

Unit 42: Provide Pedicure Treatments

Unit code:	R/601/4448
QCF Level 2:	BTEC National
Credit value:	5
Guided learning hours:	48

● Aim and purpose

This is a preparation for work unit, which is based on capability and knowledge. The unit is about providing pedicure treatments. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

● Unit introduction

The need for well-groomed feet, which are often on show in open-toed shoes, has increased the popularity of pedicures and they have now become a part of many people's beauty regime.

This unit will enable learners to explore pedicure techniques and develop their practical skills, as well as giving them the knowledge and understanding relating to pedicure treatments, including skin conditions, disorders and diseases of the nail and skin.

Learners will develop their communication skills and understand the importance of using effective consultation techniques when carrying out a nail and skin analysis on clients, which will enable them to identify treatment needs.

On completion of this unit, learners should be able to perform pedicure treatments to clients' satisfaction, by communicating and behaving in a professional manner and following health and safety working practices.

It is essential that centres adhere to the pre-16 restrictions set by Habia. Learners under 16 years of age will not be able to use the full range of pedicure tools, please see *Annexe H* for further information.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to prepare for pedicure treatments
- 2 Be able to provide pedicure treatments.

Unit content

1 Be able to prepare for pedicure treatments

Preparation of pedicurist and client: of pedicurist (personal presentation/hygiene, protective attire); of client (positioning, removal of shoes/socks/jewellery); salon requirements

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

Client consultation: consultation techniques (questioning, visual, manual, reference to client records); treatment objectives; nail and skin analysis; nail and skin conditions eg eczema, dermatitis, corn/callus, bunion; contra-indications (fungal infections, bacterial infections, viral infections, parasitic conditions, nail separation, ingrowing nails, dermatitis, corn/callus, bunion); clear recommendations; agree treatment plan; client confidentiality

Products, tools and equipment: products (cuticle cream/oil, buffing paste, cuticle remover, massage medium, nail enamel remover, exfoliators, paraffin wax, foot masks, nail varnish/enamel, base coat, top coat, nail hardener/strengthener, quick dry spray); tools and equipment (emery board, orange stick, nail buffer, 3-way buffer, nail brush, hoof stick, pedicure bowl, towels, tissues, cotton wool, hard skin file, pumice stone, thermal boots); tools for use by post-16 learners only (cuticle knife, cuticle nipper, nail clippers)

Pedicure finishes: dark polish; French manicure

2 Be able to provide pedicure treatments

Communication and behaviour: 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 practices: sterilisation and sanitation methods; safe use of tools and equipment; Health and Safety at Work Act (HASAWA); Personal Protective Equipment (PPE); Control of Substances Hazardous to Health (COSHH); waste disposal; Nail Services Code of Practice

Pedicure treatment: positioning of pedicurist and client; use of products, tools, equipment, techniques to suit client; ways of adapting treatments eg choice of finish; massage techniques and benefits (effleurage, petrissage, tapotement); contra-actions and response (redness, rash, irritation, swelling); complete treatment to client's satisfaction; record results

Aftercare advice: homecare (ways to avoid contra-actions, maintaining health and appearance of feet); retail opportunities (products, future services)

Anatomy and physiology: diseases and disorders of nail and skin eg ringworm, brittle nails, eczema, dermatitis; structure and function of nail; structure and function of skin; structure and function of lower leg and foot muscles; structure and function of lower leg and foot bones; structure and function of arteries and veins of lower leg and foot; structure and function of lymphatic vessels of lower leg and foot; benefits of treatment on anatomy and physiology eg improved blood circulation and associated effects, soft 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 pedicure treatment [TW5, SM3]	M1 explain the importance of preparation and pre-treatment activities for pedicure treatments	D1 assess pre-treatment preparations for pedicure treatments
P2 use suitable consultation techniques to identify treatment objectives [IE1, IE2, IE5]		
P3 carry out a nail and skin analysis [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 nail conditions [SM3]		
P6 describe salon requirements for preparing themselves, the client and the work area		
P7 describe the environmental conditions suitable for pedicure treatments [IE3]		
P8 describe different consultation techniques used to identify treatment objectives		
P9 explain the importance of carrying out a nail 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 treatment needs, skin and nail conditions		
P11 identify nail and skin conditions [IE5]		
P12 describe the contra-indications which prevent or restrict pedicure 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's treatment needs, nail and skin conditions [SM3]		
P17 complete the treatment to the satisfaction of the client [RL3]		
P18 record the results of the treatment		
P19 provide suitable aftercare advice [EP2, EP3, EP4, EP5]		
P20 state 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, nail and skin conditions	M2 assess the suitability of selected products, tools, equipment, techniques and aftercare advice for three different clients	D2 compare the suitability of products, tools, equipment, techniques and aftercare advice for three different clients
P24 describe how treatments can be adapted to suit client treatment needs, nail and skin conditions		
P25 describe the different massage techniques and their benefits [IE6]		
P26 state the contra-actions that may occur during and following treatments and how to respond [IE5]		
P27 state the importance of completing the treatment to the satisfaction of the client		
P28 state the importance of completing treatment records		
P29 state the aftercare advice that should be provided [EP4]		
P30 describe diseases and disorders of the nail and skin		
P31 describe the structure and functions of the nail and skin	M3 explain how pedicure treatments create the desired effects on the client's skin, nails, muscles, bones, and circulation system.	D3 evaluate how pedicure treatments create the desired effects on the client's skin, nails, muscles, bones, and circulation system.
P32 describe the structure and function of the muscles of the lower leg and foot		
P33 describe the structure and function of the bones of the lower leg and foot.		

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 arteries and veins of the lower leg and foot		
P35 describe the structure and function of the lymphatic vessels of the lower leg and foot.		

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), as detailed in *Annexe F*. The word 'client' can be related to friends and peers and does not mean that treatment needs to be carried out on paying clients or within commercial timescales. Centres must adhere to the restrictions outlined by Habia, in *Annexe H*, regarding activities which are unsuitable for learners aged under 16 years to undertake.

This unit is intended to develop learners' knowledge, understanding and skills required for the preparation and application of pedicure treatments. Delivery of this unit should be mainly practical to engage and motivate learners. This could be supported by a work placement in a nail bar or beauty salon. Tutors can use a variety of delivery methods and aids when delivering the underpinning knowledge of this unit.

Learners should be introduced to the different foot and nail treatments available, including paraffin wax, foot masks, thermal boots and exfoliators. Learners could be given the opportunity of experiencing a foot and nail treatment firsthand, or draw on the experience of treatments they may have had. Tutors need to demonstrate the different massage techniques used on the lower leg and foot. Learners should have the opportunity to practise carrying out consultations and using skills with various clients, so that they can appreciate differing client requirements and how to adapt treatments to suit them. This unit can be a popular choice for learners, who should be encouraged to practise and develop their skills at every opportunity on friends, family and themselves.

It is essential that learners are taught about the associated health and safety practices used in the salon, for example the safe use of tools and equipment. Learners aged under 16 years of age are not allowed to use the full range of tools and equipment, for example a cuticle knife, cuticle nipper, nail scissors.

In order to perform pedicure treatments safely, learners will need to know about the various conditions, diseases and disorders that may affect the nail and skin, including contra-indications which could prevent or restrict a treatment and contra-actions which may result from a treatment. Learners need to conduct a skin and nail analysis and carry out client consultations to identify treatment objectives.

Learners should be encouraged to adopt a professional manner when communicating with clients and colleagues. This is an essential skill that will benefit learners in employment within the beauty therapy or nail services industry, where the client-therapist relationship is of paramount importance. It will also benefit them if they decide to enter another area of employment.

The importance of providing suitable aftercare advice to clients should be stressed. Learners should use aftercare advice as an opportunity not to just advise the client regarding homecare and maintenance, but to sell products or future services.

It is essential that learners know the relevant anatomy and physiology to perform pedicure treatments. This could be delivered using diagrams, textbooks and quizzes.

This unit could be co-delivered with *Unit 6: Provide Manicure Treatments*.

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. This also includes learners' independent study time.

Topic and suggested assignments/activities and/assessment

Tutor introduction to the unit.

Assignment 1: Pedicure Treatments (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, M1, M2, D1, D2)

Tutor introduces assignment brief.

Professional ways of behaving and communicating, health and safety working practices and salon requirements.

Pre-treatment procedures. Preparation (of therapist, client, work area). Consultation techniques, including skin analysis, contra-indications, recommendations (demonstrations, role play).

Products, tools and equipment. Client treatment needs/objectives. Skin and nail conditions.

Manicure workshops led by tutor demonstrations. Positioning. Massage techniques. Adapting treatments to suit different client needs (for example nail and skin conditions) and treatment objectives. Client satisfaction.

Post-treatment procedures. Recording results. Aftercare advice (homecare, retail opportunities), contra-actions.

Assignment workshop(s).

Assignment 2: Anatomy and Physiology (P30, P31, P32, P33, P34, P35, M3, D3)

Tutor introduces assignment brief.

Structure and function of the nail and skin. Diseases and disorders of nail and skin.

Use of task sheets and diagrams/textbooks, models, CD ROMs relating to structure and function of the muscles and bones of the lower leg and foot. Structure and function of the arteries and veins of the lower leg and foot. Lymphatic vessels.

Benefits of pedicure treatments on anatomy and physiology.

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. This unit can be assessed through learners collating a portfolio of evidence. Centres can either devise their own assignments or adapt Edexcel assignments where available.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units where appropriate.

P1, P2, P3, P4, P5, P13, P14, P15, P16, P17, P18 and P19 require learners to prepare for and perform pedicure treatments for at least three different clients with varying needs, safely for example skin type and treatment objectives. Pedicure finishes must include French pedicure and dark polish. This includes the preparation of themselves, the client, work area, client consultation and post-treatment procedures, such as aftercare advice and recording results.

Learners should be assessed when they have developed sufficient pedicure skills, following practice and feedback during the unit delivery. It is essential that learners communicate and behave professionally when performing their treatments. The treatments should be observed by the assessor and evidenced with a witness testimony. Photographs of learners performing the treatment, or the client's pedicured nails could be supplementary evidence.

P6, P7, P8, P9, P10, P11, P12, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, M1, M2, D1 and D2 assess knowledge and understanding of the underpinning theory associated with providing pedicure

services, learners could either answer short written or oral questions (accompanied by a written transcript). Alternatively, learners could produce a summary account of the treatments they provided to clients.

P30, P31, P32, P33, P34, P35, M3, D3 assess learners' knowledge and understanding of anatomy and physiology. This could be achieved via short-answer questions, either written or oral accompanied by a written transcript. Learners can achieve P31, P32, P33, P34, and P35 by labelling diagrams and describing the various functions for all listed structures. Alternatively, learners could use a case study to investigate the benefits of pedicures, which could be linked to the services they provided as part of their practical assessment.

Signed witness testimonies and observation records must be retained for verification purposes.

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, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, M1, M2, D1, D2	Pedicure Treatments	Prepare for and provide pedicure treatments for three different clients, following health and safety practices. This must include French pedicure and dark polish finish. Produce a report on the treatments provided.	Practical observation, with signed witness testimony. Written report, with pictures and diagrams.
P30, P31, P32, P33, P34, P35, M3, D3	Anatomy and Physiology	Having performed pedicure treatments, investigate how pedicure treatments create the desired effects on the client's skin, muscles, bones, circulation and lymph systems.	Written report, with pictures, labelled diagrams.

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

This unit has links to the following NOS: N3 Provide pedicure 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 1	Level 2	Level 3
Presenting a Professional Image in a Salon	Client Care and Communication in Beauty-related Industries	Apply and Maintain Nail Enhancement
Hand care	Provide Manicure Treatment	
Skincare	Provide Nail Art	

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 pedicure treatments.

Employer engagement and vocational contexts

Visit to nail exhibitions with demonstrations by professionals and a wide range of products, tools and equipment would be beneficial to learners.

Centres are encouraged to develop links with nail bars and beauty salons and also invite guest speakers and professionals from the nail services industry.

Indicative reading for learners

Textbooks

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

Jefford J and Swain A – *The Encyclopaedia of Nails* (Thomson, 2002) ISBN 9781861528360

Toselli L – *A Complete Guide to Manicure and Pedicure* (New Holland Publishers Ltd, 2005) ISBN 9781843308614

Journals

Guild Gazette (Guild of Professional Beauty Therapists)

Habia News (Seed Publishing Limited)

Professional Nails

Scratch Magazine (Seed Publishing Limited)

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

www.scratchmagazine.co.uk

Scratch

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>identifying questions to answer and problems to resolve [IE1] and carrying out research [IE2] to identify the treatment objectives, considering the influence of circumstances, beliefs and feelings [IE5]</p> <p>analysing the nails and skin [IE4]</p> <p>considering the influence of environmental conditions, nail and skin conditions, contra-indications and contra-actions on pedicure treatments [IE5]</p> <p>supporting conclusions about the benefits of different massage techniques, using reasoned arguments and evidence [IE6]</p>
Reflective learners	<p>assessing the nails and skin of clients [RL1]</p> <p>reviewing their progress to complete the treatment to the satisfaction of the client [RL3]</p>
Team workers	<p>taking responsibility for preparing themselves, the client and work area for pedicure treatment [TW5]</p> <p>communicating and behaving in a professional manner, adapting behaviour to suit clients and colleagues [TW3], showing fairness and consideration to others [TW4] and taking responsibility [TW5]</p>
Self-managers	<p>organising time and resources to prepare themselves, the client and work area for pedicure treatment, and to select and use the necessary materials and techniques to suit client's treatment needs, skin types and nail conditions [SM3]</p> <p>dealing with competing pressures, including personal and work-related demands, in order to behave in a professional manner [SM5], seeking advice and support when needed [SM6] and managing their emotions [SM7]</p> <p>anticipating and managing risks by following health and safety practices [SM4]</p>
Effective participators	<p>presenting a persuasive case for action when providing clear recommendations to the client [EP2], identifying improvements that would benefit them [EP4] and trying to influence them [EP5]</p> <p>providing suitable aftercare advice, presenting a persuasive case for action [EP2], proposing practical ways forward [EP3], identifying improvements that would benefit others [EP4], trying to influence clients [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 ...
Independent enquirers	exploring issues relating to pedicure treatments from the perspective of the needs of different clients [IE3]
Creative thinkers	generating ideas and exploring possibilities about the benefits of pedicure treatments in creating the desired effects on the client's skin, muscles, and circulation system [CT1] asking the client questions as part of the consultation [CT2] adapting pedicure techniques to suit clients [CT6]
Reflective learners	evaluating pedicure treatments performed to inform future progress [RL5]
Team workers	reaching agreements with the client regarding the treatment plan [TW2]
Self-managers	working towards being able to prepare for and perform pedicure treatments on different clients, showing initiative, commitment and perseverance [SM2]
Effective participators	discussing issues of concern regarding contra-indications with an appropriate person [EP1].

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Using ICT	
Manage information storage to enable efficient retrieval	maintaining client records
ICT – Finding and selecting information	
Use appropriate search techniques to locate and select relevant information	accessing client records
ICT – Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	entering client details and outcomes of treatment
Combine and present information in ways that are fit for purpose and audience	producing a report of pedicure treatments carried out
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	communicating with clients and maintaining client confidentiality
Mathematics – learners can:	
identify the situation or problems and identify the mathematical methods needed to solve them	working out quantities of products to use on different clients
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	communicating in a professional manner consulting with clients providing advice and recommendations, and aftercare advice
English – Reading	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	reading product labels, manufacturers' instructions and client records
English – Writing	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	completing consultation cards and treatment records.