

Unit 13: Provide Electrical Epilation

Unit code:	Y/601/4452
QCF Level 3:	BTEC Nationals
Credit value:	11
Guided learning hours:	88

● Aim and purpose

This is a preparation for work unit, based on capability and knowledge. The unit is about providing short wave diathermy and blend epilation. 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 prepare for and provide electrical epilation treatments to remove unwanted hair, following health and safety practices.

Learners will be taught how to carry out preparatory activities for electrical epilation treatments, including how to carry out non-medical skin and hair analyses and client consultations to identify the client's individual treatment objectives. Learners will study the contraindications which can prevent or restrict treatments.

Learners will develop skills in employing short wave diathermy and blend techniques, including how to treat different skin types and hair growth patterns.

Learners will also explore the underpinning theory associated with electrical epilation treatments, including relevant anatomy and physiology, needle selection, consequences of inaccurate probing of the needle, the principles and uses and benefits of Galvanic short wave diathermy and blend epilation.

Learners will acquire the knowledge, understanding and skills required to provide suitable aftercare advice to clients such as suitable methods of dealing with hair regrowth between treatments. Throughout the unit, learners will be expected to communicate and behave in a professional manner.

It is strongly advised that learners wishing to work as beauty therapists take this unit, as electrical epilation is a highly sought-after skill by employers in the industry.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to prepare for electrical epilation
- 2 Be able to provide electrical epilation.

Unit content

1 Be able to prepare for electrical epilation

Preparation: of therapist (personal hygiene/presentation, protective attire); of client (protective attire, secure hair, skin preparation)

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; suitability for treatment; skin and hair analysis; contraindications eg abnormal blood pressure, heart condition, skin disease/disorders, varicose veins, late stages of pregnancy, swelling, broken skin, erythema, sunburn, fever, nervous conditions, history of thrombosis, embolism, epilepsy, diabetes, recent breaks or fracture, bruising; clear recommendations; client confidentiality

Product: cleansing products; sterilising solution; soothing lotion

Tools and equipment: epilation machine; disposable needles; magnifying lamp; tweezers; cotton wool; tissues; medicated swabs; sharps container for disposal of used needles; sterilising unit; disposable gloves

Skin and hair types, conditions and characteristics: skin types (normal, dry, oily, combination); conditions (moist, sensitive, dehydrated, mature, congested, infected, damaged, scarred); characteristics (pigment, melanin, ethnicity); hair types (coarse, fine, dark, fair, previously epilated/depilated, vellus, terminal, ethnicity, gender)

2 Be able to provide electrical epilation

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 to suit client; needle selection (diameter, length, two-piece, one-piece, for hair type, for skin type); depth and angle of needle insertion into hair follicle; ways of adapting treatment to suit client; complete treatment to client's satisfaction; record and evaluate results (methods of evaluation including reviewing hair growth); contra-actions and response eg redness, inflammation, blood spotting, eschars, blanching, burning

Aftercare advice: homecare (ways of avoiding contra-actions, methods of dealing with regrowth between treatments); retail opportunities (products, future services including repeat treatments)

Treatment areas: facial areas (chin, upper lip); arms; legs; bikini line; breast/chest

Electrical epilation: principles, uses and benefits (Galvanic, short wave, diathermy, blend); consequences of inaccurate needle probing; effect of moisture gradient in the skin

Anatomy and physiology: skin types, conditions and disorders; structure, growth and repair of skin; structure and function of hair; hair types (vellus, terminal, lanugo); hair growth (anagen, catagen, telogen); hair growth patterns; causes of hair growth (puberty, pregnancy, menopause, contraceptive pill, endocrine disorders, polycystic ovaries, hirsutism, hypertrichosis); structure and function of endocrine system; effect of endocrine system on hair growth; structure and function of circulatory system; structure and function of 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 electrical epilation 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 electrical epilation treatments	D1 evaluate pre-treatment preparations for electrical epilation treatments
P3 carry out skin and hair analysis [IE4, RL1]		
P4 select products, tools and equipment to suit client treatment needs, skin types and conditions [SM3]		
P5 provide clear recommendations to the client [EP2, EP4, EP5]		
P6 describe the different consultation techniques used to identify treatment objectives		
P7 explain the contraindications that prevent or restrict electrical epilation treatment		
P8 describe health and safety working practices		
P9 explain the importance of carrying out detailed hair and skin analysis		

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's needs	M2 explain how to select products, tools and equipment to suit client treatment needs, body types and conditions	
P11 describe the environmental conditions suitable for electrical epilation treatments [IE3]		
P12 communicate and behave in a professional manner [TW3, TW4, TW5, SM5, SM6, SM7]		
P13 follow health and safety working practices [SM4]		
P14 position themselves and the clients correctly throughout treatment		
P15 use products, tools, equipment and techniques to suit client's treatment needs [SM3]	M3 use products, tools, equipment and techniques to suit two different clients' treatment needs	
P16 insert the needle into the hair follicle with regard to depth and angle [TW3]		
P17 complete the treatment to the satisfaction of the client [RL3]		
P18 record and evaluate the results of the treatment [RL5]		
P19 provide suitable aftercare advice [EP2, EP3, EP4, EP5]	M4 provide suitable aftercare advice to different clients	
P20 describe how to select the needle type and size to suit hair and skin types	M5 compare the suitability of selected products, tools and techniques to suit two clients' treatment needs, hair and skin types	D2 evaluate the suitability of products, tools and techniques used to suit two clients' treatment needs, hair and skin types

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:
P21 describe how to work on different hair growth patterns and treatment areas		
P22 explain the consequences of inaccurate probing		
P23 explain the principles, uses and benefits of galvanic, short wave diathermy and blend	M6 compare the effects of galvanic, short wave and diathermy and blend	
P24 describe how treatments can be adapted to suit client treatment needs, skin, hair types and conditions	M7 explain how treatments can be adapted to suit client treatment needs, skin, hair types and conditions	
P25 describe how moisture gradient in the skin affects the electrical epilation treatment		
P26 state the contra-actions that may occur during and following treatments [IE5]		
P27 describe the methods of evaluating the effectiveness of the treatment		
P28 describe the aftercare advice that should be provided [EP4]	M8 explain the aftercare advice provided	D3 evaluate the aftercare advice provided.
P29 describe the suitable methods of dealing with regrowth between treatments	M7 compare the suitability of methods of dealing with regrowth between treatments.	
P30 describe different skin types, conditions, diseases and disorders		
P31 describe the structure, growth and repair of the skin		
P32 describe the structure and function of the hair		
P33 describe the hair types, growth patterns and causes of hair growth		

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:
P34 describe the structure and function of the endocrine system and its effect on hair growth		
P35 describe the structure and function of circulatory and lymphatic systems.		

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	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

This unit should be delivered in a Realistic Learning Environment (RLE), see *Annexe F*. The word 'client' relates to friends 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 9: Remove Hair Using Waxing Techniques* before tutors deliver this unit. This unit is intended to develop the knowledge, understanding and skills required for the preparation and application of epilation treatments, including short wave diathermy and blend. 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 of this unit.

Tutors should introduce learners to the main epilation treatments available and must include short wave diathermy and blend. Learners must be taught how to prepare for and perform these epilation treatments, while following health and safety practices. It is recommended that tutors provide an initial full demonstration to learners. Learners should then be given the opportunity to practise the techniques on each other, before progressing onto clients. The benefit of this is that learners will gain first hand experience of epilation 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 hair growth patterns, 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 also 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 epilation treatments, for example the principles, uses and benefits of galvanic, short wave diathermy and blend, as well as anatomy and physiology, using a range of delivery methods such as 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.

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 unit – including outline of unit content, overview of how unit will be assessed (number of assignments and deadlines), range of recommended resources.
Assignment 1: Epilation Treatments (P1, P2, P3, P4, P5, P12, P13, P14, P15, P16, P17, P18, 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 epilation treatments.
Hair growth patterns. Skin and hair types. Reasons for excessive hair growth. 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.
Epilation treatments (short wave diathermy, blend) – full demonstration by tutor, practice on peers, case studies. Treatment. Aftercare advice – designing a homecare leaflet for client following epilation treatments. Practical workshops focusing on different themes each week, for example working cost effectively.
Anatomy and physiology, such as effects of ageing, and reflection on effects of epilation treatments over a period of time – use of diagrams/textbooks, case studies. Evaluating effects and benefits, reflective log by learners.
Assignment 2: Epilation Case Study (P 6, P7, P8, P9, P10, P11, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, P30, P31, P32, P33, P34, P35, M1, M2, M3, M6, M7, M8, M9, D1, D2, D3). 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, P12, P13, P14, P15, P16, P17, P18, P19, M4 and M5 require learners to prepare for and perform epilation treatments on two different clients, including short wave diathermy and blend. This must include the following treatment areas: upper lip, chin, breast/chest, bikini line and legs. Very few female clients will require epilation treatments for the breast area, so learners could perform epilation treatments on a male client's chest.

P6, P7, P8, P9, P10, P11, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, P30, P31, P32, P33, P34, P35, M1, M2, M3, M7, M8, M9, D1, D2 and D3 assess the underpinning theory associated with epilation 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 epilation 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 epilation reference handbook for themselves/new starters (P6, P7, P8, P9, P10, P11, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, P30, P31, P32, P33, P34, P35, M1, M2, M7, M9)
- a homecare leaflet for clients (P19, P26, P28, P29, M4, M8, M9)
- an article investigating the effects of epilation treatments (P22, P23, P25, P26, M5, M6)
- reflective logs and case studies (P18, P27, M5, D1, D2, D3)
- worksheets/annotated diagrams of anatomy and physiology (P30, P31, P32, P33, P34, P35).

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, P12, P13, P14, P15, P16, P17, P18, P19, M4, M5	Epilation Treatments	Prepare for and provide epilation treatments for two different clients, following health and safety practices. This must include: short wave diathermy and blend. The following areas must be treated: upper lip, chin, breast/chest, bikini line and legs.	Practical observation, with a signed witness testimony. Photographs as supplementary evidence marked and authenticated by the assessor.
P6, P7, P8, P9, P10, P11, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, P30, P31, P32, P33, P34, P35, M1, M2, M3, M6, M7, M8, M9, D1, D2, D3	Epilation Case Study	Produce a report, reflecting on epilation 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 links to the following NOS: B29 Provide electrical epilation 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
Remove Hair using Waxing Techniques	Scientific Principles for Beauty Therapy
	Dermatology and Microbiology

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 epilation treatments, including couches, trolleys, stool, magnifying lamps, a range of disposable needles and sterilisation equipment (such as an autoclave).

Employer engagement and vocational contexts

Centres are encouraged to develop links with healthcare professionals, such as medical centres and to include use of guest speakers such as those who specialise in providing epilation treatments. Learners could also attend trade exhibitions to stay ahead of the latest hair removal developments.

Indicative reading for learners

Textbooks

Cartwright E, Morris G and Severn M – *Electro-epilation: A Practical Approach 2nd Edition* (Nelson Thornes, 2001) ISBN 9780748763764

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

Godfrey S – *Principles and Practice of Electrical Epilation 3rd Edition* (Butterworth-Heinemann, 2001) ISBN 9780750652261

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/

Guild of Professional Beauty Therapists

www.electrolysis.co.uk

British Institute and Association of Electrolysis

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 electrical epilation treatments [IE5]</p> <p>supporting conclusions, describing the effects of electrical epilation on the body [IE6]</p> <p>planning and carrying out research into the benefits and uses of electrical epilation 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 electrical epilation 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 electrical epilation [TW5]</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 the client treatment needs, skin types and conditions [SM3]</p> <p>organising time and resources, preparing themselves, the client and work area for electrical epilation [SM3]</p>
Effective participators	<p>presenting a persuasive case for action, proposing practical ways forward, identifying improvements and trying to influence others when providing suitable aftercare advice and clear recommendations to clients [EP2, EP3, EP4, EP5]</p> <p>proposing practical ways forward, advising clients on how to prepare for the treatment. [EP3]</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	generating ideas and exploring possibilities about the suitability of products, tools, equipment and techniques for different clients [CT1] asking the client questions as part of the consultation [CT2]
Self-managers	working towards being able to prepare for and perform electrical epilation treatments on different clients, showing initiative, commitment and perseverance [SM2]
Effective participators	discussing issues of concern regarding contraindications with an appropriate person. [EP1]

● Functional Skills – Level 2

Skill	When learners are ...
ICT – using ICT	
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 electrical epliation
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 – 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.