

# Specification

Edexcel NVQ/competence-  
based qualifications

**Edexcel Level 3 NVQ Diploma in Beauty  
Therapy – General**

**Edexcel Level 3 NVQ Diploma in Beauty  
Therapy – Make-up**

**Edexcel Level 3 NVQ Diploma in Beauty  
Therapy – Massage**

**Edexcel Level 3 NVQ Diploma in Spa Therapy**

For first registration September 2010

Issue 2

Edexcel, a Pearson company, is the UK's largest awarding organisation offering vocational and academic qualifications and testing, to employers, training providers, colleges, schools, and other places of learning in the UK, and in over 85 countries worldwide.

Our specialist suite of qualifications include NVQs, Apprenticeships, WorkSkills, Functional Skills, Foundation Learning, as well as our exclusive range of BTECs, from entry level right through to Higher National Diplomas.

This specification is Issue 2. Key changes are sidlined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: [www.edexcel.com](http://www.edexcel.com)

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Publications Code N026977

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## Qualification titles covered by this specification

This specification gives you the information you need to offer the following qualifications:

Edexcel Level 3 NVQ Diploma in Beauty Therapy – General (QCF)

Edexcel Level 3 NVQ Diploma in Beauty Therapy – Make-up (QCF)

Edexcel Level 3 NVQ Diploma in Beauty Therapy – Massage (QCF)

Edexcel Level 3 NVQ Diploma in Spa Therapy (QCF)

<b>Qualification title</b>	<b>Qualification Accreditation Number (QAN)</b>	<b>Accreditation start date</b>
Edexcel Level 3 NVQ Diploma in Beauty Therapy – General (QCF)	500/8998/5	01/08/2010
Edexcel Level 3 NVQ Diploma in Beauty Therapy – Make-up (QCF)	500/9003/3	01/08/2010
Edexcel Level 3 NVQ Diploma in Beauty Therapy – Massage (QCF)	500/9005/7	01/08/2010
Edexcel Level 3 NVQ Diploma in Spa Therapy (QCF)	500/9000/8	01/08/2010

These qualifications have been accredited within the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website. They will also appear on the Learning Aims Database (LAD), where relevant.

You should use the QCF Qualification Accreditation Number (QAN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique QCF reference number, which is listed in this specification.

The QCF qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

These titles replace the following qualifications from August 2010:

<b>Qualification title</b>	<b>Qualification Accreditation Number (QAN)</b>	<b>Accreditation start date</b>	<b>Accreditation end date</b>
Edexcel Level 3 NVQ in Beauty Therapy	100/4752/9	01/08/2004	31/07/2010
Edexcel Level 3 NVQ in Spa Therapy	100/5070/X	01/05/2005	31/07/2010

# Key features of the Edexcel Level 3 NVQ Diplomas in Beauty Therapy - General, Beauty Therapy - Make-up, Beauty Therapy - Massage and Spa Therapy

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These qualifications:

- are nationally recognised
- are based on the Beauty Therapy National Occupational Standards (NOS). The NOS, assessment strategy and qualification structure(s) are owned Habia.

**These qualifications have been approved as components required for the Level 3 Beauty Therapy Apprenticeship framework.**

## What is the purpose of these qualifications?

These are job-ready qualifications. They aim to enable practitioners to achieve a qualification that recognises beauty therapy practice and develop their occupational competence. The qualification is developed from National Occupational Standards.

The Edexcel Level 3 NVQ Diploma in Beauty Therapy – General: gives learners an essential foundation in beauty therapy.

The Edexcel Level 3 NVQ Diploma in Beauty Therapy – Make-up: enables learners to specialise in make-up.

The Edexcel Level 3 NVQ Diploma in Beauty Therapy – Massage: enables learners to specialise in massage.

The Edexcel Level 3 NVQ Diploma in Spa Therapy: allows learners to specialise in spa therapy.

## Who are these qualifications for?

These qualifications are for all learners aged 16 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualifications should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualifications.

## **What are the benefits of these qualifications to the learner and employer?**

These qualifications allow learners to develop skills essential to working in a beauty salon or spa. Skills include forming good working relationships with clients and awareness of health and safety, as well as the specialist skills needed to carry out beauty treatments or nail services. Learners will carry out their work within a realistic work context.

## **What are the potential job roles for those working towards these qualifications?**

- Beauty consultant
- Beauty therapist
- Spa therapist
- Massage therapist

## **What progression opportunities are available to learners who achieve these qualifications?**

These qualifications provide opportunity for progression to employment; to the Level 5 BTEC HNs in Beauty Therapy Sciences, or the Level 4 and 5 HNs in Hair and Beauty Management.

Further information is available in *Annexe A*.

# What is the qualification structure for the Edexcel Level 3 NVQ Diploma in Beauty Therapy - General (QCF)?

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Individual units can be found in the *Units* section. The QCF level and credit value are given on the first page of each unit.

The Edexcel Level 3 NVQ Diploma in Beauty Therapy – General is a 65 credit qualification which consists of 6 mandatory units (55 credits) plus a minimum of 10 credits from optional units.

## **Mandatory units**

*Credit value required: minimum 55, maximum 55.*

Y/601/5875 - Monitor Procedures to Safely Control Work Operations

R/600/1277 - Contribute to the Planning and Implementation of Promotional Activities

Y/600/9090 - Provide Body Electrical Treatments

J/600/7562 - Provide Facial Electrical Treatments

A/600/7462 - Provide Body Massage Treatments

D/600/9043 - Provide Electrical Epilation Treatments

## **Optional units**

*Credit value required: minimum 10.*

D/600/7504 - Provide Indian Head Massage

K/600/7523 - Carry out Massage Using Pre-blended Aromatherapy Oils

J/600/7545 - Provide Stone Therapy Treatments

T/600/1272 - Contribute to the Financial Effectiveness of the Business

T/600/8755 - Plan and Provide Airbrush Make-up

D/600/9012 - Provide Single Eyelash Extension Treatments

K/600/7487 - Provide UV Tanning Services

R/600/7533 - Provide Self-tanning Services

Y/600/8764 - Provide Female Intimate Waxing Services

D/600/8765 - Provide Male Intimate Waxing Services

# What is the qualification structure for the Edexcel Level 3 NVQ Diploma in Beauty Therapy - Make-up (QCF)?

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Individual units can be found in the *Units* section. The QCF level and credit value are given on the first page of each unit.

The Edexcel Level 3 NVQ Diploma in Beauty Therapy - Make-up is a 45 credit qualification which consists of 4 mandatory units (25 credits) plus a minimum of 20 credits from optional units.

## **Mandatory units**

*Credit value required: minimum 25, maximum 25.*

Y/601/5875 - Monitor Procedures to Safely Control Work Operations

R/600/1277 - Contribute to the Planning and Implementation of Promotional Activities

J/600/9005 - Design and Create Fashion and Photographic Make-Up

R/600/9041 - Provide Specialist Skin Camouflage Services

## **Optional units**

*Credit value required: minimum 20.*

Y/600/9090 - Provide Body Electrical Treatments

J/600/7562 - Provide Facial Electrical Treatments

D/600/7504 - Provide Indian Head Massage

K/600/7523 - Carry out Massage Using Pre-blended Aromatherapy Oils

J/600/7545 - Provide Stone Therapy Treatments

T/600/1272 - Contribute to the Financial Effectiveness of the Business

T/600/8755 - Plan and Provide Airbrush Make-up

D/600/9012 - Provide Single Eyelash Extension Treatments

K/600/7487 - Provide UV Tanning Services

R/600/7533 - Provide Self-tanning Services

Y/600/8764 - Provide Female Intimate Waxing Services

D/600/8765 - Provide Male Intimate Waxing Services

# What is the qualification structure for the Edexcel Level 3 NVQ Diploma in Beauty Therapy - Massage (QCF)?

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Individual units can be found in the Units section. The QCF level and credit value are given on the first page of each unit.

The Edexcel Level 3 NVQ Diploma in Beauty Therapy – Massage is a 51 credit qualification which consists of 6 mandatory units (44 credits) plus a minimum of 7 credits from optional units.

## **Mandatory units**

*Credit value required: minimum 44, maximum 44.*

Y/601/5875 - Monitor Procedures to Safely Control Work Operations

R/600/1277 - Contribute to the Planning And Implementation Of Promotional Activities

A/600/7462 - Provide Body Massage Treatments

D/600/7504 - Provide Indian Head Massage

K/600/7523 - Carry out Massage Using Pre-blended Aromatherapy Oils

J/600/7545 - Provide Stone Therapy Treatments

## **Optional units**

*Credit value required: minimum 7.*

Y/600/9090 - Provide Body Electrical Treatments

J/600/7562 - Provide Facial Electrical Treatments

T/600/1272 - Contribute to the Financial Effectiveness of the Business

T/600/8755 - Plan and Provide Airbrush Make-Up

D/600/9012 - Provide Single Eyelash Extension Treatments

K/600/7487 - Provide UV Tanning Services

R/600/7533 - Provide Self-Tanning Services

Y/600/8764 - Provide Female Intimate Waxing Services

D/600/8765 - Provide Male Intimate Waxing Services

# What is the qualification structure for the Edexcel Level 3 NVQ Diploma in Spa Therapy (QCF)?

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Individual units can be found in the *Units* section. The QCF level and credit value are given on the first page of each unit.

The Edexcel Level 3 NVQ Diploma in Spa Therapy is a 63 credit qualification which consists of 6 mandatory units (44 credits) plus a minimum of 19 credits from optional units.

## **Mandatory units**

*Credit value required: minimum 44, maximum 44.*

Y/601/5875 - Monitor Procedures to Safely Control Work Operations

A/600/7462 - Provide Body Massage Treatments

J/600/7545 - Provide Stone Therapy Treatments

D/601/0936 - Promote Additional Services or Products to Customers

H/600/9089 - Monitor Clients and the Operation of Sauna, Steam and Hydrotherapy Treatments

D/600/9091 - Provide Body Wrapping and Flotation Treatments

## **Optional units**

*Credit value required: minimum 19.*

Y/600/9090 - Provide Body Electrical Treatments

J/600/7562 - Provide Facial Electrical Treatments

D/600/7504 - Provide Indian Head Massage

K/600/7523 - Carry out Massage Using Pre-blended aromatherapy oils

T/600/1272 - Contribute to the Financial Effectiveness of the Business

R/600/1277 - Contribute to the Planning and Implementation of Promotional Activities

## How are the qualifications graded and assessed?

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The overall grade for each qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

### Assessment strategy

The assessment strategy for these qualifications have been included in *Annexe D*. They have been developed by Habia in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- beauty and spa therapy realistic working environment requirements
- where simulated activities may be used
- areas within Beauty and Spa Therapy National Occupational Standards for which mandatory written question papers must be developed
- occupational expertise requirements for Beauty and Spa Therapy Assessors and Verifiers
- requirements for continuing professional development for Assessors and Verifiers of Beauty and Spa Therapy technical units
- nationally agreed service times for Beauty Therapy and Spa Therapy NVQ assessment purposes.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

<b>Valid</b>	relevant to the standards for which competence is claimed
<b>Authentic</b>	produced by the learner
<b>Current</b>	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
<b>Reliable</b>	indicates that the learner can consistently perform at this level
<b>Sufficient</b>	fully meets the requirements of the standards.

## Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the following examples:

- direct observation of the learner's performance by their assessor
- outcomes from oral or written questioning
- products of the learner's work
- personal statements and/or reflective accounts
- outcomes from simulation, where permitted by the assessment strategy
- professional discussion
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- reflective accounts
- evidence of Recognition of Prior Learning.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on the Edexcel website [www.edexcel.com](http://www.edexcel.com). Alternatively, centres may develop their own.

Learners' essential knowledge and understanding for the NVQ Diplomas in Beauty Therapy and Spa Therapy units is assessed through the use of externally set tests. These tests are written by Edexcel, and administered and assessed by Edexcel approved centres. The tests are available to Edexcel approved centres in the form of a CD ROM on request from [NVQ@Edexcel.com](mailto:NVQ@Edexcel.com). The CD ROM contains instructions to centres to ensure that the test papers are secure. For the Beauty Therapy and Spa Therapy NVQs at Level 3, assessment must take place through written question papers.

## What do you need to offer these qualifications?

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### Centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Edexcel approval are able to gain qualification approval for a different level or different sector via Edexcel online.

### Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Edexcel will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

## Quality assurance

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Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

## What resources are required?

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Each qualification is designed to support learners working in the hair and beauty sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe D: Assessment strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

# Unit format

Each unit in this specification contains the following sections.

<b>Unit title:</b>					The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
<b>Unit code:</b>					This is the unit owner's reference number for the specified unit.
<b>Unit reference number:</b>					This code is a unique reference number for the unit.
<b>QCF level:</b>					All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.
<b>Credit value:</b>					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
<b>Guided learning hours:</b>					A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.
<b>Unit summary:</b>					This provides a summary of the purpose of the unit.
<b>Assessment requirements/evidence requirements:</b>					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
<b>Assessment methodology:</b>					This provides a summary of the assessment methodology to be used for the unit.
<b>Learning outcomes:</b>	<b>Assessment criteria:</b>	<b>Evidence type:</b>	<b>Portfolio reference:</b>	<b>Date:</b>	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

# Units



## **Unit 1: Monitor Procedures to Safely Control Work Operations**

<b>Unit code:</b>	G22
<b>Unit reference number:</b>	Y/601/5875
<b>QCF level:</b>	3
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	30

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### **Unit summary**

This unit is about making sure that statutory and workplace instructions are being carried out. It describes the competences required to make sure that:

- a health and safety procedures are being followed within work areas
- b appropriate action is undertaken to control workplace hazards.

### **Evidence requirements**

- 1 The common evidence requirements below are in addition to the ENTO Assessment Strategies approved by UKCG in February 2008.
- 2 The standards require evidence of consistent occupational competence, as defined by the standards, to be demonstrated through relevant work activities. A variety of assessment methods should be used to confirm competence. Assessment of knowledge should be integrated with the assessment of performance wherever possible and appropriate.
- 3 Assessment of performance and knowledge in the workplace:

Monitoring the operation of workplace health and safety procedures is the legal responsibility of all senior staff in a salon, not just that of the manager or proprietor. These responsibilities extend beyond salon staff to all people entering the business eg clients, suppliers, contract cleaners, etc Therefore, in the context of this unit, 'other people' includes not only other employees, but all those who have a reason to be on salon premises at any time.

Evidence for outcomes relating to 'other people', therefore, may be drawn from a wide base of possibilities eg politely instructing clients to hang coats in the place provided and stow their bags at reception to comply with workplace procedures to avoid obstructions and accidents in salon work areas; briefing a new starter on some aspect of workplace health and safety procedures (outcome 1e).

- 4 All evidence must be derived from performance in the workplace or approved Realistic Working Environment confirming to current Habia criteria.

Simulation is not allowed for any performance evidence within this unit as the outcomes can be demonstrated by a combination of assessment methods drawn from:

- direct observation of the learner in the workplace
- witness testimony by colleagues and line managers of the learner's successful performance of activities in the workplace
- documentary and other product-based evidence
- a personal report by the learner endorsed by colleagues
- questions
- discussion
- professional discussion.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to check that health and safety instructions are followed	<p>1.1 keep up to date with health and safety regulations and workplace instructions, making sure that information is from reliable sources</p> <p>1.2 conduct monitoring of the workplace at agreed intervals and in accordance with workplace instructions</p> <p>1.3 confirm that workers are health and safety competent as defined in their job role and that identified health and safety training needs have been met</p> <p>1.4 communicate workplace instructions and receive feedback</p>			
2 Be able to recommend changes to health and safety workplace instructions	<p>2.1 respond to any breaches of health and safety instructions in a way which meets workplace and legal requirements</p> <p>2.2 make recommendations for any changes to health and safety workplace instructions to the responsible people</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to make sure that hazards and risks are controlled safely and effectively</p>	<p>3.1 maintain accurate records of workplace irregularities</p> <p>3.2 check other people are aware of the hazards/risks and know the action(s) to be taken to minimise them</p> <p>3.3 confirm that appropriate precautions to control risks have been agreed with the people responsible for health and safety</p> <p>3.4 review to make sure all recommended action has been taken</p> <p>3.5 report any conflicts that still exist between workplace and legal requirements</p>			
<p>4 Know how to monitor procedures to safely control work operations</p>	<p>4.1 explain employers' and employees' legal responsibilities for health and safety in the workplace</p> <p>4.2 explain the difference between 'hazard', 'risk' and 'control'</p> <p>4.3 describe the types of information available from reports and records covering the workplace</p> <p>4.4 explain the importance of evaluating information from reports and records covering the workplace</p>			

Learner name: \_\_\_\_\_  
Learner signature: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_





- 5 Although some evidence of the learner's performance will be gathered from the observations made by the assessor, it is likely they will need to assemble relevant documentary evidence in their portfolio to meet the requirements of the standard and qualification.
- 6 No mandatory written questions required for this unit.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to contribute to the planning and preparation of promotional activities</p>	<p>1.1 make recommendations to the relevant person(s) for suitable promotional activities, identifying the potential benefits for the business</p> <p>1.2 identify and agree specific, measurable, achievable, realistic and time-bound objectives and target groups for the activity with the relevant person(s)</p> <p>1.3 agree requirements for the activity with all relevant person(s) in sufficient detail to allow the work to be planned</p> <p>1.4 produce an agreed plan showing the</p> <ul style="list-style-type: none"> <li>- type of promotional activity</li> <li>- objectives of the activity</li> <li>- roles and responsibilities of others involved</li> <li>- resource requirements</li> <li>- preparation and implementation activities</li> <li>- timescales</li> <li>- the budget</li> <li>- methods of evaluation</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.5 agree a plan that takes into account any legal requirements, when necessary 1.6 make sure resources are available to meet the planned timescale			
2 Be able to implement promotional activities	2.1 implement promotional activities to meet the agreed plan 2.2 adapt promotional activities, when necessary, in response to changed circumstances and/or problems 2.3 use resources effectively throughout the promotional activities 2.4 communicate the essential features and benefits of products and services to the target group 2.5 use methods of communication that are suitable for the type of promotional activity being undertaken 2.6 present information in logical steps 2.7 encourage the target group to ask questions about the services and products being promoted 2.8 respond to questions and queries in a way which promotes goodwill and enhances the salon's image			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.9 actively encourage the target group to take advantage of the services and products being promoted</p> <p>2.10 clear away products and equipment at the end of the promotional activity, when necessary, to meet the requirements of the venue</p>			
<p>3 Be able to participate in the evaluation of promotional activities</p>	<p>3.1 use the methods agreed in the promotional activity plan to gain feedback from the relevant sources</p> <p>3.2 collate and record the information gained from the feedback using a clear and concise format and method of presentation</p> <p>3.3 draw accurate and clear conclusions on the effectiveness of the promotional activity in meeting the agreed objectives</p> <p>3.4 participate in discussions giving a clear and well-structured summary of the results of the evaluation</p> <p>3.5 make recommendations for improvements to any future promotional activities based upon the outcomes of the evaluation</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Under the venue and legal requirements	<p>4.1 explain the practical requirements and restrictions for any venue</p> <p>4.2 describe the contract requirements, local bye-laws and legislation which could restrict the promotional activity in any venue used</p> <p>4.3 explain the importance of considering health and safety and other legal requirements</p> <p>4.4 explain the health and safety procedures applicable to any venue used</p> <p>4.5 explain the potential hazards that must be considered when working any venue</p> <p>4.6 describe the steps that should be taken to minimise risks when working at an external venue</p>			
5 Understand how to plan and prepare promotional events	<p>5.1 explain the purpose and value of detailed and accurate planning</p> <p>5.2 explain the type of resourcing requirements necessary for promotional activities</p> <p>5.3 explain how the nature of the target group can influence the choice of promotional activity</p> <p>5.4 explain how to match types of promotional activities to objectives</p> <p>5.5 describe how to present a plan for promotional activities</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.6 explain why it is important to consider methods of evaluation at the planning stage</p> <p>5.7 explain how to write objectives that are Specific, Measurable, Achievable, Realistic and Time Bound (ie SMART objectives)</p> <p>5.8 explain the importance of working to a budget</p> <p>5.9 explain where and how to obtain resources</p> <p>5.10 explain the importance of clearly defining the roles and responsibilities of those involved in promotional activities</p> <p>5.11 describe the importance of allocating roles and responsibilities to match an individual's competence levels</p> <p>5.12 explain the importance of gaining an individual's commitment and agreement to undertake a role in the promotional activity</p> <p>5.13 explain the types of foreseeable problems that occur and ways of resolving them</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand how to sell products and services	6.1 explain how to recognise buying signals and to close sales 6.2 identify the difference between the features of a product or service and the benefits of a product or service 6.3 describe the features and benefits of products and/or services being promoted 6.4 describe how to tailor the presentation of the benefits of products and/or services to meet individual needs and interests			
7 Understand communication techniques	7.1 explain how and when to participate in discussions 7.2 describe how to give a short presentation 7.3 compare different methods of presenting information 7.4 explain how and when to make openings to encourage others to ask questions 7.5 describe how to answer questions and manage queries in a way likely to maintain goodwill			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Understand evaluation methods and techniques	8.1 explain the purpose of evaluation activities 8.2 explain the areas of the promotional activity which should be evaluated 8.3 describe the most suitable methods of gaining feedback for the promotional activities in the range 8.4 explain how to collate, analyse and summarise evaluation feedback in a clear and concise way 8.5 explain suitable ways of formatting and producing an evaluation report			

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*(if sampled)*



## **Unit 3: Design and Create Fashion and Photographic Make-up**

<b>Unit code:</b>	B11
<b>Unit reference number:</b>	J/600/9005
<b>QCF level:</b>	3
<b>Credit value:</b>	8
<b>Guided learning hours:</b>	68

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### **Unit summary**

This is a job-ready unit which is competency based, covering both skills and knowledge. This unit is about designing and creating fashion and photographic make-up. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work. This unit applies to beauty and spa therapy.

### **Evidence requirements**

The assessment of this unit needs to meet the requirements within the Habia Beauty and Spa Therapy Assessment Strategy:

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner must practically demonstrate in their everyday work that they have met the standards for designing and creating fashion and photographic make-up.
- 3 The assessor will observe the learner's performance on at least four separate occasions.
- 4 The learner must show that they have:
  - produced looks for all the types of activities
    - a photographic – black and white
    - b photographic – colour
    - c fashion shows
  - created all the types of looks
    - a period
    - b fantasy
    - c high fashion

- d catwalk
- e bridal
- f commercial
  - addressed all the resource needs
- a tools and equipment
- b products
- c time
- d people
  - involved at least two of the seven relevant persons\*
- a photographer
- b art director
- c make-up designer
- d hair designer
- e clients
- f artistes
- g stylists
- h nail technician
  - used all the make-up application techniques
- a precision base application
- b highlighting and shading
- c concealing
- d blending
- e stippling
- f precision application of eye products
- g precision application of lip products
- h colour mixing
- i stencilling
- j body make-up
  - considered all of the additional media
- a accessories
- b clothes
- c hair
- d nails.

\*For this particular unit, knowledge evidence need not be produced for the remaining items in the range.

- 5 It is likely most evidence of the learner's performance will be gathered from the observations made by the assessor but the learner may be required to produce other evidence to support the performance if the assessor has not been present.
- 6 This unit requires mandatory written questions in accordance with the Habia Assessment Strategy for Beauty and Spa Therapy.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to plan and design a range of make-up looks</p>	<p>1.1 outline contractual arrangements with the relevant person(s) prior to commencing their design plan</p> <p>1.2 identify the intended activities for which the make-up is required</p> <p>1.3 use suitable sources of information to research and create design themes</p> <p>1.4 create a design plan which includes:</p> <ul style="list-style-type: none"> <li>- objectives to meet the client's needs</li> <li>- mood boards for the look(s) required</li> <li>- budgetary constraints</li> <li>- resources</li> <li>- risk assessment</li> <li>- foreseeable problems and ways of resolving them</li> <li>- lighting requirements</li> <li>- additional media</li> </ul> <p>1.5 confirm the design plan with the relevant person(s)</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to produce a range of make-up looks</p>	<p>2.1 prepare the work environment to meet legal, hygiene and application requirements</p> <p>2.2 prepare suitable equipment, materials and products for the make-up application</p> <p>2.3 position the client and themselves to minimise fatigue and risk of injury to meet the needs of the service</p> <p>2.4 identify contra-indications or restrictions to the make-up application</p> <p>2.5 use suitable make-up application techniques for the agreed design brief</p> <p>2.6 apply false lashes to enhance the final design look, if required</p> <p>2.7 use and manage resources within the limits of own authority, according to the design plan</p> <p>2.8 communicate with relevant person(s) throughout the make-up activities</p> <p>2.9 adapt the agreed design plan to meet any changes to the original brief</p> <p>2.10 confirm that the finished make-up look(s) meets the design brief</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to evaluate results against the design plan objectives	3.1 gather feedback from the client on the level of success in meeting the design brief 3.2 evaluate the client's feedback and own performance against the objectives, identifying improvements			
4 Understand how to communicate on fashion and photographic make-up	4.1 explain how to communicate and present the design plan to the client 4.2 explain how to use consultation techniques to meet the needs of different client groups 4.3 explain the importance of confidentiality and the consequences if this is not maintained 4.4 explain how to adapt contributions to suit different purposes and situations 4.5 explain ways to move the discussion forward 4.6 explain the importance of confirming the client's understanding			
5 Understand health and safety related to fashion and photographic make-up	5.1 clarify the potential hazards to consider when working at any venue 5.2 explain the steps that should be taken to minimise risks when working at any venue 5.3 explain how local bye-laws and legislation may limit the use of products, tools and equipment 5.4 explain health and safety procedures applicable to any venue			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.5 explain health and safety requirements associated with make-up techniques</p> <p>5.6 explain the importance of recognising contra-indications and restrictions to the make-up</p>			
<p>6 Understand the importance of planning and problem solving when designing and creating fashion and photographic make-up</p>	<p>6.1 explain the steps that should be taken to ensure adequate personal insurance</p> <p>6.2 explain the importance of agreeing contractual arrangements prior to commencing the design plan</p> <p>6.3 explain how to create a make-up design plan</p> <p>6.4 explain the importance of detailed and accurate planning</p> <p>6.5 explain the importance of communicating and agreeing design plans</p> <p>6.6 explain the importance of setting and working to a budget</p> <p>6.7 explain the importance of specifying resource needs accurately</p> <p>6.8 critically compare the different types of lighting and camera effects and how this may affect the design plan</p> <p>6.9 explain how venue requirements can affect plans</p> <p>6.10 explain how to interpret and use a show running order</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6.11 explain the common problems associated with photographic shoots, fashions shows and client specifications</p> <p>7 Understand how to design and develop make-up looks</p> <p>7.1 explain the basic principles of design, scale and proportion when creating a look</p> <p>7.2 explain the principles of colour theory</p> <p>7.3 evaluate how different types of lighting and camera effects impact on the make-up</p> <p>7.4 critically compare the characteristics of iconic period make-up looks from the past</p> <p>7.5 evaluate how different cultures have influenced make-up fashion trends</p> <p>7.6 clarify sources of research information and how to access and evaluate them</p> <p>7.7 explain how to prepare and adapt the venue's working environment</p> <p>7.8 summarise the different types of make-up techniques and how to use them</p> <p>7.9 explain the main components of past and present make-up products</p> <p>7.10 explain how to replicate historical looks safely to meet present day standards</p> <p>7.11 clarify how to select and obtain make-up, products and equipment for the design plan</p>				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.12 explain ways in which additional items and media can be used to complement the overall design plan 7.13 explain ways of adapting the product and make-up selection to suit changing circumstances			
8 Understand how to evaluate fashion and photographic make-up looks	8.1 explain why it is important to evaluate own performance 8.2 explain the areas on which feedback should be collected 8.3 explain ways of seeking and using constructive feedback 8.4 explain ways of identifying opportunities for improvement			

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 Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 (if sampled)



## Unit 4: Provide Body Electrical Treatments

Unit code:	B13
Unit reference number:	Y/600/9090
QCF level:	3
Credit value:	12
Guided learning hours:	106

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### Unit summary

This is a job-ready unit which is competency based. This unit is about providing body electrical treatments. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work. This unit applies to Beauty and Spa Therapy.

### Evidence requirements

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 Learners must practically demonstrate in your everyday work that you have met the standard for providing body electrical treatments.
- 3 The learners' assessor will observe their performance on **at least five separate occasions, which must involve at least three different clients.**
- 4 From the range, learners must practically demonstrate that they have:
  - used all the types of equipment
    - a galvanic unit
    - b electro muscle stimulator (EMS)
    - c micro-current unit
    - d lymphatic drainage equipment
    - e micro-dermabrasion unit
  - used all the consultation techniques
    - a questioning
    - b visual
    - c manual
    - d reference to client records

- treated all the body types
  - a endomorph
  - b mesomorph
  - c ectomorph
- treated all the body conditions
  - a cellulite
  - b poor muscle tone
  - c sluggish circulation
  - d uneven skin texture
- dealt with at least **one of the three** necessary actions\*
  - a encouraging the client to seek medical advice
  - b explaining why the treatment cannot be carried out
  - c modification of treatment
- met all the treatment objectives
  - a improved skin and body condition
  - b improved contour and muscle condition
- provided all types of advice
  - a avoidance of activities which may cause contra-actions
  - b future treatment needs
  - c modifications to lifestyle patterns
  - d healthy eating and exercise advice
  - e suitable home care products and their use.

\*However, learners must prove to their assessor that they have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

- 5 It is likely most evidence of their performance will be gathered from the observations made by their assessor, but they may be required to produce other evidence to support their performance if their assessor has not been present.
- 6 This unit requires mandatory written questions in accordance with the Habia Assessment Strategy for Beauty and Spa Therapy.

### Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to maintain effective and safe methods of working when providing body electrical treatments</p>	<p>1.1 set up work area to meet organisation and manufacturers' instructions</p> <p>1.2 use industry hygiene and safety practices throughout the service to minimise the risk of cross-infection</p> <p>1.3 position the person and themselves to minimise fatigue and the risk of injury and allow ease of body electrical application, maintenance and removal</p> <p>1.4 clean all tools and equipment using the correct methods</p> <p>1.5 position equipment, products and materials for ease and safety of use</p> <p>1.6 adopt a positive, polite and reassuring manner towards the client throughout the treatment</p> <p>1.7 maintain the client's modesty, privacy and comfort at all times</p> <p>1.8 check the client's wellbeing at regular intervals according to organisational policy</p> <p>1.9 dispose of waste materials safely and correctly</p> <p>1.10 complete the treatment within a commercially viable time</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.11 keep records are up to date, accurate, easy to read and signed by the client and practitioner</p> <p>1.12 leave the treatment area and equipment in a suitable condition for future treatments</p>			
<p>2 Be able to consult, plan and prepare for treatments with clients</p>	<p>2.1 use effective consultation techniques in a polite and friendly manner to determine the client's treatment needs</p> <p>2.2 obtain signed, written and informed consent prior to the treatment from the client or for a minor, from a parent or guardian</p> <p>2.3 explain to the client what the treatment entails in a way they can understand</p> <p>2.4 ask the client appropriate questions to identify their medical history, body type, body condition and life style pattern</p> <p>2.5 identify any contra-indications to body electrical treatments by asking the person questions and recording the responses</p> <p>2.6 provide client advice without reference to a specific to a specific medical condition and without causing undue alarm and concern</p> <p>2.7 carry out thermal and tactile test to accurately determine the client's skin response to heat and pressure stimuli</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to carry out body electrical treatments	<p>2.8 carry out a test patch, if necessary, to determine skin sensitivity and to avoid adverse reactions</p> <p>2.9 recommend alternative treatments which are suitable for the client's condition and needs if contra-indicated for body electrical treatments</p> <p>2.10 explain and agree the projected cost, likely duration, frequency and types of treatment needed</p> <p>2.11 agree in writing the client's needs, expectations and treatment objective, ensuring they are realistic and achievable</p> <p>2.12 check that the client's skin is clean and prepared to suit the type of equipment to be used</p> <p>2.13 select suitable equipment and related products to suit the treatment objectives</p> <p>3.1 explain the sensation created by the equipment being used</p> <p>3.2 explain the treatment procedure to the client in a clear and simple way at each stage in the process</p> <p>3.3 safely use the correct treatment settings, applicator and accessories on the body throughout the treatment in accordance with manufacturers' instructions</p> <p>3.4 adjust the intensity and duration of the treatment to suit the client's body type and condition and the areas of the body being treated</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand organisational and legal requirements</p>	<p>3.5 take prompt remedial action if the client experiences discomfort or contra-actions</p> <p>3.6 apply a suitable post-treatment product to the treated area, if required</p> <p>3.7 check the finished result is to the client's satisfaction and meets the agreed treatment objectives</p> <p>3.8 give client suitable aftercare advice</p> <p>4.1 explain their responsibilities under relevant health and safety legislation, standards and guidance</p> <p>4.2 explain the importance of not discriminating against clients with illnesses and disabilities and why</p> <p>4.3 state the age at which an individual is classed as a minor and how this differs nationally</p> <p>4.4 explain why it is important, when treating minors under 16 years of age, to have a parent or guardian present</p> <p>4.5 explain why minors should not be given treatments without informed and signed parental or guardian present</p> <p>4.6 explain the legal significance of gaining signed, informed consent to treatment</p> <p>4.7 explain their responsibilities and reasons for maintaining their own personal hygiene, protection and appearance according to accepted industry and organisational requirements</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Understand how to work safely and effectively when providing body electrical treatments</p>	<p>4.8 explain the manufacturers' and organisational requirements for waste disposal</p> <p>4.9 explain the importance of the correct storage of client records in relation to the Data Protection Act</p> <p>4.10 explain how to complete the client records used in their organisation and the importance of and reasons for keeping records of treatments and gaining client signatures</p> <p>4.11 explain the organisation's requirements for client preparation</p> <p>4.12 explain their organisation's service times for body electrical treatments</p> <p>4.13 explain their organisation's and manufacturers' requirements for treatment area, equipment maintenance and equipment cleaning regimes</p> <p>5.1 explain how to set up the work area for body electrical treatments</p> <p>5.2 explain the necessary environmental conditions for body electrical treatments</p> <p>5.3 explain the type of personal protective equipment that should be worn for micro-dermabrasion treatments and why</p> <p>5.4 explain the importance and reasons for disinfecting hands and how to do this effectively</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.5 explain how to position themselves and the client for body electrical treatments</p> <p>5.6 explain the reasons for maintaining client modesty, privacy and comfort during the treatment</p> <p>5.7 explain why it is important to maintain standards of hygiene and the principles of avoiding cross-infection</p> <p>5.8 explain why it is important to check the client's wellbeing at regular intervals</p>			
<p>6 Understand how to perform client consultation, planning and preparation</p>	<p>6.1 explain how to use effective consultation</p> <p>6.2 explain why it is important to encourage and allow time for clients to ask questions</p> <p>6.3 explain the importance of questioning clients to establish any contra-indications to body electrical treatments</p> <p>6.4 explain possible contra-actions which may occur during the treatment and how to deal with them</p> <p>6.5 explain why it is important to record client responses to questioning</p> <p>6.6 explain the legal significance of client questioning and the recording of client responses</p> <p>6.7 explain how to give effective advice and recommendations to clients</p> <p>6.8 explain how to work out body mass index (BMI)</p> <p>6.9 explain how to visually assess muscle tone</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.10 explain how to assess body fat, fluid retention, posture and skin type</p> <p>6.11 explain the reasons why it is important to encourage clients with suspected contra-indications to seek medical advice</p> <p>6.12 explain the importance of and reasons for not naming specific contra-indications when encouraging clients to seek medical advice</p> <p>6.13 explain why it is important to maintain client's modesty and privacy</p> <p>6.14 explain the characteristics of different body types and body conditions</p> <p>6.15 explain the importance of using electrical treatments in conjunction with other treatments, healthy eating and exercise to maximise results</p> <p>6.16 explain the types of treatments that could be given in conjunction with, or after, body electrical treatments</p> <p>6.17 explain the types of alternative treatments which could be recommended in the event of contra-indications to electrical treatments</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Understand the anatomy and physiology for body electrical treatments</p>	<p>7.1 explain the structure and function of the skeleton</p> <p>7.2 explain the structure and function of muscles, including the types of muscle</p> <p>7.3 explain the effect of exercise on muscle tone and how it can vary</p> <p>7.4 explain the positions and actions of the main muscle groups in the part of the body specified in the range</p> <p>7.5 state the definition of 'origin' and 'insertion' of a muscle</p> <p>7.6 explain the causes of muscle fatigue and how to recognise it</p> <p>7.7 describe the basic structure and function of skin</p> <p>7.8 explain the skin characteristics and skin types of different ethnic client groups</p> <p>7.9 explain the structure, location and the body's utilisation of adipose tissue</p> <p>7.10 explain the function of the endocrine system and its relationship to weight gain and loss</p> <p>7.11 explain the function of the digestive system</p> <p>7.12 explain the basic principles of healthy eating</p> <p>7.13 explain how ageing affects the body and skin</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.14 explain how age limits the effectiveness of the treatment</p> <p>7.15 explain the function of blood and the principles of circulation, blood pressure and pulse</p> <p>7.16 explain the structure and function of the heart and arteries, veins and capillaries</p> <p>7.17 explain how to identify erythema and its causes</p> <p>7.18 explain the structure and function of the lymphatic systems, including lymphatic vessels, nodes and lymph of the body</p> <p>7.19 explain the principles of lymph circulation and the interaction of lymph and blood within the circulatory system</p> <p>7.20 explain the basic principles of the central nervous system, motor points and autonomic system</p> <p>7.21 explain the effect of electrical treatment on the muscles, skin, circulatory, skeletal, lymphatic, endocrine, digestive and nervous systems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Understand contra-indications that affect or restrict body electrical treatments	8.1 explain those contra-indications which prevent body electrical treatment and why 8.2 explain those contra-indications which restrict treatment and why 8.3 explain the importance of and reasons for not naming specific contra-indication when referring client to a general practitioner			
9 Understand equipment, materials, products and treatment-specific knowledge	9.1 explain how to prepare and use the equipment and products for body electrical treatments 9.2 evaluate the use and limitations of products used for body electrical treatments 9.3 explain methods of disinfecting, sterilising and maintaining equipment 9.4 explain the benefits and effects of electro-therapy machines which combine different currents and their effects 9.5 explain the benefits of products available for electrical treatments and their effects 9.6 explain the type of currents produced by galvanic units, EMS units, micro-current units and lymphatic drainage equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>9.7 explain how to select, use and adapt the use of body electrical equipment to suit different body types, body conditions and treatment objectives and why</p> <p>9.8 explain the importance of cleansing the skin prior to treatment</p> <p>9.9 explain how to carry out and interpret thermal, tactile and skin sensitivity tests</p> <p>9.10 explain the dangers associated with body electrical treatments</p> <p>9.11 summarise the physical effects created by the use of the equipment</p> <p>9.12 explain why some body treatments should be conducted in a certain direction</p> <p>9.13 explain the types of post-treatment products available and why they are necessary</p> <p>9.14 explain how to evaluate the effectiveness of body treatments</p> <p>9.15 explain the benefits of a course of treatment</p> <p>9.16 explain why it is important to give aftercare advice</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
10 Be able to provide aftercare advice	10.1 explain the lifestyle factors and changes that may be required to improve the effectiveness of the treatment 10.2 explain post-treatment restrictions and future treatment needs 10.3 explain products for home use that will benefit and protect the client and those to avoid and why 10.4 explain how current eating and exercise habits can affect the effectiveness of treatment 10.5 explain how healthy eating and exercise can improve the effectiveness of the treatment			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*(if sampled)*

## **Unit 5: Provide Facial Electrical Treatments**

<b>Unit code:</b>	B14
<b>Unit reference number:</b>	J/600/7562
<b>QCF level:</b>	3
<b>Credit value:</b>	12
<b>Guided learning hours:</b>	106

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### **Unit summary**

This is a job-ready unit which is competency based, covering both skills and knowledge. This unit is about providing facial electrical treatments. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

This unit applies to beauty and spa therapy.

#### **Evidence requirements**

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner must practically demonstrate in their everyday work that they have met the standards for providing facial electrical treatments
- 3 The assessor will observe the learner's performance on at least five separate occasions, which must involve at least three different clients.
- 4 The learner must show that they have:
  - used all the types of equipment
    - a direct high frequency unit
    - b galvanic unit
    - c electro muscle stimulator
    - d micro-current unit
    - e lymphatic drainage equipment
    - f micro-dermabrasion unit
    - g micro-lance
  - used all the consultation techniques
    - a questioning
    - b visual
    - c manual
    - d reference to client records

- treated all the skin types
  - a oily
  - b dry
  - c combination
- treated all the skin conditions
  - a sensitive
  - b mature
  - c dehydrated
  - d congested
- dealt with at least one of the three necessary actions\*
  - a encouraging the client to seek medical advice
  - b explaining why the treatment cannot be carried out
  - c modification of treatment
- met all the treatment objectives
  - a improved skin condition
  - b improved contour and muscle condition
  - c improved skin texture
- provided all types of advice
  - a avoidance of activities which may cause contra-actions
  - b future treatment needs
  - c modifications to lifestyle patterns
  - d suitable home care products and their use.

\*However, the learner must prove to the assessor that they have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

- 5 It is likely most evidence of the learner's performance will be gathered from the observations made by the assessor but the learner may be required to produce other evidence to support the performance if the assessor has not been present.
- 6 This unit requires mandatory written questions in accordance with the Habia Assessment Strategy for Beauty and Spa Therapy.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to maintain safe and effective methods of working when providing facial electrical treatments</p>	<p>1.1 set up and maintain the treatment area to meet legal, hygiene and service requirements</p> <p>1.2 maintain personal hygiene, protection and appearance that meets accepted industry and organisational requirements</p> <p>1.3 position tools and equipment for safety and ease of use</p> <p>1.4 position the client and themselves to minimise fatigue and risk of injury</p> <p>1.5 use industry hygiene and safety practices throughout the treatment</p> <p>1.6 adopt a positive, polite and reassuring manner towards the client throughout the treatment</p> <p>1.7 maintain the client's modesty, privacy and comfort at all times</p> <p>1.8 check the client's wellbeing at regular intervals according to organisational policy</p> <p>1.9 carry out the treatment within a commercially viable time</p> <p>1.10 keep records up to date, accurate, easy to read and signed by the client and practitioner</p> <p>1.11 leave the treatment area, tools and equipment in a suitable condition for future treatments</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to consult, plan and prepare for treatments with clients</p>	<p>2.1 use consultation techniques to determine the client's treatment needs</p> <p>2.2 obtain signed, written and informed consent prior to carrying out the treatment from the client or parent/guardian if the client is a minor</p> <p>2.3 consult with the client to identify their medical history, body type, body condition and life style pattern</p> <p>2.4 consult with the client to identify any contra-indications to facial electrical treatments, recording the client's responses and taking any necessary action</p> <p>2.5 carry out a test patch to determine the client's skin response to heat and pressure stimuli</p> <p>2.6 provide client advice without referring to a specific medical condition and avoiding causing undue alarm and concern</p> <p>2.7 explain and agree the projected cost, likely duration, frequency and types of treatment needed</p> <p>2.8 agree in writing the client's needs, expectations and treatment objective, ensuring they are realistic and achievable</p> <p>2.9 clean and prepare the client's skin to suit the type of equipment to be used</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.10 select suitable tools, equipment and products for the facial treatment and client's skin type and condition			
3 Be able to carry out facial electrical treatments	<p>3.1 explain to the client the sensation created by the equipment being used</p> <p>3.2 explain the treatment procedure to the client in a clear and simple way at each stage in the process</p> <p>3.3 use safely the correct treatment settings, applicator and accessories on the body throughout the treatment in accordance with manufacturers' instructions</p> <p>3.4 adjust the intensity and duration of the treatment to suit the client's facial skin type and condition</p> <p>3.5 carry out necessary comedone and milia extraction, when required, minimising discomfort to the client and damage to the skin</p> <p>3.6 take prompt remedial action if the client experiences discomfort or contra-actions</p> <p>3.7 apply a suitable post-treatment product to the treated area</p> <p>3.8 check the finished result is to the client's satisfaction and meets the agreed treatment objectives</p> <p>3.9 give the clients aftercare advice specific to their individual needs</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand organisational and legal requirements for providing facial electrical treatments</p>	<p>4.1 explain own responsibilities under relevant health and safety legislation, standards and guidance</p> <p>4.2 explain the importance of not discriminating against clients with illnesses and disabilities and why</p> <p>4.3 state the age at which an individual is classed as a minor and how this differs nationally</p> <p>4.4 explain why it is important, when treating minors under 16 years of age, to have a parent or guardian present</p> <p>4.5 explain why minors should not be given treatments without informed and signed parental or guardian consent</p> <p>4.6 explain the legal significance of gaining signed, informed consent to treatment</p> <p>4.7 explain own responsibilities and reasons for maintaining personal hygiene, protection and appearance according to accepted industry and organisational requirements</p> <p>4.8 explain local authority and organisational requirements for sharps and hazardous waste disposal</p> <p>4.9 explain the importance of the correct storage of client records in relation to the Data Protection Act</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Understand how to work safely and effectively when providing facial electrical treatments</p>	<p>4.10 explain how to complete client records and the reasons for keeping records of treatments and gaining client signatures</p> <p>4.11 explain the organisation's requirements for client preparation</p> <p>4.12 describe the organisation's service times for facial electrical treatments</p> <p>4.13 explain the organisation's and manufacturers' requirements for the treatment area, equipment maintenance and equipment cleaning regimes</p> <p>5.1 explain how to set up the work area for facial electrical treatments</p> <p>5.2 explain the necessary environmental conditions for facial electrical treatments (including lighting, heating, ventilation, sound and general comfort) and why these are important</p> <p>5.3 explain the type of personal protective equipment available for micro-dermabrasion treatments and why they should be worn</p> <p>5.4 explain how to effectively disinfect hands</p> <p>5.5 explain how to position themselves and the client for facial electrical treatments</p> <p>5.6 explain the reasons for maintaining client modesty, privacy and comfort during the treatment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.7 explain why it is important to maintain standards of hygiene and the principles of avoiding cross-infection</p> <p>5.8 explain why it is important to check the client's wellbeing at regular intervals</p>			
<p>6 Understand how to perform client consultation, treatment planning and preparation</p>	<p>6.1 explain how to use effective consultation techniques when communicating with clients from different cultural and religious backgrounds, age, disabilities and gender for this treatment</p> <p>6.2 explain why it is important to encourage and allow time for clients to ask questions</p> <p>6.3 explain the importance of questioning clients to establish any contra-indications to facial electrical treatments</p> <p>6.4 explain why it is important to record client responses to questioning</p> <p>6.5 explain how to give effective advice and recommendations to clients</p> <p>6.6 explain how to visually assess muscle tone</p> <p>6.7 explain how to assess facial skin type and condition</p> <p>6.8 explain the reasons why it is important to encourage clients with suspected contra-indications to seek medical advice</p> <p>6.9 explain the importance of and reasons for not naming specific contra-indications when encouraging clients to seek medical advice</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.10 explain the importance of using electrical treatments in conjunction with other treatments to maximise results</p> <p>6.11 explain the types of treatments that could be given in conjunction with, or after, facial electrical treatments</p> <p>6.12 explain the types of alternative treatments which could be recommended in the event of contra-indications to electrical treatments</p>			
<p>7 Understand anatomy and physiology that relates to facial electrical treatments</p>	<p>7.1 explain the position of the primary bones of the skull and shoulder girdle and the functions of the skull</p> <p>7.2 explain the positions and actions of the facial muscles</p> <p>7.3 state the definition of 'origin' and 'insertion' of a muscle</p> <p>7.4 explain the basic structure and function of skin</p> <p>7.5 explain the skin characteristics and skin types of different ethnic client groups</p> <p>7.6 explain how ageing affects the skin and limits the effectiveness of treatment</p> <p>7.7 explain how the endocrine system affects the skin</p> <p>7.8 explain the function of blood and the principles of circulation, blood pressure and pulse</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Understand the contra-indications and contra-actions that affect or restrict facial electrical treatments	<p>7.9 describe the structure and function of the heart and arteries, veins and capillaries in the face</p> <p>7.10 explain the structure and function of the lymphatic systems, including lymphatic vessels, nodes and lymph in the face and neck</p> <p>7.11 explain how to identify erythema and its causes</p> <p>7.12 explain the principles of lymph circulation and the interaction of lymph and blood within the circulatory system</p> <p>7.13 explain the basic principles of the central nervous system, motor points and autonomic system</p> <p>7.14 explain the effect of electrical treatment on the facial muscles, skin, circulatory, lymphatic and nervous systems</p>			
8.1 8.2 8.3	<p>8.1 explain the contra-indications which prevent facial electrical treatment and why</p> <p>8.2 explain the contra-indications which restrict treatment and why</p> <p>8.3 explain the possible contra-actions which may occur during the treatment and how to deal with them</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>9 Understand how to carry out facial electrical treatments</p>	<p>9.1 explain how to select, prepare and use tools, equipment and products for facial electrical treatments</p> <p>9.2 explain how to adapt the use of facial electrical equipment to suit different skin types, skin conditions and treatment objectives and why</p> <p>9.3 evaluate the use and limitations of products used for facial electrical treatments</p> <p>9.4 explain methods of disinfecting, sterilising and maintaining equipment</p> <p>9.5 evaluate the benefits and effects of electro-therapy machines which combine different currents and their effects</p> <p>9.6 evaluate the benefits of products available for facial electrical treatments and their effects</p> <p>9.7 explain the type of currents produced by galvanic units, EMS units, micro-current units and lymphatic drainage equipment</p> <p>9.8 explain how to use a micro-lance to safely remove milia</p> <p>9.9 explain the importance of cleansing the skin prior to treatment</p> <p>9.10 explain how to carry out and interpret thermal, tactile and skin sensitivity tests</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>10 Understand how to provide aftercare advice</p>	<p>9.11 explain the dangers associated with facial electrical treatments</p> <p>9.12 summarise the physical effects created by the use of the equipment</p> <p>9.13 explain why some facial treatments should be conducted in a certain direction</p> <p>9.14 explain the types of post-treatment products available and why they are necessary</p> <p>9.15 explain how to evaluate the effectiveness of facial treatments</p> <p>9.16 explain the benefits of a course of treatment</p> <p>10.1 explain why it is important to give aftercare advice</p> <p>10.2 explain the lifestyle factors and changes that may be required to improve the effectiveness of the treatment</p> <p>10.3 explain post-treatment restrictions and future treatment needs</p> <p>10.4 explain products for home use that will benefit and protect the client and those to avoid and why</p> <p>10.5 explain how skin care routines can affect the effectiveness of treatment</p>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)



## **Unit 6: Provide Body Massage Treatments**

<b>Unit code:</b>	B20
<b>Unit reference number:</b>	A/600/7462
<b>QCF level:</b>	3
<b>Credit value:</b>	10
<b>Guided learning hours:</b>	79

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### **Unit summary**

This is a job-ready unit which is competency based, covering both skills and knowledge. This unit is about providing body massage treatments. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

This unit applies to beauty and spa therapy.

### **Evidence requirements**

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner must practically demonstrate in their everyday work that they have met the standards for providing body massage treatments
- 3 The assessor will observe the learner's performance on at least four separate occasions, each on four different clients, which must include two full body massage treatments, incorporating the use of mechanical massage and infra-red treatment
- 4 The learner must show that they have:
  - used all the types of equipment on suitable treatment areas
    - a gyratory massager
    - b audio sonic
    - c infrared
  - used all of the massage mediums
    - a oil
    - b cream
    - c powder

- used all the consultation techniques
  - a questioning
  - b visual
  - c manual
  - d reference to client records
- dealt with all the client's physical characteristics
  - a weight
  - b height
  - c posture
  - d muscle tone
  - e age
  - f health
  - g skin condition
- dealt with at least one of the necessary actions\*
  - a encouraging the client to seek medical advice
  - b explaining why the treatment cannot be carried out
  - c modification of treatment
- met all treatment objectives
  - a relaxation
  - b sense of wellbeing
  - c uplifting
  - d anti-cellulite
  - e stimulating
- used all massage techniques
  - a effleurage
  - b petrissage
  - c tapotement
  - d vibration
  - e friction
- covered all treatment areas
  - a face
  - b head
  - c chest and shoulders
  - d arms and hands

- e abdomen
- f back
- g gluteals
- h legs and feet
- provided all types of advice
  - a avoidance of activities which may cause contra-actions
  - b future treatment needs
  - c modifications to lifestyle patterns
  - d healthy eating and exercise advice
  - e suitable home care products and their use.

\*However, the learner must prove to the assessor that they have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

- 5 It is likely most evidence of the learner's performance will be gathered from the observations made by the assessor but the learner may be required to produce other evidence to support the performance if the assessor has not been present.
- 6 This unit requires mandatory written questions in accordance with the Habia Assessment Strategy for Beauty and Spa Therapy.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to maintain safe and effective methods of working when providing body massage treatments</p>	<p>1.1 set up and maintain the treatment area to meet legal, hygiene and service requirements</p> <p>1.2 maintain personal hygiene, protection and appearance that meets accepted industry and organisational requirements</p> <p>1.3 clean all tools and equipments using the correct methods</p> <p>1.4 position equipment and massage mediums for safety and ease of use</p> <p>1.5 position the client and themselves to minimise fatigue and risk of injury and for the treatment</p> <p>1.6 use industry hygiene and safety practices throughout the treatment to minimise the risk of cross-infection</p> <p>1.7 adopt a positive, polite and reassuring manner towards the client throughout the treatment</p> <p>1.8 maintain the client's modesty, privacy and comfort throughout the treatment</p> <p>1.9 complete the treatment within a commercially viable time</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.10 keep the records up to date, accurate, easy to read and signed by the client and practitioner</p> <p>1.11 leave the treatment area and equipment in a suitable condition for future treatments</p>			
<p>2 Be able to consult, plan and prepare to provide body massage treatments</p>	<p>2.1 use consultation techniques to determine the client's treatment needs</p> <p>2.2 obtain signed, written and informed consent prior to carrying out the treatment from the client or parent/guardian if the client is a minor</p> <p>2.3 question the client to identify the client's medical history, physical characteristics and lifestyle pattern</p> <p>2.4 consult with the client to identify any contra-indications to facial electrical treatments, recording the client's responses, taking any necessary action</p> <p>2.5 provide client advice without referring to a specific medical condition and without causing undue alarm and concern</p> <p>2.6 explain and agree the projected cost, likely duration, frequency and types of treatment needed</p> <p>2.7 agree in writing the client's needs, expectations and treatment objectives, ensuring they are realistic and achievable</p> <p>2.8 clean and prepare the client's skin to suit the type of massage to be given</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.9 protect the client's clothing, hair and accessories prior to beginning massage</p> <p>2.10 select equipment and related products to suit the treatment objectives</p>			
<p>3 Be able to perform manual massage treatments</p>	<p>3.1 check that the client's body is suitably supported prior to and during the treatment</p> <p>3.2 adapt massage techniques, sequence and massage mediums to meet the client's physical characteristics and treatment area(s)</p> <p>3.3 vary the depth, rhythm and pressure of massage movements to meet treatment objective, treatment area(s) and client's physical characteristics and preferences</p> <p>3.4 apply and use massage oil medium to minimise waste</p> <p>3.5 take prompt remedial action if contra-actions or discomfort occur during the course of treatment</p> <p>3.6 give the client sufficient post-treatment recovery time</p> <p>3.7 consult with the client to confirm the finished result is to the client's satisfaction and meets the agreed treatment objectives</p> <p>3.8 provide aftercare advice specific to the client's individual needs</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to perform mechanical massage treatments</p>	<p>4.1 explain to the client the sensation created by the equipment used</p> <p>4.2 explain the treatment procedure to the client in a clear and simple way at each stage in the process</p> <p>4.3 check the client's body is suitably supported prior to and during the treatment</p> <p>4.4 use safely the correct treatment settings, application and applicator heads on the body throughout the treatment to meet manufacturers' instructions</p> <p>4.5 adjust the intensity and duration of the treatment to suit the client's physical characteristics and the treatment area(s)</p> <p>4.6 vary the sequence, depth and pressure of massage movements to meet treatment objectives and treatment area(s)</p> <p>4.7 check the client's wellbeing throughout the mechanical massage treatment</p> <p>4.8 take prompt remedial action if contra-actions or discomfort occur during the course of treatment</p> <p>4.9 give the client sufficient post-treatment recovery time</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.10 check the finished result is to the client's satisfaction and meets the agreed treatment objectives</p> <p>4.11 provide aftercare advice specific to the client's individual needs</p>			
<p>5 Understand organisational and legal requirements for protecting body massage treatments</p>	<p>5.1 explain own responsibilities under relevant health and safety legislation, standards and guidance</p> <p>5.2 explain own responsibilities under local authority licensing regulations for themselves and the premises</p> <p>5.3 explain the importance of not discriminating against clients with illnesses and disabilities and why</p> <p>5.4 state the age at which an individual is classed as a minor and how this differs nationally</p> <p>5.5 explain why it is important, when treating minors under 16 years of age, to have a parent or guardian present</p> <p>5.6 explain why minors should not be given treatments without informed and signed parental or guardian present</p> <p>5.7 explain the legal significance of gaining signed, informed consent to treatment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.8 explain own responsibilities and reasons for maintaining personal hygiene, protection and appearance according to accepted industry and organisational requirements</p> <p>5.9 explain the manufacturers' and organisational requirements for waste disposal</p> <p>5.10 explain the importance of the correct storage of client records in relation to the Data Protection Act</p> <p>5.11 explain how to complete the client records and the reasons for keeping records of treatments and gaining client signatures</p> <p>5.12 explain the organisation's requirements for client preparation</p> <p>5.13 explain the organisation's service times for body massage treatments and the importance of completing the service in a commercially viable time</p> <p>5.14 explain own responsibilities and reasons for keeping own nails short, clean, well-manicured and free of polish for massage treatments</p> <p>5.15 explain the organisation's and manufacturers' requirements for treatment area, equipment maintenance and equipment cleaning regimes</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Understand how to work safely and effectively when providing body massage treatments</p>	<p>6.1 explain how to set up the work area for body massage treatments</p> <p>6.2 explain the necessary environmental conditions for body massage treatments (including lighting, heating, ventilation, sound and general comfort) and why these are important</p> <p>6.3 explain the reasons for disinfecting hands and how to do this effectively</p> <p>6.4 explain how to position themselves and the client for body massage treatments taking into account individual physical characteristics</p> <p>6.5 explain what repetitive strain injury (RSI) is, how it is caused and how to avoid developing it when delivering massage treatments</p> <p>6.6 explain the importance of adopting the correct posture throughout the treatment and the impact this may have on themselves and the outcome of the treatment</p> <p>6.7 explain the reasons for maintaining client modesty, privacy and comfort during the treatment</p> <p>6.8 explain why it is important to maintain standards of hygiene and the principles of avoiding cross-infection</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.9 explain how to minimise and dispose of waste treatments</p> <p>6.10 explain why it is important to check the client's wellbeing at regular intervals during mechanical massage</p>			
<p>7 Understand how to consult with clients</p>	<p>7.1 explain how to use effective consultation techniques when communicating with clients from different cultural and religious backgrounds, ages, disabilities and genders for this treatment</p> <p>7.2 explain why it is important to encourage and allow time for clients to ask questions</p> <p>7.3 explain the importance of questioning clients to establish any contra-indications to head and body massage treatments</p> <p>7.4 explain why it is important to record client responses to questioning</p> <p>7.5 explain the legal significance of client questioning and the recording of client responses</p> <p>7.6 explain how to give effective advice and recommendations to clients</p> <p>7.7 explain how to assess posture and skeletal conditions that may be present and how to adapt and change the massage routines</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Understand how to prepare to provide body massage treatments	<p>7.8 explain how to recognise different skin types and conditions</p> <p>7.9 explain the reasons why it is important to encourage clients with contra-indications to seek medical advice</p> <p>7.10 explain the importance of and reasons for not naming specific contra-indications when encouraging clients to seek medical advice</p> <p>7.11 explain why it is important to maintain the client's modesty and privacy</p> <p>7.12 explain the relationship between lifestyle patterns and effectiveness of treatment</p> <p>7.13 explain the beneficial effects which can result from changes to the client's lifestyle pattern</p> <p>8.1 explain the importance of giving clients clear instructions on the removal of relevant clothing, accessories and general preparation for the treatment</p> <p>8.2 explain why it is important to reassure clients during the preparation for the treatment</p> <p>8.3 explain how to select the appropriate massage medium suitable for skin type and condition</p> <p>8.4 explain how to cleanse different areas of the body in preparation for treatment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>9 Understand anatomy and physiology related to body massage treatments</p>	<p>9.1 explain the structure and function of cells and tissues</p> <p>9.2 explain the structure and function of muscles, including the types of muscle</p> <p>9.3 explain the positions and actions of the main muscle groups within the treatment areas of the body</p> <p>9.4 explain the position and function of the primary bones and joints of the skeleton</p> <p>9.5 explain how to recognise postural faults and conditions</p> <p>9.6 explain the interaction of lymph and blood within the circulatory system</p> <p>9.7 explain the structure and function of the lymphatic system</p> <p>9.8 explain the basic principles of the central nervous system and autonomic system</p> <p>9.9 explain the basic principles of the endocrine, respiratory, digestive and excretory systems</p> <p>9.10 explain the structure and function of skin</p> <p>9.11 compare the skin characteristics and skin types of different ethnic client groups</p> <p>9.12 explain the structure and location of the adipose tissue</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>9.13 summarise the effects of massage on the individual systems of the body</p> <p>9.14 explain the function of blood and the principles of circulation, blood pressure and pulse</p> <p>9.15 summarise the physical and psychological effects of body massage</p> <p>9.16 explain how to recognise erythema and hyperaemia and its causes</p>			
<p>10 Understand contra-indications and contra-actions that affect or restrict body massage treatments</p>	<p>10.1 explain the contra-indications that prevent treatment and why</p> <p>10.2 explain the contra-indications which may restrict treatment or where caution should be taken, in specific areas and why</p> <p>10.3 explain the possible contra-actions which may occur during and post-treatment, why and how to deal with them</p>			
<p>11 Understand how to carry out body massage treatments</p>	<p>11.1 explain the preparation and application of the massage equipment</p> <p>11.2 explain the benefits of using the massage equipment</p> <p>11.3 explain the different types and uses of massage mediums</p> <p>11.4 explain the types and benefits of pre-heat treatments which can be used prior to massage</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>11.5 explain why it is important to maintain correct posture during massage and complete their own stretching exercises to prevent repetitive strain injury</p> <p>11.6 explain the correct use and application of massage techniques to meet a variety of treatment objectives</p> <p>11.7 explain how to adapt the massage sequence, depth and pressure to suit different client physical characteristics, areas of the body and client preferences for manual massage</p> <p>11.8 explain how to adapt the massage sequence, depth and pressure to suit different client physical characteristics and areas of the body for mechanical massage</p> <p>11.9 explain how to adapt massage treatments for male and female clients</p> <p>11.10 explain the areas of the body and body characteristics needing particular care when undertaking mechanical treatments</p> <p>11.11 explain the advantages of mechanical and manual massage</p> <p>11.12 evaluate the advantages of combining mechanical and manual massage</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	11.13 explain how to select and utilise massage equipment, media and techniques to achieve maximum benefits to the client 11.14 explain how and why support and cushioning would be used during the treatment 11.15 explain the importance of evaluating the effectiveness of body massage treatments			
12 Understand how to provide aftercare advice	12.1 explain the lifestyle factors and changes that may be required to improve the effectiveness of the treatment 12.2 explain post-treatment restrictions and future treatment needs 12.3 explain products for home use that will benefit and protect the client and those to avoid and why 12.4 explain how eating and exercise habits can affect the effectiveness of treatment			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 (if sampled)

## **Unit 7: Provide Specialist Skin Camouflage Services**

<b>Unit code:</b>	B22
<b>Unit reference number:</b>	R/600/9041
<b>QCF level:</b>	3
<b>Credit value:</b>	6
<b>Guided learning hours:</b>	68

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### **Unit summary**

This is a job-ready unit which is competency based, covering both skills and knowledge. This unit is about providing specialist skin camouflage services. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

This unit applies to Beauty Therapy.

### **Evidence requirements**

The assessment of this unit needs to meet the requirements within the Habia Beauty and Spa Therapy Assessment Strategy:

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner must practically demonstrate in their everyday work that they have met the standard for enhancing appearance using cosmetic camouflage
- 3 The assessor will observe the learner's performance on at least four occasions, each involving four different clients, with the permission of the client.
- 4 The learner must show that they have:
  - used three out of five camouflage products\*
    - a camouflage creams
    - b camouflage powders
    - c setting products
    - d skin stains
    - e faux tan products

- used all the application tools
  - a brushes
  - b fingers
  - c sponges
  - d velour puffs
- used all the consultation methods
  - a questioning
  - b visual
  - c manual
  - d reference to client records
- addressed all camouflage needs
  - a tattoos
  - b atrophic scar tissue
  - c hypertrophic scar tissue
  - d keloid scar tissue
  - e hyper-pigmentation
  - f hypo-pigmentation
  - g erythema
- dealt with all the necessary actions\*
  - a encouraging the client to seek medical advice
  - b explaining why the camouflage application cannot be carried out
  - c modification of camouflage application
- carried out camouflage application on all areas
  - a head
  - b body
- used all camouflage instructional techniques
  - a skills demonstration
  - b verbal explanation
  - c use of written instructions
- provided all types of aftercare advice
  - a other products which can be used in conjunction with skin camouflage
  - b products/substances/environments which should be avoided
  - c durability and removal of skin camouflage products
  - d future treatment needs.

\*However, the learner must prove to their assessor that they have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in the ranges.

- 5 It is likely most evidence of the learner's performance will be gathered from the observations made by the assessor but the learner may be required to produce other evidence to support the performance if the assessor has not been present.
- 6 This unit requires mandatory written questions in accordance with the Habia Assessment Strategy for Beauty and Spa Therapy.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to maintain effective and safe methods of working when providing specialist skin camouflage</p>	<p>1.1 prepare and monitor the treatment area, according to organisation procedures and manufacturers' instructions</p> <p>1.2 maintain personal standards of hygiene, protection and appearance, according to industry and organisational requirements</p> <p>1.3 clean all equipment using suitable methods</p> <p>1.4 position equipment and materials for safety and ease of use</p> <p>1.5 position the client and themselves to minimise fatigue and risk of injury to meet the needs of the service</p> <p>1.6 position the client comfortably to respect modesty, privacy and sensitivities to personal appearance</p> <p>1.7 check the client's well being at regular intervals, according to organisational policy</p> <p>1.8 dispose of waste materials</p> <p>1.9 complete the treatment within a commercially viable time</p> <p>1.10 leave the treatment area in a suitable condition for further treatments</p> <p>1.11 keep records up to date, accurate, easy to read and signed</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to consult, plan and prepare for specialist cosmetic skin camouflage</p>	<p>2.1 use client questioning to identify contra-indications to skin camouflage, recording the client's responses</p> <p>2.2 provide advice to the client without causing concern or referring to specific medical conditions</p> <p>2.3 refer clients with contra-indicated skin conditions</p> <p>2.4 obtain signed, written, informed consent prior to carrying out the treatment from the client or parent/guardian if the client is a minor</p> <p>2.5 check that a parent or guardian is present throughout the treatment for minors</p> <p>2.6 use consultation techniques to identify the client's treatment needs</p> <p>2.7 encourage clients to ask questions to clarify any points</p> <p>2.8 confirm the client's skin camouflage needs and the process, ensuring the clients expectations are achievable</p>			
<p>3 Be able to carry out specialist cosmetic skin camouflage</p>	<p>3.1 provide empathy and sensitivity to the nature of the client's condition is demonstrated throughout</p> <p>3.2 apply compatible skin care products before the skin camouflage application, when required</p> <p>3.3 use application tools, techniques and camouflage products suited to the skin camouflage needs</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to instruct and advise the client on cosmetic skin camouflage techniques</p>	<p>3.4 apply camouflage products to achieve the required density, colour and effect, in accordance with manufacturers' instructions</p> <p>3.5 establish a colour match on the areas to be camouflaged to restore the skin colouration to the surrounding skin tone</p> <p>3.6 apply and establish a complementary colour prior to the application of the skin colour match, if required</p> <p>3.7 apply compatible cosmetic and skin care products after the skin camouflage application, when required</p> <p>3.8 resolve contra-actions occurring during the course of the skin camouflage application</p> <p>4.1 recommend suitable camouflage products and application tools to meet the client's skin camouflage needs</p> <p>4.2 demonstrate application on the areas to be camouflaged and check the client's understanding</p> <p>4.3 use instructional techniques which are clear, logical and delivered at a pace suitable for the client</p> <p>4.4 guide the client through self-application and removal of the skin camouflage product to meet the client's needs</p> <p>4.5 guide the client through selection and application of compatible cosmetic and skin care products, for use under or over the client's camouflage</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to evaluate the success of camouflage instruction	4.6 allocate time for the client to practise skin camouflage techniques on themselves 4.7 clarify to the client the importance of adopting safe and hygienic working practices to minimise risk of cross-infection 4.8 provide opportunities for clients to give feedback, ask questions and seek clarification 4.9 demonstrate empathy and sensitivity to the nature of the client's condition are shown throughout the instruction 4.10 inform the client of the need to seek medical opinion if the condition changes 4.11 provide suitable aftercare advice to the client 5.1 advise that the client evaluates learning, providing additional support to meet their needs 5.2 use client questioning to determine the success of the instruction process, recording the client's feedback 5.3 use client feedback to improve own skin camouflage skin care and make-up instructional techniques and delivery			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Be able to provide aftercare advice</p>	<p>6.1 explain personal responsibilities under relevant health and safety legislation</p> <p>6.2 explain the importance of the Disability Discrimination Act in relation to the salon</p> <p>6.3 explain why minors should not be given services without informed consent and presence of a parent or guardian</p> <p>6.4 explain the legal significance of gaining signed, informed consent to treatment</p> <p>6.5 explain the reasons for ensuring that the request for skin camouflage from a minor has been instigated by them rather than the parent or guardian</p> <p>6.6 explain own responsibilities and reasons for maintaining personal hygiene, protection and appearance according to industry and organisational requirements</p> <p>6.7 explain how to maintain the client's records in the salon and its importance</p> <p>6.8 justify the importance of storing client records in accordance with the Data Protection Act</p> <p>6.9 summarise the salon's expected service times and pricing structures for completing skin camouflage services</p> <p>6.10 justify the importance of completing the service in a commercially viable time</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Understand how to work safely and effectively when providing skin camouflage</p>	<p>7.1 explain how to prepare the work area and safely position equipment and materials for skin camouflage</p> <p>7.2 explain the environmental conditions needed for skin camouflage application and their importance</p> <p>7.3 critically compare the different types of disinfectants and chemical cleaners for skin camouflage tools</p> <p>7.4 explain own preparation for carrying out skin camouflage application</p> <p>7.5 explain the principles of avoiding cross-infection and the importance of maintaining standards of general hygiene</p> <p>7.6 explain how to prepare and position themselves and the client, avoiding potential discomfort and injury</p> <p>7.7 explain how to minimise and dispose of waste from services</p> <p>7.8 explain the condition in which to leave the work area and its importance</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Understand the use of client consultation, treatment planning and preparation for specialist skin camouflage services</p>	<p>8.1 explain how to use consultation techniques to meet the needs of different client groups</p> <p>8.2 summarise the questioning and listening skills used to gather information</p> <p>8.3 explain how to give advice and recommendations to clients</p> <p>8.4 explain how to interpret negative and positive body language</p> <p>8.5 justify the importance and legal significance of questioning clients and recording responses about contra-indications to skin camouflage</p> <p>8.6 justify the importance of providing time and encouragement for clients to ask questions</p> <p>8.7 explain the reasons why it is important to encourage clients with contra-indications to seek medical advice</p> <p>8.8 explain the reasons for not naming specific contra-indications and the importance of encouraging clients to seek medical advice</p> <p>8.9 justify the importance of allowing the client to indicate the area requiring camouflage</p> <p>8.10 explain why it is important to respect the client's modesty, privacy and sensitivities relating to personal appearance</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.11 justify the importance of recognising own limitations when dealing with clients requiring skin camouflage</p> <p>8.12 justify the importance of clients having realistic expectations of the camouflage results</p>			
<p>9 Understand the anatomy and physiology relevant to skin camouflage</p>	<p>9.1 explain the structure of the skin</p> <p>9.2 classify the photosensitivity of different skin groups</p> <p>9.3 compare the healing and renewal process of skin in different skin classification groups</p> <p>9.4 compare the effects of ageing and regenerative properties in different skin groups and lifestyle choices</p> <p>9.5 explain the causes and appearance of skin conditions needing skin camouflage</p> <p>9.6 compare the characteristics and implications of the different types of scar tissue</p> <p>9.7 justify the importance of recognising different skin tones</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
10 Understand the importance of psychology to skin camouflage	10.1 explain the psychological effects of changed image on the client 10.2 justify the importance of psychological approach when working with people requiring camouflage 10.3 justify the importance of understanding psychological conditions such as body dysmorphia 10.4 justify the importance of understanding why skin camouflage should be considered a medical application			
11 Understand the contra-indications and contra-actions of skin camouflage	11.1 clarify how to recognise contra-indications requiring medical referral and why 11.2 clarify potential contra-actions which may occur during the camouflage application and how to resolve them			
12 Understand the use of skin camouflage	12.1 explain the principles of colour theory 12.2 justify the importance of understanding when to apply a complementary colour prior to skin match 12.3 justify the importance of testing for a skin colour match on a small area 12.4 critically compare types of skin camouflage products 12.5 explain how to select and apply the different camouflage products to meet the needs of individual conditions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
13 Understand the skills used to instruct skin camouflage	12.6 clarify where and how to obtain skin camouflage resources 12.7 justify the importance of understanding the different properties in skin camouflage products 12.8 explain the compatibility and limitations of other cosmetic, topical, medical and skin care products used in conjunction with skin camouflage 12.9 justify the importance of keeping own reference materials on camouflage applications and conditions			
13 Understand the skills used to instruct skin camouflage	13.1 explain how to plan skin camouflage instructions sessions 13.2 explain methods of presenting information and instructions 13.3 explain how to communicate in different situations 13.4 explain how to demonstrate active listening 13.5 explain how to use different types of questioning techniques 13.6 explain how and when to make openings to encourage clients to ask questions 13.7 explain how to answer questions and queries 13.8 summarise methods of demonstrating skin camouflage application techniques and use of tools and equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>13.9 explain how to check the clients skin camouflage understanding, progress and ability during application</p> <p>13.10 explain how to adapt and tailor skin camouflage instruction to meet individual needs</p>			
<p>14 Understand how to provide aftercare advice for clients following skin camouflage services</p>	<p>14.1 explain the lifestyle factors and changes that may be required to improve the effectiveness of the skin camouflage</p> <p>14.2 explain post treatment restrictions and future skin camouflage needs</p> <p>14.3 explain beneficial and unsuitable products for the client's home use</p> <p>14.4 explain how to advise the client on preservation, maintenance and removal of skin camouflage</p>			
<p>15 Understand how to evaluate the success of skin camouflage instruction</p>	<p>15.1 justify the importance of evaluating the success of skin camouflage instructional activities</p> <p>15.2 explain methods of gaining feedback from skin camouflage instructional activities</p> <p>15.3 justify the importance of recording feedback and other relevant information from the activity</p>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)



## **Unit 8: Provide Indian Head Massage**

<b>Unit code:</b>	B23
<b>Unit reference number:</b>	D/600/7504
<b>QCF level:</b>	3
<b>Credit value:</b>	7
<b>Guided learning hours:</b>	54

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### **Unit summary**

This is a job-ready unit which is competency based, covering both skills and knowledge. This unit is about providing Indian head massage. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

This unit applies to Beauty and Spa Therapy.

### **Evidence requirements**

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner must practically demonstrate in their everyday work that they have met the standards for providing Indian head massage treatment
- 3 The assessor will observe the learner's performance on at least three separate occasions, each on three different clients, one massage must include the use of massage oil and one massage which must exclude the use of oil.
- 4 The learner must show that they have:
  - used all consultation techniques
    - a questioning
    - b visual
    - c reference to client records
  - dealt with all the client's physical characteristics
    - a posture
    - b muscle tone
    - c age
    - d health
    - e skin condition

- f hair condition
- g scalp condition
- dealt with at least one of the necessary actions\*
  - a encouraging the client to seek medical advice
  - b explaining why the treatment cannot be carried out
  - c modification of treatment
- met all treatment objectives
  - a relaxation
  - b sense of wellbeing
  - c uplifting
  - d improvement of hair and scalp condition
- used all massage techniques
  - a effleurage
  - b petrissage
  - c tapotement
  - d friction
  - e marma (pressure) points
- covered all treatment areas
  - a face
  - b head
  - c chest and shoulders
  - d arms and hands
  - e back
  - f chakras
- provided all types of advice
  - a avoidance of activities which may cause contra-actions
  - b future treatment needs
  - c modifications to lifestyle patterns
  - d suitable home care products and their use.

\*However, the learner must prove to the assessor that they have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

- 5 It is likely most evidence of the learner's performance will be gathered from the observations made by the assessor but the learner may be required to produce other evidence to support the performance if the assessor has not been present.
- 6 This unit requires mandatory written questions in accordance with the Habia Assessment Strategy for Beauty and Spa Therapy.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to maintain safe and effective methods of working when providing Indian head massage</p>	<p>1.1 set up and maintain the treatment area to meet legal, hygiene and service requirements</p> <p>1.2 maintain personal hygiene, protection and appearance that meets accepted industry and organisational requirements</p> <p>1.3 clean all tools and equipment using the correct methods</p> <p>1.4 position equipment and massage medium for safety and ease of use</p> <p>1.5 position the client and themselves to minimise fatigue and risk of injury and in a way suitable for the treatment</p> <p>1.6 use accepted industry hygiene and safety practices throughout the treatment to minimise cross-infection</p> <p>1.7 adopt a positive, polite and reassuring manner towards the client at all times</p> <p>1.8 maintain the client's modesty, privacy and comfort at all times</p> <p>1.9 complete the treatment within a commercially viable time</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.10 keep records up to date, accurate, complete, legible and signed by the client and practitioner</p> <p>1.11 leave the treatment area in a condition suitable for future treatments</p>			
<p>2 Be able to consult, plan and prepare for treatments with clients</p>	<p>2.1 use consultation techniques to determine the client's treatment needs</p> <p>2.2 obtain signed, written and informed consent prior to carrying out the treatment from the client or parent/guardian if the client is a minor</p> <p>2.3 explain to the client what the treatment entails in a way they can understand</p> <p>2.4 identify the client's medical history, physical characteristics and lifestyle pattern by asking questions</p> <p>2.5 consult effectively with the client to identify any contra-indications to massage treatments, recording the client's responses and take any necessary action</p> <p>2.6 provide client advice without reference to a specific medical condition and without causing undue alarm or concern</p> <p>2.7 explain and agree the projected cost, duration and frequency of treatment needed</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to perform Indian head massage	2.8 agree in writing the client's needs expectations and treatment objectives ensuring they are realistic and achievable 2.9 adapt client preparation procedures to suit the environment in which the massage is to be undertaken 2.10 protect clothing, hair and accessories prior to beginning massage 2.11 select suitable resources and massage medium to meet the treatment objectives 3.1 provide suitable support and cushioning, as necessary, to specific areas of the body during the treatment 3.2 adapt massage techniques, sequence and use of massage medium to meet the client's physical characteristics and treatment area(s) 3.3 vary the depth, rhythm and pressure of massage movements to meet treatment objectives, treatment area(s) and client's physical characteristics and preferences 3.4 co-ordinate breathing techniques with those of the client 3.5 apply massage medium to ensure minimal waste			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand organisational and legal requirements for providing Indian head massage	3.6 take prompt remedial action if contra-actions or discomfort occur during the course of treatment 3.7 allow the client sufficient post-treatment recovery time 3.8 check that the finished result is to the client's satisfaction and meets the agreed treatment objectives 3.9 provide aftercare advice specific to the client's individual needs			
	4.1 explain own responsibilities under current health and safety legislation, standards and guidance 4.2 explain own responsibilities under local authority licensing regulations for themselves and their premises 4.3 explain the importance of not discriminating against clients with illnesses and disabilities and why 4.4 state the age at which an individual is classed as a minor and how this differs nationally 4.5 explain why minors should not be given treatments without informed and signed parental or guardian consent 4.6 explain why it is important, when treating minors under the age of 16, to have a parent present			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.7 explain the legal significance of gaining signed, informed consent to treatment</p> <p>4.8 explain manufacturer's and organisational requirements for waste disposal</p> <p>4.9 explain the importance of the correct storage of client records in relation to the Data Protection Act</p> <p>4.10 explain how to complete client records and the reasons for keeping records of treatments and gaining client signatures</p> <p>4.11 explain own responsibilities and reasons for maintaining personal hygiene, protection and appearance according to accepted industry and organisation requirements</p> <p>4.12 explain the organisation's requirements for client preparation</p> <p>4.13 explain the organisation's service times for Indian head massage and the importance of completing the service in a commercially viable time</p> <p>4.14 explain the organisation's requirements for treatment area maintenance</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Understand how to work safely and effectively when providing Indian head massage</p>	<p>5.1 explain how to set up the work area for Indian head massage</p> <p>5.2 explain the necessary environmental conditions for Indian head massage (including lighting, heating, ventilation, sound and general comfort) and why these are important</p> <p>5.3 explain the importance of and reasons for disinfecting hands and how to do this effectively</p> <p>5.4 explain how to position themselves and the client for Indian head massage taking into account individual physical characteristics</p> <p>5.5 explain what repetitive strain injury (RSI) is, how it is caused and how to avoid developing it when delivering massage treatments</p> <p>5.6 explain the importance of adopting the correct posture throughout the treatment and the impact this may have on themselves and the outcome of the treatment</p> <p>5.7 explain the reasons for maintaining client modesty, privacy and comfort during the treatment</p> <p>5.8 explain why it is important to maintain standards of hygiene and the principles of avoiding cross-infection</p> <p>5.9 explain how to minimise and dispose of waste treatments</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Understand how to consult with clients</p>	<p>6.1 explain how to use consultation techniques when communicating with clients from different cultural and religious backgrounds, ages, disabilities and genders for this treatment</p> <p>6.2 explain why it is important to encourage and allow time for clients to ask questions</p> <p>6.3 explain the importance of questioning clients to establish any contra-indications to Indian head massage</p> <p>6.4 explain why it is important to record client responses to questioning</p> <p>6.5 explain the legal significance of client questioning and recording the client's responses</p> <p>6.6 explain how to give effective advice and recommendations to clients</p> <p>6.7 explain how to visually assess the physical characteristics</p> <p>6.8 explain how to assess posture and skeletal conditions that may be present and how to adapt and change the massage routine</p> <p>6.9 explain how to recognise different skin types and conditions</p> <p>6.10 explain how to recognise different scalp conditions and hair types</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Understand how to prepare for providing Indian head massages	<p>6.11 explain the reasons why it is important to encourage clients with contra-indications to seek medical advice</p> <p>6.12 explain the importance of and reasons for not naming specific contra-indications when encouraging clients to seek medical advice</p> <p>6.13 explain why it is important to maintain client's modesty, privacy and comfort</p> <p>6.14 explain the relationship between lifestyle patterns and effectiveness of treatment</p> <p>6.15 explain the beneficial effects which can result to the client's lifestyle pattern</p>			
	<p>7.1 explain the importance of giving clients clear instructions on the removal of relevant clothing, accessories and general preparation for the treatment</p> <p>7.2 explain why it is important to reassure clients during the preparation process whilst also maintaining the client's modesty and privacy</p> <p>7.3 explain how to select the appropriate massage oil suitable for skin, scalp and hair type and condition</p> <p>7.4 explain how and when to adapt client preparation for working in different environments</p> <p>7.5 explain how to practically and mentally prepare themselves for carrying out the treatment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Understand anatomy and physiology related to Indian head massages</p>	<p>8.1 explain the structure and function of muscles, including the types of muscles within the treatment areas</p> <p>8.2 explain the positions and actions of the main muscle groups within the treatment areas</p> <p>8.3 explain the position and action of the primary bones and joints of the skeletal system within the treatment areas</p> <p>8.4 explain how to recognise postural faults and conditions within the treatment areas</p> <p>8.5 explain the structure, function and location of blood vessels and the principles of circulation, blood pressure and pulse within the treatment areas</p> <p>8.6 explain the interaction of lymph and blood within the circulatory system</p> <p>8.7 explain the structure and function of the lymphatic system</p> <p>8.8 explain the position and function of the sinuses</p> <p>8.9 explain the basic principles of the central nervous system and autonomic system</p> <p>8.10 explain the basic principles of the endocrine and respiratory systems</p> <p>8.11 explain the structure and function of skin</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.12 compare the skin characteristics and skin types of different ethnic client groups</p> <p>8.13 explain the effects of Indian head massage on the individual systems of the body</p> <p>8.14 summarise the physical and psychological effects of Indian head massage</p>			
<p>9 Understand contra-indications and contra-actions that affect or restrict body massage treatments</p>	<p>9.1 explain the contra-indications that prevent treatment and why</p> <p>9.2 explain the contra-indications which may restrict treatment or where caution should be taken, in specific areas and why</p> <p>9.3 explain the possible contra-actions which may occur during and post treatment and how to deal with them</p>			
<p>10 Understand different Indian head massage mediums</p>	<p>10.1 explain how to store and maintain Indian head massage mediums in a safe and hygienic manner and why this is important</p> <p>10.2 explain how to use Indian head massage mediums safely and effectively</p> <p>10.3 explain the types of Indian head massage oils available and their beneficial properties eg. mustard, coconut, olive and sesame</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>11 Understand the principles of Indian head massage</p>	<p>11.1 explain the key aspects of the origins and traditions of Indian head massage</p> <p>11.2 summarise the basic principles of Ayurveda</p> <p>11.3 explain the principles of body, mind and spiritual wellness</p> <p>11.4 explain the principles and practices of marma (pressure) points application (of which 37 are in the treatment area) and their purpose</p> <p>11.5 explain the principles and practices of the seven primary chakras and their importance in relation to the Indian head massage treatment</p> <p>11.6 explain the importance of getting the client to remove their shoes before treatment</p> <p>11.7 explain why it is important to maintain correct posture during Indian head massage and to complete stretching exercises to prevent repetitive strain injury</p> <p>11.8 explain the correct use and application of Indian head massage techniques to meet a variety of treatment objectives</p> <p>11.9 explain how to adapt the Indian head massage sequence, depth and pressure to suit different client physical characteristics, areas of the body and preferences</p> <p>11.10 explain why effective client breathing is necessary prior to starting the treatment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	11.11 explain how own breathing techniques can enhance the effectiveness of the treatment process 11.12 evaluate the advantages of Indian head massage 11.13 explain how and why support and cushioning would be used during the treatment 11.14 explain the importance of evaluating the effectiveness of Indian head massage treatments			
12 Understand how to provide aftercare advice	12.1 explain why it is important to give post-treatment advice 12.2 explain the benefits of a course of treatment 12.3 explain the lifestyle factors and changes that may be required to improve the effectiveness of the treatment 12.4 explain post-treatment restrictions and future treatment needs 12.5 explain products for home use that will benefit the client and those to avoid and why			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

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*(if sampled)*



## **Unit 9: Carry out Massage using Pre-blended Aromatherapy Oils**

<b>Unit code:</b>	B24
<b>Unit reference number:</b>	K/600/7523
<b>QCF level:</b>	3
<b>Credit value:</b>	8
<b>Guided learning hours:</b>	67

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### **Unit summary**

This is a job-ready unit which is competency based, covering both skills and knowledge. This unit is about preparing to carry out massage using pre-blended aromatherapy oils. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

This unit applies to Beauty and Spa Therapy.

### **Evidence requirements**

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner must practically demonstrate in their everyday work that they have met the standards for providing massage using pre-blended aromatherapy oils
- 3 The assessor will observe the learner's performance on at least four separate occasions, each on four different clients, which must include two full body massage treatments, incorporating the face.
- 4 The learner must show that they have:
  - used consultation techniques
    - a questioning
    - b visual
    - c manual
    - d reference to client records
  - dealt with all the clients' physical characteristics
    - a weight
    - b height
    - c posture

- d muscle tone
- e age
- f health
- g skin condition
- dealt with at least one of the necessary actions\*
  - a encourage the client to seek medical advice
  - b explaining why the treatment cannot be carried out
  - c modification of treatment
- met all treatment objectives
  - a relaxation
  - b sense of wellbeing
  - c uplifting
  - d anti-cellulite
  - e stimulating
- used all massage techniques
  - a effleurage
  - b petrissage
  - c tapotement
  - d pressure point
- covered all treatment areas
  - a face
  - b head
  - c chest and shoulders
  - d arms and hands
  - e abdomen
  - f back
  - g gluteals
  - h legs and feet
- provided all types of advice
  - a avoidance of activities which may cause contra-actions
  - b future treatment needs
  - c modifications to lifestyle patterns
  - d healthy eating and exercise advice
  - e suitable home care products and their use.

- \* However, the learner must prove to their assessor that they have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range
- 5 It is likely most evidence of the learner's performance will be gathered from the observations made by the assessor but the learner may be required to produce other evidence to support the performance if the assessor has not been present.
  - 6 This unit requires mandatory written questions in accordance with the Habia Assessment Strategy for Beauty and Spa Therapy.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to maintain safe and effective methods of working when carrying out massage using pre-blended aromatherapy oils</p>	<p>1.1 set up and maintain the treatment area to meet organisation and manufacturers' instructions</p> <p>1.2 maintain personal hygiene, protection and appearance to meet accepted industry and organisational requirements</p> <p>1.3 clean all equipment using the correct methods</p> <p>1.4 position equipment and pre-blended oils for safety and ease of use</p> <p>1.5 position the client and themselves to minimise fatigue and risk of injury and in a way suitable for treatment</p> <p>1.6 use accepted industry hygiene and safety practices throughout the treatment to minimise the risk of cross-infection</p> <p>1.7 adopt a positive, polite and reassuring manner towards the client at all times</p> <p>1.8 maintain the client's modesty, privacy and comfort at all times</p> <p>1.9 complete the treatment within a commercially viable time</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.10 keep records up to date, accurate, easy to read and signed by the client and practitioner</p> <p>1.11 leave the treatment area and equipment in a suitable condition for future treatments</p>			
<p>2 Be able to consult, plan and prepare for treatments with clients</p>	<p>2.1 use effective consultation techniques to determine the client's treatment needs</p> <p>2.2 obtain signed, written, informed consent prior to carrying out the treatment from the client or parent/guardian if the client is a minor</p> <p>2.3 explain to the client the treatment procedure in a way they can understand</p> <p>2.4 question the client to identify the client's medical history, physical characteristics and lifestyle pattern</p> <p>2.5 consult with the client to identify any contra-indications to aromatherapy treatments, recording the clients responses, and take any necessary action</p> <p>2.6 encourage clients to ask questions and clarify any points</p> <p>2.7 carry out a sensitivity test to establish response and suitability for treatment</p> <p>2.8 provide client advice without reference to a specific medical condition and without causing undue alarm or concern</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.9 explain and agree the projected cost, likely duration, frequency and types of treatment needed</p> <p>2.10 agree in writing the client's needs, expectations and treatment objectives, ensuring they are realistic and achievable</p> <p>2.11 protect client's clothing, hair and accessories</p> <p>2.12 select suitable pre-blended aromatherapy oils which meet the treatment objectives which are fit for purpose</p>			
3 Be able to massage the body using pre-blended aromatherapy oils	<p>3.1 provide suitable support and cushioning to specific areas of the body during the treatment if necessary</p> <p>3.2 adapt massage techniques, sequence and use of pre-blended oil to meet the client's physical characteristics and treatment area(s)</p> <p>3.3 vary the depth, rhythm and pressure of massage movements to meet treatment objectives, treatment area(s) and client's physical characteristics and preferences</p> <p>3.4 apply and use pre-blended oil to minimise waste</p> <p>3.5 take prompt remedial action if contra-actions or discomfort occur during the course of treatment</p> <p>3.6 give the client sufficient post-treatment recovery time</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.7 check that the finished result is to the client's satisfaction and meets the agreed treatment objectives</p> <p>3.8 provide aftercare advice</p>			
<p>4 Understand organisational and legal requirements for carrying out massage using pre-blended aromatherapy oils</p>	<p>4.1 explain own responsibilities under current health and safety legislation, standards and guidance</p> <p>4.2 explain own responsibilities under local authority licensing regulations for themselves and the premises</p> <p>4.3 explain the importance of not discriminating against clients with illnesses and disabilities and why</p> <p>4.4 explain the age at which an individual is classed as a minor and how this differs nationally</p> <p>4.5 explain why it is important, when treating minors under 16 years of age, to have a parent or guardian present</p> <p>4.6 explain why minors should not be given treatments without informed and signed parental or guardian consent</p> <p>4.7 explain the legal significance of gaining signed, informed consent to treatment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.8 explain own responsibilities and reasons for maintaining personal hygiene, protection and appearance according to accepted industry and organisational requirements</p> <p>4.9 explain the manufacturers' and organisational requirements for waste disposal</p> <p>4.10 explain the importance of the correct storage of client records in relation to the Data Protection Act</p> <p>4.11 explain how to complete client records, the importance of and reasons for keeping records of treatments and gaining client signatures</p> <p>4.12 explain the organisation's requirements for client preparation</p> <p>4.13 explain the organisation's service times for massage treatments and the importance of completing the service in a commercially viable time</p> <p>4.14 explain the organisation's and manufacturers' requirements for the treatment area, maintenance and cleaning of equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Understand how to work safely and effectively when carrying out massage using pre-blended aromatherapy oils</p>	<p>5.1 explain how to set up the work area for massage treatments</p> <p>5.2 explain the necessary environmental conditions for body massage treatments (including lighting, heating, ventilation, sound and general comfort) and why these are important</p> <p>5.3 explain the importance and reasons for disinfecting hands and how to do this effectively</p> <p>5.4 explain how to position themselves and the client for massage treatments taking into account individual physical characteristics</p> <p>5.5 explain what repetitive strain injury (RSI) is, its cause and how to avoid developing it when delivering massage treatments</p> <p>5.6 explain the importance of adopting the correct posture throughout the treatment and the impact this may have on themselves and the outcome of the treatment</p> <p>5.7 explain the reasons for maintaining client modesty, privacy and comfort during the treatment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.8 explain why it is important to maintain high standards of hygiene and the principles of avoiding cross-infection</p> <p>5.9 explain how to minimise and dispose of waste treatments</p>			
<p>6 Understand how to consult with clients</p>	<p>6.1 explain how to use effective consultation techniques when communicating with clients from different cultural and religious backgrounds, ages, disabilities and genders for this treatment</p> <p>6.2 explain why it is important to encourage and allow time for clients to ask questions</p> <p>6.3 explain the importance of questioning clients to establish any contra-indications to head and body massage treatments</p> <p>6.4 explain why it is important to record client responses to questioning</p> <p>6.5 explain the legal significance of client questioning and the recording of client responses</p> <p>6.6 explain how to give effective advice and recommendations to clients</p> <p>6.7 explain how to visually assess the clients' physical characteristics</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.8 explain how to assess posture and skeletal conditions that may be present and how to adapt and change the massage routine</p> <p>6.9 explain how to recognise different skin types and conditions</p> <p>6.10 explain how to effectively carry out a skin sensitivity test for allergies to pre-blended aromatherapy oils</p> <p>6.11 explain the types of reactions that can occur as a result of using pre-blended aromatherapy oils and how to recognise them</p> <p>6.12 explain the reasons why it is important to encourage clients with contra-indications to seek medical advice</p> <p>6.13 explain the importance of and reasons for not naming specific contra-indications when encouraging clients to seek medical advice</p> <p>6.14 explain why it is important to maintain client's modesty and privacy</p> <p>6.15 explain the relationship between lifestyle patterns and effectiveness of treatment</p> <p>6.16 summarise the beneficial effects which can result from changes to the client's lifestyle pattern</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to prepare to carry out massages using pre-blended aromatherapy oils	<p>7.1 explain the importance of giving clients clear instructions on the removal of relevant clothing, accessories and general preparation for the treatment</p> <p>7.2 explain why it is important to reassure clients during the preparation process whilst also maintain the client's modesty and privacy</p> <p>7.3 explain how to select the appropriate pre-blended aromatherapy oil suitable for skin type, condition and treatment objectives</p> <p>7.4 explain how to cleanse different areas of the body in preparation for treatment eg. face and feet</p>			
8 Understand anatomy and physiology related to massage treatments	<p>8.1 explain the structure and function of cells and tissues</p> <p>8.2 explain the structure and function of muscles, including the types of muscle</p> <p>8.3 explain the positions and actions of the main muscle groups within the treatment areas of the body</p> <p>8.4 explain the position and function of the primary bones and joints of the skeleton</p> <p>8.5 explain how to recognise postural faults and conditions</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.6 explain the structure, function and location of blood vessels and the principles of circulation, blood pressure and pulse</p> <p>8.7 explain the interaction of lymph and blood within the circulatory system</p> <p>8.8 explain the structure and function of the lymphatic system</p> <p>8.9 explain the basic principles of the central and autonomic nervous system</p> <p>8.10 explain the basic principles of the endocrine, respiratory, digestive and excretory system</p> <p>8.11 explain the structure and function of the skin</p> <p>8.12 explain the skin characteristics and skin types of different ethnic client groups</p> <p>8.13 explain the structure and location of the adipose tissue</p> <p>8.14 summarise the effects of massage using pre-blended aromatherapy oils on the individual systems of the body</p> <p>8.15 summarise the physical and psychological effects of massage using pre-blended aromatherapy oils</p> <p>8.16 explain how to recognise erythema and its causes</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>9 Understand contra-indications and contra-actions that affect or restrict massages using pre-blended aromatherapy oils</p>	<p>9.1 explain the contra-indications that prevent treatment and why</p> <p>9.2 explain the contra-indications which may restrict treatment or where caution should be taken, in specific areas and why</p> <p>9.3 explain possible contra-actions which may occur during and post treatment, why and how to deal with them</p>			
<p>10 Understand how to use pre-blended aromatherapy oils</p>	<p>10.1 explain how to store and maintain pre-blended aromatherapy oils in a safe and hygienic manner</p> <p>10.2 explain how to use pre-blended aromatherapy oils safely and effectively, including the effects of volatility</p> <p>10.3 summarise the types of pre-blend aromatherapy massage oils available and their purpose</p> <p>10.4 explain how to adapt their choice of pre-blended aromatherapy oils to meet specific clients' physical and emotional needs</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>11 Understand the principles behind massage techniques using pre-blended aromatherapy oils</p>	<p>11.1 explain why it is important to maintain correct posture during massage and complete their own stretching exercises to prevent repetitive strain injury</p> <p>11.2 explain the correct use and application of massage techniques to meet a variety of treatment objectives</p> <p>11.3 explain how to adapt the massage sequence, depth and pressure to suit different client physical characteristics, areas of the body and preferences</p> <p>11.4 explain how to adapt massage treatments for male and female clients</p> <p>11.5 explain the areas of the body and body characteristics needing particular care when undertaking massage using pre-blended aromatherapy oils</p> <p>11.6 explain the advantages of massage using pre-blended aromatherapy oils</p> <p>11.7 explain how and why support and cushioning would be used during the treatment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
12 Understand how to provide aftercare advice	11.8 explain the limitations of using pre-blended aromatherapy oils and when and why to refer clients on to a clinical aromatherapist 11.9 explain the importance of evaluating the effectiveness of massage using pre-blended aromatherapy oils 12.1 evaluate the lifestyle factors and changes that may be required to improve the effectiveness of the treatment 12.2 explain post-treatment restrictions and future treatment needs 12.3 explain products for home use that will benefit and protect the client and those to avoid and why 12.4 explain how eating and exercise habits can affect the effectiveness of treatment			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*(if sampled)*

## **Unit 10: Provide Stone Therapy Treatments**

<b>Unit code:</b>	B28
<b>Unit reference number:</b>	J/600/7545
<b>QCF level:</b>	3
<b>Credit value:</b>	10
<b>Guided learning hours:</b>	88

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### **Unit summary**

This is a job-ready unit which is competency based, covering both skills and knowledge. This unit is about providing stone therapy treatments. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

This unit applies to Beauty and Spa Therapy.

### **Evidence requirements**

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner must practically demonstrate in their everyday work that they have met the standards for providing stone therapy treatments
- 3 The assessor will observe the learner's performance on at least four separate occasions, each on four different clients, which must include two full-body stone therapy treatments, incorporating the face
- 4 The learner must show that they have:
  - used all the types of equipment on suitable treatment areas
    - a professional stone heater
    - b stones
    - c accessories
    - d cooling systems
  - used all consultation techniques
    - a questioning
    - b visual
    - c manual
    - d reference to client records

- dealt with all the client's physical characteristics
  - a weight
  - b height
  - c posture
  - d muscle tone
  - e age
  - f health
  - g skin condition
- dealt with at least one of the necessary actions\*
  - a encouraging the client to seek medical advice
  - b explaining why the treatment cannot be carried out
  - c modification of treatment
- met all treatment objectives
  - a relaxing
  - b balancing
  - c sense of wellbeing
  - d uplifting
  - e local decongestion
  - f relief from muscular tension
- used three out of the four types of stones\*
  - a basalt
  - b marine
  - c marble
  - d semi-precious stones
- used all the stone therapy techniques
  - a rotation of stones
  - b alternation of hot and cold stones
  - c use of hot stones only
  - d use of cold stones only
  - e combination of stone types and sizes
  - f temperature management

- covered all treatment areas
  - a face
  - b head
  - c neck, chest and shoulders
  - d arms and hands
  - e abdomen
  - f back
  - g legs and feet
- provided all types of advice
  - a avoidance of activities which may cause contra-actions
  - b future treatment needs
  - c modifications to lifestyle patterns
  - d suitable home care products and their use

\*However, the learner must prove to their assessor that they have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

- 5 It is likely most evidence of the learner's performance will be gathered from the observations made by the assessor but the learner may be required to produce other evidence to support the performance if the assessor has not been present.
- 6 This unit requires mandatory written questions in accordance with the Habia Assessment Strategy for Beauty and Spa Therapy.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to maintain safe and effective methods of working when providing stone therapy treatments</p>	<p>1.1 set up and maintain the treatment area to meet legal, hygiene and service requirements</p> <p>1.2 maintain personal hygiene, protection and appearance that meets accepted industry and organisational requirements</p> <p>1.3 remove and handle stones in a way which avoids injury to themselves and the client</p> <p>1.4 clean all tools and equipment using the correct methods</p> <p>1.5 disinfect stones after each treatment</p> <p>1.6 heat, cool and store stones according to manufacturers' instructions and in a way which effectively energises them</p> <p>1.7 position equipment and treatment products for safety and ease of use</p> <p>1.8 use suitable materials to protect the client's skin against extremes of temperature during stone replacement</p> <p>1.9 use accepted industry hygiene and safety practices throughout the treatment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to consult, plan and prepare for treatments with clients	1.10 adopt a positive, polite and reassuring manner towards the client throughout the treatment 1.11 maintain the client's modesty, privacy and comfort at all times 1.12 use treatment products to minimise waste 1.13 dispose of waste materials safely and correctly 1.14 carry out the treatment within a commercially viable time 1.15 keep records up to date, accurate, easy to read and signed by the client and practitioner 1.16 leave the treatment area and equipment in a suitable condition for future treatments			
	2.1 use consultation techniques to determine the client's treatment needs 2.2 obtain signed, written and informed consent prior to any service from the client or parent/guardian if the client is a minor 2.3 explain to the client what the treatment entails in a way they can understand 2.4 consult with the client to identify their medical history, physical characteristics and lifestyle pattern, recording their responses			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.5 consult with the client to identify if they have any contra-indications to stone therapy treatments, recording their responses and taking any necessary action</p> <p>2.6 actively encourage clients to ask questions and clarify points</p> <p>2.7 position themselves and the client to minimise the risk of fatigue and injury to themselves and the client</p> <p>2.8 carry out a test patch to determine the client's skin response to hot and cold temperature</p> <p>2.9 provide client advice without reference to a specific to a specific medical condition and without causing undue alarm and concern</p> <p>2.10 explain and agree the projected cost, likely duration, frequency and types of treatment needed</p> <p>2.11 agree in writing the client's needs, expectations and treatment objectives, ensuring they are realistic and achievable</p> <p>2.12 clean and prepare the client's skin to suit the areas to be treated</p> <p>2.13 protect the client's clothing, hair and accessories</p> <p>2.14 select types of stone suitable to meet the treatment objectives</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to perform stone therapy treatments</p>	<p>3.1 explain to the client the sensation created by the stones</p> <p>3.2 explain the treatment procedure to the client in a clear and simple way at each stage in the process</p> <p>3.3 provide suitable support and cushioning to specific areas of the body during the treatment if necessary</p> <p>3.4 use suitable material to protect the client's skin against extremes of temperature during front and back placement</p> <p>3.5 place suitable types of stone on the chakra points, when required, to meet the agreed treatment objectives</p> <p>3.6 place suitable types of stone under the body, when required, ensuring client comfort</p> <p>3.7 lubricate the skin to allow the smooth, continuous movement of the stones over the skin to avoid risk of overheating</p> <p>3.8 use stone therapy techniques in a way which avoids alarm to the client, is suitable for their physical characteristics, the treatment area(s) and treatment objectives</p> <p>3.9 adapt the treatment techniques and sequence to meet the client's physical characteristics and treatment area(s)</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.10 vary the depth, rhythm and pressure of treatment techniques to meet treatment objectives, treatment area(s) and client's physical characteristics and preferences</p> <p>3.11 check the client's wellbeing throughout the stone therapy treatment</p> <p>3.12 handle stones to avoid excessive noise and disturbance to the client throughout the treatment</p> <p>3.13 assist to reposition the client in a controlled manner to minimise disturbance of the treatment process</p> <p>3.14 take prompt remedial action if contra-actions or discomfort occur during the course of treatment</p> <p>3.15 allow the client sufficient post-treatment recovery time</p> <p>3.16 check that the finished result is to the client's satisfaction and meets the agreed treatment objectives</p> <p>3.17 give the client aftercare advice</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand organisational and legal requirements</p>	<p>4.1 explain own responsibilities under relevant health and safety legislation, standards and guidance</p> <p>4.2 explain own responsibilities under local authority licensing regulations for themselves and their premises</p> <p>4.3 explain the importance of checking current insurance guidelines for the delivery of stone therapy treatment</p> <p>4.4 explain the importance of not discriminating against clients with illnesses and disabilities and why</p> <p>4.5 explain the age at which an individual is classed as a minor and how this differs nationally</p> <p>4.6 explain why it is important, when treating minors under 16 years of age, to have a parent present</p> <p>4.7 explain why minors should not be given treatments without informed and signed parental or guardian consent</p> <p>4.8 explain the legal significance of gaining signed, informed consent to treatment</p> <p>4.9 explain own responsibilities and reasons for maintaining their own personal hygiene, protection and appearance according to accepted industry and organisational requirements</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.10 explain the manufacturers' and organisational requirements for waste disposal</p> <p>4.11 explain the importance of the correct storage of client records in relation to the Data Protection Act</p> <p>4.12 explain how to complete client records and the reasons for keeping records of treatments and obtaining client signatures</p> <p>4.13 explain the organisation's requirements for client preparation</p> <p>4.14 explain the organisation's service times for stone therapy treatments and the importance of completing the service in a commercially viable time</p> <p>4.15 explain own responsibilities and reasons for keeping their nails short, clean, well-manicured and free of polish for massage treatments</p> <p>4.16 explain the organisation's and manufacturers' requirements for treatment area, equipment maintenance and equipment cleaning regimes</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Understand how to work safely and effectively when providing stone therapy treatments</p>	<p>5.1 explain how to set up the work area for stone therapy treatments</p> <p>5.2 explain the necessary environmental conditions for stone therapy treatments (including lighting, heating, ventilation, sound and general comfort) and why these are important</p> <p>5.3 explain the importance and reasons for disinfecting hands and how to do this effectively</p> <p>5.4 explain what contact dermatitis is, and how to avoid developing it when carrying out stone therapy treatments</p> <p>5.5 explain the importance of disinfecting stones after each treatment and how to do this effectively</p> <p>5.6 explain how to position themselves and the client for stone therapy treatments taking into account individual physical characteristics</p> <p>5.7 explain repetitive strain injury (RSI), how it is caused and how to avoid it when carrying out stone therapy treatments</p> <p>5.8 evaluate the advantages to the therapist of using stone therapy as a means of avoiding RSI</p> <p>5.9 explain the importance of using the correct-sized stones for the therapist's own hands and the client's physical characteristics</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.10 explain the importance of adopting the correct posture throughout the treatment and the impact this may have on themselves and the outcome of the treatment</p> <p>5.11 explain the reasons for maintaining client modesty, privacy and comfort during the treatment</p> <p>5.12 explain why it is important to maintain standards of hygiene and the principles of avoiding cross-infection</p> <p>5.13 explain how to minimise and dispose of waste treatments</p> <p>5.14 explain why it is important to check the client's wellbeing at regular intervals during stone therapy treatments</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Understand how to consult with clients</p>	<p>6.1 explain how to use effective consultation techniques when communicating with clients from different cultural and religious backgrounds, age, disabilities and gender, for this treatment</p> <p>6.2 explain why it is important to encourage and allow time for clients to ask questions</p> <p>6.3 explain the importance of questioning clients to establish any contra-indications to head and stone therapy treatments</p> <p>6.4 explain why it is important to record client responses to questioning</p> <p>6.5 explain the legal significance of client questioning and the recording of client responses</p> <p>6.6 explain how to give effective advice and recommendations to clients</p> <p>6.7 explain how to visually assess the client's physical characteristics</p> <p>6.8 explain how to carry out and interpret thermal tests</p> <p>6.9 explain how to assess posture and skeletal conditions that may be present and how to adapt and change the stone therapy treatment routine</p> <p>6.10 summarise how to recognise different skin types and conditions</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Understand how to prepare to provide stone therapy treatments	<p>6.11 explain the reasons why it is important to encourage clients with contra-indications to seek medical advice</p> <p>6.12 explain the importance of and reasons for not naming specific contra-indications when encouraging clients to seek medical advice</p> <p>6.13 explain why it is important to maintain client's modesty and privacy</p> <p>6.14 evaluate the relationship between lifestyle patterns and effectiveness of treatment</p> <p>6.15 evaluate the beneficial effects which can result from changes to the client's lifestyle pattern</p>			
	<p>7.1 explain the importance of giving clients clear instructions on the removal of relevant clothing, accessories and general preparation for the treatment</p> <p>7.2 explain why it is important to reassure clients during the preparation for the treatment</p> <p>7.3 explain how to select the appropriate oil suitable for stone therapy treatment</p> <p>7.4 explain how to cleanse different areas of the body in preparation for treatment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Understand anatomy and physiology related to stone therapy treatments</p>	<p>8.1 explain the structure and function of cells and tissues</p> <p>8.2 explain the structure and function of muscles, including the types of muscle ie voluntary and involuntary</p> <p>8.3 explain the positions and actions of the main muscle groups within the treatment areas</p> <p>8.4 explain the position and function of the primary bones and joints of the skeleton</p> <p>8.5 explain the position and function of the sinuses</p> <p>8.6 explain how to recognise postural faults and conditions</p> <p>8.7 explain the structure, function and location of blood vessels and the principles of circulation, blood pressure and pulse</p> <p>8.8 explain the interaction of lymph and blood within the circulatory system</p> <p>8.9 explain the structure and function of the lymphatic system</p> <p>8.10 explain the basic principles of the central nervous system and autonomic system</p> <p>8.11 explain the basic principles of the endocrine, respiratory, digestive and excretory systems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>9 Understand contra-indications and contra-actions that affect or restrict stone therapy treatments</p>	<p>8.12 explain the structure and function of skin</p> <p>8.13 explain the skin characteristics and skin types of different ethnic client groups</p> <p>8.14 explain the structure and location of the adipose tissue</p> <p>8.15 summarise the effects of hot and cold stone therapy on the individual systems of the body</p> <p>8.16 evaluate the psychological effects of hot and cold stone therapy treatment</p> <p>9.1 explain the contra-indications that prevent treatment and why</p> <p>9.2 explain the contra-indications which may restrict treatment or where caution should be taken, in specific areas and why</p> <p>9.3 explain possible contra-actions which may occur during and post treatment, why and how to deal with them</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>10 Understand how to use stone therapy equipment</p>	<p>10.1 explain the types of safe, purpose-built stone heating equipment and how to use and position it safely</p> <p>10.2 explain the insurance implications of using non-professional stone heating equipment</p> <p>10.3 explain methods of cooling stones</p> <p>10.4 explain the types of stone, their properties and uses</p> <p>10.5 explain how to select the correct size and shape of stone for the client's physical characteristics and the area being treated</p> <p>10.6 explain how to dry and store different types of stone in a way that will effectively energise them</p> <p>10.7 explain the types of suitable material used to protect the client's skin against extremes of temperature during stone therapy treatment</p> <p>10.8 explain the recommended operating temperatures for hot and cold stones</p> <p>10.9 explain the types of oil suitable for stone therapy treatment and its purpose</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>11 Understand the principles behind stone therapy techniques and how to use them</p>	<p>11.1 explain the historical and cultural background to stone therapy</p> <p>11.2 explain the five elements of stone therapy</p> <p>11.3 explain the basic principles and characteristics of the seven major chakras and their significance to the practice of stone therapy treatment</p> <p>11.4 explain how to place stones on the seven major chakras to maximise client comfort and their benefits and purposes</p> <p>11.5 explain how to place stones underneath the body to maximise their benefits, purposes and client comfort</p> <p>11.6 explain how to place stones on the client's body during treatment and the importance of doing this in a careful, safe and considerate way</p> <p>11.7 explain the importance of temperature and time management of the stones during treatment and how to carry this out</p> <p>11.8 explain how to safely handle the stones to avoid excessive noise and disturbance during the treatment</p> <p>11.9 explain how to recognise erythema and hyperaemia and their causes</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>11.10 explain why it is important to maintain correct posture during stone therapy treatment</p> <p>11.11 explain the correct use and application of stone therapy techniques to meet a variety of treatment objectives</p> <p>11.12 explain the importance of evaluating the effectiveness of stone therapy treatments</p> <p>11.13 explain the correct use and application of stone therapy techniques to meet a variety of treatment objectives</p> <p>11.14 summarise the benefits and effects of using hot and cold stones, either in isolation or combining the two temperatures during a treatment</p> <p>11.15 explain how to adapt and combine stone therapy treatment techniques, depth and pressure to suit different client physical characteristics, areas of the body and preferences</p> <p>11.16 explain how to adapt a stone therapy treatment for male and female clients</p> <p>11.17 explain the areas of the body and body characteristics needing particular care when undertaking stone therapy treatments</p> <p>11.18 evaluate the advantages of stone therapy treatments</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>11.19 explain how and why support and cushioning would be used during the treatment</p> <p>11.20 explain how and when to safely reposition the client during treatment and the type of assistance which should be provided by the therapist</p> <p>11.21 explain how stone therapy may be used to enhance other treatments eg manicure, pedicure, facial</p> <p>11.22 explain the recommended recovery times for stone therapy treatments and why this is important</p> <p>11.23 explain recommended timings for stone therapy treatments and how these should be adapted to meet the clients' individual needs and physical characteristics</p>			
<p>12 Understand how to provide aftercare advice</p>	<p>12.1 evaluate the lifestyle factors and changes that may be required to improve the effectiveness of the treatment eg healthy eating, fluid intake and regular exercise etc</p> <p>12.2 explain activities which should be avoided post-treatment</p> <p>12.3 explain products for home use that will benefit and protect the client and those to avoid and why</p> <p>12.4 recommend further treatment</p>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)



## **Unit 11: Provide Electrical Epilation Treatments**

<b>Unit code:</b>	B29
<b>Unit reference number:</b>	D/600/9043
<b>QCF level:</b>	3
<b>Credit value:</b>	12
<b>Guided learning hours:</b>	109

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### **Unit summary**

This is a job-ready unit which is competency based, covering both skills and knowledge. This unit is about providing electrical epilation treatments. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

This unit applies to Beauty and Spa Therapy.

### **Evidence requirements**

The assessment of this unit needs to meet the requirements within the Habia Beauty and Spa Therapy Assessment Strategy:

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner must practically demonstrate in their everyday work that they have met the standards for providing electrical epilation treatments
- 3 The assessor will observe the learner's performance on at least six separate occasions, which must involve at least four different clients. These must include two observations each for the upper lip, chin and bikini line
- 4 The learner must show that they have:
  - used all consultation techniques
    - a questioning
    - b visual
    - c reference to client records
  - dealt with at least one of the necessary actions\*
    - a encouraging the client to seek medical advice
    - b explaining why the treatment cannot be carried out
    - c modification of treatment

- covered all the areas to be treated
  - a upper lip
  - b chin
  - c bikini line
  - d eyebrows
  - e underarms
  - f neck
  - g breast
- used all types of needle
  - a one piece
  - b two piece
  - c insulated
  - d gold
- dealt with all of the hair types
  - a fine
  - b coarse
  - c curly
- dealt with all the skin types and condition
  - a dry
  - b oily
  - c sensitive
  - d dehydrated
  - e mature
- carried out all of the epilation treatments
  - a alternating current
  - b blend
- provided all types of advice
  - a avoidance of activities which may cause contra-actions
  - b future treatment needs
  - c home care
  - d dealing with regrowth between treatments.

\*However, the learner must prove to the assessor that they have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

- 5 It is likely most evidence of the learner's performance will be gathered from the observations made by the assessor but the learner may be required to produce other evidence to support the performance if the assessor has not been present.
- 6 This unit requires mandatory written questions in accordance with the Habia Assessment Strategy for Beauty and Spa Therapy.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to maintain safe and effective methods of working when providing electrical epilation treatments</p>	<p>1.1 prepare and monitor the treatment area, according to organisational procedures and manufacturers' instructions</p> <p>1.2 maintain personal standards of hygiene, protection and appearance, according to industry and organisational requirements</p> <p>1.3 use personal protective equipment to avoid cross-infection and exposure to hazardous waste</p> <p>1.4 position the client and themselves to minimise fatigue and risk of injury to meet the needs of the service</p> <p>1.5 disinfect or sterilise all reusable tools and equipment using the suitable methods</p> <p>1.6 position equipment and products for safety and ease of use</p> <p>1.7 position the client comfortably to respect modesty, privacy and sensitivities to personal appearance</p> <p>1.8 check the client's wellbeing at regular intervals, according to organisational policy</p> <p>1.9 dispose of single use items, hazardous waste and waste materials safely</p> <p>1.10 complete the treatment within a commercially viable time</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.11 leave the treatment area in a suitable condition for further treatments</p> <p>1.12 keep records up to date, accurate, easy to read and signed</p>			
<p>2 Be able to consult, plan and prepare for electrical epilation treatments with clients</p>	<p>2.1 use client questioning to identify contra-indications to treatment, recording the client's responses</p> <p>2.2 provide advice to the client without causing concern or referring to specific medical conditions</p> <p>2.3 refer clients with contra-indications</p> <p>2.4 obtain signed, written, informed consent prior to carrying out the treatment from the client or parent/guardian if the client is a minor</p> <p>2.5 check that a parent or guardian is present throughout the treatment for minors</p> <p>2.6 use consultation techniques to identify the client's treatment needs</p> <p>2.7 encourage clients to ask questions to clarify any points</p> <p>2.8 record the client's past and present hair management techniques and the implication for treatments</p> <p>2.9 take photographs of the area(s) to be treated, with the consent of the client</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.10 use visual aids to inform the client about the treatment process and the physical sensation it creates</p> <p>2.11 prepare the area to be treated and carry out a patch test to establish suitability for treatment</p> <p>2.12 provide written aftercare procedures to the client following the patch test</p> <p>2.13 recommend alternative treatments or products which are suitable for the client, if contra-indicated for electrical epilation treatment</p> <p>2.14 confirm the projected cost, likely duration, frequency, types of treatment and client commitment</p> <p>2.15 document the area(s) to be treated, client expectations and treatment objectives</p> <p>2.16 select and prepare equipment to meet legal and safety requirements and treatment objectives</p>			
3 Be able to carry out electrical epilation treatments	<p>3.1 clean and dry the area to be treated prior to treatment</p> <p>3.2 load and use the size and type of needle which is suitable to meet the client's hair and skin needs, avoiding contamination</p> <p>3.3 illuminate and magnify the treatment area to create maximum visibility during treatment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.4 stretch and manipulate the skin to meet the needs of the area being treated</p> <p>3.5 use the needle holder at the proper angle, direction and needle depth for the hair follicle and the area to be treated</p> <p>3.6 adapt the intensity and duration of current flow to ensure hair release, taking account of client tolerance, sensitivity and safety</p> <p>3.7 remove the hair from the treated follicle without traction</p> <p>3.8 use systematic techniques to remove hair within the area(s) to be treated</p> <p>3.9 stop treatment when contra-actions occur, in accordance with manufacturer's instructions and recommend suitable alternative treatment, if required</p> <p>3.10 sooth the treated area using suitable techniques and products</p> <p>3.11 take treatment progress photographs of the area(s) treated, with consent of the client when required</p> <p>3.12 confirm the client's satisfaction of the finished result</p> <p>3.13 provide suitable aftercare advice to the client</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand the organisational and legal requirements of providing electrical epilation</p>	<p>4.1 explain personal and salon responsibilities under relevant health and safety legislation, local authority licensing regulations, standards and guidance</p> <p>4.2 justify the importance of the Disability Discrimination Act in relation to the salon</p> <p>4.3 clarify the age at which an individual is classed as a minor and how this differs nationally</p> <p>4.4 justify the importance of checking current insurance guidelines and age-related restrictions for electrical epilation treatment</p> <p>4.5 explain why minors should only be treated with the informed consent and presence of a parent or guardian</p> <p>4.6 explain the legal significance of gaining signed, informed consent to treatment</p> <p>4.7 explain local authority and organisational requirements for waste disposal</p> <p>4.8 explain the importance of storing client records in accordance with the Data Protection Act</p> <p>4.9 explain how to maintain the client records in the salon and its importance</p> <p>4.10 explain own responsibilities and reasons for maintaining personal hygiene, protection and appearance, according to accepted industry and organisational requirements</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.11 explain the organisation's requirements for client preparation</p> <p>4.12 clarify the organisation's service times for electrical epilation treatments</p> <p>4.13 explain the organisation's requirements for client preparation, treatment area, equipment maintenance and equipment cleaning regimes</p>			
<p>5 Understand how to work safely and effectively when providing electrical epilation treatments</p>	<p>5.1 explain how to safely prepare the work area for electrical epilation treatments</p> <p>5.2 explain the environmental conditions for electrical epilation treatments and their importance</p> <p>5.3 explain the types of personal protective equipment that should be worn for electrical epilation treatments and why</p> <p>5.4 explain the condition contact dermatitis and how to avoid developing it whilst carrying out electrical epilation treatments</p> <p>5.5 clarify the causes and condition of repetitive strain injury (RSI) and how to avoid developing it when delivering electrical epilation treatments</p> <p>5.6 explain the causes and hazards of accidental exposure to clinical waste</p> <p>5.7 explain how to disinfect hands and its importance</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.8 explain how to prepare and position themselves and the client for electrical epilation, avoiding potential discomfort and injury</p> <p>5.9 explain the principles of avoiding cross-infection and the importance of maintaining standards of general hygiene</p> <p>5.10 explain the reasons for maintaining client modesty, privacy and comfort during the treatment</p> <p>5.11 explain why it is important to monitor the client's wellbeing at regular intervals</p>			
6 Understand the use of client consultation for electrical epilation treatments	<p>6.1 explain how to use consultation techniques to meet the needs of different client groups</p> <p>6.2 explain how to give advice and make recommendations to clients</p> <p>6.3 justify the importance of effective communication and discussion</p> <p>6.4 justify the importance of providing time and encouragement for client to ask questions</p> <p>6.5 justify the importance and legal significance of questioning clients and recording responses about contra-indications to electrical epilation</p> <p>6.6 justify the importance of explaining the commitment required to maintain optimum results</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.7 explain why it is advisable to take photographs of the treatment area(s) pre and post treatment and how they should be taken to maintain client confidentiality</p> <p>6.8 explain how to recognise skin types, conditions and their response to treatment</p> <p>6.9 explain how to carry out a patch test to identify skin allergies, reactions and issues</p> <p>6.10 justify the importance of providing clients with written aftercare instructions immediately after the test patch and reinforcing this on subsequent visits</p> <p>6.11 explain why it is important to maintain client confidentiality</p> <p>6.12 explain the types of alternative treatments to recommend if contra-indications to electrical epilation treatments are identified</p> <p>6.13 justify the importance of providing information to assist the client's understanding of the treatment</p> <p>6.14 clarify the constraints surrounding electrical epilation treatments</p> <p>6.15 Clarify the physical sensation of the treatment and how pain threshold and sensitivity varies</p> <p>6.16 explain how sensitivity is affected by other skincare treatments which may inhibit electrical epilation</p> <p>6.17 justify the importance of consulting previous record cards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Understand anatomy and physiology relevant to electrical epilation</p>	<p>7.1 explain the structure and functions of the skin</p> <p>7.2 compare the skin characteristics and skin types of different ethnic client groups</p> <p>7.3 explain the principles of skin healing</p> <p>7.4 explain the structure of the hair and hair follicle</p> <p>7.5 explain the growth pattern of the hair and how this influences present and future treatments</p> <p>7.6 explain the hair growth cycle, hair types and causes of hair growth</p> <p>7.7 explain the structure and function of the endocrine system</p> <p>7.8 explain the effects of malfunctions of the endocrine system on hair growth</p> <p>7.9 explain the principles of the blood and lymphatic system</p> <p>7.10 explain the principles of lymph circulation and the interaction of lymph and blood within the circulatory system</p> <p>7.11 explain how the hormones are circulated via the blood stream</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Understand the contra-indications and contra-actions of electrical epilation	<p>8.1 clarify the contra-indications that prevent treatment and why</p> <p>8.2 clarify the conditions that require medical approval and why</p> <p>8.3 clarify the conditions that restrict treatment and why</p> <p>8.4 explain the potential consequences of carrying out electrical epilation on a contra-indicated client</p> <p>8.5 explain potential contra-actions which may occur during the treatment and how to resolve them</p> <p>8.6 explain the reasons for not naming specific contra-indications and the importance of encouraging clients to seek medical advice</p>			
9 Understand the use of equipment and materials in electrical epilation	<p>9.1 explain the types and uses of equipment, materials and products for electrical epilation</p> <p>9.2 explain how to prepare and use equipment and materials for electrical epilation treatments, and the importance of following manufacturer's instructions</p> <p>9.3 explain how to recognise equipment, products and materials which are unsuitable for use</p> <p>9.4 explain methods of disinfecting, sterilising and maintaining equipment</p> <p>9.5 classify the available types and sizes of needles for electrical epilation</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>10 Understand how electrical epilation treatments are used</p>	<p>10.1 describe the importance of magnifying and lighting the treatment area</p> <p>10.2 describe the importance of reassuring the client during the treatment</p> <p>10.3 describe how to work systematically and methodically with dense and scattered hair growth</p> <p>10.4 describe the principles, uses and benefits of galvanic and alternating currents</p> <p>10.5 describe the principles, uses and benefits of blending the galvanic and alternating current</p> <p>10.6 describe how to select the type and size of needle to suit the hair type, skin type and area(s) to be treated</p> <p>10.7 describe why and how you stretch and manipulate the skin</p> <p>10.8 describe needle angle and depth of insertion into the hair follicle and the consequences of inaccuracy</p> <p>10.9 describe the causes of skin sensitivity</p> <p>10.10 describe how to adapt electrical epilation methods to suit different skin condition, hair type and treatment area(s)</p> <p>10.11 describe how to adapt electrical epilation methods to client's emotional state and physical condition</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>10.12 describe how to remove hairs from different types of follicle</p> <p>10.13 describe the importance of recognising and treating unusual hair growth</p> <p>10.14 describe the benefits and effects of post-treatment cataphoresis</p> <p>10.15 describe the signs, causes and treatment limitations of erythema and oedema</p> <p>10.16 describe the importance of knowing how to treat the follicles of red and non-pigmented hair</p> <p>10.17 describe why moisture affects the electrical epilation treatment</p> <p>10.18 describe the importance of providing aftercare advice to clients relating to product use, hygiene and hair management in-between treatments</p>			
<p>11 Understand how to provide aftercare advice following electrical epilation</p>	<p>11.1 explain the normal reactions which occur after treatment and how to resolve abnormal reactions</p> <p>11.2 explain the lifestyle factors and changes that may be required to improve the effectiveness of the treatment</p> <p>11.3 explain post treatment restrictions and future treatment needs</p> <p>11.4 explain the reasons for avoiding different post electrical epilation activities</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	11.5 clarify beneficial and unsuitable products for the client's home use 11.6 explain suitable methods of dealing with regrowth between treatments			

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Learner signature: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)

## Unit 12: Monitor Clients and the Operation of Sauna, Steam and Hydrotherapy Treatments

Unit code:	S2
Unit reference number:	H/600/9089
QCF level:	3
Credit value:	7
Guided learning hours:	59

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### Unit summary

This is a job-ready unit which is competency based. This unit is about monitoring clients and the operation of sauna, steam and hydrotherapy treatments. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

This unit applies to Spa Therapy.

### Evidence requirements

The assessment of this unit needs to meet the requirements within the Habia Beauty and Spa Therapy Assessment Strategy.

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 Learners must practically demonstrate in their everyday work that they have met the standards for providing specialist spa treatments.
- 3 The learners' assessor will observe their performance on **at least three separate occasions** involving **at least three different clients**.
- 4 From the range, learners must practically demonstrate that they have:
  - carried out all the types of monitoring
    - a temperature
    - b humidity
    - c water levels
    - d chemical concentration
    - e treatment time
    - f ventilation
    - g ambience of the environment

- h lighting
- i equipment client capacity
- prepared, maintained, monitored and shut down all spa treatment areas
  - a sauna
  - b steam
  - c hydrotherapy
  - d showers
  - e relaxation room
- take **at least one** of the necessary actions\*
  - a encourage the client to seek medical advice
  - b inform the relevant members of staff
  - c modify the treatment
- given all the types of advice
  - a suitable aftercare products and their use
  - b the contra-actions which may occur post-treatment and how to deal with them
  - c post-treatment restrictions
  - d recommended further follow-on treatments
  - e post-treatment rest and relaxation advice

\*However, they must prove to their assessor that they have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

- 5 It is likely most evidence of the learners' performance will be gathered from the observations made by their assessor, but they may be required to produce other evidence to support their performance if their assessor has not been present.
- 6 This unit requires mandatory written questions in accordance with the Habia Assessment Strategy for Beauty and Spa Therapy.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to maintain safe and effective methods of working when monitoring clients and the operation of sauna, steam and hydrotherapy treatments	<p>1.1 check personal hygiene, protection and appearance meet accepted industry, organisational requirements</p> <p>1.2 use industry hygiene and safety practices throughout the service to minimise the risk of cross infection</p> <p>1.3 position the person and themselves to minimises fatigue and risk of injury whilst working</p> <p>1.4 dispose of waste materials safely and correctly</p> <p>1.5 give clear and accurate instructions to anyone assisting them, when necessary</p> <p>1.6 check that problems or difficulties are reported to the relevant person(s) promptly in line with organisational procedures</p> <p>1.7 keep record cards are up to date, accurate, complete, legible and signed by the client and practitioner</p>			
2 Be able to prepare, maintain and monitor the spa environment	<p>2.1 set up and monitor the spa treatment areas to meet legal, hygiene, organisation procedures and manufacturers' instructions</p> <p>2.2 clean all tools and equipment using the correct methods</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to provide client consultation, care and advice</p>	<p>3.1 use effective consultation techniques to determine the client's suitability for treatment</p> <p>3.2 obtain signed, written and informed consent prior to treatment from the client or minor for a minor a parent or guardian</p> <p>3.3 identify any contra-indication by asking the person questions and recoding the responses</p> <p>3.4 encourage clients with suspected contra-indications to seek medical advice without reference to specific conditions and without causing undue alarm or concern</p> <p>3.5 fully induct the client into the spa treatment areas following organisational policy</p> <p>3.6 check that the client understands the benefits, uses and restrictions applicable to each spa treatment area</p> <p>3.7 highlight to client the location and content of written instructions for each spa treatment area and their associated risks</p> <p>3.8 check the client's wellbeing at regular intervals according to organisational policy and maintain the client's comfort at all times</p> <p>3.9 take the necessary action in response to any contra-actions occurring during the treatment</p> <p>3.10 check the treatment is carried out within a commercially viable time</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to provide shut down treatment	<p>4.1 check the spa treatment areas are shut down according to legal, organisational and manufacturers' requirements</p> <p>4.2 check the spa treatment areas are in a condition suitable for future treatments</p> <p>4.3 notify the relevant person(s) of the completion of shutdown procedures</p>			
5 Understand organisational and legal requirements	<p>5.1 explain own responsibilities under relevant health and safety legislation</p> <p>5.2 explain own responsibilities under any local bye-laws relating to spa treatment areas</p> <p>5.3 explain the importance of not discriminating against clients with illnesses or disabilities and why</p> <p>5.4 explain the age at which an individual is classed as a minor and how this differs nationally</p> <p>5.5 explain the current legal and professional guidance relating to any age restrictions for these treatments</p> <p>5.6 explain why minors should not be given treatments without informed and signed parental or guardian consent</p> <p>5.7 explain why it is important, when treating minors under 16 years of age, to have a parent or guardian present</p> <p>5.8 explain the legal significance of gaining signed, informed client consent to treatment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.9 explain manufacturers', organisational and legal requirements for waste disposal</p> <p>5.10 explain the importance of the correct storage of client records in relation to the Data Protection Act</p> <p>5.11 explain how to complete and maintain accurate records of water testing for hydrotherapy treatment areas</p> <p>5.12 explain own responsibilities under current Control of Substances Hazardous to Health (COSHH) Regulations for the correct use and storage of chemicals required for spa treatments</p> <p>5.13 explain own responsibilities and reasons for maintaining their own personal hygiene, protection and appearance according to accepted industry and organisation requirements</p> <p>5.14 explain the organisation's requirements for client preparation</p> <p>5.15 explain the organisation's recommended service times for sauna, steam and hydrotherapy treatments</p> <p>5.16 explain the organisation's and manufacturers' requirements for the maintenance and monitoring of spa treatment areas</p> <p>5.17 explain the organisation's requirements and preferences for setting the ambience of the spa environment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.18 explain how to complete the client records used in their organisation and the importance of and reasons for keeping records of treatments and gaining clients' signatures			
6 Understand how to work safely and effectively when monitoring clients and the operation of spa treatment areas	<p>6.1 explain the type of personal protective equipment that should be available and why it is important to use it</p> <p>6.2 explain why it is important to use personal protective equipment</p> <p>6.3 explain what is contact dermatitis and how to avoid developing it when carrying out the maintenance of spa treatment areas</p> <p>6.4 explain the necessary environmental conditions for spa treatment areas and why these are important</p> <p>6.5 explain how to position the client for spa treatment</p> <p>6.6 explain reasons for maintaining client comfort during spa treatments</p> <p>6.7 explain why it is important to maintain standards of hygiene and the principles of avoiding cross-infection</p> <p>6.8 explain why it is important to check the client's wellbeing at regular intervals</p> <p>6.9 explain the importance of regular water intake during spa treatments for both staff and clients</p> <p>6.10 explain how to give clear instructions to others</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Understand preparation, maintenance and monitoring for sauna, steam and hydrotherapy treatments</p>	<p>7.1 explain how to prepare and use the equipment for sauna, steam and hydrotherapy treatments</p> <p>7.2 explain the recommended operating temperatures and humidity levels for sauna, steam and hydrotherapy equipment</p> <p>7.3 explain the importance of following manufacturers' instructions for client capacity levels for sauna, steam and hydrotherapy equipment</p> <p>7.4 explain the possible dangers of chemical and equipment misuse</p> <p>7.5 explain the maintenance and monitoring requirements for sauna, steam and hydrotherapy equipment</p> <p>7.6 explain the recommended treatment times and the potential risks of exceeding them</p> <p>7.7 explain how to test and interpret results of water and chemical concentrations</p> <p>7.8 explain the main types of air and waterborne infections that can affect spa environments and clients</p> <p>7.9 explain the cleaning regimes which must be used in the treatment area to avoid the spread of infection and the nature of air and waterborne infection</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Understand client consultation and care</p>	<p>8.1 explain why it is important to encourage and allow time for clients to ask questions</p> <p>8.2 explain how to use effective consultation techniques</p> <p>8.3 explain how to give effective advice and recommendations to clients</p> <p>8.4 explain why it is important to encourage and allow time for clients to ask questions</p> <p>8.5 explain those contra-indications that will prevent sauna, steam and or hydrotherapy treatments and why</p> <p>8.6 explain those contra-indications that will restrict sauna, steam and or hydrotherapy treatments and why</p> <p>8.7 explain the importance of and reasons for not naming specific contra-indications when encouraging clients to seek medical advice</p> <p>8.8 explain the reasons why it is important to encourage clients with suspected contra-indications to seek medical advice</p> <p>8.9 explain the possible contra-actions which can occur during water, temperature and spa treatment sessions and how to deal with them</p> <p>8.10 explain the importance of questioning clients to establish any contra-indications</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.11 explain why it is important to record client responses to questioning and gain their signature</p> <p>8.12 explain the legal significance of client questioning and recording the client's responses</p> <p>8.13 explain how cultural background impacts on the delivery of sauna, steam and hydrotherapy treatments</p>			
<p>9 Understand sauna, steam and hydrotherapy treatments</p>	<p>9.1 explain the different types and uses of equipment available for sauna treatments</p> <p>9.2 compare the different types and uses of equipment available for sauna treatments</p> <p>9.3 compare the different types and uses of equipment available for hydrotherapy treatments</p> <p>9.4 evaluate the physiological and psychological effects of sauna treatments</p> <p>9.5 evaluate the physiological and psychological effects of steam treatments</p> <p>9.6 evaluate the physiological and psychological effects of hydrotherapy treatments</p> <p>9.7 compare the different physiological and psychological effects of hot and cold spa treatments on the skin and body</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
10 Understand how to provide aftercare advice for clients on sauna, steam and hydrotherapy treatments	10.1 explain products for home use that will benefit the client and those to avoid and why 10.2 explain the contra-actions that could occur after sauna, steam and hydrotherapy treatments and what advice to give to clients 10.3 explain the post-treatment restrictions applicable to sauna, steam and hydrotherapy treatments 10.4 explain suitable types of follow-on treatments, their benefits and costs 10.5 explain the importance of water intake post treatment 10.6 explain the nature, duration and importance of rest periods post treatment			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 (if sampled)



## Unit 13: Provide Body Wrapping and Flotation Treatments

Unit code:	S3
Unit reference number:	D/600/9091
QCF level:	3
Credit value:	7
Guided learning hours:	59

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### Unit summary

This is a job-ready unit which is competency based. This unit is about providing body wrapping and flotation treatments. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

This unit applies to Beauty and Spa Therapy.

### Evidence requirements

The assessment of this unit needs to meet the requirements of the Habia Beauty and Spa Therapy Assessment Strategy.

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 Learners must practically demonstrate in their everyday work that they have met the standards for providing specialist spa treatments.
- 3 The learners' assessor will observe their performance on **at least four separate occasions** which must include four body wrap treatments and two flotation treatments. If using a dry flotation bed, treatments can be combined. Observations must involve at least **three different clients**.
- 4 From the range, learners must practically demonstrate that they have:
  - used all consultation methods
    - a questioning
    - b visual
    - c reference to client records
    - d measuring

- consulted clients on all lifestyle patterns
  - a diet
  - b fluid intake
  - c alcohol intake
  - d exercise habits
  - e smoking habits
  - f current body skin routine
- carried out all types of skin preparation
  - a use of exfoliation products
  - b body brushing techniques
  - c pre-heat treatments
- carried out all body wrapping treatment objectives
  - a slimming
  - b detoxifying
  - c skin nourishing
- used all wrapping materials
  - a fabric
  - b plastic
  - c foil
- used all treatment products
  - a algae eg seaweed
  - b oils
  - c mud
  - d gels
  - e creams
- given all the types of advice
  - a suitable aftercare products and their use
  - b the contra-actions which may occur post-treatment and how to deal with them
  - c recommendations for changes to lifestyle patterns
  - d post-treatment restrictions
  - e recommended further follow-on treatments
  - f post-treatment rest and relaxation advice.

- 5 It is likely most evidence of learners' performance will be gathered from the observations made by their assessor, but they may be required to produce other evidence to support their performance if their assessor has not been present.
- 6 This unit requires mandatory written questions in accordance with the Habia Assessment Strategy for Beauty and Spa Therapy.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to maintain safe and effective methods of working when providing body wrapping and flotation treatments</p>	<p>1.1 set up the work area to meet legal, hygiene, organisation procedures and manufacturers' instructions</p> <p>1.2 position the person and themselves to minimise fatigue and the risk of injury and allow easy application, maintenance and removal of body wrap and flotation treatments</p> <p>1.3 clean all tools and equipment using the correct methods</p> <p>1.4 use industry hygiene and safety practices throughout the treatment to minimise the risk of cross-infection</p> <p>1.5 maintain the client's modesty, privacy and comfort at all times and check the client's wellbeing at regular intervals according to organisational policy</p> <p>1.6 dispose of waste materials safely and correctly</p> <p>1.7 give clear and accurate instructions to anyone assisting them when necessary</p> <p>1.8 complete the treatment within a commercially viable time</p> <p>1.9 keep records are up to date, accurate, easy to read and signed by the client and technician</p> <p>1.10 leave the treatment area in a suitable condition for further nail services</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to consult, plan and prepare for the treatments with clients</p>	<p>2.1 use effective consultation techniques to determine the client's treatment needs</p> <p>2.2 obtain signed, written and informed consent prior to the treatment from the client or for a minor from a parent or guardian</p> <p>2.3 explain to the client what the treatment entails in a way they can understand</p> <p>2.4 identify any contra-indications to wrap and flotation treatments by asking the person questions and recording the responses</p> <p>2.5 encourage clients with suspected contra-indications to seek medical advice without causing undue alarm or concern</p> <p>2.6 clearly identify and agree in writing the client's needs, expectations and treatment objectives, ensuring they are realistic and achievable</p>			
<p>3 Be able to provide body wrapping treatments</p>	<p>3.1 prepare the skin using methods which are suited to the body wrapping objectives</p> <p>3.2 prepare and apply the wrapping materials and treatment products efficiently in accordance with the body wrapping treatment objectives and manufacturers' instructions</p> <p>3.3 check the application and use of the wrapping materials and treatment products minimises waste and avoids soiling of the surrounding area</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.4 remove the wrapping materials and treatment products efficiently in accordance with the body wrapping treatment objectives and manufacturers' instructions</p> <p>3.5 check that the finished result is to the client's satisfaction and meets the agreed treatment plan objectives</p>			
<p>4 Be able to provide flotation treatments</p>	<p>4.1 confirm the client's understanding of the flotation treatment and its objectives</p> <p>4.2 adjust the flotation equipment to meet the client's needs and ensure their comfort</p> <p>4.3 make sure that the finished result is to the client's satisfaction and meets the agreed treatment plan</p>			
<p>5 Understand organisational and legal requirements</p>	<p>5.1 explain own responsibilities under relevant health and safety legislation</p> <p>5.2 explain own responsibilities under any local bye-laws relating to body wrapping and flotation treatments</p> <p>5.3 explain the importance of not discriminating against clients with illnesses and disabilities and why</p> <p>5.4 explain the age at which an individual is classed as a minor and how this differs nationally</p> <p>5.5 explain why it is important, when treating minors under 16 years of age, to have a parent or guardian present</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.6 explain why minors should not be given treatments without informed and signed parental or guardian consent</p> <p>5.7 explain the legal significance of gaining signed, informed consent to treatment</p> <p>5.8 explain the manufacturers' organisational and legal requirements for waste disposal</p> <p>5.9 explain the importance of the correct storage of client records in relation to the Data Protection Act</p> <p>5.10 explain how to maintain accurate records of water testing for wet flotation equipment</p> <p>5.11 explain how to complete the client records used in their organisation and the importance of and reasons for keeping records of treatments and gaining client signatures</p> <p>5.12 explain the responsibilities under current Control of Substances Hazardous to Health (CoSHH) regulations for the correct use and storage of chemicals required for flotation treatments</p> <p>5.13 explain the responsibilities and reasons for maintaining their own personal hygiene, protection and appearance according to accepted industry and organisation requirements</p> <p>5.14 explain the organisation's requirement for client preparation</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.15 explain the organisation's service times for body wrapping and flotation treatments</p> <p>5.16 explain the organisation's and manufacturers' requirements for treatment area, equipment maintenance and equipment cleaning regimes and intervals</p>			
<p>6 Understand how to work safely and effectively when providing body wrapping and flotation treatments</p>	<p>6.1 explain the type of personal protective equipment that should be available and why it is important to use it</p> <p>6.2 explain why it is important to use personal protective equipment</p> <p>6.3 explain contact dermatitis and how to avoid developing it when carrying out body wrapping and flotation treatments</p> <p>6.4 explain how to set up the work area for body wrapping and flotation treatments</p> <p>6.5 explain the necessary environmental conditions for body wrapping and flotation treatments (including lighting, heating, ventilation, sound and general comfort) and why these are important</p> <p>6.6 explain the importance and reasons for disinfecting hands and how to do this effectively</p> <p>6.7 explain how to position themselves and the client for body wrapping and flotation</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Understand how to perform client consultation</p>	<p>6.8 explain how the position of their client and themselves can affect the desired outcome and reduce fatigue and the risk of injury</p> <p>6.9 explain the reason for maintaining client modesty, privacy and comfort during the treatment</p> <p>6.10 explain why it is important to maintain standards of hygiene and the principles of avoiding cross-infection</p> <p>6.11 explain why it is important to check the client's wellbeing at regular intervals</p> <p>6.12 explain how to give clear instructions to others</p> <p>7.1 explain how to use effective consultation techniques</p> <p>7.2 explain how to give effective advice and recommendations to clients</p> <p>7.3 explain why it is important to encourage and allow time for clients to ask questions</p> <p>7.4 explain those contra-indications applicable to body wrapping and flotation treatments and the courses of action to take in the event of contra-indications and why</p> <p>7.5 explain how to measure and weigh clients for slimming body wrapping treatments</p> <p>7.6 explain how to assess body fat and fluid retention</p> <p>7.7 explain how differing client body weight and frame impacts on flotation equipment set up and use</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Understand anatomy and physiology related to body wrapping and flotation treatments	<p>7.8 explain why it is important to record client responses to questioning</p> <p>7.9 explain the legal significance of client questioning and recording the client's responses</p> <p>7.10 explain the reasons why it is important to encourage clients with suspected contra-indications to seek medical advice</p> <p>7.11 explain the importance of and reasons for not naming specific contra-indications when encouraging clients to seek medical advice</p>			
	<p>8.1 compare the characteristics and conditions of different body types</p> <p>8.2 explain the effect of exercise on muscle tone and how it can vary</p> <p>8.3 explain the basic structure and function of skin</p> <p>8.4 compare the skin characteristics and skin types of different ethnic client groups</p> <p>8.5 explain the structure, location and utilisation of adipose tissue</p> <p>8.6 explain the function of the endocrine system and its relationship to weight gain and loss</p> <p>8.7 explain the function of the excretory system</p> <p>8.8 explain the function of the digestive system</p> <p>8.9 explain the basic principles of healthy eating</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
9 Understand body wrapping treatments	<p>8.10 explain the function of blood and the principles of circulation, blood pressure and pulse</p> <p>8.11 explain the structure and function of the heart and arteries, veins and capillaries</p> <p>8.12 explain how to identify erythema and its causes</p> <p>8.13 explain the structure and function of the lymphatic system</p> <p>8.14 explain the principles of lymph circulation and the interaction of lymph and blood within the circulatory system</p> <p>8.15 evaluate the effect of wrap and flotation treatments on the skin, circulatory, lymphatic, endocrine, excretory and digestive systems</p>			
	<p>9.1 explain the different types of pre-heat treatment that can be used prior to body wrapping and their effects</p> <p>9.2 explain the different types and uses of equipment and products available for body wrapping treatments</p> <p>9.3 explain the maintenance and monitoring requirements for wrapping materials</p> <p>9.4 explain the objectives of body wrapping</p> <p>9.5 explain the methods and products which can be used for preparing the skin prior to body wrapping treatments and their benefits</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>10 Be able to provide flotation treatments</p>	<p>9.6 summarise body wrapping products and materials available and their benefits and how to use them</p> <p>9.7 explain the recommended body wrapping treatment times and the potential risks of exceeding them</p> <p>9.8 explain the physiological and psychological effects of body wrapping treatments</p> <p>10.1 compare the uses and benefits of wet flotation treatments, eg tank, bath and pool</p> <p>10.2 explain the uses and benefits of a dry flotation bed</p> <p>10.3 explain how to prepare and use the equipment for wet flotation treatments</p> <p>10.4 explain how to prepare and use the equipment for dry flotation treatments</p> <p>10.5 explain the manufacturers' recommended operating temperatures for flotation treatments</p> <p>10.6 explain the maintenance and monitoring requirements for flotation equipment</p> <p>10.7 explain the manufacturers' recommended salt concentrations and salt maintenance requirements for different sizes of wet flotation equipment</p> <p>10.8 explain how to test and interpret results of water and chemical concentrations for wet flotation</p> <p>10.9 explain the recommended flotation treatment times and the potential risks of exceeding them</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>11 Understand how to provide aftercare advice for clients on body wrapping and flotation treatments</p>	<p>10.10 evaluate the physiological and psychological effects of flotation treatments</p> <p>11.1 explain the products for home use that will benefit the client and those to avoid and why</p> <p>11.2 explain the contra-actions that could occur after body wrapping and flotation treatments and what advice to give to clients</p> <p>11.3 explain the effects of changes to lifestyle patterns on health and wellbeing</p> <p>11.4 explain the post-treatment restrictions applicable to body wrapping and flotation treatments</p> <p>11.5 explain suitable types of follow-on treatments, their benefits and costs</p> <p>11.6 explain the importance of water intake post treatment</p> <p>11.7 explain the nature, duration and importance of rest periods post treatment</p>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)



## **Unit 14: Contribute to the Financial Effectiveness of the Business**

<b>Unit code:</b>	G11
<b>Unit reference number:</b>	T/600/1272
<b>QCF level:</b>	3
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	26

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### **Unit summary**

This is a job-ready unit which is competency based. This unit is about the monitoring and effective use of salon resources, and meeting productivity and development targets to make a positive contribution to the effectiveness of the business. The learner is also required to ensure that individuals who may assist them to deliver services to clients work effectively too.

### **Evidence requirements**

The assessment of this unit needs to meet the requirements within the Habia Hairdressing and Barbering Assessment Strategies:

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner must practically demonstrate in their everyday work that they have met the standard for contributing to the financial effectiveness of the business.
- 3 The assessor will make one observation of the learner's contribution to the monitoring and effective use of resources. In addition, the learner will need to collect documentary evidence to show they have met all the requirements of the standard. It is unlikely that they will be able to collect sufficient documentary evidence in less than three months.
- 4 The learner must show that they have:
  - monitored and effectively used all the resources listed:
    - a human
    - b stock
    - c tools and equipment
    - d time

- 4 The learner must show that they have:
  - set and achieved productivity targets for technical services and retail sales:
    - a retail sales
    - b technical services
    - c personal learning.
- 5 For this particular unit, it is most likely the evidence of the learner's performance will be gathered from relevant documentary evidence they have assembled in their portfolio.
- 6 No mandatory written questions required for this unit.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Contribute to the effective use and monitoring of resources</p>	<p>1.1 follow salon procedures for monitoring the use of resources</p> <p>1.2 ensure information relating to stock levels is obtained from colleagues in time to coincide with the salon ordering system</p> <p>1.3 use resources in a way which complies with legal and salon requirements</p> <p>1.4 check deliveries against order documentation, reporting any inaccuracies and/or damages</p> <p>1.5 identify and resolve any problems with resources within the limits of own authority</p> <p>1.6 report any resource problems they cannot resolve to the relevant person(s)</p> <p>1.7 make recommendations to improve the use of resources to the relevant person(s) which clearly show benefits</p> <p>1.8 ensure records are accurate, legible and up to date</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to meet productivity and development targets	2.1 set, agree and record productivity and development targets with the relevant person(s) to meet the needs of the business 2.2 actively seek opportunities to meet productivity and development targets 2.3 make sure that those who assist them with services to clients work effectively and contribute to meeting productivity and development targets 2.4 regularly review and record progress towards the achievement of productivity and development targets 2.5 adjust activities to contribute to meeting productivity and development targets 2.6 meet set productivity and development targets consistently			
3 Understand salon procedures and legal requirements	3.1 explain the salon's requirements and procedures for monitoring the use of resources 3.2 outline the critical aspects of current legal requirements relevant to hairdressing salons relating to the use of resources 3.3 describe legal requirements relating to the sale of retail goods 3.4 explain limits of authority in relation to the use of resources and to whom to report recommendations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand the use, monitoring and recording of resources	4.1 explain how effective use of resources contributes to the profitability of the business 4.2 explain stocking levels and principles of stock control for the salon 4.3 explain salon ordering systems and how to interpret them 4.4 explain the importance of keeping accurate records for the use and monitoring of resources 4.5 explain the resource records for which responsible 4.6 describe the common problems associated with salon resources and how to resolve them			
5 Understand effective methods of communication	5.1 explain why it is important to communicate effectively 5.2 explain how to present the benefits of own recommendations in a positive manner to clients 5.3 explain how to negotiate and agree productivity and development targets 5.4 explain how to give clear, accurate and timely instructions to those who may be assisting them 5.5 explain how to encourage others to work effectively on their behalf 5.6 explain how to respond positively to negative feedback			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand work and time management	<p>6.1 explain general principles of time management applicable to the delivery of salon services</p> <p>6.2 explain how to plan and reschedule own work and that of those who may assist them in order to maximise any opportunities to meet their targets</p>			
7 Understand productivity and development targets	<p>7.1 explain agreed productivity and development targets and the associated timescales for their achievement</p> <p>7.2 explain why it is important to meet productivity and development targets</p> <p>7.3 explain the potential consequences of failure to meet productivity and development targets</p> <p>7.4 describe the types of opportunities that can be used to achieve productivity and development targets</p> <p>7.5 explain why targets should be regularly reviewed</p> <p>7.6 explain the importance of gaining feedback of own performance and development needs from others</p>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

## Unit 15: Plan and Provide Airbrush Make-up

Unit code:	B12
Unit reference number:	T/600/8755
QCF level:	3
Credit value:	8
Guided learning hours:	62

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### Unit summary

This is a job-ready unit which is competency based. This unit is about planning and providing airbrush make-up. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

This unit applies to Beauty Therapy.

### Evidence requirements

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 Learners must practically demonstrate that they have met the standard for planning and providing airbrush make-up.
- 3 The learners' assessor will observe their performance **on at least four separate occasions, which must include a full, straight face airbrush make-up.**
- 4 From the range, learners show that they have:
  - used all types of airbrush make-up
  - used all the consultation techniques
  - created all the types of airbrush designs
  - covered all areas of application
  - dealt with at least one of the necessary actions\*
  - used all the types of resources
  - used all the airbrush techniques
  - given all the types of advice.

\*However, learners must prove to their assessor that they have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in these ranges.

- 5 It is likely most evidence of the learners' performance will be gathered from the observations made by their assessor, but they may be required to produce other evidence to support their performance if their assessor has not been present.
- 6 This unit requires mandatory written questions in accordance with the Habia Assessment Strategy for Beauty and Spa Therapy.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to maintain safe and effective methods of working when providing airbrush make-up</p>	<p>1.1 set up and maintain the work area to meet legal, hygiene and service requirements</p> <p>1.2 clean airbrush tools and equipment and reassemble using the correct methods</p> <p>1.3 use accepted industry hygiene and safety practices throughout the service</p> <p>1.4 position equipment, materials, themselves and the client to meet the needs of the service</p> <p>1.5 respect the person’s modesty, privacy and any sensitivities regarding their appearance</p> <p>1.6 complete the service within a commercially viable time</p> <p>1.7 dispose of waste correctly</p> <p>1.8 leave the treatment area in a suitable condition for future services</p> <p>1.9 keep client records up to date, accurate, easy to read and signed by the client and practitioner</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to consult, plan and prepare for airbrush make-up</p>	<p>2.1 use effective consultation techniques</p> <p>2.2 research ideas on themes for the design plan using suitable sources of information</p> <p>2.3 produce a plan that clearly takes into account the airbrush design</p> <p>2.4 obtain signed, written, informed consent from the client, or from a parent or guardian if the client is a minor</p> <p>2.5 identify any contra-indications to airbrush make-up by questioning the client</p> <p>2.6 take the necessary action in response to any identified contra-indications</p> <p>2.7 protect the person's clothing, hair and accessories throughout the service</p> <p>2.8 cleanse the skin prior to the application of airbrush make-up</p> <p>2.9 select airbrush make-up to suit the skin type and condition of the person and the agreed airbrush design</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to apply airbrush make-up</p>	<p>3.1 use equipment, airbrush make-up and resources suitable for the agreed design plan and following manufacturers' instructions</p> <p>3.2 test the pressure and operation of the spray gun prior to use</p> <p>3.3 use airbrushing techniques in a controlled way and at the correct distance from the body to achieve the desired effect</p> <p>3.4 apply airbrush make-up in the correct sequence to achieve the desired effect</p> <p>3.5 use conventional make-up, as required</p> <p>3.6 finish the application to complement the desired look and to the agreed design plan</p> <p>3.7 give the client suitable aftercare advice</p>			
<p>4 Understand organisational and legal requirements</p>	<p>4.1 explain own responsibilities under relevant health and safety legislation</p> <p>4.2 explain the importance of not discriminating against clients with illnesses and disabilities</p> <p>4.3 explain why minors should not be given services without informed and signed parental or guardian consent</p> <p>4.4 explain why it is important, when treating minors under 16 years of age, to have a parent or guardian present</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand how to work safely and effectively when providing airbrush make-up services	<p>4.5 explain the legal significance of gaining signed informed consent to treatment</p> <p>4.6 explain own responsibilities and reasons for maintaining personal hygiene, protection and appearance according to accepted industry and organisation requirements</p> <p>4.7 explain the importance of and reasons for keeping and storing client records</p> <p>4.8 explain the importance of completing the application in a commercially viable time</p> <p>4.9 state the pricing structures for airbrush make-up services</p>			
	<p>5.1 describe how to effectively set up the work area and position equipment, materials safely for airbrush make-up application</p> <p>5.2 explain the necessary environmental conditions for airbrush make-up application and why they are important</p> <p>5.3 explain how to dismantle, clean, disinfect and reassemble tools and equipment for airbrush make-up application</p> <p>5.4 describe the protective equipment that should be available and why it is important to use it</p> <p>5.5 explain why it is important to maintain standards of hygiene and the principles for avoiding cross-infection</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Understand how to consult, plan and prepare for airbrush make-up</p>	<p>5.6 describe how to prepare and correctly position the client for an airbrush make-up application</p> <p>5.7 explain how to avoid potential discomfort and injury</p> <p>5.8 describe how to minimise and dispose of waste from services</p> <p>5.9 describe the condition in which the work area should be left and why this is important</p> <p>6.1 explain the importance of detailed and accurate planning and how to create a make-up design plan</p> <p>6.2 explain the importance of specifying necessary resources</p> <p>6.3 explain the importance of creating a design portfolio to promote airbrush make-up</p> <p>6.4 explain how to use effective consultation techniques</p> <p>6.5 explain how to give effective advice and recommendations to clients</p> <p>6.6 explain why it is important to encourage and allow time for client's to ask questions</p> <p>6.7 explain why it is important to encourage clients with contra-indications to seek medical advice</p> <p>6.8 explain the importance of not naming specific contra-indications when encouraging clients to seek medical advice</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.9 explain the importance of recognising contra-indications and the restrictions to airbrush make-up</p> <p>6.10 explain why it is important to respect a person's modesty, privacy and any sensitivities they may have relating to their physical appearance</p> <p>6.11 explain the possible contra-actions which may occur during airbrushing and how to deal with them</p>			
<p>7 Understand airbrush make-up equipment, products and techniques</p>	<p>7.1 explain how to dismantle, clean, maintain and reassemble airbrush equipment and associated accessories</p> <p>7.2 explain the problems that can occur with airbrush equipment and how to correct them</p> <p>7.3 explain the meaning of 'PSI' and the potential risks associated with the use of pressurised airbrush equipment</p> <p>7.4 explain the importance of using equipment with a pressure gauge</p> <p>7.5 summarise the types of products and equipment available for airbrushing and their features and how and when to use them</p> <p>7.6 explain the differences between cup feed and gravity feed airbrushes and when to use them</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Understand the application of airbrush make-up</p>	<p>8.1 explain how to match and apply airbrush make-up to different skin types, skin tones and conditions</p> <p>8.2 explain how to select and use airbrush products to enhance face and body shapes</p> <p>8.3 compare the skin characteristics and skin types of the different client groups and how to select products and tones to suit them</p> <p>8.4 explain the basic principles of complementary colour theory</p> <p>8.5 explain how to blend and mix products and colours</p> <p>8.6 evaluate how lighting affects the perception of colour and its influence on the effect of make-up</p> <p>8.7 explain the reasons for matching lighting with the occasion the make-up will be worn</p> <p>8.8 explain how to correct excessive redness when using airbrush make-up</p> <p>8.9 explain how to disguise minor skin imperfections using airbrush make-up</p> <p>8.10 explain the limitations of airbrush make-up</p> <p>8.11 summarise when and how to carry out airbrushing techniques and the effects that can be created</p> <p>8.12 explain when, how and why to vary the PSI according to the effect to be created and the part of the body being airbrushed</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.13 explain how distance of the airbrush from the body and pressure can affect the coverage and density of colour</p> <p>8.14 explain the occasions on which it would be preferable to use conventional make-up techniques</p> <p>8.15 explain the importance of omitting certain areas of the face when applying airbrushing techniques</p> <p>8.16 explain the sequence in which airbrush and conventional make-up products should be applied</p> <p>8.17 summarise the type of problems that can occur during airbrush make-up application and how to correct them</p>			
<p>9 Understand the aftercare advice to provide for airbrush make-up services</p>	<p>9.1 describe make-up removal techniques</p> <p>9.2 explain how long airbrush make-up can be expected to last</p> <p>9.3 explain the activities to avoid after a service and why</p>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

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(if sampled)

## **Unit 16: Provide Single Eyelash Extension Treatments**

<b>Unit code:</b>	B15
<b>Unit reference number:</b>	D/600/9012
<b>QCF level:</b>	3
<b>Credit value:</b>	5
<b>Guided learning hours:</b>	44

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### **Unit summary**

This is a job-ready unit which is competency based, covering both skills and knowledge. This unit is about providing single eyelash extension treatments. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

This unit applies to Beauty and Spa Therapy.

### **Evidence requirements**

The assessment of this unit needs to meet the requirements within the Habia Beauty and Spa Therapy Assessment Strategy:

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner must practically demonstrate in their everyday work that they have met the standards for providing single eyelash extension treatments
- 3 The assessor will observe the learner's performance on at least three occasions, each involving a different client, which must include:
  - a full set of single lash extensions
  - a partial set of single last extensions.
- 4 The learner must show that they have:
  - used all the consultation techniques
    - a questioning
    - b visual
    - c manual
    - d reference to client records

- dealt with at least one of the necessary actions\*
  - a encouraging the client to seek medical advice
  - b explaining why the treatment cannot be carried out
  - c modification of treatment
- provided all types of advice
  - a suitable aftercare products and their use
  - b longevity of single lash system treatment
  - c suitable home care products and their use
  - d home care maintenance routines
  - e the importance of professional removal.

\*However, the learner must prove to the assessor that they have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range

- 5 It is likely most evidence of the learner's performance will be gathered from the observations made by the assessor but the learner may be required to produce other evidence to support the performance if the assessor has not been present.
- 6 This unit requires mandatory written questions in accordance with the Habia Assessment Strategy for Beauty and Spa Therapy.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to maintain safe and effective methods of working when providing single eyelash extension treatments</p>	<p>1.1 prepare the work area according to legal, hygiene and treatment requirements</p> <p>1.2 maintain personal standards of hygiene, protection and appearance, according to industry and organisational requirements</p> <p>1.3 clean all equipment using suitable methods</p> <p>1.4 position equipment and materials for safety and ease of use</p> <p>1.5 position the client and themselves to minimise fatigue and risk of injury to meet the needs of the service</p> <p>1.6 position the client to respect modesty, privacy and sensitivities to personal appearance</p> <p>1.7 dispose of waste materials</p> <p>1.8 complete the treatment within a commercially viable time</p> <p>1.9 leave the treatment area in a suitable condition for further treatments</p> <p>1.10 keep records up to date, accurate, easy to read and signed</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to consult, plan and prepare for eyelash extension treatments with clients</p>	<p>2.1 use client questioning to identify contra-indications to treatments, recording the client's responses</p> <p>2.2 provide advice to the client without causing concern or referring to specific medical conditions</p> <p>2.3 refer clients with contra-indications to make-up</p> <p>2.4 obtain signed, written, informed consent prior to carrying out the treatment from the client or parent/guardian if the client is a minor</p> <p>2.5 check that a parent or guardian is present throughout the treatment for minors</p> <p>2.6 use consultation techniques to identify the client's treatment needs</p> <p>2.7 encourage clients to ask questions to clarify any points</p> <p>2.8 examine the eyes to identify any factors that may affect the service</p> <p>2.9 perform a skin sensitivity test on the client according to manufacturers' instructions and organisational requirements, recording the results</p> <p>2.10 inform the client of skin test results, cancelling the treatment if there is an adverse skin reaction</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.11 assess the client's eyelashes and the potential to achieve the required look, making recommendations</p> <p>2.12 confirm the treatment and outcomes to meet the client's needs</p> <p>2.13 select and use single lash systems which are:</p> <ul style="list-style-type: none"> <li>- suitable in colour</li> <li>- suitable in curvature</li> <li>- custom blended</li> <li>- suitable in length</li> <li>- suitable in thickness</li> </ul> <p>2.14 prepare the single lash extensions to avoid wastage, tangling and to meet the manufacturer's instructions</p> <p>2.15 protect the client's clothing and position hair away from the face prior to treatment</p> <p>2.16 secure and protect lashes not to be treated</p> <p>2.17 leave the client's eye area free of all make-up and oil prior to treatment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to attach single lash systems</p>	<p>3.1 isolate single lashes to meet the requirements of the systems used</p> <p>3.2 place and secure the single lash systems to lie in the direction required, taking account of influencing factors</p> <p>3.3 secure lash extensions into the client's lashes with an even application of adhesive</p> <p>3.4 ensure a gap is left between the eyelash extension and the eyelid to meet manufacturer's instructions</p> <p>3.5 remove any excess adhesive and debris throughout the attachment process, minimising discomfort to the client</p> <p>3.6 check the comfort of the client at regular intervals throughout the treatment, providing reassurance if needed</p> <p>3.7 identify and resolve problems occurring during the service</p> <p>3.8 seal the eyelashes following manufacturer's instructions</p> <p>3.9 confirm that the finished single lash systems are balanced and proportioned to meet the client's needs</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to maintain and remove single lash systems	4.1 maintain and remove single lash systems following manufacturer's instructions 4.2 use the suitable tools and products, minimising damage to the client's natural eyelashes and injury to the eye area 4.3 clean the client's natural eyelashes so they are even and left free of product build-up and debris 4.4 provide suitable aftercare advice to the client			
5 Understand organisational and legal requirements for providing eyelash extension treatments	5.1 explain personal responsibilities under relevant health and safety legislation 5.2 explain the importance of the Disability Discrimination Act in relation to the salon 5.3 explain why minors should not be given services without informed consent and presence of a parent or guardian 5.4 state the age at which an individual is classed as a minor and how this differs nationally 5.5 explain the legal significance of gaining signed, informed consent 5.6 explain own responsibilities and reasons for maintaining personal hygiene, protection and appearance according to industry and organisational requirements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand how to work safely and effectively when providing single lash systems treatments	5.7 explain how to maintain the client's records in the salon and its importance 5.8 explain the importance of storing client records in accordance with the Data Protection Act 5.9 clarify the salon's expected service times and pricing structures for completing eye services 5.10 explain the importance of completing the service in a commercially viable time 6.1 explain how to safely prepare the work area, equipment and materials for single lash system treatments 6.2 explain the environmental conditions needed for single lash system treatments and their importance 6.3 explain how to position tools and materials for single lash system services 6.4 critically compare the different methods of disinfecting, sterilising and maintaining hygiene of tools and equipment 6.5 explain how to prepare and position themselves and the client for single lash system services, avoiding potential discomfort and injury 6.6 explain the principles of avoiding cross-infection and the importance of maintaining standards of general hygiene			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.7 explain the safety considerations which must be taken into account when using single lash systems</p> <p>6.8 explain how to minimise and dispose of waste from treatments</p> <p>6.9 explain the condition in which to leave the work area and its importance</p>			
<p>7 Understand how to use client consultation, treatment planning and preparation for eyelash treatments</p>	<p>7.1 explain how to use consultation techniques to meet the needs of different client groups</p> <p>7.2 explain the questioning and listening skills used to gather information</p> <p>7.3 explain how to give advice and recommendations to clients</p> <p>7.4 explain how to interpret negative and positive body language</p> <p>7.5 justify the importance and legal significance of questioning clients and recording responses about contra-indications to services</p> <p>7.6 explain the reasons for not naming specific contra-indications and the importance of encouraging clients to seek medical advice</p> <p>7.7 explain how to carry out a skin sensitivity test and interpret the results</p> <p>7.8 justify the importance of the skin sensitivity test</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Understand the contra-indications and contra-actions of eyelash extensions</p>	<p>7.9 explain how to conduct an examination of natural eyelashes and the eye area to identify influencing factors</p> <p>7.10 justify the importance of assessing the client for pre-treatment requirements</p> <p>7.11 explain how to estimate the duration of the single lash system service</p> <p>7.12 explain how to cleanse the area to be treated</p> <p>7.13 justify why it is important to maintain the client's modesty and privacy</p> <p>8.1 clarify contra-indications requiring medical referral and why</p> <p>8.2 clarify contra-indications which prevent treatment and why</p> <p>8.3 clarify contra-actions which restrict treatment and why</p> <p>8.4 explain the signs and causes of erythema</p> <p>8.5 Explain the potential contra-actions resulting from single lash system treatments and how to resolve them</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
9 Understand anatomy and physiology relevant to eyelash treatments	9.1 explain the structure and cycle of hair growth 9.2 explain the basic function of the eye 9.3 explain the physical effects of the eyelash extension process on the eye			
10 Understand the use of equipment and materials for single eyelash extension treatments	10.1 critically compare types of single lash systems 10.2 explain the principles of blending single eyelashes 10.3 explain how to prepare single lash systems, according to manufacturers' instructions 10.4 explain how to prepare the client's natural eyelashes for different single lash systems 10.5 explain the types and use of specialist equipment needed for single lash system treatments 10.6 explain the types and use of products for applying, maintaining and removing single lash systems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
11 Understand how to attach, maintain and remove single lash systems	11.1 explain how to judge the quantity of eyelashes to be added to achieve a balanced and well proportioned look 11.2 critically compare the different working methods for single lash systems 11.3 summarise the accepted sequence of working for the single lash systems 11.4 explain how to maintain and remove the single lash systems 11.5 justify why it is important to remove product build-up and debris throughout the application and removal process			
12 Understand how to provide aftercare advice following single eyelash extension treatments	12.1 clarify the contra-actions that may occur after single lash system treatments and the associated client advice 12.2 explain the expected longevity of single lash system treatments 12.3 explain beneficial and unsuitable products for the client's home use 12.4 explain how to comb lashes 12.5 explain how to maintain and protect eyelash bonds and the importance of professional removal			

Learner name: \_\_\_\_\_  
Learner signature: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_  
(if sampled)

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## **Unit 17: Provide UV Tanning Services**

<b>Unit code:</b>	B21
<b>Unit reference number:</b>	K/600/7487
<b>QCF level:</b>	3
<b>Credit value:</b>	2
<b>Guided learning hours:</b>	16

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### **Unit summary**

This is a job-ready unit which is competency based, covering both skills and knowledge. This unit is about providing UV tanning services. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

This unit applies to beauty and spa therapy.

### **Evidence requirements**

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner must practically demonstrate in their everyday work that they have met the standards for providing UV tanning services
- 3 The assessor will observe the learner's performance on at least three separate occasions, each on a different client.
- 4 The learner must show that they have:
  - used all the consultation techniques
    - a questioning
    - b visual
    - c reference to client records
  - dealt with at least one of the necessary actions\*
    - a encouraging the client to seek medical advice
    - b explaining why the treatment cannot be carried out
    - c modification of treatment
    - d refuse treatment

- provided all types of advice
  - a suitable aftercare products and their use
  - b the contra-actions which may occur post-treatment and how to deal with them
  - c post-treatment restrictions
  - d recommended further follow-on treatments

\* However, the learner must prove to the assessor that they have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

- 5 It is likely most evidence of the learner's performance will be gathered from the observations made by the assessor but the learner may be required to produce other evidence to support the performance if the assessor has not been present.
- 6 This unit requires mandatory written questions in accordance with the Habia Assessment Strategy for Beauty and Spa Therapy.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to maintain safe and effective methods of working when providing UV tanning treatments</p>	<p>1.1 set up and maintain the treatment area to meet legal, hygiene and service requirements</p> <p>1.2 provide the client with the personal protective equipment recommended by the current Sunbed Code of Practice</p> <p>1.3 maintain personal hygiene, protection and appearance that meets accepted industry and organisational requirements</p> <p>1.4 provide suitable skin preparation products for client use prior to UV tanning sessions</p> <p>1.5 position equipment cleaning products for safety and ease of use by the client</p> <p>1.6 clean and maintain equipment using the correct methods at time intervals required by the local authority</p> <p>1.7 maintain the client's modesty, privacy and comfort at all times</p> <p>1.8 complete the treatment within a commercially viable time</p> <p>1.9 keep records up to date, accurate, easy to read and signed by the client and practitioner</p> <p>1.10 leave the treatment area in a suitable condition for future sessions</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to consult, plan and prepare for treatments with clients</p>	<p>2.1 use consultation techniques to determine the client's treatment needs</p> <p>2.2 obtain signed, written, informed consent from the client prior to the treatment or from a parent/guardian in the case of a minor</p> <p>2.3 refuse treatment to minors under 16 years of age</p> <p>2.4 explain to the client what the treatment entails, its potential benefits and any restrictions to use in a way they can understand</p> <p>2.5 ask their client questions to identify if they have any contra-indications to UV tanning treatments, recording the responses and take any necessary action</p> <p>2.6 encourage clients to ask questions to clarify any points</p> <p>2.7 establish, agree and record the client's skin type and colouring following current Sunbed Code of Practice classifications</p> <p>2.8 provide client advice without reference to a specific medical condition and without causing undue alarm or concern</p> <p>2.9 explain and agree the projected cost, duration and frequency of sessions needed</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to monitor UV tanning treatments	<p>2.10 agree in writing the client's needs, expectations and session outcomes ensuring they are realistic and achievable</p> <p>2.11 give advice on how to clean and prepare their skin prior to UV tanning treatments</p> <p>2.12 explain to the client how to use the equipment correctly and confirm their understanding of this and the current Sunbed Code of Practice for safe tanning</p> <p>3.1 carry out and record UV tanning equipment safety and function tests at the specified intervals</p> <p>3.2 check that portable appliance testing and tube replacement is carried out at the manufacturer's specified intervals and correctly recorded on the maintenance log</p> <p>3.3 promptly report any equipment problems to the relevant person(s)</p> <p>3.4 time the session as suitable for the client's skin type and colouring</p> <p>3.5 carry out repeat sessions following current Sunbed Code of Practice guidelines for the client's skin type</p> <p>3.6 check that clients do not exceed the total number of annual sessions recommended by the current Sunbed Code of Practice or any local authority restriction</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.7 adjust session times following manufacturer's instructions as a result of tube replacement</p> <p>3.8 discontinue the session where contra-actions occur and taking the appropriate remedial action</p> <p>3.9 check the wellbeing and satisfaction of the client at the end of each session</p> <p>3.10 provide aftercare advice specific to the client's individual needs</p>			
<p>4 Understand organisational and legal requirements for providing UV tanning services</p>	<p>4.1 explain own responsibilities under relevant health and safety legislation, standards and guidance</p> <p>4.2 explain any local authority requirements relating to UV tanning treatments</p> <p>4.3 explain the Sunbed Code of Practice requirements and why it is important that these are followed</p> <p>4.4 explain why UV tanning services should not be carried out on minors under 16 years of age</p> <p>4.5 explain the current legal requirements and guidance relating to age restrictions for UV tanning treatments</p> <p>4.6 state the age at which an individual is classed as a minor and how this differs nationally</p> <p>4.7 explain the legal significance of gaining signed, informed consent to treatment</p> <p>4.8 explain the importance of not discriminating against clients with illnesses and disabilities and why</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.9 explain organisational requirements for waste disposal</p> <p>4.10 explain the importance of the correct storage of client records in relation to the Data Protection Act</p> <p>4.11 explain how to complete client records and the importance of and reasons for keeping records of treatments and gaining client signature</p> <p>4.12 explain own responsibilities and reasons for maintaining personal hygiene, protection and appearance according to accepted industry and organisation requirements</p> <p>4.13 explain the Sunbed Code of Practice and the organisation's requirements for client preparation and protection</p> <p>4.14 explain the organisation's pricing structure for UV tanning services</p> <p>4.15 explain the organisation's and manufacturers' requirements for setting up the treatment area</p> <p>4.16 summarise UV tanning equipment maintenance requirements and how these should be recorded</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Understand how to work safely and effectively when providing UV tanning services</p>	<p>5.1 explain how to set up the work area and equipment for UV tanning services</p> <p>5.2 explain the necessary environmental conditions for UV tanning services (including lighting, heating, ventilation, sound and general comfort) and why these are important</p> <p>5.3 explain the type of personal protective equipment that should be worn for UV tanning services and why</p> <p>5.4 explain how to prepare and position the client for UV tanning services</p> <p>5.5 explain the reasons for maintaining client modesty, privacy and comfort during the treatment</p> <p>5.6 explain why it is important to maintain standards of hygiene and the principles of avoiding cross-infection</p> <p>5.7 explain why it is important to check the client's wellbeing and their level of satisfaction at the end of a UV tanning session</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Understand how to perform client consultation, treatment planning and preparation</p>	<p>6.1 explain how to use effective consultation techniques when communicating with clients from different cultural and religious backgrounds, ages, disabilities and genders for this treatment</p> <p>6.2 explain the importance of questioning clients to establish any contra-indications to UV tanning services</p> <p>6.3 explain why it is important to record client responses to questioning</p> <p>6.4 explain the legal significance of client questioning and recording the client's responses</p> <p>6.5 explain why it is important to encourage and allow time for clients to ask questions</p> <p>6.6 explain how to give effective advice and recommendations to clients</p> <p>6.7 explain how to assess skin type against the Sunbed Code of Practice classifications</p> <p>6.8 explain the reasons why it is important to encourage clients with suspected contra-indications to seek medical advice</p> <p>6.9 explain the importance of and reasons for not naming specific contra-indications when encouraging clients to seek medical advice</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.10 explain why it is important to check the client's understanding of UV tanning guidance and the operation of UV equipment, particularly the emergency stop button</p> <p>6.11 explain the types of alternative tanning services which could be recommended in the event of contra-indications to UV tanning</p>			
<p>7 Understand contra-indications and contra-actions that affect or restrict UV tanning services</p>	<p>7.1 explain the contra-indications that prevent UV tanning and why</p> <p>7.2 explain the conditions which restrict treatment and why</p> <p>7.3 explain the contra-actions that can occur as a result of UV tanning and why</p>			
<p>8 Understand how to prepare and use UV tanning equipment and materials</p>	<p>8.1 compare the types of UV tanning equipment and products available</p> <p>8.2 explain how to prepare and use UV tanning equipment safely and hygienically</p> <p>8.3 explain the methods of disinfecting UV tanning equipment</p> <p>8.4 explain the equipment manufacturer's and Sunbed Code of Practice requirements for the monitoring, maintenance, tube replacement and cleaning of the UV equipment in their organisation</p> <p>8.5 explain the importance of regularly cleaning equipment between each session and why specific cleansers should be used</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>9 Understand anatomy and physiology that relates to UV tanning services</p>	<p>9.1 explain the structure and function of the skin, including vitamin D and melanin production</p> <p>9.2 compare the skin characteristics and skin types of different ethnic client groups</p> <p>9.3 describe the effect and changes that UVA, UVB and UVC rays can have on the skin</p> <p>9.4 explain how to recognise visible adverse reactions</p> <p>9.5 explain the beneficial changes in the skin</p> <p>9.6 explain how to use the Fitzpatrick Classification Scale to determine skin tone</p> <p>9.7 explain how melanin production affects tanning capability</p>			
<p>10 Understand how UV tanning treatments work</p>	<p>10.1 explain how to relate the length of a session to skin tone and type and calculate session times and safe dosage</p> <p>10.2 explain why it is important to protect the hair and eyes during these treatments</p> <p>10.3 explain the importance of removing perfumed products and cosmetics prior to treatments (pre-sensitisation)</p> <p>10.4 explain the importance of showering before and after the UV session</p> <p>10.5 summarise how to recognise the effects of overexposure and the four degrees of erythema</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	10.6 explain the principles of the electromagnetic spectrum			
	10.7 explain why some pressure point areas do not tan			
11 Understand how to provide aftercare advice	11.1 explain the importance of providing post-treatment advice			
	11.2 explain products for home use that will benefit the client and those to avoid and why			
	11.3 explain the contra-actions that could occur after UV tanning and what advice to give to clients			
	11.4 explain the post treatment restrictions applicable to UV tanning			
	11.5 explain suitable types of follow-on treatments, their benefits and costs			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*(if sampled)*

## **Unit 18: Provide Self-tanning Services**

<b>Unit code:</b>	B25
<b>Unit reference number:</b>	R/600/7533
<b>QCF level:</b>	3
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	27

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### **Unit summary**

This is a job-ready unit which is competency based, covering both skills and knowledge. This unit is about providing self tanning services. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

This unit applies to Beauty and Spa Therapy.

### **Evidence requirements**

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner must practically demonstrate in their everyday work that they have met the standards for providing self-tanning treatments.
- 3 The assessor will observe the learner's performance on at least three separate occasions, each on a different client. Observations must include a spray tan and a manually applied self-tan.
- 4 The learner must show that they have:
  - used all types of equipment
    - a spray gun
    - b compressor
    - c buffing mitt
  - used at least four out of the six products\*
    - a tanning creams
    - b tanning gels
    - c spray tan liquid
    - d barrier cream
    - e exfoliators
    - f moisturisers

- used all the consultation techniques
  - a questioning
  - b visual
  - c reference to client records
- dealt with at least one of the necessary actions\*
  - a encouraging the client to seek medical advice
  - b explaining why the treatment cannot be carried out
  - c modification of treatment
- provided all types of advice
  - a suitable aftercare products and their use
  - b the contra-actions which may occur post-treatment and how to deal with them
  - c post-treatment restrictions
  - d recommended further follow-on treatments.

\* However, the learner must prove to the assessor that they have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

- 5 It is likely most evidence of the learner's performance will be gathered from the observations made by the assessor but the learner may be required to produce other evidence to support the performance if the assessor has not been present.
- 6 This unit requires mandatory written questions in accordance with the Habia Assessment Strategy for Beauty and Spa Therapy.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to maintain safe and effective methods of working when providing self-tanning treatments</p>	<p>1.1 set up and maintain the treatment area to meet legal, hygiene and service requirements</p> <p>1.2 wear suitable personal protective equipment</p> <p>1.3 provide the client with personal protective equipment</p> <p>1.4 maintain personal hygiene, protection and appearance that meets accepted industry and organisational requirements</p> <p>1.5 clean all tools and equipment using the correct methods</p> <p>1.6 position equipment and products for safety and ease of use</p> <p>1.7 use accepted industry hygiene and safety practices throughout the treatment</p> <p>1.8 maintain the client's modesty, privacy and comfort throughout the treatment</p> <p>1.9 check the client's wellbeing at regular intervals throughout the treatment</p> <p>1.10 complete the treatment within a commercially viable time</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.11 keep records up to date, accurate, easy to read and signed by the client and practitioner</p> <p>1.12 leave the treatment area in a suitable condition for future sessions</p>			
<p>2 Be able to consult, plan and prepare for treatments with clients</p>	<p>2.1 use consultation techniques to determine the client's treatment needs</p> <p>2.2 obtain signed, written, informed consent from the client prior to the treatment or from a parent/guardian in the case of a minor</p> <p>2.3 explain to the client what the treatment entails, its potential benefits and any restrictions to use in a way they can understand</p> <p>2.4 carry out skin sensitivity test to determine skin sensitivity and colour preference</p> <p>2.5 identify and record any contra-indications to self tanning treatments, taking necessary action in response</p> <p>2.6 explain and agree the projected cost, duration and frequency of treatment needed</p> <p>2.7 agree in writing the client's needs, expectations and treatment outcomes, ensuring they are realistic and achievable</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.8 clean and prepare the client's skin to suit the type of product</p> <p>2.9 select suitable equipment and products for the treatment</p>			
<p>3 Be able to apply self-tan products</p>	<p>3.1 carry out exfoliation prior to the treatment according to manufacturers' instructions, leaving the skin smooth and free from dry, flaky skin</p> <p>3.2 apply moisturisers and barrier creams following manufacturers' instructions to prevent over-development of tanning products</p> <p>3.3 test the pressure and operation of the spray gun prior to use</p> <p>3.4 use equipment and products, following manufacturers' instructions</p> <p>3.5 use spray tanning techniques in a controlled way and at a correct distance from the body to achieve the desired effect</p> <p>3.6 apply products evenly in the correct sequence to achieve the desired effect</p> <p>3.7 use techniques that minimise the risk of products being spread outside the treatment area and surrounding environment</p> <p>3.8 correct any problems occurring during the application process</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.9 check that the finished result is to the client's satisfaction</p> <p>3.10 provide aftercare advice specific to the client's individual needs</p>			
<p>4 Understand organisational and legal requirements</p>	<p>4.1 explain own responsibilities under relevant health and safety legislation, standards and guidance</p> <p>4.2 explain the importance of not discriminating against clients with illnesses and disabilities and why</p> <p>4.3 state the age at which an individual is classed as a minor and how this differs nationally</p> <p>4.4 explain why it is important, when treating minors under 16 years of age, to have parental or guardian consent</p> <p>4.5 explain why minors should not be given treatments without informed and signed parental or guardian present</p> <p>4.6 explain the current legal requirements and guidance relating to age restrictions for this treatment</p> <p>4.7 explain manufacturers' and organisational requirements for waste disposal</p> <p>4.8 explain the importance of the correct storage of client records in relation to the Data Protection Act</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand how to work safely and effectively when providing self-tanning services	<p>4.9 explain how to complete the client records used in their organisation and the importance of and reasons for keeping records of treatments and obtaining client signatures</p> <p>4.10 explain own responsibilities and reasons for maintaining personal hygiene, protection and appearance according to accepted industry and organisation requirements</p> <p>4.11 explain the organisation's service time charges for self-tanning and why it is important to complete the service in the given time</p> <p>4.12 explain the organisation's and manufacturers' requirements for treatment area, equipment maintenance and equipment cleaning regimes</p>			
	<p>5.1 explain how to set up the work area and equipment for self-tanning services</p> <p>5.2 explain the necessary environmental conditions for self-tanning services (including lighting, heating, ventilation, sound and general comfort) and why these are important</p> <p>5.3 explain the type of personal protective equipment that should be worn for self-tanning services and why</p> <p>5.4 explain the importance and reasons for disinfecting hands and how to do this effectively</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand how to perform client consultation, treatment planning and preparation	5.5 compare methods of disinfecting and sterilising equipment 5.6 explain how to prepare and position the client for self-tanning services 5.7 explain how to avoid potential discomfort and injury to themselves during work 5.8 explain the reasons for maintaining client modesty, privacy and comfort during the treatment 5.9 explain how to minimise and dispose of waste treatments, including hazardous waste 5.10 explain why it is important to maintain standards of hygiene and the principles of avoiding cross-infection 5.11 explain why it is important to check the client's wellbeing at regular intervals			
	6.1 explain how to use effective consultation techniques when communicating with clients from different cultural and religious backgrounds, ages, disabilities and genders for this treatment 6.2 explain the importance of questioning clients to establish any contra-indications to self-tanning services 6.3 explain why it is important to record client responses to questioning			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.4 explain the legal significance of client questioning and recording the client's responses</p> <p>6.5 explain how to give effective advice and recommendations to clients</p> <p>6.6 explain the reasons why it is important to encourage clients with suspected contra-indications to seek medical advice</p> <p>6.7 explain the importance of and reasons for not naming specific contra-indications when encouraging clients to seek medical advice</p> <p>6.8 explain why it is important to maintain client's modesty and privacy</p> <p>6.9 evaluate the types of alternative tanning services which could be recommended in the event of contra-indications</p>			
<p>7 Understand contra-indications and contra-actions that affect or restrict self-tanning services</p>	<p>7.1 explain the contra-indications which would prevent treatment and why</p> <p>7.2 explain the contra-indications which restrict treatment and why</p> <p>7.3 explain the contra-actions that can occur as a result of self tanning and why</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Understand self-tanning products and equipment	<p>8.1 compare the types of self-tanning products available, how and when to use them</p> <p>8.2 explain how to match product selection and use to skin type and client preference</p> <p>8.3 explain how to clean, maintain and reassemble spray tanning equipment and associated accessories</p> <p>8.4 summarise the type of problems that can occur with spray tanning equipment and how to correct them</p> <p>8.5 explain the meaning of PSI, in relation to self-tanning services</p> <p>8.6 explain the potential risks associated with the use of pressurised spray tanning equipment</p> <p>8.7 explain the importance of using equipment with a pressure gauge</p>			
9 Understand self-tanning treatments and the effect they have on the skin	<p>9.1 describe the structure of the skin</p> <p>9.2 explain why it is important to protect the hair and eyes during self-tanning treatments</p> <p>9.3 explain the importance of pre- and post-treatment advice</p> <p>9.4 explain the ingredients of tanning products, exfoliators and moisturisers</p> <p>9.5 explain the importance of carrying out a skin sensitivity test prior to self-tanning</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
10 Understand how to provide aftercare advice	9.6 explain the effects of self-tanning products on the skin 9.7 explain hypo- and hyper-pigmentation disorders and how they may affect the self-tan 9.8 explain the use and effects of tanning enhancers 9.9 explain how and when to use tanning correctors 10.1 explain products for home use that will benefit the client and those to avoid and why 10.2 explain the contra-actions that could occur after self-tanning and what advice to give to clients 10.3 explain the post-treatment restrictions applicable to self-tanning 10.4 explain suitable types of follow-on treatments, their benefits and costs			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 (if sampled)



## **Unit 19: Provide Female Intimate Waxing Services**

<b>Unit code:</b>	B26
<b>Unit reference number:</b>	Y/600/8764
<b>QCF level:</b>	3
<b>Credit value:</b>	5
<b>Guided learning hours:</b>	44

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### **Unit summary**

This is a job-ready unit which is competency based. This unit is about providing female intimate waxing services. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

This unit applies to Beauty and Spa Therapy.

### **Evidence requirements**

The assessment of this unit needs to meet the requirements within the Habia Beauty and Spa Therapy Assessment Strategy:

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner must practically demonstrate in their everyday work that they have met the standards for providing female intimate waxing service.
- 3 The assessor will observe the learner's performance on at least four occasions, each involving a different waxing service and on different clients.
- 4 The learner must show that they have:
  - used all the consultation techniques
    - a questioning
    - b visual
    - c manual
    - d reference to client records

- carried out four of the five\* waxing services listed
  - a Hollywood
  - b Brazilian
  - c shaping
- dealt with at least one of the necessary actions\*
  - a encouraging the client to seek medical advice
  - b explaining why the waxing service cannot be carried out
  - c modification of the waxing service
  - d refusing an unsuitable client
- carried out all types of preparation of the client
  - a removal of accessories and clothing necessary for the treatment
  - b protection of clothing
  - c client's own cleansing of the area to be treated
  - d trimming of overlong hair for the treatment
- used two out of the three\* products
  - a hot wax
  - b warm wax
  - c sugar paste
- used one out of the two\* pre-wax
  - a oils
  - b powders
- used all the work techniques
  - a stretching and manipulating the skin during application and removal
  - b speed of product removal
  - c direction and angle of removal
  - d on-going product temperature checks
- given all the types of advice
  - a avoidance of activities which may cause contra-actions
  - b future treatment needs
  - c home care
  - d personal hygiene.

\*However, the learner must prove to the assessor that they have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

- 5 It is likely most evidence of the learner's performance will be gathered from the observations made by the assessor but the learner may be required to produce other evidence to support the performance if the assessor has not been present.
- 6 This unit requires mandatory written questions in accordance with the Habia Assessment Strategy for Beauty and Spa Therapy.

The assessment and quality assurance requirement for this qualification/unit provides evidence towards A and V units.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to maintain safe and effective methods of working when waxing</p>	<p>1.1 set up and maintain the work environment to meet legal, hygiene and industry Code of Practice for Waxing requirements</p> <p>1.2 maintain personal standards of hygiene and appearance to meet accepted industry Code of Practice for Waxing and organisational requirements</p> <p>1.3 prepare the client in accordance with the industry Code of Practice for Waxing</p> <p>1.4 clean tools and equipment using the correct methods</p> <p>1.5 use accepted industry hygiene and safety practices throughout the service</p> <p>1.6 position equipment, materials, applicators, products, themselves and the client to meet the needs of the service</p> <p>1.7 maintain the client's modesty, comfort and privacy throughout the service</p> <p>1.8 dispose of waste correctly</p> <p>1.9 complete the treatment within a commercially viable time</p> <p>1.10 keep client records up to date, accurate, easy to read and signed by the client and practitioner</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to consult, plan and prepare for waxing with clients</p>	<p>1.11 leave the treatment area in a suitable condition for further waxing services</p> <p>2.1 use effective consultation techniques</p> <p>2.2 obtain signed written informed consent from the client, or from the parent or guardian if the client is a minor</p> <p>2.3 identify any contra-indications to the waxing service by questioning the client, and recording the client's responses accurately</p> <p>2.4 provide client advice without reference to a specific medical condition and without causing undue alarm and concern, and explain possible contra-actions prior to agreeing the waxing service</p> <p>2.5 conduct a test patch on a suitable area of the skin in the groin and inform the client in a tactful way if there is an adverse reaction</p> <p>2.6 take necessary actions in response to any identified contra-indications</p> <p>2.7 agree a waxing service and outcomes that are acceptable to the client and their needs</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to remove unwanted hair</p>	<p>3.1 use pre-wax application products prior to waxing following manufacturers' instructions</p> <p>3.2 check the wax is at the correct temperature for the client and the area to be treated immediately prior to the waxing service</p> <p>3.3 establish the hair growth pattern prior to the application of the product</p> <p>3.4 use methods of application and removal following manufacturers' instructions, in accordance to hair growth patterns, and which minimise the discomfort to clients</p> <p>3.5 provide clear instructions to the client on how and when to support their skin during the waxing service</p> <p>3.6 check the client's wellbeing throughout the service</p> <p>3.7 remove all traces of hair and product from the treatment area and apply a suitable soothing product</p> <p>3.8 achieve a finished result to meet the client's satisfaction and the agreed treatment plan</p> <p>3.9 give the client suitable aftercare advice</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand organisational and legal requirements</p>	<p>4.1 explain own responsibilities under relevant local and national health and safety legislation</p> <p>4.2 explain the importance of not discriminating against clients with illnesses and disabilities</p> <p>4.3 state the age at which an individual is classed as a minor and how this differs nationally</p> <p>4.4 explain the importance of checking current insurance guidelines for the delivery of intimate waxing service</p> <p>4.5 explain the importance of following the current guidance relating to any age restrictions for the intimate waxing service</p> <p>4.6 explain why minors should only be treated with informed and signed parental or guardian consent</p> <p>4.7 explain why it is important when treating minors to have a parent or guardian present</p> <p>4.8 explain the legal significance of gaining signed, informed client consent to treatment</p> <p>4.9 explain the purpose of the current Code of Practice for Waxing Services and the importance of following its provisions</p> <p>4.10 explain local authority and organisational requirements for waste disposal</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand how to work safely and effectively when providing waxing services	<p>4.11 explain why it is important to maintain standards of hygiene and the principles for avoiding cross-infection</p> <p>4.12 explain the importance of completing services in a commercially viable time</p> <p>4.13 state the salon's pricing structure and service times for intimate waxing services</p> <p>4.14 explain the importance of and reasons for keeping and storing client records</p> <p>5.1 describe the protective equipment that should be available and why it is important to use it</p> <p>5.2 describe what contact dermatitis is and how to avoid developing it when carrying out waxing treatments</p> <p>5.3 explain the importance of questioning clients to establish any contra-indications to waxing treatments</p> <p>5.4 explain how to prepare, maintain and use the equipment and materials for work</p> <p>5.5 explain how to set up the work area for waxing treatments</p> <p>5.6 explain the importance of and reasons for disinfecting hands and how to do this effectively</p> <p>5.7 explain the necessary environmental conditions for waxing services and why they are important</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Understand how to consult, plan and prepare for female intimate waxing services</p>	<p>5.8 explain how to minimise and dispose of general and hazardous waste from treatments</p> <p>5.9 explain the importance and legal significance of questioning the client and recording client responses</p> <p>5.10 describe the possible risks of ineffective positioning and how to avoid potential discomfort and injury</p> <p>5.11 explain the condition in which the work area should be left and why this is important</p> <p>6.1 explain how to use effective consultation techniques</p> <p>6.2 explain why it is important to explain possible contra-actions to the client</p> <p>6.3 explain why it is important to maintain clients' modesty and privacy and conduct themselves in a professional manner</p> <p>6.4 explain the importance of and how to give effective advice and recommendations to clients</p> <p>6.5 explain how to conduct the relevant test patches for intimate waxing services and why they are important</p> <p>6.6 explain how to prepare themselves and the client for intimate waxing services</p> <p>6.7 explain how to conduct visual examinations of the skin and hair growth in the area to be treated</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.8 explain how to prepare the area for treatment including the use of pre-wax products and hair trimming</p> <p>6.9 explain why it is important for the client to personally cleanse the area to be treated immediately prior to the waxing service</p> <p>6.10 describe how to prepare treatment plans</p>			
<p>7 Understand the anatomy and physiology that relates to intimate waxing</p>	<p>7.1 describe the structure and function of the skin</p> <p>7.2 explain the skin characteristics and skin types of different client groups</p> <p>7.3 describe the structure of the hair</p> <p>7.4 explain the basic principles of hair growth</p> <p>7.5 explain the types of hair growth including terminal and vellus</p> <p>7.6 state the correct medical terminology for female genitalia</p> <p>7.7 describe the structure of the female genitalia</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Understand contra-indications and contra-actions to intimate waxing services	<p>8.1 explain the contra-indications that will prevent treatment and whether they require medical approval or referral</p> <p>8.2 explain the conditions which restrict treatment</p> <p>8.3 explain the reasons why it is important to refer the client with contra-indications to seek medical advice while not naming specific contra-indications</p> <p>8.4 describe how to recognise and deal with the contra-actions that can occur as a result of intimate waxing treatments</p>			
9 Understand equipment and materials for intimate waxing	<p>9.1 describe the types of equipment and products used for intimate waxing</p> <p>9.2 describe how to match the pre-application product to the type of wax being used</p> <p>9.3 state the ingredients and composition of waxing products including warm wax, sugar paste and hot wax</p> <p>9.4 describe how to prepare waxing products for use</p> <p>9.5 state the types of product suitable for soothing skin irritation in intimate areas</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>10 Understand intimate waxing services and aftercare advice</p>	<p>10.1 explain how to carry out the intimate waxing services</p> <p>10.2 define terminology and procedures associated with intimate waxing services</p> <p>10.3 explain the types of shaping templates that are available for intimate waxing and how to use and apply them</p> <p>10.4 explain the various techniques associated with and working temperatures for the different types of hot wax, warm wax and sugar paste</p> <p>10.5 evaluate the suitability, application and removal of specific products for certain hair types</p> <p>10.6 explain the expected skin reaction to waxing</p> <p>10.7 evaluate other methods of temporary hair removal and the effect of these methods on the waxing process</p> <p>10.8 compare other advanced methods of permanent hair removal</p> <p>10.9 explain how the waxing practitioner and client should support the skin during the intimate waxing service avoiding inappropriate contact</p> <p>10.10 explain why it is important to restrict the conversation to instructions during the service</p> <p>10.11 explain how to manipulate the client's personal protective equipment during the service to prevent product contact with mucous membranes</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>10.12 explain how to deal with circumstances in which the client's behaviour breaches the professional status of the treatment</p> <p>10.13 explain why it is important to give aftercare treatment advice both verbally and in writing and what may happen if treatment advice was not given or is not followed</p> <p>10.14 explain why it is necessary to give clients clear and specific guidance on the importance of personal hygiene and the avoidance of heat and friction</p> <p>10.15 explain the aftercare and maintenance requirements for intimate waxing treatments and why these are important</p> <p>10.16 state the recommended intervals between treatments</p> <p>10.17 describe suitable aftercare products and how to use them</p>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)



## **Unit 20: Provide Male Intimate Waxing Services**

<b>Unit code:</b>	B27
<b>Unit reference number:</b>	D/600/8765
<b>QCF level:</b>	3
<b>Credit value:</b>	5
<b>Guided learning hours:</b>	44

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### **Unit summary**

This is a job-ready unit which is competency based. This unit is about providing male intimate waxing services. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

This unit applies to Beauty and Spa Therapy.

### **Evidence requirements**

The assessment of this unit needs to meet the requirements within the Habia Beauty and Spa Therapy Assessment Strategy:

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner must practically demonstrate in their everyday work that they have met the standards for providing male intimate waxing service.
- 3 The assessor will observe the learner's performance on at least four occasions, each involving a different waxing service and on different clients.
- 4 The learner must show that they have:
  - used all the consultation techniques
    - a questioning
    - b visual
    - c manual
    - d reference to client records
  - carried out all the waxing services listed
    - a lower back
    - b buttocks
    - c anal area
    - d scrotum
    - e penis

- dealt with at least one of the necessary actions\*
  - a encouraging the client to seek medical advice
  - b explaining why the waxing service cannot be carried out
  - c modification of the waxing service
  - d refusing an unsuitable client
- carried out all types of preparation of the client
  - a removal of accessories and clothing necessary for the treatment
  - b protection of clothing
  - c client's own cleansing of the area to be treated
  - d trimming of overlong hair for the service
- used two out of the three\* products
  - a hot wax
  - b warm wax
  - c sugar paste
- used one out of the two\* pre-wax
  - a oils
  - b powders
- used all the work techniques
  - a stretching and manipulating the skin during application and removal
  - b speed of product removal
  - c direction and angle of removal
  - d on-going product temperature checks
- given all the types of advice
  - a avoidance of activities which may cause contra-actions
  - b future treatment needs
  - c home care
  - d personal hygiene.

\*However, the learner must prove to the assessor that they have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

- 5 It is likely most evidence of the learner's performance will be gathered from the observations made by the assessor but the learner may be required to produce other evidence to support the performance if the assessor has not been present.
- 6 This unit requires mandatory written questions in accordance with the Habia Assessment Strategy for Beauty and Spa Therapy.

The assessment and quality assurance requirement for this qualification/unit provides evidence towards A and V units.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to maintain safe and effective methods of working when waxing</p>	<p>1.1 set up and maintain the work environment to meet legal, hygiene and industry Code of Practice for Waxing requirements</p> <p>1.2 maintain personal standards of hygiene and appearance to meet accepted industry Code of Practice for Waxing and organisational requirements</p> <p>1.3 prepare the client in accordance with the industry Code of Practice for Waxing</p> <p>1.4 clean tools and equipment using the correct methods</p> <p>1.5 use accepted industry hygiene and safety practices throughout the service</p> <p>1.6 position equipment, materials, applicators, products, themselves and the client to meet the needs of the service</p> <p>1.7 maintain the client's modesty, comfort and privacy throughout the service</p> <p>1.8 dispose of waste correctly</p> <p>1.9 complete the treatment within a commercially viable time</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.10 keep client records up to date, accurate, easy to read and signed by the client and practitioner</p> <p>1.11 leave the treatment area in a suitable condition for further waxing services</p>			
<p>2 Be able to consult, plan and prepare for waxing with clients</p>	<p>2.1 use effective consultation techniques</p> <p>2.2 obtain signed, written informed consent from the client, or from the parent or guardian if the client is a minor</p> <p>2.3 identify any contra-indications to the waxing service by questioning the client, and recording the client's responses accurately</p> <p>2.4 provide client advice without reference to a specific medical condition and without causing undue alarm and concern, and explain possible contra-actions prior to agreeing the waxing service</p> <p>2.5 conduct a test patch on a suitable area of the skin in the groin and inform the client in a tactful way if there is an adverse reaction</p> <p>2.6 take necessary actions in response to any identified contra-indications</p> <p>2.7 agree a waxing service and outcomes that are acceptable to the client and their needs</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to remove unwanted hair</p>	<p>3.1 use pre-wax application products prior to waxing following manufacturers' instructions</p> <p>3.2 check the wax is at the correct temperature for the client and the area to be treated immediately prior to the waxing service</p> <p>3.3 establish the hair growth pattern prior to the application of the product</p> <p>3.4 use methods of application and removal following manufacturers' instructions, in accordance to hair growth patterns, and which minimise the discomfort to clients</p> <p>3.5 provide clear instructions to the client on how and when to support their skin during the waxing service</p> <p>3.6 check the client's wellbeing throughout the service</p> <p>3.7 remove all traces of hair and product from the treatment area and apply a suitable soothing product</p> <p>3.8 achieve a finished result to meet the client's satisfaction and the agreed treatment plan</p> <p>3.9 give the client suitable aftercare advice</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand organisational and legal requirements</p>	<p>4.1 explain own responsibilities under relevant local and national health and safety legislation</p> <p>4.2 explain the importance of not discriminating against clients with illnesses and disabilities</p> <p>4.3 state the age at which an individual is classed as a minor and how this differs nationally</p> <p>4.4 explain the importance of checking current insurance guidelines for the delivery of intimate waxing service</p> <p>4.5 explain the importance of following the current guidance relating to any age restrictions for the intimate waxing service</p> <p>4.6 explain why minors should only be treated with informed and signed parental or guardian consent</p> <p>4.7 explain why it is important when treating minors to have a parent or guardian present</p> <p>4.8 explain the legal significance of gaining signed informed client consent to treatment</p> <p>4.9 explain the purpose of the current Code of Practice for Waxing Services and the importance of following its provisions</p> <p>4.10 explain local authority and organisational requirements for waste disposal</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand how to work safely and effectively when providing waxing services	4.11 explain why it is important to maintain standards of hygiene and the principles for avoiding cross-infection 4.12 explain the importance of completing services in a commercially viable time 4.13 state the salon's pricing structure and service times for intimate waxing services 4.14 explain the importance of and reasons for keeping and storing client records			
	5.1 describe the protective equipment that should be available and why it is important to use it 5.2 describe what contact dermatitis is and how to avoid developing it when carrying out waxing treatments 5.3 explain the importance of questioning clients to establish any contra-indications to waxing treatments 5.4 explain how to prepare, maintain and use the equipment and materials for work 5.5 explain how to set up the work area for waxing treatments 5.6 explain the importance of and reasons for disinfecting hands and how to do this effectively			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand how to consult, plan and prepare for male intimate waxing services	5.7 explain the necessary environmental conditions for waxing services and why they are important 5.8 explain how to minimise and dispose of general and hazardous waste from treatments 5.9 explain the importance and legal significance of questioning the client and recording client responses 5.10 describe the possible risks of ineffective positioning and how to avoid potential discomfort and injury 5.11 explain the condition in which the work area should be left and why this is important			
	6.1 explain how to use effective consultation techniques 6.2 explain why it is important to explain possible contra-actions to the client 6.3 explain why it is important to maintain clients' modesty and privacy and conduct themselves in a professional manner 6.4 explain the importance of and how to give effective advice and recommendations to clients 6.5 explain how to conduct the relevant test patches for intimate waxing services and why they are important			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Understand the anatomy and physiology that relates to intimate waxing</p>	<p>6.6 explain how to prepare themselves and the client for intimate waxing services</p> <p>6.7 explain how to conduct visual examinations of the skin and hair growth in the area to be treated</p> <p>6.8 explain how to prepare the area for treatment including the use of pre-wax products and hair trimming</p> <p>6.9 explain why it is important for the client to personally cleanse the area to be treated immediately prior to the waxing service</p> <p>6.10 describe how to prepare treatment plans</p> <p>7.1 describe the structure and function of the skin</p> <p>7.2 explain the skin characteristics and skin types of different client groups</p> <p>7.3 describe the structure of the hair</p> <p>7.4 explain the basic principles of hair growth</p> <p>7.5 explain the types of hair growth including terminal and vellus</p> <p>7.6 state the correct medical terminology for male genitalia</p> <p>7.7 describe the structure of the male genitalia</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Understand contra-indications and contra-actions to intimate waxing services	<p>8.1 explain the contra-indications that will prevent treatment and whether they require medical approval or referral</p> <p>8.2 explain the conditions which restrict treatment</p> <p>8.3 explain the reasons why it is important to refer the client with contra-indications to seek medical advice while not naming specific contra-indications</p> <p>8.4 describe how to recognise and deal with the contra-actions that can occur as a result of intimate waxing treatments</p>			
9 Understand equipment and materials for intimate waxing	<p>9.1 describe the types of equipment and products used for intimate waxing</p> <p>9.2 describe how to match the pre-application product to the type of wax being used</p> <p>9.3 state the ingredients and composition of waxing products including warm wax, sugar paste and hot wax</p> <p>9.4 describe how to prepare waxing products for use</p> <p>9.5 state the types of product suitable for soothing skin irritation in intimate areas</p> <p>9.6 explain the reasons why talc-free powders should be used in intimate areas</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>10 Understand intimate waxing services and aftercare advice</p>	<p>10.1 explain how to carry out the intimate waxing services</p> <p>10.2 explain the various techniques associated with and working temperatures for the different types of hot wax, warm wax and sugar paste</p> <p>10.3 evaluate the suitability, application and removal of specific products for certain hair types</p> <p>10.4 explain the expected skin reaction to waxing</p> <p>10.5 evaluate other methods of temporary hair removal and the effect of these methods on the waxing process</p> <p>10.6 compare other advanced methods of permanent hair removal</p> <p>10.7 explain how the waxing practitioner and client should support the skin during the intimate waxing service avoiding inappropriate contact</p> <p>10.8 explain why it is important to restrict the conversation to instructions during the service</p> <p>10.9 explain how to manipulate the client's personal protective equipment during the service to prevent product contact with mucous membranes</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>10.10 explain how to deal with circumstances in which the client's behaviour breaches the professional status of the treatment</p> <p>10.11 explain why it is important to give aftercare treatment advice both verbally and in writing and what may happen if treatment advice was not given or is not followed</p> <p>10.12 explain why it is necessary to give clients clear and specific guidance on the importance of personal hygiene and the avoidance of heat and friction</p> <p>10.13 explain the aftercare and maintenance requirements for intimate waxing treatments and why these are important</p> <p>10.14 state the recommended intervals between treatments</p> <p>10.15 describe suitable aftercare products and how to use them</p>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

## Further information

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Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

## Useful publications

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Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

## How to obtain National Occupational Standards

Habia  
Oxford House  
Sixth Avenue  
Sky Business Park  
Robin Hood Airport  
Doncaster  
DN9 3GG

Telephone: 0845 2 306080  
Fax: 01302 774949  
Sales: 0845 6 123 555  
Email: info@habia.org

## Professional development and training

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Edexcel supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website ([www.edexcel.com/training](http://www.edexcel.com/training)). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.



## Annexe A: Progression pathways

### The Edexcel qualification framework for the Hair and Beauty sector

Level	BTEC vocationally-related qualifications	BTEC specialist courses	NVQ/competence
5	BTEC Level 5 HND Diploma in Hair and Beauty Management (QCF)		
4	BTEC Level 4 HNC Diploma in Hair and Beauty Management (QCF)		
3	BTEC Diploma in Beauty Therapy/Beauty Therapy (Sciences) (QCF) BTEC Subsidiary Diploma in Beauty Therapy Techniques (QCF)		Edexcel Level 3 NVQ Diploma in Hairdressing/Barbering/Hairdressing (Combined Hair Types) (QCF) Edexcel Level 3 NVQ Diploma in Beauty Therapy – General/Make-up/Massage (QCF) Edexcel Level 3 NVQ Diploma in Spa Therapy (QCF) Edexcel Level 3 NVQ Diploma in Nail Services (QCF)

<b>Level</b>	<b>BTEC full vocationally-related qualifications</b>	<b>BTEC specialist courses</b>	<b>NVQ/occupational</b>
<b>2</b>	BTEC Level 2 Diploma in Beauty Therapy (QCF) BTEC Level 2 Extended Certificate in Beauty Therapy Services (QCF)	BTEC Level 2 Diploma in Hairdressing (QCF) BTEC Level 2 Diploma in Hairdressing Services (QCF)	Edexcel Level 2 NVQ Diploma in Hairdressing/Barbering/Hairdressing (Combined Hair Types) (QCF) Edexcel Level 2 NVQ Diploma in Beauty Therapy – General/Make-up (QCF) Edexcel Level 2 NVQ Certificate in Nail Services (QCF)
<b>1</b>	BTEC Level 1 Award/Certificate/Diploma in an Introduction to Hair and Beauty (QCF)	BTEC Level 1 Certificate in Hairdressing Services (QCF)	Edexcel Level 1 NVQ Certificate in Hairdressing and Barbering (QCF) Edexcel Level 1 Diploma in Hairdressing and Beauty Therapy (QCF) Edexcel Level 1 NVQ Certificate in Beauty Therapy (QCF)
<b>Entry</b>	BTEC Entry Level 3 Award/Certificate in an Introduction to Hair and Beauty (QCF)		

## Annexe B: Quality assurance

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### Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised centre and must have approval for qualifications that it is offering.
- The centre agrees as part of gaining recognition to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery.
- Edexcel makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes; and for dealing with special circumstances, appeals and malpractice.

### Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance process where practicable. Therefore, the specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Edexcel.

The Edexcel quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

## Annexe C: Centre certification and registration

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Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Edexcel will exercise the right to:

- direct centres to take actions
- limit or suspend certification
- suspend registration.

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel will aim to secure the appropriate expertise to provide this.

### **What are the access arrangements and special considerations for the qualifications in this specification?**

Centres are required to recruit learners to Edexcel qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details. [www.edexcel.com](http://www.edexcel.com).



# Annexe D: Assessment Strategy

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## Assessment Strategy for Beauty Therapy and Spa Therapy NVQs

### Key Mandatory Components of the Assessment Strategy

Part 2 sets out the Key Mandatory components of our Assessment Strategy for NVQs and SVQs, which are:

- performance in the workplace, the use of realistic working environments, requirements for a realistic working environment and the use of specific simulated activities
- Habia's approach to External Quality Control of Assessment
- the requirements for the occupational expertise of External Verifiers, Internal Verifiers and Assessors

Each of the above is expanded in more detail below.

### Performance in the Workplace and Use of Simulations

The beauty therapy and spa therapy NVQs/SVQs may be assessed in the workplace and/or an approved 'realistic working environment' meeting the criteria set out in Appendix 1A.

Habia wishes to make clear its stance on the use of simulated activities and a realistic working environment. The key criterion for allowing the use of simulated activities in the assessment of performance is the rarity of the opportunity to undertake the activities required by the standard of competence. Examples of these activities include:

- dealing with fire and other emergencies
- dealing with health and safety activities outside or peripheral to normal practices
- client/customer relationships
- contra-indications/contra-actions.

Therefore, a simulated activity is viewed as 'any structured assessment exercise involving a specific task which reproduces real life situations'. In this it is distinct and separate from the use of an approved realistic working environment as the latter allows the candidate to perform an entire occupational role over an extended period of time, in an environment which as closely as possible replicates the working environment and involves real work on real clients drawn from members of the public.

Habia considers evidence generated in a realistic working environment meeting the criteria set out in Appendix 1A, as acceptable for the purposes of beauty and spa therapy NVQ/SVQ assessment. The use of realistic working environments will be necessary to promote access to assessment for some beauty and spa therapy candidates at present.

Simulated activities may only be used for Habia developed units where indicated in Appendix 1B. An additional, specific dispensation has been given to schemes operating in HM Prison Service whereby use of replica money is allowed within Unit G4 (Fulfil Salon Reception Duties) to prevent barriers to access caused by prison rules on cash usage.

In addition to this, internal telephone systems can be used to cover Range 2 in particular by telephone. However, this cannot be done as a simulated activity and cannot be used within a role-play situation. The internal telephone system must be a permanent fixture and not set up for role-play activities.

The Institute of Customer Service (ICS) has given a special dispensation for the 'imported' Customer Service unit listed below to be assessed in a Realistic Working Environment (RWE) conforming to Habia's criteria specified in Appendix 1A:

- Unit G18 (ICS Unit 10), Level 2: Promote Additional Services or Products to Clients

This dispensation in no way implies that the Customer Service NVQ/SVQ itself can be achieved in an RWE. The dispensation only applies to the imported unit above.

As a matter of policy, Habia will work with industry experts and its Awarding Bodies to develop basic Evidence Requirements for use where Beauty and Spa Therapy National Occupational Standards are used for NVQ/SVQ purposes.

## **Approach to Achieving Greater External Quality Control of Assessment**

Our strategy to address the above is as follows:

An overall 100% achievement rate for the entire underpinning knowledge and understanding specification in the National Occupational Standards should be required of each candidate.

Habia requires all Awarding Bodies to develop externally set mandatory question papers to cover critical areas of essential knowledge and understanding within specified units for the Beauty Therapy Levels 1, 2 and 3 and Spa Therapy Level 3 NVQs/SVQs. These units and the critical areas of knowledge have been detailed in Appendix 1C for Beauty and Spa Therapy units.

For the Beauty Therapy Level 1 NVQ/SVQ, Habia requires all Awarding Bodies to set mandatory question papers to cover the critical areas of essential knowledge and understanding as specified in Appendix 1C. These papers should be designed so they may be administered by written or oral means at the discretion of the assessor.

All mandatory question papers should be internally marked by assessors using answer and/or marking guides supplied by the Awarding Body. A minimum of two differently designed sets of questions and associated answer guides should be provided for all mandatory, designated areas of questioning.

For externally set mandatory question papers, a 70% achievement rate must be attained under formal, 'closed book' assessment conditions, to avoid the necessity of a re-sit of the complete paper. For those achieving 70% or more, questions answered incorrectly may be reassessed by a variety of means (eg oral questioning, a repeat of the written questions, assignments) to ensure 100% achievement on the mandatory areas of questioning for the units being undertaken.

All question and answer sheets must be collected from candidates and securely retained by the centre for internal and external verification purposes. It is expected suitable systems will be in place to prevent copying or plagiarism.

It is anticipated that Awarding Bodies will make suitable alternative arrangements for those with identified special needs which may preclude them from undertaking written assessments (eg candidates who are identified as dyslexic).

It is expected Awarding Bodies will ensure:

- the design of testing does not discriminate between those taking full qualifications and individual units
- that assessment instruments do not directly or indirectly discriminate against any particular group and ensure equality of opportunity appropriate to employment in the beauty and spa therapy industries
- that candidates are not expected to repeat questions on knowledge 'common' to several units
- arrangements are in place for testing to be carried out at a time to meet individual needs and rate of progress
- where necessary, suitable arrangements are in place for reassessment of those areas where candidates have been shown to be 'not yet competent'
- suitable arrangements are put in place for those with disabilities affecting their reading and writing capabilities.

### **Assessment of Essential Knowledge and Understanding Items Outside the Specification for Externally Set Mandatory Question Papers**

As a 100% achievement rate is required for the entire Knowledge and Understanding specification for each unit for each candidate, other means such as oral questioning and additional portfolio evidence must be used to demonstrate that all remaining items of underpinning knowledge and understanding have been assessed and achieved satisfactorily.

Habia also requires that the Nationally Agreed Maximum Service Times quoted in Appendix 1F are used for assessment purposes for the particular, critical services listed for each level of the Beauty Therapy and Spa Therapy NVQs/SVQs.

### **Requirements for the Occupational Expertise of External Verifiers, Internal Verifiers and Assessors**

Habia requires that:

In addition to the requirements set out by the Regulatory Bodies, Habia specify the appropriate occupational expertise requirements. These requirements have been detailed in Appendix 1D for Beauty Therapy and Spa Therapy. All Habia Awarding Bodies must comply with these requirements when recruiting and selecting external verifiers and implement the requirements within their current external verifier teams. All Habia Awarding Bodies must ensure their Approved Centres comply with these requirements when recruiting and selecting internal verifiers and assessors and implement the requirements with their current internal verifiers and assessors.

It is expected that as part of Awarding Body internal quality assurance processes, the qualifications and occupational expertise requirements of all involved in the assessment and verification process will be regularly monitored and recorded.

Because of the ever changing nature of the industries Habia represents, it is essential that assessors and verifiers keep their technical skills up to date and at an occupational level appropriate to the NVQs/SVQs they are assessing or verifying. All assessors and verifiers must be able to demonstrate to their Awarding Body that they engage in appropriate continuing professional development (CPD) activities.

To ensure consistency of approach on this matter across all Awarding Bodies delivering Habia NVQs/SVQs, it is a requirement that all Awarding Bodies implement Habia's minimum requirements for CPD activities and put systems in place to monitor, record and ensure assessor and verifier achievement against these requirements. These appear in Appendix 1E for Beauty and Spa Therapy.

## **APPENDICES**

### **Requirements Relating to the Beauty Therapy and Spa Therapy NVQs/SVQs**

- Appendix 1A Beauty and Spa Therapy Realistic Working Environment Requirements
- Appendix 1B Summary of Where Simulated Activities May Be Used for Assessment of Habia Developed Units
- Appendix 1C Areas within the Beauty and Spa Therapy National Occupational Standards for which Mandatory Written Question Papers must be Developed
- Appendix 1D Occupational Expertise Requirements for Beauty and Spa Therapy Assessors and Verifiers
- Appendix 1E Requirements for Continuing Professional Development for Assessors and Verifiers of Beauty and Spa Therapy Technical Units
- Appendix 1F Nationally Agreed Maximum Service Times for Beauty Therapy and Spa Therapy NVQ/SVQ Assessment Purposes
- Appendix 1G Special Requirements: Intimate Waxing

## **APPENDIX 1A**

### **Beauty and Spa Therapy Realistic Working Environment Requirements**

As the Standards Setting Body for the hair and beauty sectors, Habia is responsible for defining what constitutes a 'Realistic Working Environment' (RWE). Habia has set down the following criteria for the assessment location. This will ensure that all candidates are being assessed against the National Occupational Standards in a realistic working environment when not in an actual, commercial workplace.

The following criteria must be included as part of centre approval and must be confirmed as being met during the first external verification visit. The criteria must then continue to be met on every subsequent visit. This will ensure that candidates are able to meet commercial needs in the workplace.

- 1 Assessment centres must develop realistic management procedures that incorporate a 'salon and/or spa image\*' and sales and marketing policy to attract the type and number of clients needed to ensure that the requirements of the National Occupational Standards can be achieved.
- 2 All assessments must be carried out under realistic commercial pressures and on paying clients and not other candidates within the same group. Wherever possible, clients should vary in age and ethnicity so that the requirements of the National Occupational Standards can be achieved.
- 3 All services that are carried out should be completed in a commercially acceptable timescale. Maximum service times for particular, critical services have been developed by Habia for each Beauty Therapy and Spa Therapy NVQ/SVQ and are detailed in Appendix 1F. These times should be used for assessment purposes.
- 4 Candidates must be able to achieve a realistic volume of work.
- 5 The space per working area conforms to health and safety legislation and commercial practice.
- 6 The range of services, professional products, tools, materials and equipment must be up to date and available for use. They must enable candidates to meet the requirements of the National Occupational Standards.
- 7 A reception area where clients are greeted and general enquiries and appointments can be made by telephone or in person must be available. The reception area must also include a payment facility.
- 8 A retail facility must be provided with products that relate to the clients' needs and the services offered.
- 9 The RWE must take full account of any bye-laws, legislation or local authority requirements that have been set down in relation to the type of work that is being carried out there.

- 10 Candidates must work in a professional manner taking into account establishment requirements such as:
- i. appearance and dress code
  - ii. personal conduct
  - iii. hygiene
  - iv. reliability
  - v. punctuality.
- 11 Candidates are given workplace responsibilities to enable them to meet the requirements of the National Occupational Standards.

\*The use of the word 'salon' is not intended to deny access to the beauty or spa therapy qualification if you deliver services in other locations (eg hospitals, care centres, etc). It refers to any place where professional services are carried out. However, the location must meet health and safety requirements for beauty and spa therapy.

## APPENDIX 1B

### Summary of Where Simulated Activities May Be Used for Assessment of Habia Developed Units

Simulated activities may be used for the following, if naturally occurring performance evidence is not available:

<b>Level 2</b>	Unit G4, Fulfil Salon Reception Duties	'Methods of Payment' Range ,Variables: 'cash equivalent', 'cheque' Outcome 4 and 'payment card' methods of payment.  'Payment Discrepancies' Range Variables.  A special dispensation will continue to exist which allows the use of artificial money in HM Prisons.
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## **APPENDIX 1C**

### **Areas Within the Beauty and Spa Therapy National Occupational Standards for Which Mandatory Written Question Papers Must Be Developed**

As a minimum requirement, Awarding Bodies are required to develop appropriate question papers to cover the areas of Knowledge and Understanding listed below.

A written paper must be produced for each technical unit. It is also recommended that a separate written paper be produced to cover the anatomy and physiology across all of the units in each qualification to prevent repetition. For Beauty Therapy Level 1, these papers should be deliverable in either written or oral formats at the discretion of the assessor. Appropriate written question papers must be available for the Beauty Therapy NVQs/SVQs Levels 2 and 3 and the Spa Therapy NVQ/SVQ Level 3.

**Beauty Therapy Level 3 and Spa Therapy Level 3: Areas of Knowledge Within Beauty and Spa Therapy Units Requiring Mandatory Written Questions**

Unit title	Knowledge areas
Unit B11: Design and Create Fashion and Photographic Make-up	<ul style="list-style-type: none"> <li>• health and safety requirements associated with make-up techniques</li> <li>• the importance of recognising contra-indications and restrictions to the make-up</li> <li>• the steps that should be taken to ensure you are adequately insured</li> <li>• the importance of agreeing contractual arrangements prior to commencing your design plan</li> <li>• the importance of setting and working to a budget</li> <li>• the importance of specifying resource needs accurately</li> <li>• the principles of colour theory (eg complementary colours)</li> <li>• how different types of lighting and camera effects impact on the make-up</li> <li>• sources of research information and how to access and evaluate them</li> <li>• where to obtain make-up, products and equipment</li> </ul>

Unit title	Knowledge areas
Unit B12: Plan and Provide Airbrush Make-up	<ul style="list-style-type: none"> <li>• the importance of recognising contra-indications and restrictions to airbrush make-up eg respiratory problems</li> <li>• the types of problems that can occur with airbrush equipment and how to correct them</li> <li>• the meaning of PSI and the potential risks associated with the use of pressurised airbrush equipment</li> <li>• the importance of using equipment with a pressure gauge</li> <li>• the types of equipment available for airbrushing and how and when to use them</li> <li>• the differences between cup feed and gravity feed airbrushes and when to use them</li> <li>• the basic principles of complementary colour theory</li> <li>• how lighting affects the perception of colour and its influence on the effect of make-up</li> <li>• the reasons for matching lighting with the occasion for which the make-up will be worn (eg bridal make-up rehearsal in daylight)</li> </ul>

Unit title	Knowledge areas
Unit B13: Provide Body Electrical Treatments	<ul style="list-style-type: none"> <li>• the characteristics of different body types and body conditions (eg endomorph, ectomorph and mesomorph, cellulite, poor muscle tone, uneven skin tone and sluggish circulation)</li> <li>• structure and function of the skeleton</li> <li>• the structure and function of muscles, including the types of muscles (ie voluntary and involuntary)</li> <li>• the effect of exercise on muscle tone and how it can vary</li> <li>• the positions and actions of the main muscle groups in the part of the body specified in the range (ie deltoid, biceps, triceps, brachialis, radialis trapezius, latissimus dorsi, erector spinae, pectorals, intercostals, diaphragm, rectus abdominis, obliques, gluteals, hamstrings, quadriceps extensor, abductors, adductors of upper leg, gastrocnemius, soleus, tibialis anterior)</li> <li>• the definition of 'origin' and 'insertion' of a muscle</li> <li>• the causes of muscle fatigue and how to recognise it</li> <li>• the basic structure and function of skin (ie the layers of the epidermis, subcutaneous layer, the dermis, including connective tissues, nerve endings, sweat glands, sebaceous glands, capillaries and hairs)</li> <li>• the skin characteristics and skin types of different ethnic client groups</li> <li>• the structure, location and the body's utilisation of adipose tissue</li> <li>• the function of the endocrine system and its relationship to weight gain and loss</li> <li>• the function of the digestive system</li> <li>• the basic principles of healthy eating</li> <li>• how ageing affects the body and skin</li> </ul>

Unit title	Knowledge areas
	<ul style="list-style-type: none"> <li>• how age limits the effectiveness of the treatment</li> <li>• the function of blood and the principles of circulation, blood pressure and pulse</li> <li>• the structure and function of the heart and arteries, veins and capillaries</li> <li>• how to identify erythema and its causes</li> <li>• the structure and function of the lymphatic system, including lymphatic vessels, nodes and lymph of the body</li> <li>• the principles of lymph circulation and the interaction of lymph and blood within the circulatory system</li> <li>• the basic principles of the central nervous system, motor points and autonomic system</li> <li>• the effect of electrical treatment on the muscles, skin, circulatory, skeletal, lymphatic, endocrine, digestive and nervous systems</li> <li>• those contra-indications which prevent body electrical treatment and why (eg contagious skin diseases, dysfunction of the nervous system, heart disease/disorder, undergoing medical treatment, pacemaker, any cancer related treatments, recent scar tissue, undiagnosed lumps, inflammations and swellings, medication causing a thinning or inflammation of the skin, (eg steroids, accutane, retinols, diagnosed sclerodema)</li> <li>• those conditions which restrict treatment and why (eg diabetes, epilepsy, high/low blood pressure, history of thrombosis or embolism, metal pins or plates, medication, pregnancy, piercings, anxiety, varicose veins, cuts, abrasions, bruises, recent dermabrasion or chemical peels, IPL or laser and epilation)</li> </ul>

Unit title	Knowledge areas
	<ul style="list-style-type: none"> <li>• possible contra-actions which may occur during the treatment and how to deal with them (eg galvanic burn, bruising, irritation, allergic reaction, excessive erythema, muscle fatigue, hyper-pigmentation etc)</li> <li>• the benefits and effects of electro-therapy machines which combine different currents and their effects</li> <li>• the benefits of products available for electrical treatments and their effects</li> <li>• the type of currents produced by galvanic units, EMS units, micro-current units and lymphatic drainage equipment</li> <li>• the physical effects created by the use of the equipment in the range</li> <li>• the types of post-treatment products available and why they are necessary</li> <li>• the lifestyle factors and changes that may be required to improve the effectiveness of the treatment</li> <li>• post treatment restrictions and future treatment needs</li> <li>• how current eating and exercise habits can affect the effectiveness of treatment</li> <li>• how healthy eating and exercise can improve the effectiveness of the treatment</li> </ul>

Unit title	Knowledge areas
Unit B14: Provide Facial Electrical Treatments	<ul style="list-style-type: none"> <li>• the position of the primary bones of the skull and shoulder girdle and the functions of the skull</li> <li>• the positions and actions of the facial muscles (eg frontalis, sterno mastoid, platysma, orbicularis oris, masseter, orbicularis oculi, buccinator, zygomatic, digastric, corrugator, risorius)</li> <li>• the definition of 'origin' and 'insertion' of a muscle</li> <li>• the basic structure and function of skin (ie the layers of the epidermis, subcutaneous layer, the dermis, including connective tissues, nerve endings, sweat glands, sebaceous glands, capillaries and hairs)</li> <li>• the skin characteristics and skin types of different ethnic client groups</li> <li>• how ageing affects the skin and limits the effectiveness of treatment</li> <li>• how the endocrine system affects the skin</li> <li>• the function of blood and the principles of circulation, blood pressure and pulse</li> <li>• the structure and function of the arteries, veins and capillaries in the face</li> <li>• the structure and function of the lymphatic system, including lymphatic vessels, nodes and lymph in the face and neck</li> <li>• how to identify erythema and its causes</li> <li>• the principles of lymph circulation and the interaction of lymph and blood within the circulatory system</li> <li>• the basic principles of the central nervous system, motor points and autonomic system</li> </ul>

Unit title	Knowledge areas
	<ul style="list-style-type: none"> <li>• the effect of electrical treatment on the facial muscles, skin, circulatory, lymphatic and nervous systems</li> <li>• those contra-indications which prevent facial electrical treatment and why (eg contagious skin diseases, dysfunction of the nervous system, heart disease/disorder, undergoing medical treatment, pacemaker, recent scar tissue, undiagnosed lumps and swellings, medication causing a thinning or inflammation of the skin (eg steroids, accutane, retinols and recent dermabrasion)</li> <li>• those contra-indications restricting treatment and why (eg diabetes, epilepsy, high/low blood pressure, micro-pigmentation, history of thrombosis or embolism, botox, demal fillers, metal pins or plates, medication, pregnancy, piercings, anxiety, cuts, abrasions, bruises, chemical peels, IPL or laser and epilation)</li> <li>• possible contra-actions which may occur during the treatment and how to deal with them (eg galvanic burn, bruising, irritation, allergic reaction, excessive erythema, muscle fatigue, hyper/hypo-pigmentation)</li> <li>• the benefits and effects of electro-therapy machines which combine different currents and their effects</li> <li>• the benefits of products available for facial electrical treatments and their effects</li> </ul>

Unit title	Knowledge areas
	<ul style="list-style-type: none"> <li>• the type of currents produced by direct high frequency units, galvanic units, EMS units, micro-current units and lymphatic drainage equipment</li> <li>• the physical effects created by the use of the equipment in the range</li> <li>• why some facial treatments should be conducted in a certain direction</li> <li>• why it is important to give aftercare advice</li> <li>• the lifestyle factors and changes that may be required to improve the effectiveness of the treatment</li> <li>• post-treatment restrictions and future treatment needs</li> </ul>

Unit title	Knowledge areas
Unit B15: Provide Single Eyelash Extension Treatments	<ul style="list-style-type: none"> <li>• how to carry out a skin sensitivity test and why it should be conducted</li> <li>• how to interpret the results of a skin sensitivity test</li> <li>• those contra-indications requiring medical referral and why, including infectious skin diseases and eye infections</li> <li>• those contra-indications which prevent treatment and why (eg conjunctivitis, chemotherapy, trichotillomania, recent eye surgery, blepharitis, eye infections)</li> <li>• those contra-indications which restrict treatment and why (eg psoriasis, styes, dry eye syndrome, glaucoma, contact lenses, thyroid disturbance)</li> <li>• how to identify erythema and its causes</li> <li>• the possible contra-actions resulting from single lash system treatments and how to deal with them (eg eye irritations)</li> <li>• the structure and cycle of hair growth</li> <li>• basic structure and function of the eye</li> <li>• the physical effect of the eyelash extension process on the eye (eg thickening of the cornea, overstimulation of the meibomian gland)</li> <li>• the principles of blending single eyelashes</li> <li>• how to judge the quantity of eyelashes to be added to achieve a balanced and well proportioned look</li> <li>• the expected longevity of single lash system treatments</li> </ul>

Unit title	Knowledge areas
Unit B20: Provide Body Massage Treatments	<ul style="list-style-type: none"> <li>• the structure and function of cells and tissues</li> <li>• the structure and function of muscles, including the types of muscles (ie voluntary and involuntary)</li> <li>• the positions and actions of the main muscle groups within the treatment areas of the body specified in the range</li> <li>• the position and function of the primary bones and joints of the skeleton</li> <li>• how to recognise postural faults and conditions (eg lordosis, kyphosis, scoliosis)</li> <li>• the structure, function and location of blood vessels and the principles of circulation, blood pressure and pulse</li> <li>• the interaction of lymph and blood within the circulatory system</li> <li>• the structure and function of lymphatic system</li> <li>• the basic principles of the central nervous system and autonomic system</li> <li>• the basic principles of the endocrine, respiratory, digestive and excretory systems</li> <li>• the structure and function of skin (ie the layers of the epidermis, the dermis, subcutaneous layer, including connective tissues, nerve endings, sweat glands, sebaceous glands, capillaries and hairs)</li> <li>• the skin characteristics and skin types of different ethnic client groups</li> </ul>

Unit title	Knowledge areas
	<ul style="list-style-type: none"> <li>• the structure and location of the adipose tissue</li> <li>• the effects of massage on the individual systems of the body</li> <li>• the physical and psychological effects of body massage</li> <li>• those contra-indications that prevent treatment and why (eg deep vein thrombosis, during chemotherapy and radiotherapy, contagious skin diseases, etc)</li> <li>• those contra-indications which may restrict treatment or where caution should be taken, in specific areas and why (eg diabetes, epilepsy, varicose veins, high and low blood pressure, product allergies etc)</li> <li>• what constitutes a contra-action</li> <li>• possible contra-actions which may occur during and post treatment, why and how to deal with them (eg bruising and inflammation)</li> </ul>

Unit title	Knowledge areas
Unit B21: Provide UV Tanning Services	<ul style="list-style-type: none"> <li>• those contra-indications that prevent UV tanning and why (eg history of skin cancer, excessive number of moles and/or freckles, moles that have changed colour, itch and/or bleed, history of sunburn, under the age of 16, skin that does not tan in sunlight, medication causing skin sensitivity, etc)</li> <li>• those conditions which restrict treatment and why (eg diabetes, sunburn, previous heat treatments, use of perfumed products, laser and IPL treatments, micro-dermabrasion, recent chemical peels, use of steroids, certain anti-ageing products, high and/or low blood pressure etc)</li> <li>• those contra-actions that can occur as a result of UV tanning and why (eg burning, blistering, uneven pigmentation, feeling faint, nausea, claustrophobia, etc)</li> <li>• the importance of regularly cleaning equipment between each session and why specific cleansers should be used</li> <li>• the structure and function of the skin, including vitamin D and melanin production</li> <li>• the effect and changes that UVA, UVB and UVC rays can have on the skin</li> <li>• how to recognise visible adverse reactions (eg damage to the eyes, premature ageing of the skin, an immunosuppressive response and increased risk of developing non melanoma skin cancers<sup>1</sup>)</li> <li>• how to recognise beneficial changes in the skin (eg improved healing capability, suppression of seborrhoea and psoriasis)</li> </ul>

<sup>1</sup> Refer to the British Medical Association (BMA) guidance on the health risks associated with UV tanning treatments.

Unit title	Knowledge areas
	<ul style="list-style-type: none"> <li>• how to use the Fitzpatrick Classification Scale to determine skin tone</li> <li>• how melanin production affects tanning capability</li> <li>• why it is important to protect the hair and eyes during these treatments</li> <li>• the importance of removing perfumed products and cosmetics prior to treatments (pre-sensitisation)</li> <li>• how to relate the length of session to skin tone and type and calculate session times and safe dosage</li> <li>• the principles of the electromagnetic spectrum</li> </ul>

Unit title	Knowledge areas
Unit B22: Provide Specialist Skin Camouflage Services	<ul style="list-style-type: none"> <li>• the importance of allowing the client to indicate the area requiring camouflage</li> <li>• why it is important never to assume the area to be camouflaged</li> <li>• the importance of not asking intrusive questions and avoiding intrusive questioning techniques</li> <li>• the structure and function of the skin</li> <li>• the photosensitivity of skin and how it differs in different skin groups (ie the Fitzpatrick Classification System)</li> <li>• the healing and renewal process of skin and how it differs in different skin classification groups (eg Fitzpatrick scale)</li> <li>• how ageing affects the skin and how its regenerative properties differs in different skin groups and lifestyle choices</li> <li>• the causes and appearance of skin conditions likely to need camouflage (eg hypo-pigmentation such as vitiligo, stretch marks; hyper-pigmentation such as melasma, age spots; and erythema such as rosacea and thread veins)</li> <li>• the characteristics and differences between the three types of scar tissue (atrophic; hypertrophic; keloid) and the implications of scar tissue</li> <li>• the importance of recognising different skin tones (eg red or yellow undertones)</li> <li>• the psychological effects of changed image on the client</li> <li>• the importance of understanding the correct psychological approach when working with people requiring camouflage</li> </ul>

Unit title	Knowledge areas
	<ul style="list-style-type: none"> <li>• the importance of understanding such conditions as body dysmorphia</li> <li>• the importance of understanding why skin camouflage should be considered a medical, rather than make-up/cosmetic, application</li> <li>• principles of colour theory (eg complementary colours)</li> <li>• the importance of understanding when it may be necessary to apply a complementary colour prior to the skin match</li> <li>• the importance of testing for a skin colour match on a small area</li> <li>• attributes and limitations of products (eg appearance of applied products under different circumstances such as titanium dioxide and iron oxide in flash photography and on skin)</li> <li>• the compatibility and limitation of topical and medical treatments used in conjunction with skin camouflage (eg sun screen, ointments, make-up)</li> <li>• how to match instruction with individual clients' learning needs when applying skin camouflage</li> <li>• the most suitable methods of gaining feedback from skin camouflage instructional activities</li> </ul>

Unit title	Knowledge areas
Unit B23: Provide Indian Head Massage	<ul style="list-style-type: none"> <li>• the structure and function of muscles, including the types of muscles (ie voluntary and involuntary) within the treatment areas</li> <li>• the positions and actions of the main muscle groups within the treatment areas</li> <li>• the position and function of the primary bones and joints of the skeletal system within the treatment areas</li> <li>• how to recognise postural faults and conditions within the treatment areas (eg kyphosis, scoliosis)</li> <li>• the structure, function and location of blood vessels and the principles of circulation, blood pressure and pulse within the treatment areas</li> <li>• the interaction of lymph and blood within the circulatory system</li> <li>• the structure and function of lymphatic system</li> <li>• the position and function of the sinuses</li> <li>• the basic principles of the central nervous system and autonomic system</li> <li>• the basic principles of the endocrine and respiratory systems</li> <li>• the structure and function of skin (ie the layers of the epidermis, the dermis, subcutaneous layer, including connective tissues, nerve endings, sweat glands, sebaceous glands, capillaries and hairs)</li> </ul>

Unit title	Knowledge areas
	<ul style="list-style-type: none"> <li>• the skin characteristics and skin types of different ethnic client groups</li> <li>• the effects of Indian Head Massage on the individual systems of the body</li> <li>• the physical and psychological effects of Indian Head Massage</li> <li>• those contra-indications that prevent treatment and why (eg during chemotherapy and radiotherapy, skin diseases and disorders, hair and scalp disorders etc)</li> <li>• those contra-indications which may restrict treatment or where caution should be taken, in specific areas and why (eg diabetes, epilepsy, high and low blood pressure, product allergies, sebaceous cysts, eczema, acne, any medical condition with specialist or general practitioner approval etc)</li> <li>• possible contra-actions which may occur during and post-treatment and how to deal with them (eg light-headedness, headache)</li> </ul>

Unit title	Knowledge areas
Unit B24: Carry out Massage Using Pre-blended Aromatherapy Oils	<ul style="list-style-type: none"> <li>• the structure and function of cells and tissues</li> <li>• the structure and function of muscles, including the types of muscles (ie voluntary and involuntary)</li> <li>• the positions and actions of the main muscle groups within the treatment areas of the body specified in the range</li> <li>• the position and function of the primary bones and joints of the skeleton</li> <li>• how to recognise postural faults and conditions (eg lordosis, kyphosis, scoliosis)</li> <li>• the structure, function and location of blood vessels and the principles of circulation, blood pressure and pulse</li> <li>• the interaction of lymph and blood within the circulatory system</li> <li>• the structure and function of the lymphatic system</li> <li>• the basic principles of the central nervous system and autonomic system</li> <li>• the basic principles of the endocrine, respiratory including sinuses, olfactory, digestive and excretory systems</li> <li>• the structure and function of skin (ie the layers of the epidermis, the dermis, subcutaneous layer, including connective tissues, nerve endings, sweat glands, sebaceous glands, capillaries and hairs)</li> </ul>

Unit title	Knowledge areas
	<ul style="list-style-type: none"> <li>• the skin characteristics and skin types of different ethnic client groups</li> <li>• the structure and location of the adipose tissue</li> <li>• the effects of massage using pre-blended aromatherapy oils on the individual systems of the body</li> <li>• the physical and psychological effects of massage using pre-blended aromatherapy oils</li> <li>• those contra-indications that prevent treatment and why (eg deep vein thrombosis, during chemotherapy and radiotherapy, contagious skin diseases etc)</li> <li>• those contra-indications which may restrict treatment or where caution should be taken in specific areas and why (eg diabetes, epilepsy, varicose veins, high and low blood pressure, product allergies, any medical condition with specialist or general practitioner approval etc)</li> <li>• possible contra-actions which may occur during and post-treatment and how to deal with them (eg light-headedness, headache, nausea etc)</li> <li>• how to store and maintain pre-blended aromatherapy oils in a safe and hygienic manner (eg in date and away from light and heat) and why this is important</li> </ul>

Unit title	Knowledge areas
Unit B25: Provide Self-tanning Services	<ul style="list-style-type: none"> <li>• those contra-indications which will prevent treatment and why (eg severe asthma for spray tanning, contagious skin conditions, etc)</li> <li>• those contra-indications which restrict treatment and why (eg insulin dependent diabetes, pigmentation disorders, sunburn, psoriasis, eczema, cuts and abrasions etc)</li> <li>• the contra-actions that can occur during or as a result of self tanning and why (eg skin irritation, swelling, burning, itching, watery eyes, coughing, fainting etc)</li> <li>• the potential risks associated with the use of pressurised spray tanning equipment</li> <li>• the ingredients of tanning products, exfoliators and moisturisers</li> <li>• the importance of pre and post-treatment advice</li> <li>• pigmentation disorders and how they may affect the self tan (hypo and hyper pigmentation)</li> <li>• the use and effects of tanning enhancers</li> </ul>

Unit title	Knowledge areas
Unit B26: Provide Female Intimate Waxing Services	<ul style="list-style-type: none"> <li>• the structure of the skin (ie the layers of the epidermis, the dermis, the subcutaneous layer, the hair follicle, the hair shaft, the sebaceous gland, arrector pili muscle, sweat gland, blood and lymph vessels and sensory nerve endings) and differences in the structure of the skin for different client groups</li> <li>• the function of the skin (ie sensitivity, heat regulation, absorption, protection, excretion, secretion and vitamin D production)</li> <li>• the skin characteristics and skin types of different ethnic client groups</li> <li>• the structure of the hair</li> <li>• the basic principles of hair growth (eg anagen, catagen, telogen)</li> <li>• the types of hair growth (eg terminal, vellus)</li> <li>• the correct medical terminology for female genitalia</li> <li>• the structure of the female genitalia</li> <li>• the contra-indications that prevent treatment and why but will not require medical referral (eg thin and or fragile skin, scar tissue under six months old, heat rash, sunburn, known allergies to products and ingredients such as rosin found in sticking plasters and wax)</li> <li>• the contra-indications that require medical approval and why (eg urinary infections, sexually transmitted infections, pubic lice, contagious skin disease, oedema)</li> <li>• the conditions which restrict treatment and why (eg moles, infected ingrowing hairs, skin tags, external haemorrhoids, medication, diabetes)</li> </ul>

Unit title	Knowledge areas
	<ul style="list-style-type: none"> <li>• how to recognise and deal with the contra-actions that can occur as a result of intimate waxing treatments (eg bruising, blood spots, abrasions, broken hair, histamine (allergic) reaction, excessive erythema, excessive and diminished regrowth)</li> <li>• other methods of temporary hair removal (eg tweezing, shaving, depilatory creams, electrical depilatory, threading, abrasive mitts) and the effect of these methods on the waxing process</li> <li>• why it is important to restrict your conversation to instructions during the intimate waxing service</li> <li>• how to deal with circumstances in which client's behaviour breaches the professional status of the treatment</li> <li>• why it is important to give aftercare treatment advice both verbally and in writing and what may happen if treatment advice was not given or is not followed</li> <li>• why it is necessary to give clients clear and specific guidance on the importance of personal toilet hygiene and the avoidance of heat and friction</li> <li>• aftercare and maintenance requirements for intimate waxing treatments and why these are important (including avoidance of heat and friction, use of perfumed and chemical based products, wearing of restrictive clothing, avoidance of touching the treated area and for how long this should be avoided, the avoidance of swimming and other exercise and for how long this should be avoided, personal toilet hygiene)</li> </ul>

Unit title	Knowledge areas
Unit B27: Provide Male Intimate Waxing Services	<ul style="list-style-type: none"> <li>• the structure of the skin (ie the layers of the epidermis, the dermis, the subcutaneous layer, the hair follicle, the hair shaft, the sebaceous gland, arrector pili muscle, sweat gland, blood and lymph vessels and sensory nerve endings) and differences in the structure of the skin for different client groups</li> <li>• the function of the skin (ie sensitivity, heat regulation, absorption, protection, excretion, secretion and vitamin D production)</li> <li>• the skin characteristics and skin types of different ethnic client groups</li> <li>• the structure of the hair</li> <li>• the basic principles of hair growth (eg anagen, catagen, telogen)</li> <li>• the types of hair growth (eg terminal, vellus)</li> <li>• the correct medical terminology for male genitalia</li> <li>• the structure of the male genitalia</li> <li>• the contra-indications that prevent treatment and why but will not require medical referral (eg thin and or fragile skin, scar tissue under six months old, heat rash, sunburn, known allergies to products and ingredients such as rosin found in sticking plasters and wax)</li> <li>• the contra-indications that require medical approval and why (eg urinary infections, sexually transmitted infections, pubic lice, contagious skin disease, oedema)</li> <li>• the conditions which restrict treatment and why (eg moles, infected ingrowing hairs, skin tags, external haemorrhoids, medication, diabetes)</li> </ul>

Unit title	Knowledge areas
	<ul style="list-style-type: none"> <li>• how to recognise and deal with the contra-actions that can occur as a result of intimate waxing treatments (eg bruising, blood spots, abrasions, broken hair, histamine (allergic) reaction, excessive erythema, excessive and diminished regrowth)</li> <li>• other methods of temporary hair removal (eg tweezing, shaving, depilatory creams, electrical depilatory, threading, abrasive mitts) and the effect of these methods on the waxing process</li> <li>• why it is important to restrict your conversation to instructions during the intimate waxing service</li> <li>• how to deal with circumstances in which client's behaviour breaches the professional status of the treatment</li> <li>• why it is important to give aftercare treatment advice both verbally and in writing and what may happen if treatment advice was not given or is not followed</li> <li>• why it is necessary to give clients clear and specific guidance on the importance of personal toilet hygiene and the avoidance of heat and friction after intimate waxing</li> <li>• aftercare and maintenance requirements for intimate waxing treatments and why these are important (eg avoidance of heat and friction, use of perfumed and chemical based products, wearing of restrictive clothing, avoidance of touching the treated area and for how long this should be avoided, the avoidance of swimming and other exercise and for how long this should be avoided, personal toilet hygiene)</li> </ul>

Unit title	Knowledge areas
Unit B28: Provide Stone Therapy Treatments	<ul style="list-style-type: none"> <li>• what is contact dermatitis and how to avoid developing it whilst carrying out stone therapy treatments</li> <li>• what is repetitive strain injury (RSI), how it is caused and to avoid developing it when delivering stone therapy treatments</li> <li>• the advantages to the therapist of using stone therapy as a means of avoiding RSI</li> <li>• the structure and function of cells and tissues</li> <li>• the structure and function of muscles, including the types of muscle (ie voluntary, involuntary and cardiac)</li> <li>• the positions and actions of the main muscle groups within the treatment areas</li> <li>• the position and function of the primary bones and joints of the skeleton</li> <li>• the position and function of the sinuses</li> <li>• how to recognise postural faults and conditions (eg lordosis, kyphosis, scoliosis)</li> <li>• the structure, function and location of blood vessels and the principles of circulation, blood pressure and pulse</li> <li>• the interaction of lymph and blood within the circulatory system</li> <li>• the structure and function of lymphatic system</li> <li>• the basic principles of the central nervous system and autonomic system</li> <li>• the basic principles of the endocrine, respiratory, digestive and excretory systems</li> </ul>

Unit title	Knowledge areas
	<ul style="list-style-type: none"> <li>• the structure and function of skin (ie the layers of the epidermis, the dermis, subcutaneous layer, including connective tissues, nerve endings, sweat glands, sebaceous glands, capillaries and hairs)</li> <li>• the skin characteristics and skin types of different ethnic client groups</li> <li>• the structure and location of the adipose tissue</li> <li>• the effects of hot and cold stone therapy on the individual systems of the body</li> <li>• the physical effects of hot and cold stone therapy treatment</li> <li>• the psychological effects of hot and cold stone therapy treatment</li> <li>• those contra-indications that prevent treatment and why (eg deep vein thrombosis, during chemotherapy and radiotherapy, contagious skin diseases, loss of skin sensitivity, clinical obesity etc)</li> <li>• those contra-indications which may restrict treatment or where caution should be taken, in specific areas and why (eg diabetes, epilepsy, varicose veins, areas of skin aggravated by heat etc)</li> <li>• possible contra-actions which may occur during and post treatment and how to deal with them (eg reactions to extremes of temperature)</li> <li>• methods of cooling stones</li> <li>• the types of stone, their properties and uses</li> <li>• how to adapt a stone therapy treatment for male and female clients</li> <li>• how stone therapy may be used to enhance other treatments (eg manicure, pedicure, facial)</li> </ul>

Unit title	Knowledge areas
Unit B29: Provide Electrical Epilation Treatments	<ul style="list-style-type: none"> <li>• the structure and function of the skin (ie epidermis, dermis, appendages, subcutaneous layer and nerve endings)</li> <li>• the principles of skin healing</li> <li>• the structure of the hair and its follicle (the pilosebaceous unit)</li> <li>• the growth pattern of the hair and how this influences present and future treatments</li> <li>• the hair growth cycle ie anagen, catagen, telogen</li> <li>• the causes of hair growth ie topical, congenital, systemic</li> <li>• the definition of hair growth ie superfluous, hirsutism, hypertrichosis</li> <li>• the structure and function of the endocrine system</li> <li>• the effects of malfunctions of the endocrine system on hair growth</li> <li>• the principles of the blood and lymphatic system</li> <li>• how hormones are circulated via the blood stream</li> <li>• the skin characteristics and skin types of different ethnic client groups</li> <li>• those contra-indications that prevent treatment and why (eg infectious and contagious diseases, pace-makers and haemophilia,</li> <li>• those conditions requiring medical approval and why (eg heart problems, hair growth from moles)</li> <li>• the conditions that restrict treatment and why (eg psoriasis, eczema, acne, epilepsy and diabetes)</li> </ul>

Unit title	Knowledge areas
	<ul style="list-style-type: none"> <li>• the potential consequences of carrying out electrical epilation on a contra-indicated client</li> <li>• possible contra-actions which may occur during the treatment and how to deal with them (eg erythema, oedema, blanching, bleeding)</li> <li>• the principles, uses and benefits of the galvanic current</li> <li>• the principles, uses and benefits of the alternating current (eg short wave, radio frequency and high frequency)</li> <li>• the principles, uses and benefits of blending the galvanic and alternating current</li> <li>• how to select the type and size of needle to suit the hair type, skin type and area(s) to be treated</li> <li>• how to correctly insert the needle into the hair follicle with regard to depth and angle and the consequences of inaccurate needle insertion</li> <li>• how to remove hairs from different types of follicle (ie single, compound and distorted)</li> <li>• the importance of recognising and treating unusual hair growth (eg compound hair growth, ingrowing hair)</li> <li>• the benefits and effects of post treatment Cataphoresis</li> <li>• the importance of knowing how to treat the follicles of red and non-pigmented hair</li> <li>• why moisture affects the electrical epilation treatment</li> </ul>

Unit title	Knowledge areas
Unit S2: Monitor Clients and the Operation of Sauna, Steam and Hydrotherapy treatments	<ul style="list-style-type: none"> <li>• how to complete and maintain accurate records of water testing for hydrotherapy treatment areas</li> <li>• your responsibilities under current Control of Substances Hazardous to Health (CoSHH) Regulations for the correct use and storage of chemicals required for spa treatments</li> <li>• what is contact dermatitis and how to avoid developing it when carrying out the maintenance of spa treatment areas</li> <li>• the necessary environmental conditions for spa treatment areas (including lighting, heating, ventilation and general comfort) and why these are important</li> <li>• why it is important to check the client's wellbeing at regular intervals.</li> <li>• the importance of regular water intake during spa treatments for both staff and clients</li> <li>• the recommended operating temperatures and humidity levels for sauna, steam and hydrotherapy equipment</li> <li>• the possible dangers of chemical and equipment misuse</li> <li>• the recommended treatment times and the potential risks of exceeding them</li> <li>• the main types of air and waterborne infections that can affect spa environments and clients</li> </ul>

Unit title	Knowledge areas
	<ul style="list-style-type: none"> <li>• those contra-indications that will prevent sauna, steam and/or hydrotherapy treatments and why (eg pregnancy, circulatory disorders, respiratory disorders, skin diseases or disorders etc)</li> <li>• those contra-indications that will restrict sauna, steam and/or hydrotherapy treatments and why (eg diabetes, epilepsy etc)</li> <li>• the possible contra-actions which can occur during water, temperature and spa treatment sessions (including feeling faint, feeling nauseous, skin irritation and headaches) and how to deal with them</li> <li>• the contra-actions that could occur after sauna, steam and hydrotherapy treatments and what advice to give to clients</li> <li>• the physiological and psychological effects of sauna treatments</li> <li>• the physiological and psychological effects of steam treatments</li> <li>• the physiological and psychological effects of hydrotherapy treatments</li> <li>• the different physiological and psychological effects of hot and cold spa treatments on the skin and body</li> </ul>

Unit title	Knowledge areas
Unit S3: Provide Body Wrapping and Flotation Treatments	<ul style="list-style-type: none"> <li>• how to maintain accurate records of water testing for wet flotation equipment</li> <li>• your responsibilities under current Control of Substances Hazardous to Health (CoSHH) Regulations for the correct use and storage of chemicals required for wet flotation treatments</li> <li>• what is contact dermatitis and how to avoid developing it when carrying out body wrapping and flotation treatments</li> <li>• the necessary environmental conditions for body wrapping and flotation treatments (including lighting, heating, ventilation, sound and general comfort) and why these are important</li> <li>• why it is important to maintain standards of hygiene and the principles of avoiding cross-infection</li> <li>• the characteristics of different body types (eg endomorph, ectomorph and mesomorph) and conditions</li> <li>• the effect of exercise on muscle tone and how it can vary</li> <li>• the basic structure and function of skin (ie the layers of the epidermis, subcutaneous layer, the dermis, including connective tissues, nerve endings, sweat glands, sebaceous glands, capillaries and hairs)</li> <li>• the skin characteristics and skin types of different ethnic client groups</li> <li>• the structure, location and utilisation of adipose tissue</li> <li>• the function of the endocrine system and its relationship to weight gain and loss</li> </ul>

Unit title	Knowledge areas
	<ul style="list-style-type: none"> <li>• the function of the excretory system</li> <li>• the function of the digestive system</li> <li>• the basic principles of healthy eating</li> <li>• the function of blood and the principles of circulation, blood pressure and pulse</li> <li>• the structure and function of the heart and arteries, veins and capillaries</li> <li>• how to identify erythema and its causes</li> <li>• the structure and function of the lymphatic system, including lymphatic vessels, nodes and lymph of the body</li> <li>• the principles of lymph circulation and the interaction of lymph and blood within the circulatory system</li> <li>• the effect of wrap and flotation treatments on the skin, circulatory, lymphatic, endocrine, excretory and digestive systems</li> <li>• those contra-indications applicable to body wrapping and flotation treatments and the courses of action to take in the event of contra-indications and why (eg thyroid imbalance, nut allergies, weeping eczema and psoriasis, circulatory disorders, any medical condition with specialist or general practitioner approval etc)</li> <li>• how differing client body weight and frame impacts on flotation equipment set up and use</li> <li>• the different types of pre-heat treatment that can be used prior to body wrapping and their effects</li> </ul>

Unit title	Knowledge areas
	<ul style="list-style-type: none"> <li>• the physiological and psychological effects of body wrapping treatments</li> <li>• the possible contra-actions which can occur during body wrapping treatments and how to deal with them</li> <li>• the uses and benefits of wet flotation treatments (eg tank, bath and pool)</li> <li>• the uses and benefits of a dry flotation bed</li> <li>• how to test and interpret results of water and chemical concentrations for wet flotation</li> <li>• the physiological and psychological effects of flotation treatments</li> <li>• the possible contra-actions which can occur during flotation treatments and how to deal with them</li> <li>• the contra-actions that could occur after body wrapping and flotation treatments and what advice to give to clients</li> </ul>

## APPENDIX 1D

### Occupational Expertise Requirements for Beauty and Spa Therapy Assessors and Verifiers

#### 1 Introduction

- 1.1 As the Standards Setting Body for the hair and beauty sectors, Habia is responsible for defining the occupational expertise requirements for assessors and verifiers in consultation with employers, centres and Awarding Bodies. The assessor and verifier occupational expertise requirements for the Beauty Therapy and Spa Therapy NVQs and SVQs are shown below.
- 1.2 Please note that these requirements will take effect from 1 August 2010 and will apply to all assessors and verifiers. This version dated March 2009 supersedes all previous versions.
- 1.3 Please note all assessors and verifiers still working with the existing standards will continue to use and follow the August 2007 Assessment Strategy requirements.

#### 2 Assessors

##### 2.1 From 1 August 2010 all new Beauty Therapy assessors must:

2.1.1 **hold EITHER** the Level 2 and/or 3 Beauty Therapy NVQs/SVQs or equivalent\* plus sufficient relevant post qualification industrial experience that is current and appropriate to the unit(s) of NVQ/SVQ they are intending to assess

**OR**

**substantial operational experience\*\*** that is current and appropriate to the unit(s) of NVQ/SVQ they are intending to assess

2.1.2 **hold** Units D32 **and** D33 to assess the complete Beauty Therapy NVQs/SVQs (those work based assessors only required to make and record observations may hold just D32)

**OR**

**hold or be working towards** Unit A1 if carrying out all forms of assessment

**OR**

**hold or be working towards** Unit A2 if only carrying out observations in the workplace.

**2.2 From 1 August 2010 all new Spa Therapy assessors must:**

2.2.1 **hold EITHER** the Level 3 Spa Therapy NVQ/SVQ or equivalent\* plus sufficient relevant post qualification industrial experience that is current and appropriate to the unit(s) of NVQ/SVQ they are intending to assess

**OR**

**substantial operational experience\*\*** that is current and appropriate to the unit(s) of NVQ/SVQ they are intending to assess

2.2.2 **hold** Units D32 **and** D33 to assess the complete Spa Therapy NVQ/SVQ (those work based assessors only required to make and record observations may hold just D32)

**OR**

**hold or be working towards** Unit A1 if carrying out all forms of assessment

**OR**

**hold or be working towards** Unit A2 if only carrying out observations in the workplace.

2.3 **From 1 August 2010 all existing Beauty Therapy assessors (as defined in 2.1 above) holding just the Level 2 Beauty Therapy NVQ/SVQ** will only be able to assess the Level 2 Beauty Therapy NVQ/SVQ. They will not be eligible for internal verifier or external verifier roles.

**3 Internal verifiers**

**3.1 From 1 August 2010 all Beauty Therapy and Spa Therapy internal verifiers must:**

3.1.1 **hold** the Level 3 Beauty Therapy or Level 3 Spa Therapy NVQs/SVQs or equivalent\* plus sufficient relevant post qualification industrial experience that is current and appropriate to the unit(s) of NVQ/SVQ they are intending to internally verify

**OR**

**substantial operational experience\*\*** that is current and appropriate to the unit(s) of NVQ/SVQ they are intending to internally verify and

3.1.2 **hold** Unit A1 or Units D32 **and** D33 and

3.1.3 **hold** Unit D34 or **hold or be working towards Unit V1**

3.1.3 have **sufficient experience** of assessing Beauty Therapy or Spa Therapy NVQs/SVQs

## 4 External verifiers

### 4.1 From 1 August 2010 all Beauty Therapy and Spa Therapy external verifiers must:

4.1.1 **hold** the Level 3 Beauty Therapy or Level 3 Spa Therapy NVQ/SVQ or equivalent\* plus sufficient relevant post qualification industrial experience that is current and appropriate to the unit(s) of NVQ/SVQ they are intending to externally verify

**OR**

**substantial operational experience\*\*** that is current and appropriate to the unit(s) of NVQ/SVQ they are intending to externally verify and

4.1.2 **hold** Unit A1 **or** Units D32 **and** D33 and

4.1.3 **hold** D35 or **hold or be working towards** Unit V2 and are strongly advised to hold Unit V1 or D34

4.1.4 have **sufficient experience** assessing and/or internally verifying Beauty Therapy or Spa Therapy NVQs/SVQs.

## 5 Assessors and verifiers for non-technical units who are not beauty therapists and spa therapists

5.1 There are several units in the NVQs/SVQs that cover generic skills, assessed in a beauty or spa therapy context. Some centres use assessors and verifiers from other occupations to assess and verify these.

5.2 **ENTO Units HSS1 and HSS3, ICS Unit 10, SFEDI Units BD1 and BI2, Skillset Units HM1, HM6, HM7 and HM19 have been imported into the Habia standards for beauty and spa therapy.** Assessors of these units must meet the requirements laid down by these Standards Setting Bodies in their own Assessment Strategies.

5.3 **Non-technical beauty and spa therapy Habia units:** the same criteria as for assessors and internal verifiers who are beauty therapists will apply, inserting the *relevant* NVQ/SVQ or equivalent qualification or experience and the *relevant* occupational area. This does not apply to external verifiers who will always be beauty or spa therapists for the Habia units. For the sake of clarification, beauty and spa therapy units cannot be internally verified by non-beauty or spa therapists.

**i) Occupational expertise requirements for assessors who are not beauty or spa therapists**

Non-Beauty or Spa Therapy assessors must have the *relevant* Level 2 and Level 3 NVQs/SVQs plus sufficient *relevant* industrial experience **or** substantial operational experience that is current and appropriate to the level(s) of NVQ/SVQ units they are intending to assess. Where individuals have qualifications other than the *relevant* NVQs/SVQs, they or their centre should contact their Awarding Body to determine the acceptability of these qualifications. Assessors will only be able to assess those units in which they have formally demonstrated their competence **or** have shown evidence of operational experience.

For NVQs, *UKCES* requires that assessors hold Unit A1 or A2 (if just recording observations) **OR** Unit D32 and/or Unit D33. New assessors must have a clear action plan for achieving Unit A1 and/or Unit A2 within eighteen months of beginning assessment duties. Assessment decisions by assessors who are still working towards certification must be supported by an assessor or verifier who has gained certification. This can be achieved by checking a sample of assessment decisions.

For SVQs, *SQA Accreditation* requires that assessors be occupationally competent and **must** hold Units A1 and/or A2, **OR** hold D32 and/or D33.

Please note that *Habia* generally requires assessors hold or are working towards Unit A1 **OR** hold D32 **and** D33. In addition, in this case where the assessor does not have a beauty therapy or spa therapy background, then she/he must have obtained a working knowledge of the beauty therapy or spa therapy industry as the context for assessment, through briefing or induction, or ideally through a period of experience in a salon or spa.

**ii) Occupational expertise requirements for internal verifiers who are not beauty therapists or spa therapists.**

Non-Beauty or Spa Therapy internal verifiers must have the *relevant* Level 3 NVQ/SVQ plus sufficient *relevant* industrial experience or substantial operational experience that is current and appropriate to the level(s) of NVQ/SVQ units they are intending to internally verify. Where individuals have qualifications other than the *relevant* NVQs/SVQs, they or their centre should contact their Awarding Body to determine the acceptability of these qualifications. They must also have at least sufficient experience of assessing the *relevant* NVQs/SVQs or *relevant* units.

For NVQs, *UKCES* requires that internal verifiers hold Unit V1 or D34 and, it is recommended, also hold Unit A1 or D32 **and** D33. New internal verifiers must have a clear action plan for achieving Unit V1 within eighteen months of beginning internal verification. Without an appropriately qualified internal verifier, the centre must understand that it cannot submit claims for certification to the Awarding Body.

For SVQs, *SQA Accreditation* requires that internal verifiers be occupationally competent and **must** hold or be working towards Unit V1 **OR** hold D34. Unit A1 or D33 is also desirable.

Please note that *Habia* requires all internal verifiers hold Unit A1 or D32 **and** D33 and hold D34 or hold or are working towards V1. *In addition, in this case where the internal verifier does not have a beauty or spa therapy background, then she/he must have obtained a working knowledge of the beauty therapy or spa therapy industry as the context for assessment, through briefing or induction, or ideally through a period of experience in a salon or spa.*

In this case where assessors and/or internal verifiers do not have a beauty therapy or spa therapy background, then a period of experience in a salon or attending beauty therapy or spa therapy specific event(s) relevant to the units being assessed or verified will help them become more familiar with the requirements of the beauty therapy or spa therapy industries.

\* Where individuals have qualifications other than the Beauty Therapy or Spa Therapy NVQs/SVQs, they or their centre should contact their Awarding Body to determine the acceptability of these qualifications. Assessors will only be able to assess those units in which they have formally demonstrated their competence **or** have shown evidence of operational experience.

\*\* Substantial operational experience means substantial hands on work served within the beauty therapy or spa therapy industry. This can include time in any role in the beauty therapy or spa therapy industry, for example as a therapist, trainer, lecturer, assessor, verifier or salon manager/owner.

## APPENDIX 1E

### Requirements for Continuing Professional Development for Assessors and Verifiers Of Beauty And Spa Therapy Technical Units

From 1 September 2001 as a condition of centre approval and continuing centre approval, centres were required to establish an ongoing, fully resourced Staff Development Plan, capable of supporting the Habia CPD requirement. (Preferably such a Staff Development Plan should link to IIP or other formally recognised quality assurance systems.)

Assessors and verifiers must be able to demonstrate to the Awarding Body how they keep their beauty therapy or spa therapy technical skills and knowledge up to date and to the occupational level at which they are assessing and/or verifying. Continuing Professional Development (CPD) must take place throughout the careers of assessors and verifiers.

This **must** include the completion of a minimum number of hours' CPD in each twelve month period using activities approved for CPD (see below).

The minimum, annual CPD requirement for assessors and verifiers is as follows:

A **total, minimum requirement for 30 hours' CPD** per annum which does not have to be consecutive.

The CPD requirement must be carried out in **one or a combination of** the types of activities listed below. **No activity will carry a 'double hours' allowance.**

- 'hands on' delivery of beauty therapy or spa therapy services to fee paying clients in a commercial salon or spa that can be shown to develop individual skill and knowledge levels
- undertaking technical beauty therapy or spa therapy training that develops new and/or updates existing skills and/or knowledge levels
- further beauty therapy or spa therapy qualification work.

The following activities **will not** count towards CPD:

- reading the trade press and books
- listening to tapes and watching videos.

*(However, the above are recommended for background knowledge to support CPD but are **not** approved for inclusion in the CPD hours requirement.)*

Individuals must provide relevant and suitable evidence that CPD has taken place within each 12 month period to be measured from 1 September – 31 August.

## Explanatory Notes:

- i. *Technical beauty therapy and spa therapy training* – external and internal workshops and training sessions are eligible.
- ii. *Commercial salon or spa* – this is defined as a salon or spa where the majority of beauty therapists or spa therapists are already qualified and the main function of the salon or spa is not training and assessment. If a training salon or spa in a centre is closed and reopened as a commercial salon or spa, eg during holiday periods, then this is an acceptable location for CPD to be undertaken. If there is any doubt as to the acceptability of the arrangement, guidance should be sought from Habia
- iii. *Beauty therapy and spa therapy qualification work* – the aim of this option is to encourage assessors and verifiers to gain new skills or to update current ones. Work undertaken for this option must lead to a formally assessed and accredited qualification or unit of an NVQ/SVQ.  
  
A nominal 30 hours has been allocated to the achievement of any beauty therapy or spa therapy unit qualification in any one CPD year. The same unit should not be taken twice during the lifetime of any particular NVQ/SVQ or repeated within any five-year period.

Other activities may be acceptable for CPD for which prior approval should be gained from Habia.

## Calculating CPD hours

- a CPD for existing assessors and verifiers is measured within each 12-month period, taken from 1 September – 31 August each year.
- b CPD hours for new assessors and verifiers shall be measured from the date their duties commence.
- c Assessors and verifiers who take leave from assessment or verification duties during any 12-month period will be able to collect CPD pro rata.
- d The CPD hours for part-time assessors and verifiers will be calculated pro rata based on a nominal 37-hour week. **However, a minimum of five hours CPD in any 12-month period must be carried out by all part-time assessors and verifiers.**

For example, an assessor contracted for 7 hours/week:  $7 \div 37 \times 100 =$  approx. 20% of a full time assessor.  $20\% \times 30$  hours = 6 hours' CPD in any 12-month period.

- e A nominal time of 30 hours per NVQ/SVQ unit achieved has been set, regardless of the unit.
- f If you are an assessor **and** a verifier, you only have to do the minimum of 30 hours' CPD, **not** 60 hours.
- g All external verifiers must complete a minimum of 30 hours' CPD per annum regardless of actual hours worked as an external verifier.

## APPENDIX 1F

### Nationally Agreed Maximum Service Times for Beauty Therapy And Spa Therapy NVQ/SVQ Assessment Purposes

The 2010 revised National Occupational Standards (NOS) require that technical services are carried out 'in a commercially viable time'. To ensure consistent NVQ/SVQ assessment practices, Habia has developed a nationally agreed set of maximum service times for certain, critical services for each level of NVQ/SVQ. These times are shown below.

**Note:** Specialist treatments may require longer following manufacturers' instructions.

#### Range of Service Times for Level 3 Beauty Therapy

Owing to the nature of many of the services in the Level 3 NVQ/SVQ, it is not possible to set a precise time for completion. Times for critical aspects of beauty therapy services are quoted below.

Please note that the type, depth and breadth of services listed are those described in the Level 3 Beauty Therapy Standards only.

	<b>Service (excluding consultation and preparation)</b>	<b>Minutes (Maximum)</b>
1.	Back massage	30
2.	Full body massage (excluding head and face)	60
3.	Full body massage (including head and face)	75
4.	Back massage using pre-blended aromatherapy oils	30
5.	Full body massage (excluding head and face) using pre-blended aromatherapy oils	60
6.	Full body massage (including head and face) using pre-blended aromatherapy oils	75
7.	Indian head massage	45
8.	Full body stone therapy treatment (including face)	75
9.	Hollywood wax	60
10.	Brazilian wax	45
11.	Shaping wax	45
12.	Intimate male wax	60

	<b>Service (excluding consultation and preparation)</b>	<b>Minutes (Maximum)</b>
13.	Full face straight airbrush make-up	30
14.	A full set of single eyelash extensions	120
15.	Full body spray tan	30
16.	Full body manual self tan	60

Note: Standard service times have not been specified for the following treatments:

- Camouflage treatment
- Make-up design
- Epilation
- Body treatments
- Spa treatments
- Airbrush make-up design
- Facial electrical treatments.

This is because service times will vary dramatically according to client needs, treatment requirements and service delivery.

### **Range of Service Times for Level 3 Spa Therapy**

Owing to the nature of many of the services in the Level 3 NVQ/SVQ, it is not possible to set a precise time for completion. Times for critical aspects of spa therapy services are quoted below.

Please note that the type, depth and breadth of services listed are those described in the Level 3 Spa Therapy Standards only.

	<b>Service (excluding consultation and preparation)</b>	<b>Minutes (Maximum)</b>
1.	Body wrap treatment	60
2.	Body wrap treatment with flotation	90

## **APPENDIX 1G**

### **Special Requirements: Intimate Waxing**

Owing to the nature of Units B26 and B27 and given the current Child Protection Legislation, it is required that both candidates and their clients **MUST** be 18 years of age and over.

It is also required candidates for these units already:

- Hold a *nationally* recognised waxing qualification AND/OR
- At least sufficient commercial waxing experience

It is preferred that candidates meet both the above criteria.

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Welsh Assembly Government

Publications Code N026977 March 2011

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