

Unit 5: Provide Facial Skincare

Unit code:	A/601/3987
QCF Level 2:	BTEC National
Credit value:	7
Guided learning hours:	56

● Aim and purpose

This is a preparation for work unit, based on capability and knowledge. The unit is about improving and maintaining facial skin condition, including skin exfoliation, skin warming, comedone extraction, facial massage, mask treatments and the use of facial products. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

● Unit introduction

Skincare is an essential part of a good grooming routine. A variety of different skills are involved when providing facial skincare treatments, learners can apply them to different treatment areas in the beauty therapy sector.

This unit introduces learners to the preparation techniques and practical skills required to provide facial skincare treatments. Learners will explore preparation procedures, including the correct selection of a range of products and materials for a facial skincare treatment. Emphasis is on learners devising a treatment plan to suit the individual client's needs.

Learners will develop organisational skills, appreciating the need to plan before starting the treatment, so that everything is within easy reach and the work area is set up correctly. Learners will have the opportunity to identify the main skin types, together with associated conditions, and develop the practical skills needed to perform facial skincare treatments to a professional standard. However, learners are not required to perform treatments within commercial service times. Treatments covered in this unit include skin exfoliation, methods for skin warming (use of hot towels), comedone extraction, manual massage procedures and mask therapy.

This unit gives learners an opportunity to develop professional skills, with an emphasis on following safe and hygienic working practices within the salon environment.

This unit also appears in the *Edexcel BTEC Level 2 Extended Certificate/Diploma in Beauty Therapy Services/Beauty Therapy*.

● Learning outcomes

On completion of this unit a learner should:

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

Unit content

1 Be able to prepare for facial skincare treatments

Preparation: of therapist (personal hygiene/presentation, protective attire); of client (positioning, protective attire, gown/towel/headband, head/neck support, skin preparation)

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

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

Products: make-up remover; cleansers; exfoliants; toners; masks (setting, non-setting); moisturisers; specialist products; massage creams/oils

Tools and equipment: cotton wool; tissue; hot towels; facial sponges; spatulas; mask brushes; magnification lamp; tools for post-16 learners only (comedone extractor)

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

2 Be able to provide facial skincare 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

Facial skincare treatment: positioning of therapist and client; use of products, tools, equipment and techniques to suit client; cleansing; exfoliation; skin warming methods; comedone extraction; massage; mask therapy; toning; moisturising; purpose of each; ways of adapting treatments; complete treatment to client's satisfaction; record results; contra-actions and response eg redness, allergic reaction, swelling, bruising

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

Anatomy and physiology: structure and functions of the skin; skin diseases and disorders eg eczema, contact dermatitis, eye/skin infections; muscles and bones of the head, neck and shoulders; structure and function of blood; structure and function of lymphatic system; effect of natural ageing, lifestyle and environmental factors on skin condition and muscle tone eg smoking, diet, neglect; benefits of facial skincare on anatomy and physiology eg clearer skin, soft, hydrated skin, improved muscle tone, improved circulation to skin cells

Assessment and grading criteria

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

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 prepare themselves, client and work area for facial skincare treatment [TW5, SM3]	M1 explain the importance of preparation and pre-treatment activities for facial skincare treatments	D1 assess pre-treatment preparations for facial skincare treatments
P2 use suitable consultation techniques to identify treatment objectives [IE1, IE2, IE5]		
P3 carry out a 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 condition [SM3]		
P6 describe salon requirements for preparing themselves, the client and work area		
P7 state the environmental conditions suitable for facial skincare treatments [IE5]		
P8 describe different consultation techniques used to identify treatment objectives		
P9 state the importance of carrying out a detailed 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 types and conditions		
P11 identify skin types, conditions and characteristics		
P12 describe the contraindications which prevent or restrict facial treatment [IE5]		
P13 communicate and behave in a professional manne [TW3, TW4, TW5, SM5, SM6, SM7]		
P14 follow health and safety working practice [SM4]		
P15 position themselves and client correctly throughout the treatment		
P16 use products, tools, equipment and techniques to suit client's treatment needs, skin type and 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 state the importance of positioning themselves and the client correctly throughout the treatment		
P23 state the importance of using products, tools, equipment and techniques to suit client's treatment needs, skin type and conditions	M2 explain the suitability of selected products, tools, equipment, facial skincare techniques and aftercare advice for three different clients	D2 compare the suitability of products, tools, equipment, facial skincare techniques and aftercare advice for three different clients
P24 describe how treatments can be adapted to suit client treatment needs, skin types and conditions		
P25 state the contra-actions that may occur during and following treatments and how to respond [IE5]		
P26 state the importance of completing the treatment to the satisfaction of the client		
P27 state the importance of completing treatment records		
P28 state the aftercare advice that should be provided [EP4]		
P29 describe the structure and functions of the skin	M3 explain how facial skincare treatments create the desired effects on the client's skin, muscles, bones, circulation and	D3 evaluate how facial skincare treatments create the desired effects on the client's skin, muscles, bones, circulation and lymphatic system
P29 describe the structure and functions of the skin	M3 explain how facial skincare treatments create the desired effects on the client's skin, muscles, bones, circulation and lymphatic system.	D3 evaluate how facial skincare treatments create the desired effects on the client's skin, muscles, bones, circulation and lymphatic system.
P30 describe diseases and disorders of the skin		

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:
P31 explain how natural ageing, lifestyle and environmental factors affect the condition of the skin and muscle ton [CT1, CT2, IE1, IE5, IE6]		
P32 state the position and action of the muscles of the head, neck and shoulders		
P33 state the names and position of the bones of the head, neck and shoulders		
P34 describe the structure and function of the blood and lymphatic system for the head, neck and shoulders.		

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*. Clients can be friends and peers and does not mean 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 under 16 years of age to undertake. Please note that for learners under 16 years of age client contact is restricted to the following areas: head, neck and shoulders to the clavicle and scapula.

Delivery of this unit should be a combination of practical and theory/ethical activities. Tutors are advised to use a variety of delivery methods to engage and motivate learners. Tutors must start by demonstrating the fundamental skills in facial skincare, before progressing onto the more advanced technical skills. This should include practical demonstrations of cleansing procedures, visual skin analyses, manual massage techniques, mask applications, toning and moisturising methods.

Tutors must ensure that learners develop proficiency and accuracy in the skills involved in each stage of facial skincare treatments, as these skills are essential for many other beauty therapy treatments including massage, body therapy and holistic therapy. Delivering this unit using a practical 'hands-on' approach is vital to enable learners to gain experience of dealing with clients, of selecting products and using tools and equipment which will benefit them in the workplace.

Learners should be given the opportunity to work with the relevant tools, materials and equipment. While working on clients, learners should follow all relevant safety precautions and demonstrate sound product knowledge by discussing and selecting the correct products to suit the client's requirements.

Learners should be taught to adopt a professional manner when liaising with clients and colleagues. Communication skills and professional behaviour are essential when offering skincare treatments. Listening to the client and discussing and agreeing a plan is vital to ensure the client has a relaxing and beneficial skincare treatment.

Tutors must also deliver the theoretical content to reinforce learners' underpinning knowledge of the practical procedures. Lectures, seminars, group discussions and presentations could focus on key elements of pre- and post-treatment procedures, health and safety and product knowledge.

Learners must understand the relevant advice that needs to be given to clients, including contraindications, contra-actions, aftercare and homecare advice. Learners must also gain knowledge of the relevant anatomy and physiology. This could be achieved using a case study approach, exploring the benefits for and effects of facial skincare treatments on clients, so learners could witness some of the effects firsthand.

The internet, videos, DVDs, trade publications, trade exhibitions and guest speakers could introduce learners to the latest developments in facial skincare and give them an insight into the beauty therapy industry. Learners should be actively encouraged to research and investigate facial skincare and discuss their findings with the rest of the group. Visiting a salon/spa will give learners the opportunity to experience having a facial treatment and learn about the important aspects of client care.

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: Facial Skincare 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, 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, contraindications, recommendations (demonstrations, role play). Products, tools and equipment. Client treatment needs/objectives. Skin types, conditions and characteristics. Facial skincare treatment workshops led by tutor demonstrations. Positioning. Techniques (cleansing, manual massage, mask application, toning and moisturising). Adapting treatments to suit different client needs and skin types eg oily, dry, normal, combination. Client satisfaction. Post-treatment procedures. Recording results. Aftercare advice (homecare, retail opportunities), contra-actions.
Assignment 2: Anatomy and Physiology (P29, P30, P31, P32, P33, P34, M3, D3) Tutor introduces the assignment brief.
Structure and function of skin. Skin diseases and disorders. Effect of natural ageing, lifestyle and environmental factors. Use of task sheets and diagrams/textbooks relating to muscles and bones of the head, neck and shoulders. Structure and function of blood and lymphatic system. Case study investigating benefits of facial skincare on anatomy and physiology.
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 or through adaptation from 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 and P19 require learners to prepare for and carry out facial skincare treatments safely for at least three different clients with varying needs, for example skin type and treatment objectives. This includes preparation of themselves, the client and work area, client consultation, post-treatment procedures, such as aftercare advice, and recording results.

Learners should be assessed when they have developed sufficient skills in carrying out facial skincare, following practice and feedback during unit delivery. It is essential that learners communicate and behave professionally when performing their treatments, which should be observed by the assessor and evidenced with a witness testimony. Photographs of learners performing treatments could be supplementary evidence.

To achieve P6, P7, P8, P9, P10, P11, P12, P20, P21, P22, P23, P24, P25, P26, P27 and P28, which assess knowledge and understanding of the underpinning theory associated with providing facial skincare treatments, learners could 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.

P29, P30, P31, P32, P33, P34, M3 and D3 assess learners' knowledge and understanding of basic dermatology, anatomy and physiology. This could be achieved via short-answer questions, either written or oral, accompanied by a written transcript. For P32 and P33, learners could label or annotate diagrams of relevant anatomy and physiology. However, learners' ability to draw is not being assessed but their knowledge of the skeletal and muscular systems is. Alternatively, learners could achieve use a case study to investigate the effects of facial skincare treatments, which could be linked to the treatments they provided as part of their practical assessment.

It is essential that learners are given opportunities to achieve all the assessment and grading criteria through the assignments. This unit is embedded in all practical units so it is possible, and encouraged, to cross-unit assess.

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 including written transcripts of oral evidence. 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, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, M1, M2, D1, D2	Facial Skincare Treatments	Prepare for and perform facial skincare treatments on three different clients in a salon/RLE. Produce a report on the treatments carried out.	Practical observation, with signed witness testimony. Written report, including consultation and treatment outcome records, marked and authenticated by the assessor.
P29, P30, P31, P32, P33, P34, M3, D3	Anatomy and Physiology	Having performed the practical facial skincare treatments, investigate the benefits of facial skincare on anatomy and physiology.	Written case study, with pictures and diagrams, 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: B4 Provide facial skincare treatment. 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
Skincare	Apply Make-up	Provide Facial Electrotherapy Treatments
		Provide Body Electrotherapy Treatments
		Provide Body Massage
		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 facial skincare treatments.

Employer engagement and vocational contexts

Centres are encouraged to develop links with product houses. Inviting guest speakers from the beauty therapy industry, such as facialists, would benefit learners.

Indicative reading for learners

Textbooks

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

Hiscock J and Lovett F – *Beauty Therapy 3rd Edition* (Heinemann, 2010) ISBN 9780435026578

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.boots.com

www.habia.org

www.expressskincare.com

www.professionalbeauty.co.uk

www.skincarefirst.com

www.skincare-news.com

www.smartskincare.com

Make-up and skincare products

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

Articles on skincare and skincare products

Professional Beauty

Treatments and symptoms of skin disorders

Skincare news and articles

Information on signs of ageing and medical research

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>analysing the skin [IE4]</p> <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>considering the influence of environmental conditions, contraindications and contra-actions on facial skincare treatments [IE5]</p> <p>identifying questions to answer [IE1] and considering the influence [IE5] of natural ageing, lifestyle and environmental factors on the condition of the skin and muscle tone, supporting conclusions using reasoned arguments and evidence [IE6]</p>
Creative thinkers	<p>generating ideas and exploring possibilities as to how natural ageing, lifestyle and environmental factors affect the condition of the skin and muscle tone [CT1], asking questions to extend their thinking [CT2]</p>
Reflective learners	<p>assessing the 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 facial skincare treatment [TW5]</p> <p>communicating and behaving in a professional manner, adapting their 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 facial skincare treatment, and to select and use the necessary materials and techniques to suit the client's treatment needs, skin types and 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 related to facial skincare from the perspective of the needs of different clients [IE3]
Creative thinkers	adapting facial skincare techniques to suit the client's [CT6]
Reflective learners	evaluating facial skincare treatments carried out 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 facial skincare treatments on different clients, showing initiative, commitment and perseverance [SM2]
Effective participators	discussing issues of concern regarding contraindications with an appropriate person. [EPI]

● 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
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.