

Unit 7: Provide Eyelash and Brow Treatments

Unit code:	F/601/3554
QCF Level 2:	BTEC National
Credit value:	4
Guided learning hours:	36

● Aim and purpose

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

● Unit introduction

This unit is about providing eyelash/eyebrow tinting and eyebrow shaping treatments, which are essential, basic beauty therapy skills. In this unit learners will develop the knowledge, understanding and skills required to provide eyelash and eyebrow treatments.

Learners will develop the practical ability to prepare for providing eyelash and eyebrow treatments, including preparing themselves, the client and work area, using suitable consultation techniques to identify treatment objectives and carrying out necessary tests.

Learners will also develop their practical ability to provide eyelash/eyebrow tinting and eyebrow treatments, while following safe and hygienic working practices. In addition, they will develop skills to provide aftercare advice to clients. Learners will be taught about the skills involved in providing eyelash and eyebrow treatments, plus the associated knowledge including the structure, function, diseases and disorders of the skin, and the chemical reaction which creates the tinting effect.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to prepare for eyelash and eyebrow treatments
- 2 Be able to provide eyelash and eyebrow treatment.

Unit content

1 Be able to prepare for eyelash and brow treatments

Preparation: of therapist (personal hygiene/presentation, protective attire); of client (protective attire, secure hair, remove contact lenses, skin and hair preparation, cleansing)

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; assessing facial characteristics; tests (sensitivity test, tint patch test, interpret and record results); contraindications eg reaction to patch test, conjunctivitis, stye, blepharitis, viral infections, bruising, eczema/psoriasis, contact dermatitis, hypersensitivity; clear recommendations; agree treatment plan; client confidentiality

Products, tools and equipment for treatments: eyebrow shaping (tweezers, eyebrow brush, antiseptic solution, aftercare solution); tinting (eyelash/eyebrow tint, peroxide, petroleum jelly/barrier cream, dappen dish, couch roll/linen, non-oily eye make-up remover); orangewood stick; cotton wool; headband; disposable gloves; tissues; sterilising dish; mirror

Knowledge of available eyelash and eyebrow treatments: eyebrow shaping; eyelash/eyebrow tint; lash application (individual, strip); eyelash perm

2 Be able to provide eyelash and brow treatment

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

Treatments: positioning of therapist and client; use of products, tools, equipment and techniques to suit client; ways of adapting treatment to suit client needs and facial characteristics eg choice of eyebrow shape/tint colour; complete treatment to client's satisfaction; record results; contra-actions and response eg redness and irritation, damp cotton wool compress

Eyebrow shaping: eyebrow shapes (arched, rounded, angular, straight); measuring; skin's normal reaction to eyebrow shaping treatments

Eyelash and eyebrow tinting: tint colour eg black, brown, blue, grey; tint mixing; application; development time; chemical reaction which causes tinting effect

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

Anatomy and physiology: structure and function of skin; structure and function of hair; diseases and disorders of skin and hair eg eczema, thin and thick hair growth, psoriasis, seborrhoea

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, the client and work area for eyelash and eyebrow treatments [TW5, SM3]	M1 explain the importance of preparation and pre-treatment activities for eyebrow and eyelash treatments	D1 assess pre-treatment preparations for eyebrow and eyelash treatments
P2 use suitable consultation techniques to identify treatment objectives [IE1, IE2, IE5]		
P3 interpret and accurately record the results of tests carried out before treatments [IE4, RL1]		
P4 provide clear recommendations to the client [EP2, EP4, EP5]		
P5 select products, tools and equipment to suit client treatment needs [SM3]		
P6 describe salon requirements for preparing themselves, the client and the work area		
P7 describe the environmental conditions suitable for eyelash and eyebrow treatments [IE5]		
P8 describe different consultation techniques used to identify treatment objectives		
P9 describe the types of tests that are carried out before providing eyelash and eyebrow treatments		

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 state the importance of carrying out tests before the treatment and accurately recording the results		
P11 describe the contraindications that prevent or restrict eyelash and eyebrow treatments [IE5]		
P12 describe how to select products, tools and equipment to suit client treatment needs		
P13 describe the types of eyelash and eyebrow treatments available and their benefits [IE2]		
P14 outline the types of tests that are carried out before providing an eyelash and eyebrow tinting treatment		
P15 state the importance of assessing facial characteristics before carrying out eyelash and eyebrow treatments		
P16 communicate and behave in a professional manner [TW3, TW4, TW5, SM5, SM6, SM7]		
P17 follow health and safety working practices [SM4]		
P18 position themselves and the client correctly throughout the treatment		
P19 use products, tools, equipment and techniques to suit client's treatment needs [SM3]		
P20 complete the treatment to the satisfaction of the client [RL3]		

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:
P21 record the results of the treatment		
P22 provide suitable aftercare advice [EP2, EP3, EP4, EP5]		
P23 state how to communicate and behave in a professional manner		
P24 describe health and safety working practices		
P25 explain the importance of positioning themselves and the client correctly throughout the treatment		
P26 explain the importance of using products, tools, equipment and techniques to suit client's treatment needs	M2 assess the suitability of selected products, tools, equipment, techniques and aftercare advice for three different clients.	D2 compare the suitability of selected products, tools, equipment, techniques and aftercare advice for three different clients.
P27 describe how treatments can be adapted to suit client treatment needs and facial characteristics		
P28 describe the normal reaction of the skin to eyebrow shaping treatments		
P29 state the contra-actions that may occur during and following treatments and how to respond [IE5]		
P30 describe the chemical reaction which creates the tinting effect		
P31 state the importance of completing the treatment to the satisfaction of the client		
P32 state the importance of completing treatment records		
P33 state the aftercare advice that should be provided [EP4]		

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 skin and hair		
P35 describe diseases and disorders of the skin and hair.		

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), 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.

Delivery of this unit should be practical to engage and motivate learners. Tutors are advised to use a variety of delivery methods to facilitate this, such as videos and role play. It is essential that learners have a sound grasp of the underpinning theory, as well as the skills required to perform the treatments.

Learners should be taught about health and safety practices before tutors demonstrate treatments, especially the care that needs to be taken around the eye area as well as contraindications and contra-actions that may occur. Tutors must stress the importance of performing a patch test on clients before performing eyebrow/eyelash tinting.

Tutors should demonstrate eyebrow shaping techniques, for example how to measure the eyebrows and adapt treatments to suit a client's facial characteristics. Tutors should emphasise the importance of client consultations in identifying treatment objectives, and could use role play to achieve this. Learners need to appreciate the importance of advising and agreeing the treatment plan with the client, for instance there may be occasions when the requested brow shape is not suitable for the client.

Learners should also be taught how to minimise discomfort for the client, such as warming the skin before brow shaping. Learners should know the skin's normal reaction to eyebrow shaping, as well as the suitable order of performing eye treatments.

After being taught how to perform treatments, learners should be given sufficient time to practise the required skills. Although learners are not required to perform the treatments within commercial timescales, they should be encouraged to perform the treatment within a realistic timeframe.

Learners will need to know the underpinning theory of eyebrow shaping and eyebrow/lash tinting, for example the chemical reaction which causes the tinting effect, related anatomy and physiology. This could be delivered using textbooks, labelled diagrams and CD ROMs.

It may be beneficial for learners to experience eyebrow shaping or tinting treatment themselves, so they gain an understanding of good practice and appreciate the sensitivity of the eye area. Learners should be given the opportunity to discuss and draw on their own personal experiences. Tutors should also discuss the range of eyelash and eyebrow treatments that are available, their associated benefits and increasing popularity and current fashions.

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: Eyebrow and Eyelash Treatments (P1, P2, P3, P4, P5, P6, P7, P8, P10, P11, P12, P14, P15, P16, P17, P18, P19, P20, P21, P22, M1, M2, P24, P25, P26, P29, P31, P32, P33, D1, D2).
Tutor introduces to 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 tests, assessment of facial characteristics, contraindications, recommendations (demonstrations, role play). Products, tools and equipment. Client treatment needs/objectives. Eyebrow shaping and eyelash/eyebrow tinting workshops led by tutor demonstrations. Positioning. Techniques. Adapting treatments to suit different client needs (for example skin and hair) and treatment objectives. Client satisfaction. Post-treatment procedures. Recording results. Aftercare advice (homecare, retail opportunities), contra-actions.
Assignment workshop(s).
Assignment 2: Science of Eyebrow and Eyelash Treatments (P9, P13, P28, P30, P34, P35)
Tutor introduces to assignment brief.
Use of task sheets and diagrams/textbooks, models, CD ROMs relating to structure and function of skin and hair. Diseases and disorders of skin and hair. Chemical reaction which creates the tinting effect. Normal reaction of skin to eyebrow shaping. Eyelash and eyebrow treatments available and their benefits. Types of test carried out.
Assignment workshop(s).
Tutor recap of unit, using quizzes and games.

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, P16, P17, P18, P19, P20, P21 and P22 require learners to prepare for and perform eyebrow and eyelash treatments, for at least three different clients with varying needs safely, for example treatment objectives, hair colouring. This must include an eyebrow shape, eyebrow tint and eyelash tint, each on a different client. This includes the preparation of themselves, the client and work area, client consultation and post-treatment procedures, such as aftercare advice and recording results.

Learners should be assessed when they have developed sufficient skills in eyebrow and eyelash treatments, following practice and feedback during unit delivery. It is essential that learners communicate and behave professionally when performing their treatments, adhering to health and safety practices. The treatments should be observed by the assessor and evidenced with a witness testimony. Photographs of learners performing treatments, or the client post-treatment, could be supplementary evidence.

P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P23, P24, P25, P26, P27, P28, P29, P30, P31, P32, P33, M1, M2, D1 and D2 assess knowledge and understanding of the underpinning theory associated with providing eyebrow and eyelash 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.

For P34 and P35, learners are required to demonstrate their knowledge of relevant anatomy and physiology. This could be achieved via short-answer questions, either written or oral, accompanied by a written transcript.

Alternatively, for P9, P13, P28, P30, P34 and P35 which assess knowledge of the science behind eyebrow and eyelash treatments, learners could produce a leaflet which advertises the benefits of treatments to clients. P13 requires learners to demonstrate their knowledge of the various eyebrow and eyelash treatments available beyond the scope of this unit, for example eyelash perming.

It is essential that learners are given opportunities to achieve all the assessment and grading criteria through the assignments. The knowledge gained in this unit is embedded in all practical units so it is possible 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, P10, P11, P12, P14, P15, P16, P17, P18, P19, P20, P21, P22, M1, M2, P23, P24, P25, P26, P29, P31, P32, P33, D1, D2	Eyebrow and Eyelash Treatments	Perform an eyebrow shaping, eyebrow tint and eyelash tint, each on a different client. Produce a report on the treatments performed.	Practical observation, with signed witness testimony. Written report marked and authenticated by the assessor.
P9, P13, P28, P30, P34, P35	Science of Eyebrow and Eyelash Treatments	Create a leaflet advertising the benefits of available eyebrow and eyelash treatments.	Leaflet, with text and pictures 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: B5 Enhance the appearance of eyebrows and lashes. 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	Client Care and Communication in Beauty-related Industries	Make-up for Performers
	Apply Make-up	
	The Art of Photographic Make-up	

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 performing eyebrow shaping and eyebrow/eyelash tinting treatments. Employer engagement and vocational contexts

Guest speakers from the beauty therapy industry and visits to beauty exhibitions, specialised seminars and conferences, as well as liaising with relevant professional bodies, would enhance the vocational context of the unit content for learners.

Indicative reading for learners

Textbooks

Bennett R – *The Science of Beauty Therapy 3rd Edition* (Hodder Education, 2004) ISBN 9780340814666

Bush V – *How to Create the Perfect Eyebrow* (Cengage Learning, 2003) ISBN 9781401833350

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

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.beautyguild.com

Beauty Guild

www.habia.org

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

www.professionalbeauty.co.uk

Professional Beauty

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>interpreting and analysing test results [IE4]</p> <p>considering the influence of environmental conditions, contraindications and contra-actions on eyelash and eyebrow treatments [IE5]</p> <p>planning and carrying out research into the eyelash and eyebrow treatments available [IE2]</p>
Reflective learners	<p>assessing the test results [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 eyebrow and eyelash treatments [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 eyebrow and eyelash treatments, and select and use the necessary materials and techniques to suit client's treatment needs [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 eyelash and eyebrow treatments from the perspective of the needs of different clients [IE3]
Creative thinkers	asking the client questions as part of the consultation [CT2] connecting their own and others' ideas and experiences of eyelash and eyebrow treatments [CT3] adapting shaping and tinting techniques to suit the client's [CT6]
Reflective learners	evaluating eyelash and eyebrow 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 eyelash and eyebrow 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	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.