificated learning experience, the off the job learning must have been acquired within 2 years of application for the Foundation Apprenticeship Certificate or the apprentice must have been continuously employed in the relevant job role in the industry for a minimum duration of 3 years.

The total on and off the job guided learning hours for this framework are:

- Spa Therapy – 717 hours for the Apprenticeship framework]

Off-the-job training

Off the job training is defined as time for learning activities away from normal work duties.

For this framework the minimum amount of off the job training is as follows: Spa Therapy – 215 hours for the Apprenticeship framework

How this requirement will be met

Off the job training needs to:

- Be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager.
- Allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager.
- Be delivered during contracted working hours.
- Be delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers, guided study and induction.

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

- Level 3 NVQ Diploma in Spa Therapy

Plus

- Essential Skills Wales Application of Number at appropriate level
- Essential Skill Wales Communication at appropriate level
- Essential Skills Wales IT at 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

- Certification of Essential Skills Wales Application of Number
- Certification of Essential Skills Wales Communications
- Certification of Essential Skills Wales IT
- Certificate for Employee Rights and Responsibilities]

On-the-job training

[On the job training is defined as skills, knowledge and competence gained within normal work duties. For this framework the minimum amount of on-the-job training is as follows:

Spa Therapy – 502 hours for the Apprenticeship framework

How this requirement will be met

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

- Level 3 NVQ Diploma in Spa Therapy

Plus

- Employee Rights and Responsibilities
- Induction

Training, appraisals, mentoring and monitoring]

Wider key skills assessment and recognition

While Wider Key Skills are not a **mandatory** part of the framework, training providers are encouraged to provide apprentices the opportunity to achieve them.

For this framework, there are natural opportunities for Wider Key Skills to be embedded within the mandatory units of the following qualifications:

<div>Enter Qualification Names</div>

Improving own learning and performance

[Improving own learning and performance is an essential skill within our sector and is therefore covered in the NVQ Diploma. It was agreed by employers during consultation that separate certification of Improving own learning and performance was not directly relevant to effective performance within the Hair and Beauty Sector therefore is not included in this framework. However, Habia would encourage Training Providers to consider the value added element of delivery within the framework.]

Working with others

[Working with others is an essential skill within our sector and is therefore covered in the NVQ Diploma. It was agreed by employers during consultation that separate certification of Working with others was not directly relevant to effective performance within the Hair and Beauty Sector therefore is not included in this framework. However, Habia would encourage Training Providers to consider the value added element of delivery within the framework.]

Problem solving

[Problem solving is an essential skill within our sector and is therefore covered in the NVQ Diploma. It was agreed by employers during consultation that separate certification of Problem solving was not directly relevant to effective performance within the Hair and Beauty Sector therefore is not included in this framework. However, Habia would encourage Training Providers to consider the value added element of delivery within the framework.]

apprenticeship FRAMEWORK

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