



An Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath
City of Dublin Education and Training Board

Programme Module

Personal Care and Presentation

leading to

Level 3 QQI Component: Personal Care and Presentation 3N0596

Please note the following prior to using this programme module descriptor:

- This programme module can be delivered as a stand alone module or as part of the:
 - 1. Level 3 QQI Certificate in General Learning 3M0874**
 - 2. Level 3 QQI Certificate in Employability Skills 3M0935**
 - 3. Level 3 QQI Certificate in Information and Communication Technologies 3M0877.**
- Upon successful completion of this programme module the learner will achieve 10 credits towards the CDETb Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.
- The learner needs to accumulate a minimum of 60 credits in order to achieve the Level 3 QQI Certificates in General Learning or Employability Skills or Information and Communication Technologies.
- Teachers/tutors should familiarise themselves with the information contained in CDETb's programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module.
- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module.
- In assessing the learner, teachers/tutors will assess according to the information included in this programme module. Teachers/tutors are required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration.
- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content.
- Where there is an opportunity to facilitate the learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teachers/tutors are encouraged to integrate assessment.

Overview of the Programme Module

The Programme Module is structured as follows:

Section 1 to 8: contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

Section 9: details the learning outcomes prescribed for the programme module by QQI. These outcomes are set by QQI and cannot be changed in any way by the CDETb or individual teachers/tutors.

Section 10: outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

Section 11: contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

Section 11a specifically prescribes the way in which learners are required to present evidence for assessment.

Learner Marking Sheet: this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.

Programme Module	Award
1. Title of Programme Module Personal Care & Presentation	2. Component Name and Code Level 3 Personal Care & Presentation 3N0596
3. Duration in Hours of Programme Module 100	4. Credit Value 10
5. Assessment Technique Collection of Work 100%	6. Specific Requirements Centres must have access to the range of services, professional products, tools, materials and equipment to ensure the learner has the opportunity to cover all of the practical activities.
7. Aims of the Programme Module This programme module aims to provide the learner with the knowledge, skills and competencies necessary for good personal care and presentation in order to enhance their personal confidence and interaction with others. 8. Objectives: <ul style="list-style-type: none"> • understand the importance of personal care and presentation • be aware of the principles of personal cleanliness and grooming • exemplify good practice in personal care and presentation • practice safe and hygienic personal care and presentation • foster core competencies and knowledge applicable to the hair and beauty sector. 	
9. Learning Outcomes of Level 3 Personal Care and Presentation Code 3N0596 The learner will be able to: <ol style="list-style-type: none"> 1. describe the principles of good personal care including healthy lifestyle, stress management, personal hygiene, personal presentation, medical and dental care 2. identify a range of natural and manufactured personal care products 3. explain the uses and benefits of a range of personal care products and treatments 4. describe factors that influence choice of hairstyle including face shape, hair texture and patterns of hair growth 5. describe the role of colour, body shape, dress style, hair style, and accessories in personal presentation 6. use a range of personal care products appropriately including correct terminology 7. demonstrate good practice in personal care including cleansing, grooming, nail care, dental care and treating minor ailments 8. wash hair effectively using appropriate clothes and skin protection, correct hair care products, water temperature and pressure 9. explore the impact of personal presentation on others 10. apply appropriate health, safety and personal hygiene procedures when using personal care products. 	
Delivery Strategies and Learning Activities The programme module could be delivered through classroom-based learning activities, team work, group discussions, one-to-one tutorials, field trips, case studies, role play and other relevant activities.	

10. Guidelines for Teaching and Learning

Please note: the following guidelines suggest a sequence for the teaching of this module. In some cases, this may differ from the sequence of learning outcomes outlined in section 9.

Why good personal care is important?

Learning Outcome 1: Describe the principles of good personal care including healthy lifestyle, stress management, personal hygiene, personal presentation, medical and dental care.

*In order to help the learner achieve **Learning Outcome 1** in particular, consider doing the following:*

- explore with the learner why good personal care is important, for example, health, self-esteem, etc.

Draw on the learner's existing knowledge and experiences to discuss how personal care is an important lifestyle choice. It might be useful for the learner to describe what they think good personal care means and some of the factors involved. It is important that the learner is not only clear about why good personal care is important; they must develop an understanding of how to maintain good personal care

The impact of personal presentation on others

Learning Outcome 9: Explore the impact of personal presentation on others.

*In order to help the learner achieve **Learning Outcome 9** in particular, consider doing the following:*

- explore with the learner why and how people are regularly judged on their 'image', for example, appearance, body language, demeanour, mannerisms and clothing and why therefore it is important to reflect the best image possible.

Drawing on the learner's existing knowledge and experiences discuss the idea that 'first impressions count' and how good personal care can promote inner and outer confidence. The learner may wish to debate the idea that how you look tells others how you feel about yourself which in turn makes a difference in how you will be treated

- explore the learner's personal responsibility for 'how they look' and understand the impact of personal appearance if seeking employment in the hair and beauty sector.

The learner should be aware of the impact hairstyle, clothing, make-up, tattoos and body piercing can have on others. The learner must know to present a neat and clean appearance and dress appropriately to the situation

The basic principles of good personal care

Learning Outcome 1: Describe the principles of good personal care including healthy lifestyle, stress management, personal hygiene, personal presentation, medical and dental care.

Learning Outcome 7: Demonstrate good practice in personal care including cleansing, grooming, nail care, dental care and treating minor ailments.

*In order to help the learner achieve **Learning Outcomes 1 & 7** in particular, consider doing the following:*

- explore with the learner the benefits of healthy eating, for example, increased vitality and energy, protection from disease and illness, weight management, etc.

Drawing on existing knowledge the learner should understand the importance of healthy eating. Good starting points could be the '5 a day campaign', the idea of 'good' foods versus 'bad' foods, healthy eating myths and misconceptions, dysfunctional eating, and so on. It would be useful to identify with the learner key healthy eating practices, for example, nutritional balance, variety,

regularity of meal times, etc. and the risks associated with poor eating habits. Identify barriers to good eating practices, for example, widespread availability of unhealthy/convenience foods, food preparation time, social situations, etc. and explore with the learner strategies to overcome such barriers, for example, awareness of healthier options, planning for social situations, etc.

- explore with the learner the benefits of regular physical activity, for example, combats chronic diseases, enhances mood, promotes better sleep, etc.

Again a wide ranging discussion to draw out learner's existing knowledge is appropriate. Topics could include; variety and levels of physical activities and exercise, exercise myths and misconceptions, etc. The learner should be able to describe a physically active lifestyle. It may be useful for the learner to compare and contrast a number of case studies and/or have them formulate their own comparisons and contrasts. Distinguish between physical activity and exercise. The learner should be aware that physical activity does not always entail competitive sport or structured exercise but incorporates other activities such as gardening, dancing, etc. The learner should be able to describe a range of activities and their benefits.

- explore with the learner the benefits of stress management, for example, positive outlook on life, improved concentration, etc.)

The learner needs to be aware of the difference between 'good' stress and 'bad' stress and understand that we cannot avoid stress but we can manage it. Explore with the learner some common causes of stress, for example, financial problems, relationship difficulties, work pressures, etc. Explore with the learner how to recognise the signs/symptoms of stress, for example, sweaty palms, irritability, binge eating, etc.) It is important for the learner to understand the benefits of relaxation, good sleeping patterns, and stress management techniques and also be aware of a range of coping mechanisms, relaxation and stress management methods, for example, warm bath, listen to music, etc. The learner should be able to identify basic strategies for staying calm when in a stressful situation, for example, deep breathing, counting to ten, etc.

- explore with the learner the benefits of routine health care check-ups, for example, early diagnosis, screening tests, etc.

The learner needs to understand that regular medical; eye and dental check-up are important preventative elements of general health and well-being. Identify with the learner the most common types of check-ups and how best to access them. The learner must indicate reasons for having regular dental, eye and health check-ups and be aware of the recommended interval between check-ups. If possible, a visit from local health authority nurse, dental hygienist, or other specialist to explain good health/dental practices would be beneficial.

The importance of personal body hygiene

Learning Outcome 1: Describe the principles of good personal care including healthy lifestyle, stress management, personal hygiene, personal presentation, medical and dental care.

Learning Outcome 7: Demonstrate good practice in personal care including cleansing, grooming, nail care, dental care and treating minor ailments.

*In order to help the learner achieve **Learning Outcomes 1 & 7** in particular, consider doing the following:*

- identify with the learner situations when it is important to wash his/her hands, for example, after using the toilet, after handling animals, before and after food preparation, etc.

The learner should understand the importance of correct hand washing to prevent the spread of germs and disease such as the common cold, meningitis, etc. The learner should know how to wash hands properly, for example, use warm water, use soap and lather up for about 20 seconds, clean

between the fingers and under the nails, rinse and dry well with a clean towel.

- identify with the learner the need to establish a daily hygiene routine to include key elements such as body washing, teeth brushing, etc.

The learner must understand why regular showering or bathing is an essential aspect of a daily hygiene routine. Exemplify with the learner situations when it is necessary to shower/bath more than once a day, for example, after sports, manual labour, etc.

- identify with the learner the need to change clothes regularly, for example, to keep them fresh smelling, to remove stains, etc.

The learner must understand the importance of regular changes of clothes and indicate why clothes need to be changed and washed/cleaned regularly. The learner should be able to determine what clothes need to be washed most frequently and those that need less frequent cleaning, for example, essential to change underwear daily because it touches the body while a coat needs less cleaning and so on. In addition, the learner should know how to maintain and care for a range of clothes, shoes, and personal care items such as hairbrush, medication, make-up.

The usages and benefits of personal care products and treatments

Learning Outcome 2: Identify a range of natural and manufactured personal care products.

Learning Outcome 3: Explain the uses and benefits of a range of personal care products and treatments.

Learning Outcome 6: Use a range of personal care products appropriately including correct terminology.

*In order to help the learner achieve **Learning Outcomes 2, 3 & 6** in particular, consider doing the following:*

- identify with the learner a range of personal care products, for example, aftershave, make-up, etc.

The learner should be able to exemplify a range of natural and manufactured products to include shampoo, conditioner, soaps, deodorants, moisturisers, and sun screen products, treatments for conditions such as dandruff, dry scalp, psoriasis, and acne. The learner should know where to buy these products and be familiar with their price range. In addition, the learner should be familiar with a range of natural/alternative products, such as rose water, honey, fruit, herbs, natural oils, yoghurt, etc. They should be able to compare and contrast their usage, effectiveness and cost with manufactured products designed for the same purpose.

- identify with the learner the benefits of using personal care products, for example, feel and look refreshed, cover imperfections, etc.

The learner should be able to give examples of the benefits of using personal care products, explore different personal care products, identify why they are used, where and when they should and should not be used. The learner should be able to use a range of personal care products appropriately including correct terminology.

- identify with the learner a range of personal care treatments, for example, chiropody treatments, stress management massage, etc.

The learner should be familiar with a range of treatments such as facials, hair colouring, pedicures, massages, hair removal treatments, etc.

- identify with the learner the benefits of a range of personal care treatments, for example, relaxation,

ameliorate skin problems, etc.

The learner should be able to describe the effects of the treatments, identify for what they are used, know when they should and should not be carried out. The learner should be able to use a range of personal care treatments appropriately including correct terminology.

Good practice in personal care

Learning Outcome 7: Demonstrate good practice in personal care including cleansing, grooming, nail care, dental care and treating minor ailments.

*In order to help the learner achieve **Learning Outcome 7** in particular, consider doing the following:*

- exemplify with the learner how to apply good practice in personal care

Building on the knowledge and skills gained previously, the learner should be able to recall and identify factors which contribute to good personal care and appearance;

- personal hygiene
- good health
- skin care
- make-up
- hair care
- appropriate dress code
- posture/demeanour

Building on the knowledge and skills gained previously, the learner should be familiar with the basic principles of cleansing and grooming, in particular, facial, hair, nail and dental care.

It is important that the learner understands the impact on professional image of a good personal care routine that involves; facial care, hair care, oral hygiene, hand and nail care, personal hygiene, appropriate foot wear and awareness of dress code

- enable the learner apply a basic understanding of how to recognise and treat minor ailments and common allergies.

It is important that the learner understands when medical treatment, advice or referral is required for conditions such as dermatitis, eczema, psoriasis and minor infections. It would be useful for the learner to understand how and why such conditions can develop as well as attempts to prevent them. Training in basic first aid, information on universal precautions, and visits from relevant experts in the field, should be provided where possible

Factors that affect overall personal presentation

Learning Outcome 4: Describe factors that influence choice of hairstyle including face shape, hair texture and patterns of hair growth.

Learning Outcome 5: Describe the role of colour, body shape, dress style, hair style, and accessories in personal presentation.

*In order to help the learner achieve **Learning Outcomes 4 & 5** in particular, consider doing the following:*

- explore with the learner the role of colour, body shape, dress style, hair style and accessories in personal

presentation

A holistic approach that is focused on comparing and contrasting a number of case studies may be useful to achieve such learning outcomes

- Examine with the learner the idea of different body shapes and how that can affect choice of clothing and accessories. The learner should be aware that dressing to suit body shape may create a proportionate look and accentuate best features. The learner should be able to identify a range of body shapes and the clothing styles that suit each
- In addition, the learner should be aware of the idea that some colours (including hair colour) suit people better than others and should be able to identify the colour range that can look best
- The learner should be able to assess the impact and suitability of a range of accessories ,for example, belts, shoes, scarves, cuff links, etc. in personal presentation
- explore with the learner the factors that influence choice of hairstyle
 - Examine with the learner how the shape of the face, for example, oval, long, etc. is an important consideration when choosing a complementary hairstyle. The learner should be aware that the hairstyle should frame the face to bring balance and perspective to it, and that the shape of the face is an important consideration in determining which features the hairstyle should enhance. The learner should be able to identify different face shapes and a complementary hairstyle for each, again comparisons of a range of case studies might prove useful
 - Examine with the learner how hair texture is an important consideration in determining a complementary hairstyle. It might be useful for those learners wishing to develop their knowledge to be aware that hair texture is determined by the size and shape of the hair follicle which is a genetic trait controlled by hormones and influenced by age and racial characteristics. All learners should be able to identify different hair textures/main hair types and the most common conditions, for example,. normal, dry, oily, dandruff, damaged
 - Examine with the learner how the pattern of hair growth is an important consideration in determining a complementary hairstyle. The learner should be aware that direction/patterns of hair growth are important elements in choosing the best style and correct hair cutting technique

Useful resources:

http://www.ukhairdressers.com/hair_move/face%20shape.asp

Principles of hair care

Learning Outcome 8: Wash hair effectively using appropriate clothes and skin protection, correct hair care products, water temperature and pressure.

*In order to help the learner achieve **Learning Outcome 8** in particular, consider doing the following:*

- identify with the learner the importance of following safe and hygienic working practices when washing hair

The learner should be aware of the need for appropriate clothing and skin protection when washing hair. The learner should know the benefits of wearing personal protective clothing and impermeable gloves when washing hair and applying chemicals in particular. In addition, the learner should understand good practice in using and maintaining standard hair care equipment such as brushes, towels, hair dryers, etc.

- exemplify with the learner how to prepare a person for a hair wash

It is important that the learner's understands the importance of explaining to the person what they are going to do and why they are doing it. The learner should know how to position a person correctly at the basin/sink and also how to position the gown and towel. The learner must be able to determine and provide the appropriate protection for the person's clothes and skin.

- explore with the learner how to identify suitable hair care products

The learner needs to understand the effects of shampooing (i.e. to cleanse the hair and scalp) and conditioning on the hair (i.e. smoothing the hair, adding shine, replacing moisture, etc.) In addition, they must be aware of the benefits of using different types of shampoo and conditioner, and when and how to use them, and the correct amounts to use. The learner must be able to identify a range of hair care products and treatments and identify their uses and effects.

- exemplify with the learner how to determine safe and effective water temperature and pressure for washing hair

The learner should be aware of the most appropriate temperature for washing hair and also when this might change. They should know how to regulate the pressure and avoid splashing themselves or others.

- exemplify with the learner how to shampoo and condition hair

The learner should know the effects of shampoo and conditioning and be able to shampoo and condition hair under supervision. The learner should know how to apply shampoo to the hair and massage it with their fingertips using pressing movements of the arms and massaging movements of fingers. The learner must know to rinse the hair and lather again ensuring that it is clean before rinsing out the hair until all the suds are removed. The learner must understand to check the water temperature and pressure at frequent intervals. They must apply conditioner if required before combing it thorough and completing the final rinse.

- exemplify with the learner how to towel dry and de-tangle hair.

The learner must know why and how to towel dry hair effectively, to squeeze moisture from your hair with the towel and smooth downward along the hair shaft to keep the cuticle laying flat. They should know how and why to use a wide-toothed comb and section hair off in small sections. It is important that the learner understands how to prevent knots by combing firstly at the ends and slowly move up, section by section, to the roots.

Health, safety and hygiene considerations

Learning Outcome 10: Apply appropriate health, safety and personal hygiene procedures when using personal care products.

*In order to help the learner achieve **Learning Outcome 10** in particular, consider doing the following:*

- identify with the learner common hazards when working with chemicals.

The learner must be aware when working with chemicals that they and others are vulnerable to chemical burns from undiluted solutions, stings from chemicals coming in contact with eyes or other sensitive membranes, allergic reactions, and breathing problems from chemical fumes. The learner should know to:

- wear gloves and other protective clothing when working with strong chemicals
- keep work areas well ventilated

- wash spills immediately with clean water .

identify with the learner common hazards when working with electrical appliances

The learner must be aware of the risks associated with the use of heated styling tools (e.g. hair dryers, straighteners, GHD's, etc.) and electrical appliances in wet areas. They must be aware that poorly maintained tools can quickly overheat and become fire hazards, and sharp edges and loose connections can create additional dangers. The learner should know to:

- unplug tools when not in use
- use proper stands and storage containers for all equipment
- have tools professionally repaired or replaced when worn
- use the proper tool for each task without improvising

identify with the learner safe and hygienic work practices

The learner should be able to:

- locate fire fighting equipment
- locate the first aid equipment and the accident report book
- follow fire and evacuation procedures

in addition, the learner should be aware of common health and hygiene risks and their prevention. The learner should know to:

- clean all tools after use
- wash hands frequently with antibacterial soap
- wear aprons, gloves, or other protective clothing if necessary
- observe best before dates on all products.

Useful resources:

www.docstoc.com/docs/3451087/Health-And-Safety-Guide-for-the-Hairdressing-Nail-Beauty-Industry

11.a Specific Information Relating to the Assessment Techniques

The assessor (teacher/tutor) is required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration. In devising the Assessment Brief/s, care should be taken to ensure that the learner is given the opportunity to show evidence of ALL learning outcomes. Each learner is required to work alone in completing the Collection of Work. There is no facility for this Collection of Work to be completed as a group.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor verification of the learner's contribution, learner worksheets, diagrams, cloze tests, multiple choice statements, visual presentation or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format. All of the evidence must be retained in the learner's assessment portfolio.

Collection of Work	100%
The Collection of Work may be produced throughout the duration of this programme module. It must be clearly indicated where evidence covers more than one learning outcome.	
<p>The learner will compile a Collection of Work to include:</p> <ul style="list-style-type: none"> • an understanding of the importance and impact of personal care and presentation • an explanation of the principles of personal care and presentation • identification and use of a range of personal care products and treatments • an understanding of the uses and benefits of a range of personal care products and treatments • an awareness of the key elements of personal presentation, in particular the role of colour, body shape, dress style, etc, in personal presentation • an understanding and description of factors that influence hairstyle choice • an understanding of how to wash hair correctly using safe and hygienic working practices • demonstration of good practice in personal care • an understanding of how to apply safe and hygienic practices in personal care and presentation 	

11.b Assessment - General Information – Personal Care and Presentation 3N0596

All instructions for the learner must be clearly outlined in an Assessment Brief.

Mapping Each Learning Outcome to an Assessment Technique	
Learning Outcome	Assessment Technique
1 Describe the principles of good personal care including healthy lifestyle, stress management, personal hygiene, personal presentation, medical and dental care.	Collection of Work
2 Identify a range of natural and manufactured personal care products.	Collection of Work
3 Explain the uses and benefits of a range of personal care products and treatments.	Collection of Work
4 Describe factors that influence choice of hairstyle including face shape, hair texture and patterns of hair growth.	Collection of Work
5 Describe the role of colour, body shape, dress style, hair style, and accessories in personal presentation.	Collection of Work
6 Use a range of personal care products appropriately including correct terminology.	Collection of Work
7 Demonstrate good practice in personal care including cleansing, grooming, nail care, dental care and treating minor ailments.	Collection of Work
8 Wash hair effectively using appropriate clothes and skin protection, correct hair care products, water temperature and pressure.	Collection of Work
9 Explore the impact of personal presentation on others.	Collection of Work
10 Apply appropriate health, safety and personal hygiene procedures when using personal care products.	Collection of Work

Grading

At Level 3 a learner is graded as Successful or Referred.

Successful means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the learner's portfolio of assessment.

Referred means that the portfolio of assessment needs further work by the learner before s/he can demonstrate the standard and achieve certification from QQI.


**Personal Care and Presentation
3N0596**
Learner Marking Sheet

Learner's Name: _____

Learner's PPSN: _____

The learner will be able to:	Evidence of the following is included in the assessment portfolio:	<input checked="" type="checkbox"/> If present in portfolio	Please indicate where evidence is to be found
1. describe the principles of good personal care including healthy lifestyle, stress management, personal hygiene, personal presentation, medical and dental care	awareness and understanding of: <ul style="list-style-type: none"> • importance and benefits of maintaining good personal care and presentation • the benefits of healthy eating & physical activity in maintaining good personal care and presentation • the role of personal hygiene in maintaining good personal care and presentation • the benefits of stress management, medical and dental care in maintaining good personal care and presentation 		
2. identify a range of natural and manufactured personal care products	knowledge of: <ul style="list-style-type: none"> • a range of natural personal care products • a range of manufactured personal care products 		
3. explain the uses and benefits of a range of personal care products and treatments	comparison and contrast between: <ul style="list-style-type: none"> • the uses and benefits of natural personal care products • the uses and benefits of manufactured personal care products 		
4. describe factors that influence choice of hairstyle including face shape, hair texture and patterns of hair growth	awareness of: <ul style="list-style-type: none"> • how shape of face influences choice of hairstyle • how hair texture influences choice of hairstyle • how patterns of hair growth influence choice of hairstyle 		
5. describe the role of colour, body shape, dress style, hair style, and accessories in personal presentation	knowledge of the role played by each of the following in personal presentation: <ul style="list-style-type: none"> • colour • body shape 		

	<ul style="list-style-type: none"> • dress style • hair style • accessories 		
6. use a range of personal care products appropriately including correct terminology	recognition and understanding of the use of: <ul style="list-style-type: none"> • 5 personal care products commonly used by men • 5 personal care products commonly used by women 		
7. demonstrate good practice in personal care including cleansing, grooming, nail care, dental care and treating minor ailments	understanding and demonstration of: <ul style="list-style-type: none"> • the principles of cleansing and grooming • the principles of dental and nail care • when and how to treat relevant minor ailments 		
8. wash hair effectively using appropriate clothes and skin protection, correct hair care products, water temperature and pressure	understanding and demonstration of: <ul style="list-style-type: none"> • how to prepare for and effectively wash and dry hair • usage and benefits of suitable hair care/washing products • safe and hygienic working practices when washing hair 		
9. explore the impact of personal presentation on others	explanation of the impacts of the following elements of personal presentation can have on others <ul style="list-style-type: none"> • hairstyle and clothing • makeup • tattoos and body piercing 		
10. apply appropriate health, safety and personal hygiene procedures when using personal care products.	application of: <ul style="list-style-type: none"> • appropriate health procedures when using personal care products • appropriate safety procedures when using personal care products • appropriate personal hygiene procedures when using personal care products. 		

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner

Learner's Signature: _____

Date: _____

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____