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.

<table>
<thead>
<tr>
<th>Assessment and grading criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To achieve a pass grade the evidence must show that the learner is able to:</strong></td>
</tr>
<tr>
<td>P1 prepare themselves, client and work area for facial skincare treatment [TW5, SM3]</td>
</tr>
<tr>
<td>P2 use suitable consultation techniques to identify treatment objectives [IE1, IE2, IE5]</td>
</tr>
<tr>
<td>P3 carry out a skin analysis [IE4, RL1]</td>
</tr>
<tr>
<td>P4 provide clear recommendations to the client [EP2, EP4, EP5]</td>
</tr>
<tr>
<td>P5 select products, tools and equipment to suit client treatment needs, skin types and condition [SM3]</td>
</tr>
<tr>
<td>P6 describe salon requirements for preparing themselves, the client and work area</td>
</tr>
<tr>
<td>P7 state the environmental conditions suitable for facial skincare treatments [IE5]</td>
</tr>
<tr>
<td>P8 describe different consultation techniques used to identify treatment objectives</td>
</tr>
<tr>
<td>P9 state the importance of carrying out a detailed skin analysis</td>
</tr>
<tr>
<td>Assessment and grading criteria</td>
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<tr>
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</tr>
<tr>
<td><strong>To achieve a pass grade the evidence must show that the learner is able to:</strong></td>
</tr>
<tr>
<td>P10 describe how to select products, tools and equipment to suit client treatment needs, skin types and conditions</td>
</tr>
<tr>
<td>P11 identify skin types, conditions and characteristics</td>
</tr>
<tr>
<td>P12 describe the contraindications which prevent or restrict facial treatment [IE5]</td>
</tr>
<tr>
<td>P13 communicate and behave in a professional manner [TW3, TW4, TW5, SM5, SM6, SM7]</td>
</tr>
<tr>
<td>P14 follow health and safety working practice [SM4]</td>
</tr>
<tr>
<td>P15 position themselves and client correctly throughout the treatment</td>
</tr>
<tr>
<td>P16 use products, tools, equipment and techniques to suit client’s treatment needs, skin type and conditions [SM3]</td>
</tr>
<tr>
<td>P17 complete the treatment to the satisfaction of the client [RL3]</td>
</tr>
<tr>
<td>P18 record the results of the treatment</td>
</tr>
<tr>
<td>P20 state how to communicate and behave in a professional manner</td>
</tr>
<tr>
<td>P21 describe health and safety working practices</td>
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<tr>
<td>Assessment and grading criteria</td>
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<tr>
<td>P22</td>
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<td>P27</td>
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<td>P28</td>
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<td>P29</td>
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<td>P29</td>
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<tr>
<td>P30</td>
</tr>
</tbody>
</table>
### Assessment and grading criteria

<table>
<thead>
<tr>
<th>To achieve a pass grade the evidence must show that the learner is able to:</th>
<th>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</th>
<th>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P31</strong> explain how natural ageing, lifestyle and environmental factors affect the condition of the skin and muscle ton [CT1, CT2, IE1, IE5, IE6]</td>
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<tr>
<td><strong>P32</strong> state the position and action of the muscles of the head, neck and shoulders</td>
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<tr>
<td><strong>P33</strong> state the names and position of the bones of the head, neck and shoulders</td>
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<td></td>
</tr>
<tr>
<td><strong>P34</strong> describe the structure and function of the blood and lymphatic system for the head, neck and shoulders.</td>
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</tbody>
</table>

**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
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 unto 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.

<table>
<thead>
<tr>
<th>Topic and suggested assignments/activities and/assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tutor introduction to the unit</strong></td>
</tr>
<tr>
<td><strong>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)</strong></td>
</tr>
<tr>
<td>Tutor introduces assignment brief.</td>
</tr>
<tr>
<td>Professional ways of behaving and communicating, health and safety working practices and salon requirements.</td>
</tr>
<tr>
<td>Pre-treatment procedures. Preparation (of therapist, client, work area). Consultation techniques, including skin analysis, contraindications, recommendations (demonstrations, role play).</td>
</tr>
<tr>
<td>Products, tools and equipment. Client treatment needs/objectives. Skin types, conditions and characteristics.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Post-treatment procedures. Recording results. Aftercare advice (homecare, retail opportunities), contra-actions.</td>
</tr>
</tbody>
</table>

| 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.

<table>
<thead>
<tr>
<th>Criteria covered</th>
<th>Assignment title</th>
<th>Scenario</th>
<th>Assessment method</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>Facial Skincare Treatments</td>
<td>Prepare for and perform facial skincare treatments on three different clients in a salon/RLE. Produce a report on the treatments carried out.</td>
<td>Practical observation, with signed witness testimony. Written report, including consultation and treatment outcome records, marked and authenticated by the assessor.</td>
</tr>
<tr>
<td>P29, P30, P31, P32, P33, P34, M3, D3</td>
<td>Anatomy and Physiology</td>
<td>Having performed the practical facial skincare treatments, investigate the benefits of facial skincare on anatomy and physiology.</td>
<td>Written case study, with pictures and diagrams, marked and authenticated by the assessor.</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skincare</td>
<td>Apply Make-up</td>
<td>Provide Facial Electrotherapy Treatments</td>
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<tr>
<td></td>
<td></td>
<td>Provide Body Electrotherapy Treatments</td>
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<tr>
<td></td>
<td></td>
<td>Provide Body Massage</td>
</tr>
<tr>
<td>Treatments</td>
<td></td>
<td>Dermatology and Microbiology</td>
</tr>
</tbody>
</table>

Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in Annex 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


Journals and magazines

Guild Gazette (Guild of Professional Beauty Therapists)

Habia News (Seed Publishing Limited)

Health and Beauty Salon Magazine (Reed Business Information)
### Websites

<table>
<thead>
<tr>
<th>Website</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.boots.com">www.boots.com</a></td>
<td>Make-up and skincare products</td>
</tr>
<tr>
<td><a href="http://www.habia.org">www.habia.org</a>.</td>
<td>Habia, the Standards Setting Body for the hair and beauty sector</td>
</tr>
<tr>
<td><a href="http://www.expressskincare.com">www.expressskincare.com</a></td>
<td>Articles on skincare and skincare products</td>
</tr>
<tr>
<td><a href="http://www.professionalbeauty.co.uk">www.professionalbeauty.co.uk</a></td>
<td>Professional Beauty</td>
</tr>
<tr>
<td><a href="http://www.skincarefirst.com">www.skincarefirst.com</a></td>
<td>Treatments and symptoms of skin disorders</td>
</tr>
<tr>
<td><a href="http://www.skincare-news.com">www.skincare-news.com</a></td>
<td>Skincare news and articles</td>
</tr>
<tr>
<td><a href="http://www.smartskincare.com">www.smartskincare.com</a></td>
<td>Information on signs of ageing and medical research</td>
</tr>
</tbody>
</table>
## 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.

<table>
<thead>
<tr>
<th>Skill</th>
<th>When learners are ...</th>
</tr>
</thead>
</table>
| **Independent enquirers** | analysing the skin [IE4]  
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]  
considering the influence of environmental conditions, contraindications and contra-actions on facial skincare treatments [IE5]  
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] |
| **Creative thinkers**   | 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] |
| **Reflective learners** | assessing the skin of clients [RL1]  
reviewing their progress to complete the treatment to the satisfaction of the client [RL3] |
| **Team workers**       | taking responsibility for preparing themselves, the client and work area for facial skincare treatment [TW5]  
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] |
| **Self-managers**      | 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]  
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]  
aniticipating and managing risks by following health and safety practices [SM4] |
| **Effective participators** | 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]  
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] |
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.

<table>
<thead>
<tr>
<th>Skill</th>
<th>When learners are ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent enquirers</td>
<td>exploring issues related to facial skincare from the perspective of the needs of different clients [IE3]</td>
</tr>
<tr>
<td>Creative thinkers</td>
<td>adapting facial skincare techniques to suit the client’s [CT6]</td>
</tr>
<tr>
<td>Reflective learners</td>
<td>evaluating facial skincare treatments carried out to inform future progress [RL5]</td>
</tr>
<tr>
<td>Team workers</td>
<td>reaching agreements with the client regarding the treatment plan [TW2]</td>
</tr>
<tr>
<td>Self-managers</td>
<td>working towards being able to prepare for and perform facial skincare treatments on different clients, showing initiative, commitment and perseverance [SM2]</td>
</tr>
<tr>
<td>Effective participators</td>
<td>discussing issues of concern regarding contraindications with an appropriate person, [EP1]</td>
</tr>
</tbody>
</table>
### Functional Skills – Level 2

<table>
<thead>
<tr>
<th>Skill</th>
<th>When learners are ...</th>
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</thead>
<tbody>
<tr>
<td><strong>ICT – Using ICT</strong></td>
<td></td>
</tr>
<tr>
<td>Manage information storage to enable efficient retrieval</td>
<td>maintaining client records</td>
</tr>
<tr>
<td><strong>ICT – Finding and selecting information</strong></td>
<td></td>
</tr>
<tr>
<td>Use appropriate search techniques to locate and select relevant information</td>
<td>accessing client records</td>
</tr>
<tr>
<td><strong>ICT – Developing, presenting and communicating information</strong></td>
<td></td>
</tr>
<tr>
<td>Enter, develop and refine information using appropriate software to meet requirements of a complex task</td>
<td>entering client details and outcomes of treatment</td>
</tr>
<tr>
<td>Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists</td>
<td>communicating with clients and maintaining client confidentiality</td>
</tr>
<tr>
<td><strong>Mathematics – learners can:</strong></td>
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</tr>
<tr>
<td>Identify the situation or problems and identify the mathematical methods needed to solve them</td>
<td>working out quantities of products to use on different clients</td>
</tr>
<tr>
<td><strong>English – Speaking, Listening and Communication</strong></td>
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</tr>
<tr>
<td>Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations</td>
<td>communicating in a professional manner, consulting with clients, providing advice and recommendations, and aftercare advice</td>
</tr>
<tr>
<td><strong>English – Reading</strong></td>
<td></td>
</tr>
<tr>
<td>Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions</td>
<td>reading product labels, manufacturers’ instructions and client records</td>
</tr>
<tr>
<td><strong>English – Writing</strong></td>
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</tr>
<tr>
<td>Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively</td>
<td>completing consultation cards and treatment records.</td>
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</table>