

Unit 16: Provide UV Tanning

Unit code:	Y/601/4466
QCF Level 3:	BTEC Nationals
Credit value:	2
Guided learning hours:	20

● Aim and purpose

This unit is a preparation for work unit, which is based on capability and knowledge. This unit is about providing UV tanning.

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 provide UV tanning treatments.

Learners will be introduced to the theory underpinning UV tanning treatments, from calculating session and exposure times and the principles of radiation and electro-magnetic spectrum to the use of light irradiation, relevant anatomy and physiology, effects and benefits, including risks of overexposure and concerns associated with UV tanning.

Learners will study how to carry out preparatory activities, including carrying out client consultations to identify individual treatment objectives, carrying out skin analyses and identifying contraindications.

Learners will be expected to communicate and behave in a professional manner throughout delivery of this unit. They will develop skills in providing UV tanning treatments, while following health and safety practices and completing treatments to client's satisfaction. On completion of this unit, learners will also be able to provide suitable aftercare advice, such as ways of avoiding contra-actions.

● Learning outcomes

On completion of this unit a learner should:

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

Unit content

1 Be able to prepare for UV tanning

Preparation: of therapist (personal hygiene/presentation, protective attire); of client (removal of jewellery/cosmetics)

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 eg skin type 1, 2, 3, 4, 5, 6; patch test; contraindications eg under the effects of alcohol, vascular skin disorders, vitiligo, history of cancerous conditions, recent X-ray treatment (last three months), infectious skin diseases (fungal, viral or bacterial), medical conditions (liver, heart, lung or kidney disease), hyper-sensitive skin, diabetes, epilepsy, pregnancy, on photosensitiser medication, immediately before or after a heat treatment such as electrical face or body treatment, epilation, sauna or waxing, under 16 years of age, excessive perspiration, fair skin unable to tan, skin with a tendency to freckle, excessive moles, contact lenses, skin cancer, during chemotherapy and radiation therapy, medical oedema, circulatory disorders, pacemaker, hepatitis, high or low blood pressure; clear recommendations; client confidentiality

Products: soothing products; skin moisturisers; tan enhancers

Tools and equipment: sun lamps; sun beds; tanning booths; protective eyewear for clients

Effects and benefits: physical (warms body); physiological (stimulates chemical production in skin increasing cell regeneration, kills some bacteria on skin, stimulates production of vitamin D in the skin); cosmetic (tan, beneficial effect on some skin disorders eg acne); therapeutic (promotes feeling of wellbeing)

2 Be able to provide UV 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 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; not carrying out treatments on minors under 18 years of age

Treatment: use of products and equipment to suit client; calculate session and exposure times; complete treatment to client's satisfaction; contra-actions and response eg four degrees of erythema, burning, headaches, nausea, heat exhaustion; pressure points record and evaluate results (methods of evaluating results eg monitoring tan development)

Aftercare advice: homecare (ways of avoiding contra-actions, safe timing between repeat treatments); retail opportunities (products, future services)

Principles of radiation and electro-magnetic spectrum: properties of radiation (refraction, reflection, absorption); properties of electromagnetic spectrum (wave amplitude, frequency, wavelength, periodic time, speed of electromagnetic waves, transverse nature of electromagnetic waves); laws of radiation (inverse square law of radiation, Grotthus' law, cosine law); application to safe use of light irradiation equipment (distance, timing, absorption rate, angle of application); effects of UVA, UVB, UVC rays on skin; risks of overexposure (erythema, burning, photokeratitis, conjunctivitis, cataracts, ageing, skin cancer, photosensitivity, pigmentation, broken veins, reduction of skin immunity) 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:
P1 prepare themselves, client and work area for UV tanning [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 UV tanning treatments	D1 evaluate pre-treatment preparations for UV tanning treatments
P3 carry out a skin analysis [IE4, RL1]		
P4 provide clear recommendations to the client [EP2, EP4, EP5]		
P5 select products and equipment to suit client treatment needs, skin types and conditions [SM3]		
P6 describe workplace requirements for preparing themselves, the client and work area	M2 explain workplace requirements for preparing themselves, the client and work area	
P7 describe the environmental conditions suitable for UV tanning [IE3]		
P8 describe the different consultation techniques used to identify objectives		
P9 explain the importance of carrying out a skin analysis to determine skin type and condition		

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 and equipment to suit client treatment needs, skin type and condition	M3 explain how to select products and equipment to suit client treatment needs, skin type and condition	
P11 describe the effects and benefits of different types of UV tanning equipment [IE5]		
P12 explain the contraindications that prevent or restrict UV tanning [IE5]		
P13 communicate and behave in a professional manner [TW3, TW4, TW5, SM5, SM6, SM7]		
P14 follow health and safety working practices [SM4]		
P15 use products and equipment to suit client's treatment needs, skin type and condition [SM3]	M4 use products, and equipment to suit two different clients' treatment needs, skin types and conditions	
P16 complete the treatment to the satisfaction of the client [RL3]		
P17 record and evaluate the results of the treatment [RL3]		
P18 provide suitable aftercare advice [EP2, EP3, EP4, EP5]	M5 provide suitable aftercare advice to different clients	
P19 explain how to communicate and behave in a professional manner		
P20 describe health and safety working practices		
P21 explain the importance of using products and equipment to suit client's treatment needs, skin type and condition	M6 compare the suitability of selected products, tools and techniques used to suit two clients' treatment needs, skin types and conditions	D2 evaluate the suitability of products, tools and, techniques used to suit two clients' treatment needs, skin types and 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:
P22 state the contra-actions that may occur during and following treatments and how to respond		
P23 state how to calculate session times and correct exposure times [IE1, IE3]		
P24 explain how the principles of radiation and the electromagnetic spectrum apply to the use of light irradiation equipment [IE4, IE6]		
P25 describe the structure and function of the skin	M7 assess the effects of UV tanning on the skin	D3 evaluate the effects of UV tanning on the skin
P26 describe the effects of UVA, UVB and UVC rays on the skin and risks of overexposure [IE1, IE2, IE3, IE4, IE5, IE6]		
P27 explain the importance of completing the treatment to the satisfaction of the client		
P28 explain the importance of completing treatment records		
P29 describe the methods of evaluating the effectiveness of the treatment		
P30 describe the aftercare advice that should be provided.	M8 explain the aftercare advice provided.	D4 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.

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 and peers and does not mean that treatments need to be carried out on paying clients or within commercial timescales.

This unit is intended to develop the knowledge, understanding and skills required for the preparation and application of UV 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.

Tutors should introduce learners to UV tanning treatments. Learners must be taught how to prepare for and perform these UV tanning treatments, while following health and safety practices. Learners should then be given the opportunity to practise using the techniques. It is essential that treatments are not carried out on clients under 18 years of age.

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 different clients, so they can appreciate the different treatment objectives and ways of determining session/exposure times 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 UV tanning, for example the risks of overexposure, principles of radiation and the electro-magnetic spectrum, 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.

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 clients undressing for treatments. This is an essential skill that will serve learners well when they go into employment in the hair and beauty sector, where the client-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 the unit.

Assignment 1: UV Tanning Treatments (P1, P2, P3, P4, P5, P13, P14, P15, P16, P17, P18, M4, M5).

Tutor introduction to assignment brief.

Topic and suggested assignments/activities and/assessment

Expected communication and behaviour. Health and safety practices, current and relevant legislation. Promotional opportunities to encourage clients to visit for UV tanning treatments.

Skin types and conditions. Respective client requirements and necessary adaptations (determining session/exposure times).

Preparation procedures. Preparation of therapist, client and work area. Client consultation and treatment planning. Selection of products, tools and equipment.

UV tanning treatments – full demonstration by tutor, practise on peers, case studies. Treatment. Aftercare advice – designing a homecare leaflet for client following UV 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 UV tanning – use of diagrams/textbooks, case studies. Evaluating effects and benefits, reflective log by learners.

Assignment 2: UV tanning Case Study (P6, P7, P8, P9, P10, P11, P12, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, P30, M1, M2, M3, M6, M7, M8, 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, P18, M4 and M5 require learners to prepare for and perform UV tanning treatments safely. Learners need to carry out treatments on two different clients. 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, 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 UV 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 UV 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:

- an UV tanning reference handbook for themselves/new starters (P6, P7, P8, P9, P10, P11, P12, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, M1, M2, M3)

- a homecare leaflet for clients (P22, P30, M5, M8)
- an article investigating the benefits/effects of UV tanning treatments (P26, M7, D3)
- reflective logs and case studies (M6, D1, D2, 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, P18, M4, M5	UV Tanning Treatments	Prepare for and provide UV tanning treatments for 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, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, P30, M1, M2, M3, M6, M7, M8, D1, D2, D3, D4	UV Tanning Case Study	Produce a report, reflecting on UV tanning and on the treatments provided.	Written report marked and authenticated by the assessor. 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: B21 Provide UV 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 Self-tanning Treatments

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 UV tanning treatments.

Employer engagement and vocational contexts

Centres are encouraged to develop links with local salons, spas and tanning establishments, for example inviting guest speakers to talk about the importance of health and safety.

Indicative reading for learners

Textbooks

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

HSE – *Reducing Health Risks from the Use of Ultraviolet (UV) Tanning Equipment* (Leaflet) (Health and Safety Executive, 2009)

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.habia.org

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

www.hse.gov.uk

Health and Safety Executive (controlling health risks from the use of UV tanning equipment)

www.sunbedassociation.org.uk

The Sunbed Association (Codes of Practice)

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 UV tanning treatments [IE5]</p> <p>supporting conclusions, describing the effects of UV tanning on the body [IE6]</p> <p>planning and carrying out research into the benefits and uses of UV 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 UV 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> <p>identifying questions, carrying out research, exploring issues, evaluating information to understand the effects of UVA, UVB and UVC rays on the skin and risks of overexposure [IE1, IE2, IE3, IE4, IE5, IE6]</p> <p>analysing and using reasoned arguments and evidence to explain how the principles of radiation and the electro-magnetic spectrum apply to the use of light irradiation equipment [IE4, IE6]</p> <p>identifying questions to answer and exploring issues in order to calculate session times and correct exposure times [IE1, IE3]</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 UV tanning [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 client treatment needs, skin types and conditions [SM3]</p> <p>organising time and resources, preparing themselves, the client and work area for UV tanning [SM3]</p>

Skill	When learners are ...
Effective participators	presenting a persuasive case for action, proposing practical ways forward, identifying improvements and trying to influence others providing suitable aftercare advice and clear recommendations. [EP2, EP3, EP4, EP5]

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 UV tanning 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 – 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
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.