

# Unit 8: Provide Manicure Treatments

<b>Unit code:</b>	<b>T/601/4569</b>
<b>QCF Level 2:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>5</b>
<b>Guided learning hours:</b>	<b>48</b>

## ● Aim and purpose

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

## ● Unit introduction

The nail services industry has developed significantly over the last 10 years, with specialist nail bars opening in the high street and in department stores enabling busy clients to have quick manicures, often without the need to make an appointment. This sudden growth in the nail services industry has led to an increased demand for nail technicians.

This unit will enable learners to develop the knowledge, understanding and skills needed to provide manicure treatments. Learners will also develop knowledge and understanding relating to skin conditions, and disorders and diseases of the nail and skin, to help them perform treatments more effectively.

Learners will develop 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 manicure treatments to clients' satisfaction, communicate and behave in a professional manner and follow 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 manicure tools, please see *Annexe H* for further information.

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 manicure treatments
- 2 Be able to provide manicure treatments. Unit content

# Unit content

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## 1 Be able to prepare for manicure treatments

*Preparation for treatment:* of therapist (personal presentation/hygiene, protective attire); of client (positioning, removal of 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 bitten nails, eczema, brittle nails; contraindications (fungal infections, bacterial infections, viral infections, parasitic conditions, nail separation); clear recommendations; agree treatment plan; client confidentiality

*Products, tools and equipment:* products (cuticle cream/oil, buffing paste, cuticle remover, massage medium, hand mask, paraffin wax, exfoliators, warm oil, nail enamel remover, nail varnish/enamel, base coat, top coat, nail hardener/strengthener, nail white pencil, quick dry spray); tools and equipment (emery board, thermal mitts, orange stick, nail buffer, 3-way buffer, nail brush, hoof stick, manicure bowl, towels, tissues, cotton wool); tools for use by post-16 learners only (cuticle knife, cuticle nipper, nail scissors)

*Manicure finishes:* dark polish; French manicure; buffed; other finishes

## 2 Be able to provide manicure 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

*Manicure treatment:* positioning of manicurist and client; use of products, tools, equipment and techniques to suit client; ways of adapting treatments (male/female clients, nail shaping techniques, client requirements such as choice of finish); massage techniques and benefits (effleurage, petrissage, tapotement); contra-actions and response eg hypersensitivity; complete treatment to client satisfaction; record results

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

*Anatomy and physiology:* structure and function of nails; structure and function of skin; diseases and disorders of nail and skin eg ringworm, brittle nails, eczema, dermatitis, nail/skin infections and diseases; structure and function of muscles of lower arm and hand; structure and function of lower arm and hand bones; structure and function of arteries and veins of arm and hand; structure and function of the lymphatic vessels of the arm and hand; benefits of treatment on anatomy and physiology eg improved blood circulation and associated effects, soft and hydrated skin

Assessment and grading criteria

## 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:
<b>P1</b> prepare themselves, client and work area for manicure treatment [TW5, SM3]	<b>M1</b> explain the importance of preparation and pre-treatment activities for manicure treatments	<b>D1</b> assess pre-treatment preparations for manicure treatments
<b>P2</b> use suitable consultation techniques to identify treatment objectives [IE1, IE2, IE5]		
<b>P3</b> carry out a nail and skin analysis [IE4, RL1]		
<b>P4</b> provide clear recommendations to the client [EP2, EP4, EP5]		
<b>P5</b> select products, tools and equipment to suit client treatment needs, skin types and nail conditions [SM3]		
<b>P6</b> describe salon requirements for preparing themselves, the client and the work area		
<b>P7</b> describe the environmental conditions suitable for manicure treatments [IE5]		
<b>P8</b> describe different consultation techniques used to identify treatment objectives		
<b>P9</b> 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:
<b>P10</b> describe how to select products, tools and equipment to suit client treatment needs, skin and nail conditions		
<b>P11</b> identify nail and skin conditions		
<b>P12</b> describe the contraindications which prevent or restrict manicure treatments [IE5]		
<b>P13</b> communicate and behave in a professional manner [TW3, TW4, TW5, SM5, SM6, SM7]		
<b>P14</b> follow health and safety working practices [SM4]		
<b>P15</b> position themselves and client correctly throughout the treatment		
<b>P16</b> use products, tools, equipment and techniques to suit the client's treatment needs, nail and skin conditions [SM3]		
<b>P17</b> complete the treatment to the satisfaction of the client [RL3]		
<b>P18</b> record the results of the treatment		
<b>P19</b> provide suitable aftercare advice [EP2, EP3, EP4, EP5]		
<b>P20</b> state how to communicate and behave in a professional manner		
<b>P21</b> 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:
<b>P22</b> explain the importance of positioning themselves and the client correctly throughout the treatment		
<b>P23</b> explain the importance of using products, tools, equipment and techniques to suit client's treatment needs, nail and skin conditions	<b>M2</b> assess the suitability of selected products, tools, equipment, techniques and aftercare advice for three different clients	<b>D2</b> compare the suitability of products, tools, equipment, techniques and aftercare advice for three different clients
<b>P24</b> describe how treatments can be adapted to suit client treatment needs, nail and skin conditions		
<b>P25</b> describe the different massage techniques and their benefits [IE6]		
<b>P26</b> state the contra-actions that may occur during and following treatments and how to respond [IE5]		
<b>P27</b> state the importance of completing the treatment to the satisfaction of the client		
<b>P28</b> state the importance of completing treatment records		
<b>P29</b> state the aftercare advice that should be provided [EP4]		
<b>P30</b> describe diseases and disorders of the nail and skin		
<b>P31</b> describe the structure and functions of the nail and skin	<b>M3</b> explain how manicure treatments create the desired effects on the client's skin, nails, muscles, bones, and circulation system.	<b>D3</b> evaluate how manicure treatments create the desired effects on the client's skin, nails, muscles, bones, and circulation system.
<b>P32</b> describe the structure and function of the muscles of the lower arm and hand		

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:
<b>P33</b> describe the structure and function of the bones of the lower arm and hand		
<b>P34</b> describe the structure and function of the arteries and veins of the arm and hand		
<b>P35</b> describe the structure and function of the lymphatic vessels of the arm and hand.		

**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.

<b>Key</b>	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

## Essential guidance for tutors

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### 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.

This unit is intended to develop learners' knowledge, understanding and skills required for the preparation and application of manicure treatments. Delivery 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 when delivering the underpinning knowledge for this unit.

Learners should be introduced to the different hand and nail treatments available, including paraffin wax, hand masks, thermal mitts, exfoliators and warm oils. Learners could be given the opportunity of experiencing a hand and nail treatment first hand, or draw on the experience of treatments they may have had. Tutors need to demonstrate the different massage techniques used on the hand and arm. Learners should have the opportunity to practise carrying out consultations and using manicure 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 with 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.

In order to perform manicure treatments safely, learners will also need to know about the various conditions, diseases and disorders that may affect the nail and skin, including contraindications, 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 be useful 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 also to sell.

It is essential that learners know the relevant anatomy and physiology in order to perform manicure treatments. This could be delivered through the use of diagrams, textbooks and quizzes.

## 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.
<b>Assignment 1: Manicure 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)</b> 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 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).
<b>Assignment 2: Anatomy and Physiology (P30, P31, P32, P33, P34, P35, M3, D3)</b> Tutor introduces assignment brief.
Structure and functions 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 arm and hand. Structure and function of the arteries and veins of the arm and hand. Structure and function of the lymphatic system of arm and hand. Benefits of manicure 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. 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 perform manicure treatments for at least three different clients with varying needs safely, for example skin type and treatment objectives. Manicure finishes must include buffed, French manicure and dark polish. 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 manicure skills, following practice and feedback during unit delivery. It is essential that learners communicate and behave professionally when performing their treatments. These treatments should be observed by the assessor and evidenced with a witness testimony. Photographs of learners performing treatments, or the client's manicured 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 manicure services, 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.

P30, P31, P32, P33, P34, 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, they could use a case study investigating the benefits of manicures, which could be linked to the services 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. 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, 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	Manicure Treatments	Prepare for and provide manicure treatments on three different clients, following health and safety practices. This must include buffed, French manicure and dark polish.  Produce a report on the treatments provided.	Practical observation, with signed witness testimony.  Written report, with pictures and diagrams, marked and authenticated by the assessor.
P30, P31, P32, P33, P34, P35, M3, D3	Anatomy and Physiology	Having performed manicure treatments, investigate how manicure treatments create the desired effects on the client's skin, muscles, bones and circulation system.	Written report, with pictures and labelled 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: N2 Provide manicure 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	Client Care and Communication in Beauty-related Industries	Apply and Maintain Nail Enhancements
Hand Care	Provide Pedicure Treatments	
	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 manicure treatments.

### Employer engagement and vocational contexts

Visit to nail exhibitions and competitions, 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 to invite guest speakers and professionals from the nail services industry.

### Indicative reading for learners

#### Textbooks

Alexander P – *Nail Art* (Carlton Books Ltd, May 1999) ISBN 9781844801466

Almond E – *Manicure, Pedicure and Advanced Nail Techniques* (Thomson Learning, 1994) ISBN 9781861526892

Bukin D, Bukin M and Bukina O – *A Complete Guide to Nail Art and Decorative Manicure Lulu.com, 2009*) ISBN 9781409256038

Cathie K – *Nails* (Dare to be Noticed Mini Book) (Kyle Cathie, 1997) ISBN 9781856262927

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

Haab S – *Nail Art* (Klutzn, 2010) ISBN 9781591746683

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

Newman M – *The Complete Nail Technician* (Habia, 2004) ISBN 9781844801398

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

#### Journals and magazines

*Guild Gazette* (Guild of Professional Beauty Therapists)

*Habia News* (Seed Publishing Limited)

*Professional Nails* (International Nail Association)

*Scratch Magazine* (Seed Publishing Limited)

## Websites

[www.beautyguild.com](http://www.beautyguild.com)

[www.habia.org](http://www.habia.org)

[www.nailcareguide.com](http://www.nailcareguide.com)

[www.nailsmag.com](http://www.nailsmag.com)

[www.hooked-on-nails.com](http://www.hooked-on-nails.com)

[www.professionalbeauty.co.uk](http://www.professionalbeauty.co.uk)

[www.scratchmagazine.co.uk](http://www.scratchmagazine.co.uk)

Beauty Guild

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

Information on the structure of the nails

Step-by-step nail art guides

Information on diseases and disorders of the nail

Professional Beauty

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 ...
<b>Independent enquirers</b>	<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 nail and skin [IE4]</p> <p>considering the influence of environmental conditions, contraindications and contra-actions on manicure treatments [IE5]</p> <p>supporting conclusions about the benefits of different massage techniques, using reasoned arguments and evidence [IE6]</p>
<b>Reflective learners</b>	<p>assessing the skin and nails of clients [RL1]</p> <p>reviewing their progress to complete the treatment to the satisfaction of the client [RL3]</p>
<b>Team workers</b>	<p>taking responsibility for preparing themselves, the client and work area for a manicure 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>
<b>Self-managers</b>	<p>organising time and resources to prepare themselves, the client and work area for manicure treatment, and 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>
<b>Effective participators</b>	<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 ...
<b>Independent enquirers</b>	exploring issues related to manicures from the perspective of the needs of different clients [IE3]
<b>Creative thinkers</b>	generating ideas and exploring possibilities about the benefits of manicure 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 manicure techniques to suit the client's [CT6]
<b>Reflective learners</b>	evaluating manicure treatments performed to inform future progress [RL5]
<b>Team workers</b>	reaching agreements with the client regarding the treatment plan [TW2]
<b>Self-managers</b>	working towards being able to prepare for and perform manicure treatments on different clients, showing initiative, commitment and perseverance [SM2]
<b>Effective participators</b>	discussing issues of concern regarding contraindications with an appropriate person. [EPI]

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Using ICT</b>	
Manage information storage to enable efficient retrieval	maintaining client records
<b>ICT – Finding and selecting information</b>	
Use appropriate search techniques to locate and select relevant information	accessing client records
<b>ICT – Developing, presenting and communicating information</b>	
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
<b>Mathematics – learners can:</b>	
Identify the situation or problems and identify the mathematical methods needed to solve them	working out quantities of products to use on different clients
<b>English – Speaking, Listening and Communication</b>	
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
<b>English – Reading</b>	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	reading product labels, manufacturers' instructions and client records
<b>English – Writing</b>	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	completing consultation cards and treatment records.