

# Unit 15: Provide Self-Tanning

<b>Unit code:</b>	<b>R/601/4465</b>
<b>QCF Level 3:</b>	<b>BTEC Nationals</b>
<b>Credit value:</b>	<b>3</b>
<b>Guided learning hours:</b>	<b>25</b>

## ● Aim and purpose

This unit is a preparation for work unit, which is based on capability and knowledge. This unit is about providing self-tanning treatments and aftercare advice to clients. This unit is also about the application, use and benefits of self-tanning 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 gives learners the knowledge, understanding and skills required to prepare for and perform self-tanning treatments.

Learners will study the preparatory activities required for self-tanning treatments, including performing client consultations to meet individual client treatment objectives and carrying out skin analyses and identifying contraindications.

Learners will be expected to communicate and behave in a professional manner throughout the unit. Learners will develop skills in performing self-tanning treatments, following health and safety practices and completing treatments to clients' satisfaction. On completion of this unit, learners will also be able to provide suitable aftercare advice to clients, including ways to avoid potential contra-actions.

This unit introduces learners to the underpinning theory associated with self-tanning including the benefits of this treatment compared to UV tanning, effects and benefits of self-tanning treatments and products, and relevant anatomy and physiology.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Be able to prepare for self-tanning treatments
- 2 Be able to provide self-tanning treatments.

# Unit content

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## 1 Be able to prepare for self-tanning treatments

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

*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; patch test (depending on manufacturer's instructions); contraindications eg skin diseases/disorders, hyper/hypo pigmentation, broken skin, allergy to dihydroxyacetone (DHA); clear recommendations; client confidentiality

*Products:* self-tanning products eg cream, mousse, gels, sprays; exfoliants; moisturisers; tan enhancers

*Tools and equipment:* tools and equipment eg manual spray guns, electronic spray machines, spray booths/tents, disposable underwear, disposable head protection

*Benefits of self-tanning compared to UV tanning:* safe method of tanning; suitable method for fair/ageing skin and those allergic to natural sunlight; avoid disadvantages associated with UV tanning (ageing, burning, cancer, pigmentation, dehydration, cataract formation); can be achieved all-year round

## 2 Be able to provide self-tanning treatments

*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 themselves and client; use of products, equipment and techniques to suit client; techniques (manual, spray); complete treatment to client's satisfaction; contra-actions and response eg adverse skin reactions, uneven application; record and evaluate results (methods of evaluating including reviewing after development time)

*Aftercare advice:* homecare (ways of avoiding contra-actions, methods of prolonging tan); retail opportunities (products, future services including repeat treatments)

*Effects and benefits of self-tanning on skin:* golden tan; improved skin condition; effect of active ingredients such as dihydroxyacetone and erythulose (chemical reaction, superficial staining of top layer of epidermis)

*Anatomy and physiology:* structure and function of skin

## 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:
<b>P1</b> prepare themselves, client and work area for self-tanning treatments [TW5, SM3]		
<b>P2</b> use suitable consultation techniques to identify treatment objectives [IE1, IE2, IE5]	<b>M1</b> explain the importance of preparation and pre-treatment activities for self-tanning treatments	<b>D1</b> evaluate pre-treatment preparations for self-tanning treatments
<b>P3</b> carry out a skin analysis [IE4, RL1]		
<b>P4</b> provide clear recommendations to the client [IEP2, EP4, EP5]		
<b>P5</b> select self-tanning products and equipment to suit client treatment needs and skin conditions [SM3]		
<b>P6</b> describe salon requirements for preparing themselves, the client and work area	<b>M2</b> explain salon requirements for preparing themselves, the client and work area	
<b>P7</b> describe the environmental conditions suitable for self-tanning treatments [IE3]		
<b>P8</b> describe the different consultation techniques used to identify treatment objectives		
<b>P9</b> explain the importance of carrying out a skin analysis		
<b>P10</b> describe how to select products and equipment to suit client treatment needs and skin conditions	<b>M3</b> explain how to select products and equipment to suit client treatment needs and skin conditions	

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:
<b>P11</b> explain the contraindications that prevent or restrict self-tanning treatments [IE5]		
<b>P12</b> compare the benefits of self-tanning treatments with UV tanning treatments		
<b>P13</b> communicate and behave in a professional manner [TW3, TW4, TW5, SM5, SM6, SM7]		
<b>P14</b> follow health and safety working practices [SM4]		
<b>P15</b> position themselves and client correctly throughout the treatment		
<b>P16</b> use products, equipment and techniques to suit client's treatment needs and skin conditions [SM3]	<b>M4</b> use products, equipment and techniques to suit two different clients' treatment needs and skin conditions	
<b>P17</b> complete the treatment to the satisfaction of the client [RL3]		
<b>P18</b> record and evaluate the results of the treatment [RL3]		
<b>P19</b> provide suitable aftercare advice [EP2, EP3, EP4, EP5]	<b>M5</b> provide suitable aftercare advice to different clients	
<b>P20</b> explain how to communicate and behave in a professional manner		
<b>P21</b> describe health and safety practices		
<b>P22</b> explain the importance of positioning themselves and client correctly throughout the treatment		

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:
<b>P23</b> explain the importance of using products equipment and techniques to suit client's treatment needs and skin conditions	<b>M6</b> compare the suitability of selected products, equipment and techniques used to suit two clients' treatment needs and skin conditions	<b>D2</b> evaluate the suitability of products, equipment, techniques used to suit two clients' treatment needs and skin conditions
<b>P24</b> describe the effects and benefits of self-tanning treatments and products on the skin	<b>M7</b> explain the effects and benefits of self-tanning treatments and products	
<b>P25</b> describe the structure and function of the skin		
<b>P26</b> describe the contra-actions which might occur during or following treatments and how to respond		
<b>P27</b> explain the importance of completing the treatment to the satisfaction of the client		
<b>P28</b> explain the importance of completing treatment records		
<b>P29</b> describe the methods of evaluating the effectiveness of the treatment		
<b>P30</b> describe the aftercare advice that should be provided.	<b>M8</b> explain the aftercare advice provided.	<b>D3</b> evaluate the aftercare advice provided.

**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.

<b>Key</b>	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

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## 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 10: Provide Body Massage Treatments* before tutors deliver this unit. This unit is intended to develop the knowledge, understanding and skills required for the preparation and application of self-tanning 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 of this unit.

Tutors should introduce learners to the main self-tanning treatments available, which could include spray tans. Learners must be taught how to prepare for and perform these self-tanning 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 themselves on each other, before progressing onto clients. The benefit of this is that learners will gain first hand experience of self-tanning 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 and conditions, 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 self-tanning treatments, for example the effect of active ingredients, 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 new developments in self-tanning. Delivery methods could also include off-site activities such as visits to retail outlets or wholesalers to investigate the self-tanning products readily available for sale.

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 or the application of self-tan to personal areas (breast, chest, buttocks). 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.

A representative from a trade name self-tan supplier, such as 'St Tropez' or 'Fake Bake', could be invited in to deliver a self-tanning course. This may provide learners with an additional certificate that will be useful when seeking employment.

## 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.
<b>Assignment 1: Self-tanning Treatments (P1, P2, P3, P4, P5, P13, P14, P15, P16, P17, M4, M5).</b> 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 self-tanning treatments.
Skin types and conditions. Comparison of self-tanning versus UV tanning treatments. Respective client requirements and necessary adaptations.
Preparation procedures. Preparation of therapist, client and work area. Client consultation and treatment planning. Selection of products, tools and equipment.
Self-tanning treatments – full demonstration by tutor, practise on peers, case studies. Treatment. Aftercare advice – designing a homecare leaflet for client following self-tanning treatments. Practical workshops focusing on different themes each week, for example working cost effectively, commercial timings.
Anatomy and physiology, such as effects of treatments, and reflection on effects of self-tanning treatments – use of diagrams/textbooks, case studies. Evaluating effects and benefits, reflective log by learners.
<b>Assignment 2: Self-tanning Case Study (P6, P7, P8, P9, P10, P11, P12, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, P30, M1, M2, M3, M6, M7, M8, D1, D2, D3).</b> 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, M3, M4 and M5 require learners to prepare for and perform self-tanning treatments safely. Learners need to carry out treatments on two different clients using different products/systems, for example manual and spray tanning. 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, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, P30, M1, M2, M3, M6, M7, M8, D1, D2 and D3 assess the underpinning theory associated with self-tanning 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 self-tanning 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 self-tanning reference handbook for themselves/new starters (P6, P7, P8, P9, P10, P11, P12, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, P30, M1, M2, M3)
- a homecare leaflet for clients (P26, P30, M5, M8)
- an article investigating the benefits/effects of self-tanning treatments (P12, P24, P26, M7)
- reflective logs and case studies (P18, M6, D1, D2, D3)
- worksheets/annotated diagrams of anatomy and physiology (P25).

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, M4, M5	Self-tanning Treatments	Prepare for and provide self-tanning treatments to two different clients, following health and safety practices.	Practical observation, with a signed witness testimony. Photographs as supplementary evidence marked and authenticated by the assessor.
P6, P7, P8, P9, P10, P11, P12, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, P30, M1, M2, M3, M6, M7, M8, D1, D2, D3	Self-tanning Treatments Case Study	Produce a report, reflecting on self-tanning 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: B25 Provide self-tanning services. 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 3
Provide Body Massage
Provide UV Tanning

### 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 self-tanning treatments.

### Employer engagement and vocational contexts

Centres are encouraged to develop links with local salons, spas, retailers and wholesalers. Representatives from self-tan suppliers such as 'St Tropez' or 'Fake Bake' can provide specific product information and additional training and certification.

### Indicative reading for learners

#### Textbooks

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

Hiscock J, Stoddard E and Connor J – *Level 3 NVQ/SVQ Diploma Beauty Therapy Candidate Handbook 2nd Edition* (Heinemann, 2010) ISBN 9780435027018

#### Journals and magazines

*Guild Gazette* (Guild of Professional Beauty Therapists)

*Habia News* (Seed Publishing Limited)

*Health and Beauty Salon Magazine* (Reed Business Information)

*International Therapist* (Federation of Holistic Therapists)

#### Websites

[www.fakebake.co.uk](http://www.fakebake.co.uk)

Fakebake

[www.habia.org](http://www.habia.org)

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

[www.professionalbeauty.co.uk](http://www.professionalbeauty.co.uk)

Professional Beauty

[www.st-tropez.com](http://www.st-tropez.com)

St Tropez Limited

## 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 ...
<b>Independent enquirers</b>	<p>considering the influence of legislation relating to the provision of self-tanning treatments [IE5]</p> <p>supporting conclusions, describing the effects of self-tanning on the body [IE6]</p> <p>planning and carrying out research into the benefits and uses of self-tanning 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 self-tanning 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>
<b>Team workers</b>	<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 self-tanning treatments [TW5]</p>
<b>Reflective learners</b>	<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>
<b>Self-managers</b>	<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 self-tanning [SM3]</p>
<b>Effective participators</b>	<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>

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 ...
<b>Creative thinkers</b>	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]
<b>Self-managers</b>	working towards being able to prepare for and perform self-tanning treatments on different clients, showing initiative, commitment and perseverance [SM2]
<b>Effective participators</b>	discussing issues of concern regarding contraindications with an appropriate person. [EP1]

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – using ICT</b>	
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
<b>ICT – finding and selecting information</b>	
Select information from a variety of sources to meet requirements of a complex task	researching body systems and anatomical structures affected by massage
<b>ICT – developing, presenting and communicating information</b>	
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
<b>English – Speaking, Listening and Communication</b>	
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
<b>English – Reading</b>	
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
<b>English – Writing</b>	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	writing reports and evaluating case study work.