

# Unit 9: Remove Hair Using Waxing Techniques

<b>Unit code:</b>	<b>J/601/3555</b>
<b>QCF Level 2:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>6</b>
<b>Guided learning hours:</b>	<b>57</b>

## ● Aim and purpose

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

## ● Unit introduction

In this unit learners will develop the practical skills, knowledge and understanding required to provide waxing treatments, which are essential for any beauty therapist.

Learners will learn how to prepare for providing waxing treatments, including preparing themselves, the client and work area, using suitable consultation techniques to identify treatment objectives for the individual client and carry out necessary tests.

Learners will also develop their practical ability in providing waxing treatments, including providing aftercare advice to clients. They will also develop underpinning knowledge associated with waxing treatments, including method/product knowledge, the advantages and disadvantages associated with alternative methods of hair removal, relevant anatomy and physiology and the Code of Practice for Waxing Services.

Learners will develop their ability in using warm and hot wax following safe and hygienic working practices.

## ● Learning outcomes

**On completion of this unit a learner should:**

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

# Unit content

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## 1 Be able to prepare for waxing treatments

*Preparation:* of therapist (personal hygiene/presentation, protective attire); of client (removal of clothing, protective attire, skin preparation);

*Preparation of work area:* environmental conditions eg heating, lighting, ventilation, atmosphere; preheating wax; laying out equipment and materials; salon and client requirements

*Client consultation:* consultation techniques (questioning, visual, manual, reference to client records); treatment objectives; assess hair growth pattern; tests (sensitivity test, skin test, record results); contraindications (adverse reaction to tests, skin diseases and disorders, open skin, bruising, very thin skin, sunburn, recent scar tissue, moles, skin tags, varicose veins, phlebitis, unidentified lumps or bumps, previous reactions to waxing, excessive ingrowing hairs from previous waxing treatment, medication); clear recommendations; client confidentiality

*Products:* antiseptic/manufacturer's cleaner; pre-wax lotion; after wax lotion/oil; talcum-free powder

*Tools and equipment:* spatulas; spatulas; fabric/paper strips; wax equipment cleaner; cotton wool; tissues; wax pot; couch; protective couch cover; trolley; plastic apron; disposable gloves; scissors; tweezers

*Waxing methods:* hot wax; warm wax; cold wax; roller wax; areas to be waxed (legs, underarm, bikini, upper lip/chin, eyebrows)

*Alternative methods:* depilatory creams; cutting/clipping; shaving; sugaring; bleaching; tweezing; threading; epilation; laser; advantages and disadvantages of alternative methods eg pain/discomfort, regrowth, length of time treatment lasts, cost; effects on skin and waxing treatments eg risk of skin damage, hair needs to grow back to suitable length for effective waxing

## 2 Be able to provide waxing 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; Code of Practice for Waxing Services

*Waxing treatment:* positioning of therapist and client; use of products, tools/equipment and techniques to suit client; application and removal of wax; ways of adapting treatment to suit client eg considering hair growth pattern, choice of wax method, skin condition, length and type of hair growth; complete treatment to client's satisfaction; record results; contra-actions and response (erythema, blood spotting, bruising, burning/blistering, removal of skin, slight swelling)

*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; diseases and disorders of skin (viruses, bacterial infections, fungal infections, eczema, psoriasis, dermatitis, pigmentation disorders, warts, moles, varicose veins)

## 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 a waxing treatment [TW5, SM3]	<b>M1</b> explain the importance of preparation and pre-treatment activities for waxing treatments	<b>D1</b> assess pre-treatment preparations for waxing treatments
<b>P2</b> use suitable consultation techniques to identify treatment objectives [IE1, IE2, IE5]		
<b>P3</b> carry out necessary tests before the treatment [IE4]		
<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 [SM3]		
<b>P6</b> describe salon requirements for preparing themselves, the client and work area		
<b>P7</b> state the environmental conditions suitable for waxing treatments [IE5]		
<b>P8</b> describe different consultation techniques used to identify treatment objectives		
<b>P9</b> describe the types of tests that are carried out before waxing treatment		
<b>P10</b> describe how to select products, tools and equipment to suit client treatment needs		

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>P11</b> identify the different types of waxing methods and products available [IE2]	<b>M2</b> describe the different types of waxing methods and products available	<b>D2</b> compare the different types of waxing methods and products available
<b>P12</b> state the advantages and disadvantages of alternative methods of hair removal [IE2]	<b>M3</b> explain the advantages and disadvantages of alternative methods of hair removal	<b>D3</b> evaluate the advantages and disadvantages of alternative methods of hair removal
<b>P13</b> describe the effects alternative methods of hair removal may have on the skin and waxing treatments [IE2]		
<b>P14</b> describe the contraindications which prevent or restrict waxing treatments [IE5]		
<b>P15</b> communicate and behave in a professional manner [TW3, TW4, TW5, SM5, SM6, SM7]		
<b>P16</b> follow health and safety working practices and industry Code of Practice for Waxing Services [SM4]		
<b>P17</b> position themselves and client correctly throughout the treatment		
<b>P18</b> use products, tools, equipment and techniques to suit client's treatment needs, skin type and conditions [SM3]		
<b>P19</b> complete the treatment to the satisfaction of the client [RL3]		
<b>P20</b> record the results of the treatment		
<b>P21</b> provide suitable aftercare advice [EP2, EP3, EP4, EP5]		

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> state how to communicate and behave in a professional manner		
<b>P23</b> describe health and safety working practices and industry Code of Practice for Waxing Services [IE2]		
<b>P24</b> state the importance of positioning themselves and the client correctly throughout the treatment		
<b>P25</b> state the importance of using products, tools, equipment and techniques to suit client's treatment needs	<b>M4</b> explain the suitability of selected products, tools, equipment, techniques and aftercare advice for three different clients.	<b>D4</b> compare the suitability of products, tools, equipment, techniques and aftercare advice for three different clients.
<b>P26</b> describe how treatments can be adapted to suit client treatment needs, skin types and conditions		
<b>P27</b> state the contra-actions that may occur during and following treatments and how to respond [IE5]		
<b>P28</b> state the importance of completing the treatment to the satisfaction of the client		
<b>P29</b> state the importance of completing treatment records		
<b>P30</b> state the aftercare advice that should be provided [EP4]		
<b>P31</b> describe the structure and functions of the skin		
<b>P32</b> describe diseases and disorders of the skin.		

**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.

Delivery of this unit should be practical, focusing on learners developing the preparatory and practical skills needed to perform waxing services. Tutors should use a range of delivery methods to stimulate and motivate learners.

Learners need to be taught the theoretical knowledge linked to the practical skills so they can carry out treatments safely and accurately. Learners could be given an opportunity to present their research and findings to peers, which will also help develop their communication and presentation skills.

Learners should communicate and behave in a professional manner. These skills will also have been developed in other units and learners should understand the importance of professionalism at all times in the salon, regardless of the treatment being performed.

Learners should be taught how to prepare for waxing treatments, including themselves, the client and work area, for example pre-heating the wax. It is essential that learners appreciate the benefits of preparing for treatments.

Tutors should demonstrate waxing methods before learners are given the opportunity to practise these. Learners must be aware of health and safety practices before carrying out treatments, including knowledge of the Code of Practice for Waxing Services.

Learners should know how to minimise discomfort for the client and appreciate that everyone's pain threshold is different. It is vital that learners demonstrate tact and diplomacy when discussing hair removal with clients, to avoid potential embarrassment of clients.

It is also important that learners know about the range of hair removal methods available, such as shaving and epilation, as well as the advantages and disadvantages, so that they can best advise clients about the most appropriate method. Learners need to know about the possible effects that other hair removal methods may have on waxing.

To perform effective waxing treatments, learners must know the underpinning theory of waxing, including related anatomy and physiology, as well as skin diseases and disorders. This can be delivered using textbooks, labelled diagrams and CD ROMs. By relating anatomy and physiology to the effects of waxing, learners will be able to appreciate the relevance of the theory behind waxing. Explaining the hair growth cycle to learners would supplement their knowledge and understanding.

## 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: Waxing Treatments (P1, P2, P3, P4, P5, P6, P7, P9, P10, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, M1, M4, D1, D4)</b> 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, contraindications, recommendations (demonstrations, role play). Products, tools and equipment. Client treatment needs/objectives. Code of Practice. Waxing workshops led by tutor demonstrations. Positioning. Techniques. Adapting treatments to suit different client needs (for example skin) and treatment objectives. Client satisfaction. Post-treatment procedures. Recording results. Aftercare advice (homecare, retail opportunities), contra-actions.
Assignment workshop(s).
<b>Assignment 2: Hair Removal (P9, P11, P12, P13, P30, P31, M2, M3, D2, D3)</b> Tutor introduction to assignment brief.
Use of task sheets and diagrams/textbooks, models, CD ROMs relating to structure and function of skin. Diseases and disorders of skin. Types of tests. Types of waxing methods and products available. Advantages and disadvantages of hair removal. Effects of alternative methods of hair removal on skin and waxing.
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, a portfolio of evidence or through adaptation of 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, P15, P16, P17, P18, P19 and P20 require learners to prepare for and perform waxing services safely. Learners need to demonstrate waxing techniques on legs, underarm, bikini line, lip, chin and eyebrows using both hot and warm wax methods. Learners must perform waxing services on three different clients. This includes the preparation of themselves, the client and work area and client consultation and post-treatment procedures, such as aftercare advice and recording results.



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

P6, P7, P8, P9, P10, P14, P21, P22, P23, P24, P25, P26, P27, P28, P29, M1, M4, D1 and D4 assess knowledge and understanding of the underpinning theory associated with performing waxing 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.

P11, P12, P13, M2, M3, D2 and D3 assess learners' knowledge and understanding of hair removal methods, including advantages and disadvantages, effects of alternative methods on waxing and the waxing products and methods available. Learners could be assessed in various ways. They could create a poster/leaflet to inform clients of the hair removal methods available, or answer short written questions. Alternatively, learners could prepare a PowerPoint presentation which could be presented to their peers.

P30 and P31 assess learners' knowledge of relevant anatomy and physiology. Learners could annotate diagrams and describe the structure and function, diseases and disorders of the skin.

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, P9, P10, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, M1, M4, D1	Waxing Treatments	Perform three waxing treatments on different clients. The following areas must be treated legs, underarm, bikini, upper lip/chin, eyebrows.  Produce a report of the treatments carried out.	Practical observation, with signed witness testimony.  Written report with pictures and diagrams marked and authenticated by the assessor.
P9, P11, P12, P13, P30, P31, M2, M3, D2, D3	Hair Removal	Create a leaflet for clients on hair removal methods.	Leaflet, with text, pictures/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: B6 Carry out waxing 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 3

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 waxing treatments.

## Employer engagement and vocational contexts

Centres are encouraged to build relationships and links with beauty salons. Guest talks from those within the beauty therapy industry and salon visits will benefit learners, as it will give an insight into the industry and help prepare them for employment.

## Indicative reading for learners

### Textbooks

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

McGuiness H – *Anatomy and Physiology Therapy Basics 4th Edition* (Hodder Education, 2010) ISBN 9781444109238

### Journals and magazines

*Guild Gazette* (Guild of Professional Beauty Therapists)

*Habia News* (Seed Publishing Limited)

*Health and Beauty Salon* (Reed Business Information)

### Websites

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

Beauty Guild

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

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

[www.hse.gov.uk](http://www.hse.gov.uk)

Health and Safety Executive

[www.professionalbeauty.co.uk](http://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 ...
<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 results of tests [IE4]</p> <p>considering the influence of environmental conditions, contraindications and contra-actions on waxing treatments [IE5]</p> <p>planning and carrying out research into the different types of waxing methods available, advantages and disadvantages of alternative methods of hair removal, effects of alternative methods of hair removal on the skin and waxing treatments [IE2]</p>
<b>Reflective learners</b>	<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 waxing 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, client and work area for waxing, and select and use the necessary materials and techniques to suit client's treatment needs, skin type 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>anticipate and manage 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 waxing treatments from the perspective of the needs of different clients [IE3]
<b>Creative thinkers</b>	generating ideas and exploring possibilities about the suitability of products, tools, equipment and techniques for different clients [CT1] asking the client questions as part of the consultation [CT2] adapting waxing techniques to suit the client's [CT6]
<b>Reflective learners</b>	evaluating waxing 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 waxing treatments on different clients, showing initiative, commitment and perseverance [SM2]
<b>Effective participators</b>	discussing issues of concern regarding contraindications with an appropriate person. [EP1]

## ● 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
Combine and present information in ways that are fit for purpose and audience	producing a report of waxing treatments carried out
<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.