

Unit 11: Provide Facial Electrotherapy Treatments

Unit code:	L/601/3962
QCF Level 3:	BTEC Nationals
Credit value:	11
Guided learning hours:	104

● Aim and purpose

This is a preparation for work unit, which is based on capability and knowledge. The unit is about providing particular skills for facial electrotherapy to include electrical muscle stimulation (EMS), lymphatic drainage, galvanic, high frequency and micro-current. The knowledge gained in this unit includes preparing and providing facial electrotherapy treatments.

To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

● Unit introduction

This unit will give learners the knowledge, understanding and skills needed to perform more advanced facial therapy treatments. Learners will be introduced to mechanical and electrical facial treatments carried out to improve a variety of skin conditions.

Learners will be able to prepare for facial electrotherapy treatments, perform client consultations to identify individual treatment objectives and carry out skin analyses and tests. Learners will also develop skills in performing facial electrotherapy treatments, while following health and safety working practices, providing suitable aftercare advice to clients and completing post-treatment procedures, for example recording results of treatments.

Learners will also explore the underpinning theory associated with facial electrotherapy treatments, including potential contraindications which may prevent or restrict treatments, contra-actions which could occur following treatments, skin types and conditions and relevant anatomy and physiology.

It is recommended that learners have completed *Unit 5: Provide Facial Skincare* before undertaking this unit.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to prepare for facial treatments using electrotherapy
- 2 Be able to provide facial treatments using electrotherapy.

Unit content

1 Be able to prepare for facial treatments using electrotherapy

Preparation: of therapist (personal hygiene/presentation, protective attire); of client (protective attire, secure hair, remove contact lenses, skin preparation, head/neck support)

Preparation of work area: environmental conditions eg heating, lighting, ventilation, atmosphere; salon and client requirements

Client consultation: consultation techniques (questioning, visual, manual, reference to client records); treatment objectives; skin analysis; relevant skin tests (skin sensitivity); contraindications eg skin diseases/disorders, eye infections, bruising, inflammation, erythema, recent scar tissue; clear recommendations; client confidentiality

Products: cleanser; exfoliators; toners; setting face mask; non-setting face mask; specialised face masks; moisturisers; massage creams; oils; oxygenating cream; ionised gels; face-lifting gel; specialised gel; ampoules

Tools and equipment: headband/towel; facial steamer; facial brush cleanser; facial vacuum suction machine; high frequency machine; facial galvanic machine; facial faradic/electrical muscle stimulation (elms) machine; microcurrent machine; vacuum suction; high frequency

Skin types, conditions and characteristics: types (normal, dry, oily, combination); conditions (sensitive, dehydrated, mature, congested, infected, damaged); characteristics (pigment, melanin, ethnicity)

2 Be able to provide facial treatments using electrotherapy

Communication and behaviour: professional manner; communication (speaking, listening, body language, written); behaviour eg polite, tactful, client rapport; awareness of limits of own authority/responsibility eg follow instructions

Health and safety working practices: sterilisation and sanitation methods; safe use of tools and equipment; Health and Safety at Work Act (HASAWA) 1974; The Personal Protective Equipment (PPE) at Work Regulations 1992; Control of Substances Hazardous to Health (COSHH) Regulations 2002; waste disposal

Treatment: positioning of therapist and client; use of products, tools, equipment and techniques; techniques (mechanical brush cleansing, vapour, exfoliation, lymphatic drainage, direct and indirect high frequency, galvanic desincrustation and iontophoresis, electrical muscle stimulation (EMS), microcurrent); ways of adapting treatments to suit client; complete treatment to client's satisfaction; record and evaluate results eg asking for client feedback; contra-actions and response eg bruising, inflammation, excessive erythema

Aftercare advice: homecare (ways of avoiding contra-actions, skincare routine); retail opportunities (products, future services including repeat treatments)

Electrotherapy: principles of electrical currents

Anatomy and physiology: structure, growth and repair of skin; skin diseases and disorders; structure, function, position and action of head, neck and shoulder muscles; location, function and structure of the bones of the head, neck and shoulder; structure and function of nervous, circulatory and lymphatic systems for head, neck and shoulders; effect of ageing process, lifestyle and environmental factors on skin and underlying structures; effects and benefits of electrotherapy on underlying structures eg softer, hydrated skin, increased circulation and improved skin colour, reduced congestion and fine lines, desquamation of dead skin cells, more effective removal of waste via lymphatic system

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 prepare themselves, client and work area for facial electrotherapy treatments [TW5, SM3]		
P2 use suitable consultation techniques to identify treatment objectives [IE1, IE2, IE5]	M1 explain the importance of preparation and pre-treatment activities for facial electrotherapy treatments	D1 evaluate pre-treatment preparations for facial electrotherapy treatments
P3 carry out skin analysis and relevant tests [IE4, RL1]		
P4 provide clear recommendations to the client [EP2, EP4, EP5]		
P5 select products, tools and equipment to suit client treatment needs, skin types and conditions [SM3]		
P6 describe salon requirements for preparing themselves, the client and work area	M2 explain salon requirements for preparing themselves, the client and work area	
P7 describe the environmental conditions suitable for facial electrotherapy treatments [IE3]		
P8 describe the different consultation techniques used to identify treatment objectives		
P9 explain the importance of carrying out a detailed skin analysis and relevant tests		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P10 describe how to select products, tools and equipment to suit client treatment needs, skin types and conditions	M3 explain how to select products, tools and equipment to suit client treatment needs, skin types and conditions	
P11 describe the different skin types, conditions and characteristics [IE5]		
P12 explain the contraindications that prevent or restrict facial electrotherapy treatments [IE5]		
P13 communicate and behave in a professional manner [TW3, TW4, TW5, SM5, SM6, SM7]		
P14 follow health and safety working practices [SM4]		
P15 position themselves and client correctly throughout the treatment		
P16 use products, tools, equipment and techniques to suit client' treatment needs, skin type and conditions [SM3]	M4 use products, tools, equipment and techniques to suit three different clients' treatment needs, skin types and conditions	
P17 complete the treatment to the satisfaction of the client [RL3]		
P18 evaluate the results of the treatment [RL5]		
P19 provide suitable aftercare advice [EP2, EP3, EP4, EP5]	M5 provide suitable aftercare advice to clients with different needs	
P20 explain how to communicate and behave in a professional manner		
P21 describe health and safety working practices		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P22 explain the importance of positioning themselves and the client correctly throughout the treatment		
P23 explain the importance of using products, tools, equipment and techniques to suit client's treatment needs, skin type and conditions	M6 compare the suitability of selected products, tools, and techniques used to suit three clients' treatment needs, skin types and conditions	D2 evaluate the suitability of products, tools, and techniques used to suit three clients' treatment needs, skin types and conditions
P24 describe the effects and benefits of electrotherapy equipment and products on the skin and underlying structures		
P25 explain the principles of electrical currents		
P26 describe how treatments can be adapted to suit client treatment needs, skin types and conditions	M7 explain how treatments can be adapted to suit client treatment needs, skin types and conditions	
P27 state the contra-actions that may occur during and following treatments and how to respond		
P28 explain the importance of completing the treatment to the satisfaction of the client		
P29 explain the importance of completing treatment records		
P30 describe the methods of evaluating the effectiveness of the treatment		
P31 describe the aftercare advice that should be provided [EP4]	M8 explain the aftercare advice provided	D3 evaluate the aftercare advice provided
P32 describe the structure, growth and repair of the skin	M9 explain the effects of facial electrotherapy treatments on the skin, muscular, skeletal, circulatory and lymphatic systems for the head, neck and shoulders.	D4 evaluate the effects of facial electrotherapy on the skin and underlying structures.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P33 describe skin types, conditions, diseases and disorders		
P34 describe the structure, function, position and action of the head, neck and shoulder muscles		
P35 describe the location, function and structure of the bones of the head, neck and shoulder		
P36 describe the structure and function of the nervous, circulatory and lymphatic systems for the head, neck and shoulders		
P37 explain how the ageing process, lifestyle and environmental factors affect the condition of the skin and underlying structures. [CT1, CT2, IE1, IE5, IE6]		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

This unit should be delivered in a Realistic Learning Environment (RLE), see *Annexe F*. The word 'client' relates to and peers and does not mean that treatments need to be carried out on paying clients or within commercial timescales.

It is strongly recommended that learners complete *Unit 5: Providing Facial Skincare* before tutors deliver this unit. This unit is intended to develop the knowledge, understanding and skills required for the preparation and application of facial electrotherapy treatments. Delivery of this unit should be mainly practical to engage and motivate learners. Tutors are advised to use a variety of teaching methods and aids when delivering the underpinning theory.

Tutors should introduce learners to the main facial electrotherapy treatments available. This must include EMS, lymphatic drainage, galvanic, high frequency and micro-current. Learners must be taught how to prepare for and perform these facial electrotherapy treatments, following health and safety practices. It is recommended that tutors provide an initial full demonstration to learners, including indications for use, suitable products, timings, machine settings and frequency. Learners should be given the opportunity to practise the techniques themselves on each other, before progressing onto clients. The benefit of this is that learners will gain first hand experience of facial electrotherapy treatments and will be more informed when performing treatments.

Learners need to be taught how to carry out preparatory activities, such as preparing the work area, performing client consultations and selecting appropriate products, tools and equipment. It is essential that learners are able to create treatment plans suitable for the individual client. Ideally, learners should have an opportunity to practise on clients with different skin types, conditions and characteristics, so they can appreciate the differing treatment objectives and ways of adapting treatments to suit individual clients.

In order to perform treatments safely, learners will need knowledge of the different contraindications which could prevent or restrict treatment and the contra-actions which may result.

Tutors must introduce learners to the theory associated with facial electrotherapy treatments, for example the principles of electrical currents and anatomy and physiology, using a range of delivery methods including lectures, seminars, group discussions and presentations. Tutors could explore the use of internet video clips, DVDs, trade publications, trade exhibitions and guest speakers to aid learners' understanding and generate group discussions considering available new technologies.

The importance of providing suitable aftercare advice should be stressed. Learners should be encouraged to take advantage of retail opportunities presented by giving aftercare advice, as part of the client care experience.

Learners are expected to communicate and behave in a professional manner throughout this unit, especially when it comes to communicating about potentially sensitive matters. This is an essential skill that will serve learners well when they go into employment in the hair and beauty sector, where the client-hairdresser/therapist relationship is of paramount importance.

While learners are not expected to perform treatments within commercial timescales for assessment purposes, it is strongly recommended that learners intending to go onto employment within the industry are able to perform within commercial timescales to advance their employment prospects.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Tutor introduction to the unit and programme of assignments.
Assignment 1: Facial Electrotherapy Treatments (P1, P2, P3, P4, P5, P13, P14, P15, P16, P17, P19, M4, M5)
Tutor introduction to assignment brief.
Expected communication and behaviour. Health and safety practices, current and relevant legislation. Promotional opportunities to encourage clients to visit for facial electrotherapy treatments.
Skin types, conditions and characteristics such as oily, dry, combination, skin conditions sensitive, mature, dehydrated. Respective requirements and necessary adaptations.
Preparation procedures. Preparation of therapist, client and work area. Client consultation and treatment planning. Selection of products, tools and equipment.
Facial electrotherapy treatments (EMS, lymphatic drainage, galvanic, high frequency and micro-current) – full demonstration by tutor, practice on peers, case studies. Treatment. Aftercare advice – designing a homecare leaflet for client following facial electrotherapy treatments. Practical workshops focusing on different themes each week, for example working cost effectively, commercial timings.
Anatomy and physiology, such as effects of ageing, and reflection on effects of facial electrotherapy treatments over a period of time – use of diagrams/textbooks, case studies. Evaluating effects and benefits, reflective log by learners.
Assignment 2: Facial Electrotherapy Case Study (P6, P7, P8, P9, P10, P11, P12, P18, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, P30, P31, P32, P33, P34, P35, P36, P37, M1, M2, M3, M6, M7, M8, M9, D1, D2, D3, D4).
Tutor introduction to assignment brief.
Assignment workshop(s).
Tutor recap of unit, using games and quizzes as memory aids.

Assessment

The unit is assessed by the centre and will be subject to external verification by Edexcel.

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment and grading criteria in mind.

The theoretical aspects of assessment for this unit can be achieved through learners completing centre-devised assignments, a portfolio of evidence or through adaptation of Edexcel assignments where available. Practical assessment criteria will require observation and completion of relevant documentary evidence by the assessor.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units, where appropriate. Reference to grading criteria should be made in the assessment documentation, to ensure the criteria have been met.

P1, P2, P3, P4, P5, P13, P14, P15, P16, P17, P19, M4 and M5 require learners to prepare for and perform facial electrotherapy treatments safely. Learner needs to demonstrate use of the following equipment: EMS, lymphatic drainage, galvanic, high frequency and micro-current. Learners must prepare for and perform treatments for three different clients to meet different treatment objectives. This must be assessed via practical observation and evidenced with a signed witness testimony. Learners will be assessed on their communication

and behaviour throughout the treatments. Learners must be aware of the limits of their authority and responsibility, for example when to refer clients for medical advice and not diagnose conditions.

Learners will be expected to carry out preparation procedures before treatments, for example performing client consultations and selecting appropriate products, tools and equipment. Learners will also need to carry out associated post-treatment procedures, including providing aftercare advice.

P6, P7, P8, P9, P10, P11, P12, P18, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, P30, P31, P32, P33, P34, P35, P36, P37, M1, M2, M3, M6, M7, M8, M9, D1, D2, D3 and D4 assess the underpinning theory associated with facial electrotherapy treatments. These criteria can be assessed in a variety of ways. A recommended holistic method of assessment would be for learners to produce a report on facial electrotherapy treatments they have provided.

Alternatively, theoretical assessment and grading criteria can be assessed in the form of a short-answer paper, or a number of smaller assignments, such as the examples below:

- a facial electrotherapy reference handbook for new starters (P6, P7, P8, P9, P10, P11, P12, P20, P21, P22, P23, P25, P26, P27, P28, P29, P30, P33, M1, M2, M3, M7, M9)
- a homecare leaflet for clients (P27, P31, M8)
- posters advertising the benefits of facial electrotherapy treatments to clients, as part of a promotion (P24, P37, M9)
- reflective logs and case studies (P18, M6, D1, D2, D3, D4)
- worksheets/annotated diagrams of anatomy and physiology (P32, P33, P34, P35, P36, P37, M9, D4).

It is essential that learners are given opportunities to achieve all the assessment and grading criteria through the assignments. Theoretical aspects of this unit, such as anatomy and physiology, lend themselves to cross-unit assessment.

It is recommended good practice for tutors to hold regular assignment workshops where learners bring in their assignment work and work on it, consulting with the tutor when necessary.

Signed witness testimonies and observation records must be retained for verification purposes. Supplementary evidence in the form of photographs and consultation record cards could also be provided.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P13, P14, P15, P16, P17, P19, M4, M5	Facial Electrotherapy Treatments	Provide facial electrotherapy treatments to three different clients, following health and safety practices. This must include: EMS, lymphatic drainage, galvanic, high frequency and micro-current.	Practical observation, with a signed witness testimony. Photographs as supplementary evidence marked and authenticated by the assessor.

Criteria covered	Assignment title	Scenario	Assessment method
P6, P7, P8, P9, P10, P11, P12, P18, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, P30, P31, P32, P33, P34, P35, P36, P37, M1, M2, M3, M6, M7, M8, M9, D1, D2, D3, D4	Facial Electrotherapy Case Study	Produce a report, reflecting on facial electrotherapy and on the treatments provided.	Written report. Photographs and diagrams as supplementary evidence marked and authenticated by the assessor.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links with to the following NOS: B4 Provide facial electrical treatments. This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

Level 2	Level 3
Provide Facial Skincare	Body Electrotherapy

Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in *Annexe F*. Learners will also require access to products, tools and equipment suitable for providing facial electrical treatments.

Employer engagement and vocational contexts

Centres would benefit from making links with employers in the hair and beauty sector, such as inviting guests speakers, for example beauty and spa therapists, who can discuss their experiences of providing facial electrotherapy treatments.

Indicative reading for learners

Textbooks

Connor J, Morgan K and Harwood-Pearce V – *Anatomy and Physiology for Therapists* (Heinemann, 2006) ISBN 9780435449407

Cressy S – *Beauty Therapy Fact File 5th Edition* (Heinemann, 2010) ISBN 9780435451424

Hiscock J, Stoddart E and Connor J – *Beauty Therapy S/NVQ Level 3* (Heinemann, 2004) ISBN 9780435456405

Rosser M – *Body Therapy and Facial Work: Electrical Treatments for Beauty Therapists 3rd Edition* (Hodder Education, 2006) ISBN 9780340926055

Journals and magazines

Guild Gazette (Guild of Professional Beauty Therapists)

Habia News (Seed Publishing Limited)

Health and Beauty Salon Magazine (Reed Business Information)

Websites

www.beautyguild.com

Beauty Guild

www.habia.org/

Habia, the Standards Setting Body for the hair and beauty sector

www.professionalbeauty.co.uk

Professional Beauty

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	<p>considering the influence of legislation relating to the provision of facial electrotherapy treatments [IE5]</p> <p>supporting conclusions, describing the effects of facial electrotherapy on the body [IE6]</p> <p>planning and carrying out research into the benefits and uses of facial electrotherapy treatments [IE2]</p> <p>considering the contra-actions that may occur during and following treatments and how to respond and the influence of different skin types and conditions [IE5]</p> <p>exploring issues, describing the environmental conditions suitable for facial electrotherapy treatments [IE3]</p> <p>identifying questions to answer, planning and carrying out research, considering feelings, using suitable consultation techniques to identify treatment objectives [IE1, IE2, IE5]</p> <p>analysing and evaluating relevant tests [IE4]</p> <p>explain how the ageing process, lifestyle and environmental factors affect the condition of the skin and underlying structures [IE1, IE5, IE6]</p>
Team workers	<p>adapting behaviour, showing consideration to others and showing confidence in themselves, communicating and behaving in a professional manner [TW3, TW4, TW5]</p> <p>taking responsibility for preparing themselves, the client and work area for body massage [TW5]</p>
Creative thinkers	<p>generating ideas and exploring possibilities, asking questions to extend their thinking, explaining how the ageing process, lifestyle and environmental factors affect the condition of the skin and underlying structures [CT1, CT2]</p>
Reflective learners	<p>evaluating experiences, recording and evaluating the results of the treatment [RL5]</p> <p>acting on outcomes, completing the treatment to the satisfaction of the client [RL3]</p> <p>assessing skin analysis and relevant tests [RL1]</p>
Self-managers	<p>organising time and resources, using products, tools and techniques to suit the client's treatment needs, skin types and conditions [SM3]</p> <p>anticipating and managing risks, following health and safety working practices [SM4]</p> <p>dealing with competing pressures, responding positively to change and managing their emotions, communicating and behaving in a professional manner [SM5, SM6, SM7]</p> <p>organising time and resources, selecting products and tools to suit client treatment needs, skin types and conditions [SM3]</p> <p>organising time and resources, preparing themselves, the client and work area for body massage [SM3]</p>

Skill	When learners are ...
Effective participators	<p>presenting a persuasive case for action, proposing practical ways forward, identifying improvements and trying to influence others providing suitable aftercare advice [EP2, EP3, EP4, EP5]</p> <p>presenting a persuasive case for action, identifying improvements and trying to influence others, providing clear recommendations to clients [EP2, EP4, EP5]</p> <p>proposing practical ways forward, advising clients on how to prepare for the treatment [EP3]</p> <p>identifying improvements that would benefit clients, providing aftercare advice that should be provided. [EP4]</p>

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Creative thinkers	<p>generating ideas and exploring possibilities about the suitability of products, tools, equipment and techniques for different clients [CT1]</p> <p>asking the client questions as part of the consultation [CT2]</p>
Self-managers	<p>working towards being able to prepare for and perform facial electrotherapy treatments on different clients, showing initiative, commitment and perseverance [SM2]</p>
Effective participators	<p>discussing issues of concern regarding contraindications with an appropriate person. [EP1]</p>

● Functional Skills – Level 2

Skill	When learners are ...
ICT – using ICT	
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	researching lifestyle factors that impact on wellbeing
Manage information storage to enable efficient retrieval	working on data related to case studies
ICT – finding and selecting information	
Select information from a variety of sources to meet requirements of a complex task	researching body systems and anatomical structures affected by massage
ICT – developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	planning treatment as part of a preliminary consultation
Combine and present information in ways that are fit for purpose and audience	presenting outcome of case study to the class
English – Speaking, Listening and Communication	
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	presenting outcomes following preliminary consultation
English – Reading	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	reading resource-based learning in order to plan effectively reading resource-based learning to research the systems of the body affected by massage
English – Writing	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	writing reports and evaluating case study work.