

Edexcel Level 2 NVQ Diploma in Beauty Therapy – General (QCF)

Edexcel Level 2 NVQ Diploma in Beauty Therapy – Make-up (QCF)

Edexcel Level 2 NVQ Diploma in Nail Services (QCF)

Specification

Edexcel NVQ/competence-based qualifications

First registration August 2010

Issue 3

Pearson Education Ltd is one of the UK's largest awarding organisations, offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning, both in the UK and internationally. Qualifications offered include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications, ranging from Entry Level to BTEC Higher National Diplomas. Pearson Education Ltd administers work-based qualifications.

Through initiatives such as onscreen marking and administration, Pearson is leading the way in using technology to modernise educational assessment, and to support teachers and learners.

This specification is Issue 3. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

References to third party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

Publications Code BF034955

All the material in this publication is copyright
© Pearson Education Limited 2013

Contents

Qualification titles covered by this specification	1
Key features of the Edexcel Level 2 NVQ Diplomas in Beauty Therapy - General, Beauty Therapy - Make-up and Nail Services	3
What is the purpose of these qualifications?	3
Who are these qualifications for?	3
What are the benefits of these qualifications to the learner and employer?	4
What are the potential job roles for those working towards these qualifications?	4
What progression opportunities are available to learners who achieve these qualifications?	4
What is the qualification structure for the Edexcel Level 2 NVQ Diploma in Beauty Therapy - General (QCF)?	5
What is the qualification structure for the Edexcel Level 2 NVQ Diploma in Beauty Therapy - Make-up (QCF)?	6
What is the qualification structure for the Edexcel Level 2 NVQ Diploma in Nail Services (QCF)?	7
How are the qualifications graded and assessed?	8
Assessment strategy	8
Types of evidence (to be read in conjunction with the assessment strategy in Annexe D)	9
Centre recognition and approval	11
Centre recognition	11
Approvals agreement	11
Quality assurance	11
What resources are required?	11
Unit format	12
Units	13
Unit 1: Ensure Responsibility for Actions to Reduce Risks to Health and Safety	15
Unit 2: Promote Additional Services or Products to Customers	19
Unit 3: Develop and Maintain Effectiveness at Work	25
Unit 4: Fulfil Salon Reception Duties	33
Unit 5: Provide Facial Skin Care Treatment	43
Unit 6: Enhance the Appearance of Eyebrows and Eyelashes	57
Unit 7: Carry out Waxing Services	73

Unit 8: Provide Make-up Services	87
Unit 9: Instruct Clients in the Use and Application of Skin Care Products and Make-up	101
Unit 10: Provide Manicure Services	111
Unit 11: Provide Pedicure Services	123
Unit 12: Carry out Ear Piercing	135
Unit 13: Enhance Appearance using Skin Camouflage	145
Unit 14: Assist with Spa Operations	157
Unit 15: Provide Threading Services	165
Unit 16: Carry out Nail Art Services	181
Unit 17: Apply and Maintain Nail Enhancements to Create a Natural Finish	191
Further information	202
Useful publications	202
How to obtain National Occupational Standards	202
Professional development and training	203
Annexe A: Progression pathways	205
The Edexcel qualification framework for the hair and beauty sector	205
Annexe B: Quality assurance	207
Key principles of quality assurance	207
Quality assurance processes	207
Annexe C: Registration and certification	209
What are the access arrangements and special considerations for the qualifications in this specification?	209
Certification	209
Annexe D: Assessment requirements/strategy	211

Qualification titles covered by this specification

This specification provides the information you need to offer the:

- Edexcel Level 2 NVQ Diploma in Beauty Therapy – General
- Edexcel Level 2 NVQ Diploma in Beauty Therapy – Make-up
- Edexcel Level 2 NVQ Diploma in Nail Services

Qualification title

Edexcel Level 2 NVQ Diploma in Beauty Therapy – General
Edexcel Level 2 NVQ Diploma in Beauty Therapy – Make-up
Edexcel Level 2 NVQ Diploma in Nail Services

Qualification Number (QN)	Accreditation start date
500/8995/X	01/08/2010
500/8996/1	01/08/2010
500/8997/3	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 Section 96 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 Aim Reference Application (LARA), where relevant.

You should use the QCF Qualification Number (QN), 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:

Qualification title

Edexcel Level 2 NVQ in Beauty Therapy
Edexcel Level 2 NVQ in Nail Services

Qualification Number (QN)	Accreditation start date	Accreditation end date
500/3269/0	01/01/2007	31/07/2010
100/5068/1	01/05/2005	31/07/2010

Key features of the Edexcel Level 2 NVQ Diplomas in Beauty Therapy - General, Beauty Therapy - Make-up and Nail Services

These qualifications:

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

The Edexcel Level 2 NVQ Diploma in Beauty Therapy - General and the Edexcel Level 2 NVQ Diploma in Beauty Therapy - Make-up have been approved as components of the Intermediate Beauty Therapy Apprenticeship framework.

The Edexcel Level 2 NVQ Diploma in Nail Services has been approved as a component of the Intermediate Nail Services Apprenticeship framework.

What is the purpose of these qualifications?

These are job-ready qualifications which aim to provide learners with the opportunity to learn experientially in this subject area and it is expected that they will be engaged in beauty therapy practice. It is envisaged that learners will be working in an assisting capacity but that they will complete more complex tasks under supervision. Learners are provided with a choice of optional units to ensure that the qualification corresponds with their working practice.

The Edexcel Level 2 NVQ Diploma in Beauty Therapy – General gives learners an essential foundation in beauty therapy.

The Edexcel Level 2 NVQ Diploma in Beauty Therapy – Make-up enables learners to specialise in make-up.

The Edexcel Level 2 NVQ Diploma in Nail Services enables learners to specialise in nail services.

Who are these qualifications for?

These qualifications are for 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 qualification(s)
- be offered to learners that have been recruited with integrity by the centre.

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, such as 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
- Make-up artist

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

Learners can progress to the Edexcel Level 3 NVQ Diploma in Beauty Therapy – General. Alternatively, learners can progress to more vocationally- related programmes such as the BTEC Level 3 Nationals in Beauty Therapy Sciences or to employment, for example as a Junior Therapist. Learners who achieve the Edexcel Level 2 NVQ Diploma in Nail Services can progress to the Edexcel Level 3 NVQ Diploma in Nail Services which includes a more specialist focus.

Further information is available in *Annexe A*.

What is the qualification structure for the Edexcel Level 2 NVQ Diploma in Beauty Therapy - General (QCF)?

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 2 NVQ Diploma in Beauty Therapy – General is a 54 credit qualification which consists of 8 mandatory units (45 credits) plus a minimum of 9 credits from optional units.

Qualification structure

Edexcel Level 2 NVQ Diploma in Beauty Therapy – General (QCF)					
Unit No.	Unit Ref.	Mandatory units	Credit	Level	GLH
1	A/601/5867	Ensure Responsibility for Actions to Reduce Risks to Health and Safety	4	3	38
2	D/601/0936	Promote Additional Services or Products to Customers	6	2	40
5	M/600/8754	Provide Facial Skin Care Treatment	8	2	68
11	H/600/8766	Provide Pedicure Services	6	2	53
6	H/600/7455	Enhance the Appearance of Eyebrows and Eyelashes	5	2	45
7	Y/600/9087	Carry out Waxing Services	7	2	61
3	M/600/1268	Develop and Maintain Effectiveness at Work	3	2	30
10	Y/600/7551	Provide Manicure Services	6	2	53
Unit No.	Unit Ref.	Optional units	Credit	Level	GLH
14	K/600/8784	Assist with Spa Operations	4	2	37
13	M/600/8947	Enhance Appearance Using Skin Camouflage	6	2	46
12	D/600/9088	Carry out Ear Piercing	2	2	20
8	F/600/8936	Provide Make-up Services	6	2	47
4	Y/600/1264	Fulfil Salon Reception Duties	3	2	24
15	F/602/2089	Provide Threading Services	4	2	29

What is the qualification structure for the Edexcel Level 2 NVQ Diploma in Beauty Therapy - Make-up (QCF)?

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 2 NVQ Diploma in Beauty Therapy – Make-up is a 44 credit qualification which consists of 8 mandatory units (39 credits) plus a minimum of 5 credits from optional units.

Qualification structure

Edexcel Level 2 NVQ Diploma in Beauty Therapy – Make-up (QCF)					
Unit No.	Unit Ref.	Mandatory units	Credit	Level	GLH
1	A/601/5867	Ensure Responsibility for Actions to Reduce Risks to Health and Safety	4	3	38
3	M/600/1268	Develop and Maintain Effectiveness at Work	3	2	30
5	M/600/8754	Provide Facial Skin Care Treatment	8	2	68
6	H/600/7455	Enhance the Appearance of Eyebrows and Eyelashes	5	2	45
8	F/600/8936	Provide Make-up Services	6	2	47
9	Y/600/8943	Instruct Clients in the Use and Application of Skin Care Products and Make-up	7	2	53
2	D/601/0936	Promote Additional Services or Products to Customers	6	2	40
Unit No.	Unit Ref.	Optional units	Credit	Level	GLH
14	K/600/8784	Assist with Spa Operations	4	2	37
13	M/600/8947	Enhance Appearance Using Skin Camouflage	6	2	46
12	D/600/9088	Carry out Ear Piercing	2	2	20
4	Y/600/1264	Fulfil Salon Reception Duties	3	2	24
15	F/602/2089	Provide Threading Services	4	2	29

What is the qualification structure for the Edexcel Level 2 NVQ Diploma in Nail Services (QCF)?

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 2 NVQ Diploma in Nail Services is a 40 credit qualification which consists of 8 mandatory units (40 credits).

Qualification structure

Edexcel Level 2 NVQ Diploma in Beauty Therapy – Make-up (QCF)					
Unit No.	Unit Ref.	Mandatory units	Credit	Level	GLH
1	A/601/5867	Ensure Responsibility for Actions to Reduce Risks to Health and Safety	4	3	38
11	H/600/8766	Provide Pedicure Services	6	2	53
4	Y/600/1264	Fulfil Salon Reception Duties	3	2	24
3	M/600/1268	Develop and Maintain Effectiveness at Work	3	2	30
2	D/601/0936	Promote Additional Services or Products to Customers	6	2	40
10	Y/600/7551	Provide Manicure Services	6	2	53
16	A/600/8997	Carry out Nail Art Services	4	2	30
17	L/600/9099	Apply and Maintain Nail Enhancements to Create a Natural Finish	8	2	61

How are the qualifications graded and assessed?

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

To pass a unit a 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.

Assessment strategy

The assessment strategies for these qualifications have been included in *Annexe D*. Separate assessment strategies have been produced for Beauty Therapy and Nail Services. These assessment strategies have been developed by Habia in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategies include details on:

- criteria for defining realistic working environments
- use of simulation
- areas where mandatory written question papers must be used
- roles, occupational competence and continuing professional development required by assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- nationally agreed maximum service times for NVQ assessment purposes.

Learners may provide evidence of occupational competence 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 development. They must submit sufficient, reliable and valid evidence for assessment, 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 provided to satisfy the unit and learning outcomes' assessment criteria is:

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

Types of evidence (to be read in conjunction with the assessment strategy in Annexe D)

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard specified by the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

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 cross-reference their evidence to the relevant assessment criteria.

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. Alternatively, centres may develop their own.

Learners' essential knowledge and understanding for the NVQ Certificate and Diploma Beauty Therapy and Nail Services 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. The CD ROM contains instructions to centres to ensure that the test papers are secure. For the Beauty Therapy and Nail Services NVQs at Level 2 and 3, assessment must take place through written question papers.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Edexcel accredited qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition and 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 and which have a history of good external quality assurance outcomes 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

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

What resources are required?

Each qualification is designed to support learners working in the beauty therapy sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and they must be of industry standard. The centre and staff involved in the delivery of a qualification must take Health and Safety requirements into account.

Where provision is made by the Sector Skills Council or Standards Setting Body for assessment to be undertaken in a Realistic Working Environment (RWE), the RWE must provide the same conditions as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.

Centres must meet any specific resource requirements given in *Annexe D: Assessment requirements/strategy*. Staff assessing learners must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title:					The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
Unit code:					This is the unit owner's reference number for the specified unit.
Unit reference number:					This code is a unique reference number for the unit.
QCF level:					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.
Credit value:					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.
Guided learning hours:					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.
Unit summary:					This provides a summary of the purpose of the unit.
Assessment requirements/evidence requirements:					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
Assessment methodology:					This provides a summary of the assessment methodology to be used for the unit.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			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: Ensure Responsibility for Actions to Reduce Risks to Health and Safety

Unit code:	G20
Unit reference number:	A/601/5867
QCF level:	3
Credit value:	4
Guided learning hours:	38

Unit summary

The aim of this unit is to provide candidates with the knowledge/ understanding/skills to understand their health and safety responsibilities in the workplace

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

All evidence must be derived from performance in the workplace with no exceptions. Therefore **no simulated working conditions** have been specified in this assessment strategy as the outcomes can be demonstrated by a combination of other assessment methods drawn from:

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

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where Habia makes provision for evidence to be produced through simulation, as specified in the Habia overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to identify the hazards and evaluate the risks in the workplace	<p>1.1 identify workplace instructions that are relevant to them and their job role</p> <p>1.2 identify working practices and hazards in the workplace that could be harmful</p> <p>1.3 evaluate the hazards and prioritise in risk order</p> <p>1.4 report hazard(s) to the responsible person</p>			
2 Be able to reduce the risks to health and safety in the workplace	<p>2.1 perform work activities at own level of competence in accordance with identified health and safety:</p> <ul style="list-style-type: none"> - workplace policies - instructions and procedures, - suppliers and manufacturers' information and - relevant legal requirements <p>2.2 manage hazards in accordance with workplace instructions and legal requirements</p> <p>2.3 report any differences between workplace instructions and supplier/manufacturer instructions</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to reduce risks to health and safety in the workplace</p>	<p>3.1 explain their responsibility in remaining alert to hazards and risks</p> <p>3.2 describe own responsibilities and scope for action in controlling risk</p> <p>3.3 explain the importance of adhering to health and safety policies and practices</p> <p>3.4 describe where and when to get additional health and safety assistance</p> <p>3.5 describe the importance of personal presentation and behaviour in maintaining health and safety in the workplace</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 2: Promote Additional Services or Products to Customers

Unit code:	G18
Unit reference number:	D/601/0936
QCF level:	2
Credit value:	6
Guided learning hours:	40

Unit summary

Services or products are continually changing in organisations to keep up with customers' expectations. By offering new or improved services or products the organisation can increase customer satisfaction. Many organisations must promote these to be able to survive in a competitive world. However, it is equally important for organisations that are not in competition with others to encourage their customers to try new services or products. This unit is about the learners' need to keep pace with new developments and to encourage customers to take an interest in them. Customers expect more and more services or products to be offered to meet their own growing expectations. They need to be made aware of what is available from the organisation. Because of this everybody offering services or products needs to play a part in making customers aware of what is available. Learners should not choose this unit if their organisation does not want them to suggest additional services or products to customers.

Evidence requirements

- 1 Learners' evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real clients, whether internal or external to the salon. However, for this unit, evidence collected in a realistic working environment or work placement is permissible. Simulation is not allowed for any performance evidence with this unit. (Guidelines for the assessment of a Realistic Working Environment can be found in the Client Service Assessment Strategy for NVQ Levels 2, 3 and 4 – January 2006.)
- 2 Learners may collect the evidence for the unit through work in a private sector salon, a not-for-profit salon or a public services salon.
- 3 Learners must provide evidence that shows they have done this over a sufficient period of time with different clients on different occasions for their assessor to be confident that they are competent.

- 4 Learners must provide evidence that the additional services or products offered include:
 - use of services or products that are new to your client
 - additional use of services or products that your client has used before.
- 5 Learners' evidence must show that they:
 - follow salon procedures for offering additional services or products to their clients
 - create opportunities for encouraging their clients to use additional services or products
 - identify what their clients want by seeking information directly
 - identify what their clients want from spontaneous client comments.
- 6 Their communication with clients may be face to face, in writing, by telephone, text message, email, internet, intranet, or by any other method learners would be expected to use within their job role.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where Habia makes provision for evidence to be produced through simulation, as specified in the Habia overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Identify additional services or products that are available	<p>1.1 update and develop their knowledge of their organisation's services or products</p> <p>1.2 check with others when they are unsure about new service or product details</p> <p>1.3 identify appropriate services or products that may interest their customer</p> <p>1.4 spot opportunities for offering their customer additional services or products that will improve the customer experience</p>			
2 Inform customers about additional services or products	<p>2.1 choose the best time to inform their customer about additional services or products</p> <p>2.2 choose the best method of communication to introduce their customer to additional services or products</p> <p>2.3 give their customer accurate and sufficient information to enable them to make a decision about the additional services or products</p> <p>2.4 give their customer time to ask questions about the additional services or products</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Gain customer commitment to using additional services or products	3.1 close the conversation if the customer shows no interest 3.2 give information to move the situation forward when their customer shows interest 3.3 secure customer agreement and check customer understanding of the delivery of the service or product 3.4 take action to ensure prompt delivery of the additional services or products to their customer 3.5 refer their customer to others or to alternative sources of information if the additional services or products are not their responsibility			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand how to promote additional services or products to customers</p>	<p>4.1 describe the organisation's procedures and systems for encouraging the use of additional services or products</p> <p>4.2 explain how additional services or products will benefit their customers</p> <p>4.3 explain how their customer's use of additional services or products will benefit their organisation</p> <p>4.4 identify the main factors that influence customers to use their services or products</p> <p>4.5 explain how to introduce additional services or products to customers outlining their benefits, overcoming reservations and agreeing to provide the additional services or products</p> <p>4.6 state how to give appropriate, balanced information to customers about services or products</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 3: Develop and Maintain Effectiveness at Work

Unit code:	G8
Unit reference number:	M/600/1268
QCF level:	2
Credit value:	3
Guided learning hours:	30

Unit summary

This is a job-ready unit which is competency based. This unit is about taking responsibility for improving performance at work and working well with colleagues so as to make a positive contribution to the overall effectiveness of the salon.

Evidence requirements

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

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner will need to demonstrate in their everyday work that they have met the standard for developing and maintaining their effectiveness at work.
- 3 The learner will need to collect 'paper evidence' (also known as documentary evidence) to show that they have participated in development activities at work.
- 4 The assessor will observe the learner's contributions to effective teamwork on at least one occasion which will be recorded.
- 5 The learner must show that they:
 - have participated in all the listed opportunities to learn:
 - a) from colleagues and other relevant people
 - b) active participation in training and development activities
 - c) active participation in salon activities
 - have agreed and reviewed their progress towards both productivity and personal development targets:
 - a) productivity
 - b) personal development

- have offered assistance to both an individual colleague and in a group of their colleagues:
 - a) on a one-to-one basis
 - b) in a group.

Although some of the evidence of the performance will be gathered from observations made by the assessor, the learner will need to put together more documentary evidence in their portfolio to support their achievement of this unit.

6 No mandatory written questions are required for this unit.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where Habia makes provision for evidence to be produced through simulation, as specified in the Habia overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to improve their personal performance at work</p>	<p>1.1 identify own strengths and weaknesses and discuss them with the relevant person(s) and seek feedback from relevant people about how to improve own performance</p> <p>1.2 find out more information from relevant people to perform a task when the instructions are unclear</p> <p>1.3 ask colleagues for help and take opportunities to learn when they are available or seek help from relevant people when they are unable to obtain learning opportunities relating to own work</p> <p>1.4 regularly review developments in hairdressing and related areas</p> <p>1.5 agree realistic work targets with the relevant person(s), review own progress towards achieving agreed targets and use the results of the reviews to develop own personal development plan</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to work effectively as part of a team</p>	<p>2.1 agree ways of working together to achieve objectives, ask for help and information from own colleagues, when necessary and respond to requests for assistance from colleagues willingly</p> <p>2.2 anticipate the needs of others and promptly offer assistance within own capabilities and make effective use of the time throughout own working day</p> <p>2.3 report problems likely to affect salon services to the relevant person(s) promptly and accurately</p> <p>2.4 be friendly, helpful and respectful with colleagues and resolve any misunderstandings with colleagues at the time they happen</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Understand salon roles, procedures and targets</p>	<p>3.1 describe own job role and responsibilities and explain the standards of behaviour that are expected of them when working in the salon</p> <p>3.2 explain how to get information about own job, own work responsibilities and how this relates to the role of other team members</p> <p>3.3 explain how to find out relevant information about other people's areas of responsibility</p> <p>3.4 explain the questioning and listening skills they need in order to find out information</p> <p>3.5 describe the limits of own authority and that of others in relation to giving assistance</p> <p>3.6 describe why it is important to work within own job responsibilities and what might happen if they do not do so</p> <p>3.7 list the commercially viable range of times for the performance of hairdressing services offered</p> <p>3.8 explain the importance of meeting work and productivity targets, development targets and timescales</p> <p>3.9 explain how to manage their time effectively</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand how to improve their performance</p>	<p>4.1 explain how to identify their own strengths and weaknesses</p> <p>4.2 describe the importance of continuous professional development and how it affects their job role</p> <p>4.3 explain who can help them identify and obtain opportunities for their personal development/training and how using the National Occupational Standards for Hairdressing can help them identify their development needs</p> <p>4.4 explain how to access information on National Occupational Standards and qualifications, how to maintain awareness of current and emerging trends and developments within the hairdressing industry and why this is important</p>			
<p>5 Understand how to work with others</p>	<p>5.1 explain why harmonious working relationships are important and how they could support co-operative ways of working with others</p> <p>5.2 describe how to react positively to reviews and feedback and why this is important</p> <p>5.3 explain how to manage their time effectively</p> <p>5.4 describe how to deal with relationship difficulties and conflicts when working with others and identify who to report to when having difficulties working with others</p> <p>5.5 outline the salon's appeal and grievance procedures</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 4: Fulfil Salon Reception Duties

Unit code:	G4
Unit reference number:	Y/600/1264
QCF level:	2
Credit value:	3
Guided learning hours:	24

Unit summary

This is a job-ready unit which is competency based. This unit is about the important skills of welcoming and receiving people entering the salon, handling enquiries, making appointments, dealing with client payments and generally maintaining the reception area. Dealing with people in a polite manner whilst questioning them to find out what they require forms an important part of this unit.

Evidence requirements

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

- 1 Evidence from simulated activities may be used to produce performance evidence for the following but only when naturally occurring performance evidence cannot be obtained for:
 - Methods of Payment Range Variables – ‘cash equivalents’, ‘cheque’ and ‘payment cards’ and handling the types of payment discrepancies listed:
 - a) invalid currency
 - b) invalid card
 - c) incorrect completion of cheque
 - d) suspected fraudulent use of payment card
 - e) payment disputes.
- 2 The learner must practically demonstrate in their work situation that they have met the standards for fulfilling salon reception duties.
- 3 The assessor will observe these aspects of the learners’ performance on at least three occasions. These observations must cover all four main outcomes of this unit.

- 4 The learner must show that they have:
- handled three of the four* types of people
 - handled two of the three* types of enquiries
 - handled both types of appointment
 - obtained all the appointment details
 - handled all the methods of payment
 - dealt with all the types of discrepancy.
- i People:
- a) who have different needs and expectations
 - b) who appear angry
 - c) who may be confused
 - d) who have a complaint.
- ii Enquiries:
- a) in person
 - b) by telephone
 - c) electronically.
- iii Appointments are made
- a) in person
 - b) by telephone.
- iv Appointment details are:
- a) client's name
 - b) client's contact details
 - c) service required
 - d) estimated price
 - e) date
 - f) time
 - g) member(s) of staff booked for service.
- v Methods of payment are:
- a) cash
 - b) cash equivalents
 - c) cheque
 - d) payment cards.
- vi Discrepancies are:
- a) invalid currency
 - b) invalid card
 - c) incorrect completion of cheque
 - d) suspected fraudulent use of payment card
 - e) payment disputes.

* 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 their performance if the assessor has not been present.
- 6 No mandatory written questions are required for this unit.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where Habia makes provision for evidence to be produced through simulation, as specified in the Habia overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to maintain the reception area	<p>1.1 keep the reception area clean and tidy at all times</p> <p>1.2 maintain agreed levels of stock of reception stationery and product displays</p> <p>1.3 offer clients hospitality to meet the salon's client care policies</p>			
2 Be able to attend to clients and enquiries	<p>2.1 attend to people promptly in a polite manner giving information clearly</p> <p>2.2 identify the purpose of the enquiry</p> <p>2.3 confirm appointments and promptly inform the relevant person</p> <p>2.4 refer enquiries promptly that cannot be dealt with to the relevant person for action</p> <p>2.5 record messages and pass to the relevant person</p> <p>2.6 give confidential information only to authorised people</p> <p>2.7 balance the needs of all individuals for attention</p>			
3 Be able to make appointments for salon services	<p>3.1 for the service requested</p> <p>3.2 identify client requirements and schedule appointments in a way that satisfies the client and stylist, making most productive use of salon time</p> <p>3.3 record appointment details accurately, clearly and to meet the salon's requirements</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to handle payments from clients</p>	<p>4.1 total charges and inform clients clearly and in a courteous manner</p> <p>4.2 inspect purchases for condition and quality as they are processed for payment</p> <p>4.3 establish the client's method of payment and process the payment giving change and receipt when required</p> <p>4.4 record information about the sale accurately, clearly and to meet the salon's requirements</p> <p>4.5 gain authorisation for accepting non-cash payments when the value exceeds agreed limit</p> <p>4.6 tactfully inform clients when authorisation cannot be obtained for non-cash payments</p> <p>4.7 identify and resolve, where possible, any discrepancies in payments within the limits of own authority</p> <p>4.8 refer payment discrepancies which cannot be resolved promptly to the relevant person for action</p> <p>4.9 follow cash point security procedures at all times</p> <p>4.10 identify and report low levels of change in time to avoid shortages</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Understand salon and legal requirements</p>	<p>5.1 summarise the salon’s procedures for:</p> <ul style="list-style-type: none"> - maintaining confidentiality - taking messages - making and recording appointments - dealing with suspected fraud - authorising non-cash payments when these are ‘over limit’ - client care at reception <p>5.2 explain limits of own authority when:</p> <ul style="list-style-type: none"> - maintaining the reception area - attending to people and enquiries - making appointments - dealing with payments and discrepancies <p>5.3 describe the consequences of breaking confidentiality</p> <p>5.4 identify who to refer to with different types of enquiries or reception problems</p> <p>5.5 describe relevant rights, duties and responsibilities relating to the Sale of Goods and Services Act and the Data Protection Act</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand communication methods	<p>6.1 explain the importance of taking messages and passing them on to the right person at the right time</p> <p>6.2 explain the importance of effective communication to the salon's business</p> <p>6.3 describe how and when to ask questions</p> <p>6.4 explain how to balance giving attention to individual clients whilst maintaining a responsibility towards other clients in busy trading periods</p> <p>6.5 explain how to show they are listening closely to what people are saying</p>			
7 Understand salon services, products and pricing	<p>7.1 explain the services available, their duration and cost</p> <p>7.2 describe the products available for sale and their cost</p> <p>7.3 describe how to identify any defects in products as they are being processed for sale</p> <p>7.4 explain how to identify any current discounts and special offers</p> <p>7.5 identify what and how much stationery should be kept at the reception area</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Understand how to calculate and take payments	<p>8.1 describe common methods of calculating payments including point of sale technology and physical calculations</p> <p>8.2 describe how to keep cash and other payments safe and secure</p> <p>8.3 describe the types of payment that they are authorised to accept</p> <p>8.4 explain how to gain electronic authorisation for payment cards</p> <p>8.5 explain how to identify suspected counterfeit payments stolen cheques, credit cards and payment cards</p> <p>8.6 describe how to deal with customers offering suspect tender or suspect non-cash payments</p> <p>8.7 describe the consequences of failure to handle payments correctly</p>			
9 Understand how to make appointments	<p>9.1 explain the importance of making appointments correctly</p> <p>9.2 describe the common systems available for making appointments within the hairdressing industry</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 5: Provide Facial Skin Care Treatment

Unit code:	B4
Unit reference number:	M/600/8754
QCF level:	2
Credit value:	8
Guided learning hours:	68

Unit summary

This is a job-ready unit which is competency based. This unit is about providing facial skin care treatment. 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 standard for improving and maintaining facial skin condition.
- 3 The assessor will observe the learner's performance on at least three occasions, each involving a different client.
- 4 The learner must show that they have:
 - used all consultation techniques
 - a) questioning
 - b) visual
 - c) manual
 - d) reference to client records
 - carried out 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
 - treated all skin types
 - a) oily
 - b) dry
 - c) combination

- treated two out of three skin conditions*
 - a) mature skin
 - b) sensitive skin
 - c) dehydrated skin
- used all types of equipment
 - a) magnifying light
 - b) skin warming
 - c) consumables
- used all the types of facial products
 - a) eye make-up remover
 - b) cleansers
 - c) toners
 - d) exfoliators
 - e) moisturisers
 - f) specialised skin products
- used all massage mediums
 - a) oil
 - b) cream
- used all the massage techniques
 - a) effleurage
 - b) petrissage
 - c) tapotement
- used all the mask treatments
 - a) setting
 - b) non-setting
- provided all types of advice
 - a) suitable aftercare products and their use
 - b) avoidance of activities which may cause contra-actions
 - c) recommended time intervals in between facial treatments
 - d) home care routines.

*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 these 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.

The assessment and quality assurance requirement for this qualification/unit provides evidence towards Assessor and Verifier Units.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where Habia makes provision for evidence to be produced through simulation, as specified in the Habia overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to use safe and effective methods of working when improving and maintaining facial skin condition</p>	<p>1.1 set up and maintain the work area to meet legal, hygiene and treatment requirements</p> <p>1.2 maintain personal standards of appearance, hygiene and protection that meets accepted industry and organisational requirements</p> <p>1.3 clean tools and equipment using the correct methods</p> <p>1.4 use accepted industry hygiene and safety practices throughout the treatment</p> <p>1.5 position equipment, materials, themselves and the client to meet the need of the treatment</p> <p>1.6 maintain the client's modesty and privacy at all times</p> <p>1.7 dispose of waste materials correctly</p> <p>1.8 complete the treatment within a commercially viable time</p> <p>1.9 leave the work area in a suitable condition for further treatments</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 facials with clients</p>	<p>2.1 use effective consultation techniques</p> <p>2.2 obtain signed, written and informed consent prior to any treatment from the client or from a parent or guardian if the client is a minor</p> <p>2.3 identify any contra-indications by questioning the client, establishing their current skin care routine and recording the client responses accurately</p> <p>2.4 protect the client's clothing, hair and accessories effectively</p> <p>2.5 cleanse the client's skin prior to skin analysis</p> <p>2.6 perform a skin analysis on the client, and record the skin type and condition</p> <p>2.7 take any necessary action in response to identified contra-indications</p> <p>2.8 recommend suitable treatments and products for the client's skin type and condition, and agree a service and outcomes that are acceptable to the client and meet their needs</p> <p>2.9 select suitable facial products and equipment for the client's skin type and skin condition based on the results of the skin analysis</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to improve and maintain skin condition</p>	<p>3.1 use facial products and equipment following manufacturers' instruction</p> <p>3.2 cleanse the skin</p> <p>3.3 use suitable exfoliation techniques, which minimise any discomfort to the client and leave the skin smooth, and free of any surface debris and products</p> <p>3.4 carry out any necessary comedone extraction, as required, minimising discomfort to the client and with minimal damage to the skin</p> <p>3.5 use and adapt massage techniques with suitable massage media to meet the needs of the client and agreed treatment plan</p> <p>3.6 apply mask treatments evenly and neatly, ensuring that the area to be treated is covered, and remove masks after a recommended time and without discomfort to the client</p> <p>3.7 tone and moisturise the skin</p> <p>3.8 check the finished result is to the client's satisfaction and meets the agreed treatment plan</p> <p>3.9 give 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 describe own responsibilities under relevant health and safety legislation</p> <p>4.2 explain why minors should not be given treatments without informed and signed parental or guardian consent</p> <p>4.3 describe why it is important, when treating minors under 16 years of age, to have a parent or guardian present</p> <p>4.4 state the age at which an individual is classed as a minor and how this differs nationally</p> <p>4.5 describe the importance of not discriminating against clients with illnesses and disabilities</p> <p>4.6 explain the legal significance of gaining signed, informed consent to treatment</p> <p>4.7 describe own responsibilities and reasons for maintaining personal hygiene protection and appearance according to accepted industry and organisational requirements</p> <p>4.8 explain the importance of and reasons for keeping and storing client records</p> <p>4.9 state the salon's service times for completing facial treatments and the importance of completing the application in a commercially viable time</p> <p>4.10 state the salon's pricing structures</p> <p>4.11 describe how to complete client records used in the salon and the importance of gaining clients' signatures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Understand how to work safely and effectively when providing facial treatments</p>	<p>5.1 describe how to set up the work area and prepare and use equipment and materials for facial treatments</p> <p>5.2 describe the necessary environmental conditions for facial treatments (including lighting, heating, ventilation and general comfort) and why these are important</p> <p>5.3 compare the differences between sterilising and disinfecting</p> <p>5.4 explain the importance of and reasons for disinfecting hands, and how to do this effectively</p> <p>5.5 describe how to maintain equipment and materials in a clean and hygienic condition</p> <p>5.6 describe how to prepare themselves and clients for facial treatments</p> <p>5.7 describe how to avoid potential discomfort and injury and the risks of poor positioning of clients</p> <p>5.8 describe how to check equipment used for facial treatments</p> <p>5.9 describe why it is important to maintain standards of hygiene and the principles of avoiding cross-infection</p> <p>5.10 explain how to minimise and dispose of waste from treatments</p> <p>5.11 describe the condition in which the work area should be left ready and why this is important</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Understand how to perform client consultation and treatment planning</p>	<p>6.1 describe how to use effective consultation techniques</p> <p>6.2 describe the questioning and listening skills require to find out information</p> <p>6.3 describe how to give effective advice and recommendations to clients</p> <p>6.4 describe how to interpret negative and positive body language</p> <p>6.5 describe the importance of questioning clients to establish any contra- indications to facial treatments</p> <p>6.6 explain why it is important to record client responses to questioning</p> <p>6.7 explain why it is important to encourage and allow time for clients to ask questions</p> <p>6.8 describe the legal significance of client questioning and of recording the client's responses</p> <p>6.9 explain the reasons why it is important to encourage clients with contra-indications to seek medical advice</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.10 describe the importance of and reasons for not naming specific contra-indications when referring clients to a general practitioner</p> <p>6.11 explain why it is important to maintain client's modesty and privacy</p> <p>6.12 explain how to prepare treatment plans</p> <p>6.13 describe how to prepare clients for treatments</p> <p>6.14 describe how to position clients for facial treatments</p> <p>6.15 describe how to conduct a skin analysis</p> <p>6.16 describe the relationship between the client's skin care routine, its current condition and implications for treatment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Understand anatomy and physiology that relates to facial skin care treatments</p>	<p>7.1 describe the structure and function of the skin</p> <p>7.2 the skin characteristics and skin types of different client groups</p> <p>7.3 describe the actions of the facial, neck and shoulder muscles</p> <p>7.4 describe the bones of the head, neck and shoulder girdle</p> <p>7.5 describe the position of the head, face, neck, chest and shoulder girdle bones</p> <p>7.6 describe the position of the face, neck and shoulder muscles</p> <p>7.7 describe how the natural ageing process affects facial skin and muscle tone</p> <p>7.8 describe the composition and function of blood and lymph and its role in improving skin and muscle condition</p>			
<p>8 Understand contra-indications that affect or restrict facial skin care treatments</p>	<p>8.1 describe the contra-indications which require medical referral and why they require referral</p> <p>8.2 describe the contra-indications which restrict treatment and why they restrict treatment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>9 Understand facial skin care techniques, products and treatment planning</p>	<p>9.1 describe how to adapt facial techniques for male and female clients</p> <p>9.2 describe how to recognise different skin types and conditions</p> <p>9.3 describe how environmental and lifestyle factors affect the condition of the skin</p> <p>9.4 describe how to treat and suitable courses of action for different skin types and conditions</p> <p>9.5 describe the recommended frequency of treatments</p> <p>9.6 compare the range and uses of products available for facial treatments</p> <p>9.7 describe the different types of specialist skin products and how to apply them</p> <p>9.8 explain the reasons for and benefits of: cleansing the skin, exfoliating the skin, toning the skin, warming the skin, applying massage, applying masks and skin care products</p> <p>9.9 compare the different types and effects of skin warming devices</p> <p>9.10 describe how to safely manually extract comedones</p> <p>9.11 describe the different types of massage techniques, the differences between them, and how to adapt them to suit the skin types and conditions</p> <p>9.12 describe the effects of massage techniques on the skin, muscle and underlying structures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
10 Understand the aftercare advice to provide clients for facial care treatments	9.13 describe the skin types best suited to oil or cream massage mediums 9.14 compare the different types of masks and their effects on the skin 9.15 describe the links between mask treatment timing and skin condition 9.16 describe how to identify erythema and its causes 9.17 describe possible contra-actions which may occur during the facial treatment and how to deal with them 10.1 explain why it is important to provide a basic home care routine 10.2 describe aftercare products that will benefit the client and those to avoid and why 10.3 describe the contra-actions that may occur after facial treatments and what advice to give clients 10.4 describe the recommended time intervals for facial treatments			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 6: Enhance the Appearance of Eyebrows and Eyelashes

Unit code:	B5
Unit reference number:	H/600/7455
QCF level:	2
Credit value:	5
Guided learning hours:	45

Unit summary

This is a job-ready unit which is competency based, covering both skills and knowledge. This unit is about enhancing the appearance of the eyebrows and eyelashes. 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 standard for enhancing the appearance of eyebrows and eyelashes.
- 3 The assessor will observe the learner's performance on at least three occasions, involving three different clients. The assessor will want to see the learner apply a partial set of artificial eyelashes and tinting eyebrows and eyelashes.
- 4 The learner must show that they have:
 - used all 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
 - covered both types of eyebrow shaping
 - a) total reshape of the brow
 - b) maintenance of original brow shape

- worked with two of the four colouring characteristics*
 - a) fair
 - b) red
 - c) dark
 - d) white
- applied both types of artificial eyelashes
 - a) strip lashes
 - b) individual flare lashes
- used both types of products
 - a) adhesives
 - b) solvents
- provided all types of aftercare advice
 - a) avoidance of activities which may cause contra-actions
 - b) recommended time intervals between treatments
 - c) 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 these 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

Evidence of achievement of this unit should be drawn from the workplace, except where Habia makes provision for evidence to be produced through simulation, as specified in the Habia overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to use safe and effective methods of working providing eyebrow and eyelash treatments</p>	<p>1.1 set up and maintain the work area to meet legal, hygiene and treatment requirements</p> <p>1.2 maintain personal standards of 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 use accepted industry hygiene and safety practices throughout the treatment</p> <p>1.5 position equipment and materials for ease and safety of use</p> <p>1.6 position the client and themselves to minimise fatigue and risk of injury</p> <p>1.7 respect the client's modesty and privacy at all times</p> <p>1.8 complete the treatment within a commercially viable time</p> <p>1.9 leave the work area in a suitable condition for further treatments</p> <p>1.10 keep 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 the treatment with clients</p>	<p>2.1 use consultation techniques to determine the client's treatment plan</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 if they have any contra-indications to the treatments, record the results and take any necessary action</p> <p>2.4 encourage clients to ask questions to clarify any points</p> <p>2.5 perform a sensitivity test on a suitable area of the client's skin according to manufacturers' instructions and organisational requirements and record the results</p> <p>2.6 provide client advice without reference to a specific medical condition and without causing undue alarm and concern</p> <p>2.7 explain and agree the treatment and outcomes that are acceptable to their clients and meet their needs</p> <p>2.8 select suitable equipment and materials for the treatment plan based on the outcomes of the sensitivity test</p> <p>2.9 protect the client's clothing, hair and accessories</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to shape eyebrows	3.1 check the client's understanding of the treatment prior to commencement, discussing any areas that require clarification 3.2 cleanse and prepare the eyebrow area prior to the treatment 3.3 keep the skin taut to minimise discomfort to the client 3.4 remove the hair in the direction of the hair growth 3.5 use suitable soothing products according to the needs of the client and manufacturers' instructions 3.6 check the finished shape is to the client's satisfaction 3.7 provide aftercare advice specific to the client's individual needs			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to tint eyebrows and lashes</p>	<p>4.1 check the client's understanding of the treatment prior to commencement and discuss any areas that require clarification</p> <p>4.2 cleanse and prepare the area prior to the treatment</p> <p>4.3 protect the skin surrounding the area to be treated</p> <p>4.4 mix tints to meet manufacturer's instructions and client's requirements</p> <p>4.5 minimise the risk of spread of colour to the client's skin, clothes and surrounding areas during application</p> <p>4.6 apply the product evenly and ensure the product fully covers the hair to be tinted</p> <p>4.7 promptly remove the tint in the event of any contra-actions and apply a cold water compress to soothe the eye</p> <p>4.8 time the product development to meet the colouring characteristics of the client and manufacturer's instructions</p> <p>4.9 leave the treated hair free of product</p> <p>4.10 check the finished result is to the client's satisfaction</p> <p>4.11 provide aftercare advice specific to the client's individual needs</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Be able to apply artificial eyelashes</p>	<p>5.1 check the client's understanding of the treatment prior to commencement and discuss any areas that require clarification</p> <p>5.2 cleanse and prepare the area prior to the treatment</p> <p>5.3 position and fix the artificial lashes accurately leaving the eye area free of excessive products</p> <p>5.4 identify and promptly resolve any application problems or contra-indications occurring during the treatment</p> <p>5.5 check, on completion, that the artificial eyelashes give a balanced and well proportioned look, suitable for the agreed desired effect</p> <p>5.6 check, on completion, that partial sets are smoothly and evenly graduated into the natural eyelashes</p> <p>5.7 check the finished result is to the client's satisfaction</p> <p>5.8 provide aftercare advice specific to the client's individual needs</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Understand organisational and legal requirements</p>	<p>6.1 describe own responsibilities under relevant health and safety legislation</p> <p>6.2 explain why minors should not be given treatments without informed and signed parental or guardian consent</p> <p>6.3 describe why it is important, when treating minors under 16 years of age, to have a parent or guardian present</p> <p>6.4 state the age at which an individual is classed as a minor and how this differs nationally</p> <p>6.5 describe the importance of not discriminating against clients with illnesses and disabilities and why</p> <p>6.6 explain the legal significance of gaining signed, informed consent to treatment</p> <p>6.7 describe the issues surrounding delivery of eyebrow and eyelash treatments to minors</p> <p>6.8 describe own responsibilities and reasons for maintaining personal hygiene, protection and appearance according to accepted industry and organisational requirements</p> <p>6.9 describe how to complete client records and the reasons for keeping records of treatments and obtaining clients' signatures</p> <p>6.10 describe 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>6.11 explain the salon's service times for completing eyelash and eyebrow treatments and the importance of completing the application in a commercially viable time</p> <p>6.12 explain the salon pricing structure</p> <p>6.13 describe how to avoid potential discomfort and injury to them self and the risks of poor positioning of clients</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Understand how to work safely and effectively when providing eyebrow and eyelash treatments</p>	<p>7.1 describe how to effectively set up the work area, prepare and use the equipment and materials for eyelash and eyebrow treatments</p> <p>7.2 describe contact dermatitis and how to avoid developing it when carrying out eye treatments</p> <p>7.3 explain the type of personal protective equipment that should be available and used by themselves and why</p> <p>7.4 compare methods of disinfecting and sterilising equipment</p> <p>7.5 describe how to maintain equipment and materials in a clean and hygienic condition</p> <p>7.6 describe how to prepare themselves for carrying out eyelash and eyebrow treatments</p> <p>7.7 explain the importance of and reasons for disinfecting hands and how to do this effectively</p> <p>7.8 describe the necessary environmental conditions for eyelash and eyebrow treatments (including lighting, heating, ventilation and general comfort) and why these are important</p> <p>7.9 describe how to check equipment used for eyelash and eyebrow treatments</p> <p>7.10 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>7.11 describe how to effectively and safely position equipment and materials for eyelash and eyebrow treatments</p> <p>7.12 explain how to avoid potential discomfort and injury to themselves and the risk of poor positioning of clients</p> <p>7.13 explain how to minimise and dispose of waste from treatments</p> <p>7.14 describe the condition in which the work area should be left ready and why this is important</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Understand how to perform client consultation, treatment planning and preparation</p>	<p>8.1 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>8.2 describe the questioning and listening skills needed in order to find out information</p> <p>8.3 explain how to give effective advice and recommendations to clients</p> <p>8.4 explain how to interpret negative and positive body language</p> <p>8.5 explain the importance of questioning the client about known contra-indications</p> <p>8.6 explain why it is important to record client responses to questions about contra-indications</p> <p>8.7 describe the legal significance identifying and recording contra-indications and outcomes of sensitivity tests</p> <p>8.8 explain why it is important to encourage and allow time for clients to ask questions</p> <p>8.9 explain the reasons why it is important to encourage clients with contra-indications to seek medical advice</p> <p>8.10 explain the importance of and reasons for not naming specific contra-indications when referring clients to a general practitioner</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
9 Understand how to shape the eyebrows	<p>8.11 explain why it is important to maintain client's modesty and privacy</p> <p>8.12 describe the necessary environmental conditions for the treatment, including lighting, heating and general comfort</p> <p>8.13 describe how to carry out a skin sensitivity test and why it is necessary</p> <p>8.14 explain how to interpret the results of a skin sensitivity test</p> <p>8.15 describe how to cleanse the area to be treated</p> <p>9.1 describe how to measure the eyebrow for shaping treatments</p> <p>9.2 describe the shape and proportions of the eyebrow in relation to facial features and shape</p> <p>9.3 describe how to remove eyebrow hairs carefully and effectively</p> <p>9.4 explain the recommended time intervals between eyebrow shaping treatments</p> <p>9.5 describe the types of soothing agents available and their effect on the eye area and the precautions necessary to avoid harm</p> <p>9.6 describe how to maintain and care for tweezed eyebrows</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>10 Understand how to tint the eyebrows and lashes</p>	<p>10.1 describe how to protect the skin around the eyebrows and eyelashes prior to tinting and why this is important</p> <p>10.2 describe how to apply tint to eyebrows and eyelashes</p> <p>10.3 explain how the colour characteristics of the client's hair affect the timing for tint development</p> <p>10.4 describe how to select, mix and remove tints and minimise wastage</p> <p>10.5 explain manufacturer's instructions for mixing and using tint</p> <p>10.6 describe how oxidation affects the shelf life of tint and at what point in the tinting process the tint should be mixed</p> <p>10.7 describe the factors that may prevent the tinting process from working</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>11 Understand how to apply artificial lashes</p>	<p>11.1 describe how to select and fit artificial lashes to suit the needs of the client and enhance the eye shape</p> <p>11.2 explain the importance of following manufacturers' instructions for the use of adhesives and artificial eyelashes</p> <p>11.3 describe the factors that prevent artificial lashes adhering</p> <p>11.4 describe the range and use of currently available artificial lashes</p> <p>11.5 explain the maintenance and care requirements for artificial lashes</p>			
<p>12 Understand the contra-indications and contra-actions that affect or restrict eyebrow and eyelash treatments</p>	<p>12.1 explain the contra-indications requiring medical referral and why, including severe skin conditions and eye infections</p> <p>12.2 explain the contra-indications which prevent treatment and why</p> <p>12.3 describe the action to take if tint adhesives or solvent enters the client's eye</p> <p>12.4 explain how to identify erythema and its causes</p> <p>12.5 describe the possible contra-actions resulting from lash and brow treatments and how to deal with them</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
13 Know the equipment, materials and products to use when carrying out eyebrow and eyelash treatments	13.1 describe the types of materials, equipment and products available for enhancing the appearance of the eyebrows and lashes			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 7: Carry out Waxing Services

Unit code:	B6
Unit reference number:	Y/600/9087
QCF level:	2
Credit value:	7
Guided learning hours:	61

Unit summary

This is a job-ready unit which is competency based. This unit is about carrying out 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

- 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 standard for removing hair using waxing techniques.
- 3 Learners' assessor will observe their performance on at least four occasions, each involving a different client.
- 4 From the range statement, learners must practically demonstrate that they:
 - have used all consultation techniques
 - a) questioning
 - b) visual
 - c) manual
 - d) reference to client records
 - have carried out all the waxing treatments
 - a) eyebrows
 - b) upper lip
 - c) chin
 - d) full leg
 - e) half leg
 - f) underarm
 - g) bikini line

- have 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
- have used all the types of waxing products on the appropriate part of the body
 - a) encouraging the client to seek medical advice
 - b) explaining why the waxing service cannot be carried out
- have 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
- have provided all the types of advice.
 - a) avoidance of activities which may cause contra-actions
 - b) suitable homecare products and their use
 - c) recommended time intervals between waxing treatments

*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 learners' performances 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

Evidence of achievement of this unit should be drawn from the workplace, except where Habia makes provision for evidence to be produced through simulation, as specified in the Habia overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to use safe and effective methods of working when waxing</p>	<p>1.1 set up and maintain the work area to meet legal, hygiene, treatment and industry Code of Practice for Waxing requirements</p> <p>1.2 maintain personal hygiene, protection and appearance to meet accepted industry and organisational requirements</p> <p>1.3 clean all tools and equipment using the correct methods</p> <p>1.4 use accepted industry hygiene and safety practices throughout the treatment to minimise the risk of cross infection</p> <p>1.5 position the person and themselves to minimise fatigue and the risk of and allow ease of waxing application, maintenance and removal of the treatment</p> <p>1.6 minimise wastage of product during application</p> <p>1.7 dispose of hazardous waste correctly to meet local authority requirements</p> <p>1.8 complete the treatment within a commercially viable time</p> <p>1.9 leave the work area and equipment in a condition suitable for further waxing treatments</p> <p>1.10 keep client's records up to date, accurate, complete, legible 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 treatments with clients</p>	<p>2.1 use effective consultation techniques to determine the client's treatment plan</p> <p>2.2 obtain signed, written and informed consent prior to any treatment from the client or from a parent or guardian if the client is a minor</p> <p>2.3 ask clients appropriate questions to identify if they have any contra-indications to waxing treatments</p> <p>2.4 accurately record their client's responses to questions</p> <p>2.5 encourage clients to ask questions to clarify any points</p> <p>2.6 agree the waxing treatment and outcomes that are acceptable to own client and meet their needs</p> <p>2.7 position the client to allow suitable access to the area being treated to minimise any risk of injury and discomfort to the client</p> <p>2.8 protect the client's clothing, hair and accessories</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to remove unwanted hair</p>	<p>3.1 use the correct pre-wax products prior to waxing following manufacturers' instructions</p> <p>3.2 conduct a test patch and skin sensitivity test immediately prior to the intended waxing treatment</p> <p>3.3 establish the hair growth pattern prior to the application of the product</p> <p>3.4 use methods of application correctly and following manufacturers' instructions</p> <p>3.5 apply and remove the product in the treatment area according to the requirements of the hair removal method and hair growth pattern</p> <p>3.6 maintain the client's modesty and privacy at all times</p> <p>3.7 provide clear instructions to the client on how and when to support their skin during the waxing treatment</p> <p>3.8 check the client's wellbeing throughout the waxing treatment</p> <p>3.9 stop the waxing treatment and provide relevant advice if contra-actions occur</p> <p>3.10 check that the client's treatment area is left free of product and hair and treated with a suitable soothing product</p> <p>3.11 check that the finished result is to the client's satisfaction</p> <p>3.12 give 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 describe own responsibilities under relevant health and safety legislation</p> <p>4.2 describe the importance of not discriminating against clients with illnesses and disabilities and why eg Disability Discrimination Act</p> <p>4.3 explain why minors should not be given treatments without informed and signed parental or guardian consent</p> <p>4.4 state the age at which an individual is classed as a minor and how this differs nationally</p> <p>4.5 describe why it is important, when treating minors under 16 years of age, to have a parent or guardian present</p> <p>4.6 explain the legal significance of gaining signed, informed consent to treatment</p> <p>4.7 state the content of the current Code of Practice for Waxing Services and the importance of following its provision</p> <p>4.8 explain why it is important to maintain standards of hygiene and the principles for avoiding cross-infection</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 minimise and dispose of general and hazardous waste from treatments</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.11 explain their salon's service times for completing earlobe piercing and the importance of completing the application in a commercially viable time</p> <p>4.12 describe the salon's service times for waxing treatments and the importance of completing services in a commercially viable time</p> <p>4.13 explain the salon pricing structure</p> <p>4.14 describe the importance of and reasons for keeping records of treatment and gaining client signatures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Understand how to work safely and effectively when providing waxing treatments</p>	<p>5.1 describe the type of personal protective equipment that should be available and used by themselves</p> <p>5.2 explain why it is important to use personal protective equipment</p> <p>5.3 describe what contact dermatitis is and how to avoid developing it when carrying out waxing treatments</p> <p>5.4 explain the importance of questioning clients to establish any contra-indications to waxing treatments</p> <p>5.5 explain why it is important to record client responses to questioning</p> <p>5.6 explain the legal significance of client questioning and recording client's responses</p> <p>5.7 describe how to prepare and use the equipment and materials for work</p> <p>5.8 describe methods of disinfecting and sterilising equipment</p> <p>5.9 describe how to maintain equipment and materials in a clean and hygienic condition</p> <p>5.10 describe how to prepare themselves for carrying out waxing treatments</p> <p>5.11 explain the importance of and reasons for disinfecting hands and how to do this effectively</p> <p>5.12 describe how to set up the work area for waxing treatments</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.13 describe the necessary environmental conditions for waxing treatments</p> <p>5.14 describe how to check equipment used for waxing treatments</p> <p>5.15 describe why it is important to maintain standards of hygiene and the principles for avoiding cross-infection</p> <p>5.16 describe how to effectively and safely position equipment and materials for waxing treatments</p> <p>5.17 describe how to avoid potential discomfort and injury to them self and their client and the risks of poor positioning of clients</p> <p>5.18 describe the condition in which the work area should be left and why this is important</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Understand how to consult, plan and prepare for the treatment</p>	<p>6.1 describe how to use effective consultation techniques</p> <p>6.2 describe how to give effective advice and recommendations to clients</p> <p>6.3 describe the questioning and listening skills you need in order to find out information</p> <p>6.4 explain why it is important to encourage and allow time for clients to ask questions</p> <p>6.5 explain the reasons why it is important to refer clients with contra-indications to seek medical advice</p> <p>6.6 describe the importance of and reasons for not naming specific contra-indications when referring clients to a general practitioner</p> <p>6.7 explain why it is important to explain possible contra-actions to the client</p> <p>6.8 explain why it is important to explain to the client possible skin sensitivity during menstruation</p> <p>6.9 explain why it is important to maintain client's modesty and privacy</p> <p>6.10 describe how to conduct a test patch and skin sensitivity test and why this is important</p> <p>6.11 describe how to prepare the client for treatment</p> <p>6.12 describe how to conduct visual examinations of the skin and hair growth in the area to be treated</p> <p>6.13 describe how to prepare the area for treatment including the use of pre-wax products</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Know anatomy and physiology that relates to waxing treatment	7.1 describe the structure and function of the skin 7.2 describe the structure of the hair 7.3 describe the basic principles of hair growth 7.4 describe the types of hair growth including terminal and vellus			
8 Understand contra-indications that affect or restrict waxing treatments	8.1 describe those contra-indications requiring medical referral and why 8.2 describe those contra-indications that will prevent treatment but will not require medical referral and why 8.3 describe those conditions which restrict treatment and why			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>9 Understand equipment, materials, products, techniques and treatment planning for waxing</p>	<p>9.1 describe the types of equipment and products used for waxing</p> <p>9.2 describe the function and purpose of pre-wax products</p> <p>9.3 describe the ingredients and composition of waxing products including warm wax, sugar paste, strip sugar and hot wax</p> <p>9.4 describe the types of product suitable for soothing skin irritation</p> <p>9.5 explain the reason why talc-free powders should be used</p> <p>9.6 describe how to carry out waxing services</p> <p>9.7 describe the various techniques associated with and working temperatures for the different types of hot wax and warm wax</p> <p>9.8 explain the suitability of specific products for certain hair types</p> <p>9.9 describe how to apply and remove waxing products in relation to the direction of hair growth</p> <p>9.10 describe the precautions which need to be taken when removing hair around conditions which restrict the treatment</p> <p>9.11 describe the advantages, disadvantages and limitations of facial waxing treatment and suitable alternative facial hair removal treatments</p> <p>9.12 describe the expected skin reaction to waxing</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>9.13 compare other methods of hair removal and the effect of these methods on the waxing process eg sugaring, tweezing, shaving, depilatory creams, electrical depilatory, threading, abrasive mitts, epilation, intensive pulse light, laser</p> <p>9.14 describe how you and the client should support the skin during the waxing process</p>			
<p>10 Be able to provide aftercare advice for clients</p>	<p>10.1 describe the activities to avoid after waxing treatments and why these are important</p> <p>10.2 state the recommend intervals between waxing treatments</p> <p>10.3 describe products for home use that will benefit the client and those to avoid and why</p> <p>10.4 describe the contra-actions that may occur after waxing treatments and what advice to give to clients</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 8: Provide Make-up Services

Unit code:	B8
Unit reference number:	F/600/8936
QCF level:	2
Credit value:	6
Guided learning hours:	47

Unit summary

This is a job-ready unit which is competency based, covering both skills and knowledge. This unit is about providing make-up 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 standard for providing make-up services.
- 3 The assessor will observe the learner's performance on at least three occasions, each involving a different client, on a range of different skin tones.
- 4 The learner must show that they have:
 - used all consultation techniques
 - a) questioning
 - b) visual
 - c) manual
 - d) reference to client records
 - applied make-up to all client age groups
 - a) 16–30 years
 - b) 31–50 years
 - c) over 50 years
 - identified all skin types
 - a) oily
 - b) dry
 - c) combination

- applied make-up for all the occasions
 - a) day
 - b) evening
 - c) special
- dealt with at least one of the necessary actions*
 - a) encouraging the client to seek medical advice
 - b) explaining why the service cannot be carried out
 - c) modification of the service
- used all the types of make-up products
 - a) foundations
 - b) powders
 - c) facial bronzing products
 - d) concealers
 - e) eyebrow products
 - f) eyeshadows
 - g) eyeliners
 - h) mascara
 - i) cheek products
 - j) lip products
- provided all types of advice
 - a) suitable make-up products and their use
 - b) possible contra-actions and how to deal with them
 - c) suitable make-up re-application techniques
 - d) suitable make-up removal techniques.

*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 these 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

Evidence of achievement of this unit should be drawn from the workplace, except where Habia makes provision for evidence to be produced through simulation, as specified in the Habia overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to use safe and effective working methods when providing make-up services</p>	<p>1.1 prepare the work area, according to legal, hygiene and treatment requirements</p> <p>1.2 maintain personal 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 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 make-up</p>	<p>2.1 use client questioning to identify contra-indications to make-up, 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 record the client's skin type and condition</p> <p>2.4 refer clients with contra-indicated skin conditions to the senior therapist</p> <p>2.5 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>2.6 check that a parent or guardian is present throughout the treatment for minors</p> <p>2.7 use consultation techniques to identify the client's treatment needs</p> <p>2.8 encourage clients to ask questions to clarify any points</p> <p>2.9 protect and/or remove the client's clothing, hair and accessories as necessary</p> <p>2.10 cleanse, tone and moisturise the skin prior to the application of make-up</p> <p>2.11 confirm the service and outcomes, according to the client's needs</p> <p>2.12 select make-up products to suit the client's needs</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to apply make-up products</p>	<p>3.1 use make-up products to suit the client's needs</p> <p>3.2 use equipment, according to manufacturers' instructions</p> <p>3.3 apply foundation to create an even skin tone without demarcation lines</p> <p>3.4 ensure skin blemishes are disguised, using suitable concealer colour and consistency</p> <p>3.5 apply a powder to achieve the desired finish</p> <p>3.6 apply eye products to define and shape the eyebrow</p> <p>3.7 apply and blend eye shadows to enhance and balance the clients eye shape</p> <p>3.8 apply eyeliners to enhance the client's eye area and achieve the desired look</p> <p>3.9 apply liquid eyeliners to leave a precise, clearly defined line with an even flow of colour</p> <p>3.10 coat lashes evenly with mascara from base to tip, separated without transfer to the surrounding skin</p> <p>3.11 apply cheek products of a suitable texture, tone and colour for the client, achieving an evenly blended finish</p> <p>3.12 apply lip products to enhance the client's lips and achieve the desired look</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.13 apply strong coloured lipsticks and lip liner to leave a clearly defined shape, with evenly balanced colour</p> <p>3.14 confirm that the make-up combination is complementary, enhances the client's look and is to the satisfaction of the client</p> <p>3.15 provide suitable aftercare advice to the client</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Know the organisational and legal requirements related to make-up application</p>	<p>4.1 describe own responsibilities under current health and safety legislation, standards and guidance</p> <p>4.2 describe the importance of the Disability Discrimination Act in relation to the salon</p> <p>4.3 describe why minors should not be given services without informed consent and presence of a parent or guardian</p> <p>4.4 describe the legal significance of gaining signed, written, informed consent</p> <p>4.5 describe own responsibilities and reasons for maintaining personal hygiene, protection and appearance, according to industry and organisational requirements</p> <p>4.6 describe how to maintain and store the clients records in the salon in accordance with the data protection act</p> <p>4.7 describe the salon's service times and pricing structures for completing make-up services</p> <p>4.8 describe the importance of completing the service in a commercially viable time</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Know how to work safely and effectively when providing make-up services</p>	<p>5.1 describe how to safely prepare the work area and position equipment and materials for make-up application</p> <p>5.2 describe the environmental conditions for make-up application and their importance</p> <p>5.3 compare different types and uses of sterilising and disinfecting equipment and chemicals</p> <p>5.4 describe how to sterilise and disinfect tools and equipment for make-up application</p> <p>5.5 describe own preparation for carrying out make-up application</p> <p>5.6 describe the principles of avoiding cross-infection and the importance of maintaining standards of general hygiene</p> <p>5.7 describe how to prepare and position themselves and the client for optimum make-up application, avoiding 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 to leave the work area and its importance</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Know how to use client consultation, treatment planning and preparation for make-up services</p>	<p>6.1 describe how to use consultation techniques to meet the needs of different client groups</p> <p>6.2 describe the questioning and listening skills used to gather information</p> <p>6.3 describe how to give advice and make recommendations to clients</p> <p>6.4 describe how to interpret negative and positive body language</p> <p>6.5 describe the importance and legal significance of questioning clients and recording responses about contra-indications to make-up</p> <p>6.6 describe the importance of providing time and encouragement for clients to ask questions</p> <p>6.7 describe the reasons why it is important to encourage clients with contra-indications to seek medical advice</p> <p>6.8 describe the reasons for not naming specific contra-indications and the importance of encouraging clients to seek medical advice</p> <p>6.9 describe the importance of checking if the client wears contact lenses or glasses</p> <p>6.10 describe why it is important to respect client modesty, privacy and sensitivities about personal appearance</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Know anatomy and physiology related to make-up	7.1 describe the structure and functions of the skin 7.2 describe how to recognise different skin types 7.3 compare the skin types and characteristics of different ethnic groups 7.4 describe how to recognise different skin conditions 7.5 describe the factors that affect the skin ageing process 7.6 describe how environmental and lifestyle factors affect the condition of the skin			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Know the contra-indications and contra-actions of make-up	8.1 describe the contra-indications requiring medical referral and why 8.2 describe the contra-indications which restrict the service and why 8.3 describe potential contra-actions which may occur during the make-up service and how to resolve them 8.4 describe the causes and signs of erythema			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>9 Know how to apply make-up</p>	<p>9.1 compare the different types of cleansing, toning and moisturising products for skin types</p> <p>9.2 describe how to cleanse, tone and moisturise the skin</p> <p>9.3 compare the different types of foundations and how to apply them</p> <p>9.4 compare the different types of powders and how to apply them</p> <p>9.5 compare the different types of make-up bronzing products and how to apply them</p> <p>9.6 compare the different types of concealers and how to apply them</p> <p>9.7 compare the different the types of eye products and how to apply them</p> <p>9.8 compare the different types of cheek products and how to apply them</p> <p>9.9 compare the different types of lip products and how to apply them</p> <p>9.10 describe how to select, match and apply make-up products to different skin types, tones and conditions</p> <p>9.11 describe how to adapt the make-up for clients who wear contact lenses or glasses</p> <p>9.12 describe how to use corrective colours to balance skin tone</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	9.13 describe how to select and use products to enhance face shapes 9.14 describe the reasons for sequencing the application of certain make-up products 9.15 describe how lighting affects the perception of colour and its influence on the effect of make-up 9.16 describe the reasons for matching lighting with the occasion for which the make-up be worn			
10 Know how to provide aftercare advice for clients following make-up services	10.1 describe beneficial and unsuitable make-up products for the client's home use and the reasons 10.2 describe the contra-actions that could occur after make-up application and how to resolve them 10.3 describe re-application and make-up removal techniques suitable for the client			

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

Unit 9: Instruct Clients in the Use and Application of Skin Care Products and Make-up

Unit code:	B9
Unit reference number:	Y/600/8943
QCF level:	2
Credit value:	7
Guided learning hours:	53

Unit summary

This is a job-ready unit which is competency based, covering both skills and knowledge. This unit is about instructing clients in the use and application of skin care products and 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 standard for instructing clients in the use of skin care and make-up application.
- 3 The assessor will observe the learner's performance on at least three occasions, each involving instruction for a different look on a different client.
- 4 The learner must show that they have:
 - used all consultation techniques
 - a) questioning
 - b) visual
 - c) manual
 - d) reference to client records
 - identified all the skin types
 - a) oily
 - b) dry
 - c) combination

- identified all client age groups
 - a) 16-30 years
 - b) 31-50 years
 - c) over 50 years
- dealt with at least one of the necessary actions*
 - a) encouraging the client to seek medical advice
 - b) explaining why the service cannot be carried out
 - c) modification of the service
- given all types of instruction
 - a) skin care choice and application
 - b) day make-up
 - c) evening make-up
 - d) special occasion make-up
- used all the instructional techniques
 - a) skills demonstration
 - b) use of diagrams
 - c) verbal explanation
 - d) use of written instructions
- used all the types of resources
 - a) skin care [products]
 - b) make-up products
 - c) make-up tools and equipment
 - d) suitable mirror
 - e) face chart.

*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 these 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 No mandatory written questions are required with this unit.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where Habia makes provision for evidence to be produced through simulation, as specified in the Habia overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to use safe and effective working methods when providing skin care and make-up instruction</p>	<p>1.1 prepare the work area, according to legal, hygiene and service requirements and salon procedures and instructions</p> <p>1.2 maintain personal 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 prepare and plan for skin care and make-up instruction</p>	<p>2.1 use client questioning to identify contra-indications to skin and make-up products and current regime, 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 record the client's skin type, skin condition and age group</p> <p>2.4 refer clients with contra-indicated skin conditions</p> <p>2.5 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>2.6 check that a parent or guardian is present throughout the treatment for minors</p> <p>2.7 use consultation techniques to identify the client's treatment needs</p> <p>2.8 position the client comfortably in view of a mirror</p> <p>2.9 protect the client's clothing</p> <p>2.10 encourage clients to ask questions to clarify any points</p> <p>2.11 confirm the objectives of the skin care and make-up instructions to meet the needs of the client</p> <p>2.12 check that lighting conditions are suitable to the type of make-up instruction</p> <p>2.13 prepare suitable skin care and make-up products</p> <p>2.14 prepare face charts, tools and equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to deliver skin care and make-up instruction</p>	<p>3.1 use and adapt instructional techniques and communication to meet the client's needs</p> <p>3.2 use demonstrations of skin care and make-up application to develop the client's understanding</p> <p>3.3 guide the client through application of the product(s) to meet the needs of the client and the product(s) being used</p> <p>3.4 use suitable resources throughout the instructional activity</p> <p>3.5 allocate time for the client to practise skin care and make-up application techniques</p> <p>3.6 encourage clients to ask questions to clarify any points throughout instruction</p> <p>3.7 confirm that the client has a basic understanding of the basic techniques necessary to achieve their desired look</p> <p>3.8 inform the client about the use, purpose and sources of products, tools and equipment</p> <p>3.9 encourage the client to take advantage of products and services</p> <p>3.10 provide written instruction on how to apply skin care routine and make-up application to achieve the agreed look</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to evaluate the success of skin care and make-up instruction</p>	<p>4.1 encourage the client to perform an evaluation of their learning, providing additional support to meet the client's needs</p> <p>4.2 use questioning to determine the success of the instruction process, recording the client's feedback</p> <p>4.3 use client feedback to improve own skin care and make-up instructional techniques</p>			
<p>5 Know the organisational and legal requirements of skin care and make-up instruction</p>	<p>5.1 describe own responsibilities under current health and safety legislation, standards and guidance</p> <p>5.2 state the age at which an individual is classed as a minor and how this differs nationally</p> <p>5.3 describe the current legal and professional guidance relating to age restrictions for make-up services</p> <p>5.4 describe why minors should not be given services without informed consent and presence of a parent or guardian</p> <p>5.5 describe the legal significance of gaining signed, informed consent</p> <p>5.6 describe own responsibilities and reasons for maintaining personal hygiene, protection and appearance, according to industry and organisational requirements</p> <p>5.7 describe how to maintain and store the clients records in the salon and its importance</p> <p>5.8 describe the importance of maintaining and storing clients records in relation to the Data Protection Act</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.9 describe the salon's service times and pricing structures for completing skin care and make-up instruction services</p> <p>5.10 describe the importance of completing the service in a commercially viable time</p>			
<p>6 Know how to work safely and effectively when providing skin care and make-up instruction</p>	<p>6.1 describe how to safely prepare the work area and position equipment and materials for skin care and make-up instruction</p> <p>6.2 describe the environmental conditions for skin care and make-up application, and their importance</p> <p>6.3 compare different types and uses of sterilising and disinfecting equipment and chemicals</p> <p>6.4 describe how to sterilise and disinfect tools and equipment for skin care and make-up application</p> <p>6.5 describe own preparation for carrying out skin care and make-up application</p> <p>6.6 describe the principles of avoiding cross-infection and the importance of maintaining standards of general hygiene</p> <p>6.7 describe how to prepare and position themselves and the client for optimum skin care and make-up application, avoiding potential discomfort and injury</p> <p>6.8 describe how to minimise and dispose of waste from services</p> <p>6.9 describe the condition in which to leave the work area and its importance</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Know how to use client consultation, treatment planning and preparation for skin care and make-up instruction</p>	<p>7.1 describe how to use consultation techniques to meet the needs of different client groups</p> <p>7.2 describe the questioning and listening skills used to gather information</p> <p>7.3 describe how to give advice and make recommendations to clients</p> <p>7.4 describe how to interpret negative and positive body language</p> <p>7.5 describe the importance and legal significance of questioning clients and recording responses about contra-indications</p> <p>7.6 describe the importance of providing time and encouragement for clients to ask questions</p> <p>7.7 describe the reasons why it is important to encourage clients with contra-indications to seek medical advice</p> <p>7.8 describe the reasons for not naming specific contra-indications and the importance of encouraging clients to seek medical advice</p> <p>7.9 describe the importance of checking if the client wears contact lenses or glasses</p> <p>7.10 describe why it is important to respect clients' modesty, privacy and sensitivities about personal appearance</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Know about the use of skills for instructing on skin care and make-up</p>	<p>8.1 describe how to plan a skin care and make-up instruction session</p> <p>8.2 compare methods of presenting information and instructions</p> <p>8.3 describe how to speak clearly in different situations</p> <p>8.4 describe how to demonstrate active listening</p> <p>8.5 describe how to use different types of questioning techniques</p> <p>8.6 describe how to encourage clients to ask questions and how to respond</p> <p>8.7 compare methods of demonstrating skin care and make-up application techniques and use of tools and equipment</p> <p>8.8 describe how to check the clients' understanding and ability for self skin care and make-up application</p> <p>8.9 describe how to tailor skin care and make-up instruction to meet individual needs</p> <p>8.10 describe how to adapt the skin care and make-up instruction for clients who wear contact lenses or glasses</p>			
<p>9 Know how to plan and prepare for skin care and make-up instruction</p>	<p>9.1 describe the purposes and value of planning skin care and make-up instruction</p> <p>9.2 describe the types and sources of skin care and make-up instruction resources</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
10 Know how to evaluate skin care and make-up instruction activities	10.1 describe the importance of evaluating the success of skin care and make-up instructional activities 10.2 describe suitable methods of gaining feedback from skin care and make-up instructional activities 10.3 describe the importance of recording feedback and other relevant information from the activity			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 10: Provide Manicure Services

Unit code:	N2
Unit reference number:	Y/600/7551
QCF level:	2
Credit value:	6
Guided learning hours:	53

Unit summary

This is a job-ready unit which is competency based, covering both skills and knowledge. This unit is about providing manicure 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 and Nail Services.

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 standard for providing manicure services.
- 3 The assessor will observe the learner's performance on at least three occasions; each occasion must involve a different hand and nail treatment.
- 4 The learner must show that they have:
 - used all 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 service
 - used four out of the five types of hand and nail treatments*
 - a) paraffin wax
 - b) hand masks
 - c) thermal mitts
 - d) exfoliators
 - e) warm oil

- applied all types of nail finish
 - a) dark colour
 - b) French
 - c) buffed
- provided all types of treatment advice
 - a) suitable aftercare tools and products and their use
 - b) avoidance of activities which may cause contra-actions
 - c) recommended time intervals in-between nail services
 - d) home care routines.

*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 these 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/Habia Assessment Strategy for Nail Services.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where Habia makes provision for evidence to be produced through simulation, as specified in the Habia overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to use safe and effective methods of working when providing manicure services</p>	<p>1.1 prepare the work area and environment to meet legal, hygiene and industry Code of Practice for Nail Services requirements</p> <p>1.2 maintain personal standards of hygiene, protection and appearance to meet accepted industry Code of practice for Nail Services and organisational requirements</p> <p>1.3 clean all tools and equipments using the correct methods</p> <p>1.4 use accepted industry hygiene and safety practices throughout the service to minimise the risk of cross-infection</p> <p>1.5 select and correctly position suitable equipment, materials and products for ease and safety of use</p> <p>1.6 dispose of waste materials safely and correctly to meet local authority requirements and the Industry Code of Practice for Nail Services</p> <p>1.7 complete the service within a commercially viable time</p> <p>1.8 leave the work area in a suitable condition for further nail services</p> <p>1.9 keep the client's records up to date, accurate, easy to read and signed by the client and technician</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to consult, plan and prepare for the service with clients</p>	<p>2.1 use consultation techniques to determine and record the service plan</p> <p>2.2 obtain signed, written and informed consent prior to any service from the client or parent/guardian if the client is a minor</p> <p>2.3 consult with the client to identify any contra-indications, recording the client responses</p> <p>2.4 position the client and themselves to minimise fatigue, and risk of injury to themselves and the client</p> <p>2.5 disinfect the client's hands and remove any existing nail polish to restore the nails to a natural condition</p> <p>2.6 perform an assessment of the nails and skin, recording the results and take any necessary action in response to identified contra-indications</p> <p>2.7 provide client advice without reference to a specific medical condition and without causing undue alarm and concern</p> <p>2.8 recommend suitable treatments and products for the client's skin type and nail condition and agree the service and outcomes that are acceptable to the client and meets their needs</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to carry out manicure services</p>	<p>3.1 check the desired nail length and shape with the client</p> <p>3.2 file the nails, ensuring that the nail's free edge is left smoothed and shaped to the required length</p> <p>3.3 use the buffing technique for the service plan and the client's needs</p> <p>3.4 use suitable cuticle tools and products safely and effectively, ensuring that the cuticle and nail plate are undamaged</p> <p>3.5 use hand and nail treatments to improve the appearance of the client's skin and nails</p> <p>3.6 use massage techniques smoothly and evenly, at a pressure to meet the client's needs</p> <p>3.7 leave the hands and lower arms free of any excess massage medium</p> <p>3.8 check that the nail plate is dehydrated and the underside is clean and free of debris</p> <p>3.9 apply sufficient base coats, polish coats and top coat for the desired finish</p> <p>3.10 check that the nail finish is left with a smooth even texture and with the cuticle and nail wall free of product and debris</p> <p>3.11 check that the finished result is to the client's satisfaction and meets the agreed service plan</p> <p>3.12 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 describe own responsibilities under relevant health and safety legislation and the industry Code of Practice for Nail Services</p> <p>4.2 describe the importance of not discriminating against clients with illnesses and disabilities and why</p> <p>4.3 explain why it is important, when treating minors under 16 years of age, to have a parent or guardian present</p> <p>4.4 explain why minors should not be given services without informed and signed parental or guardian consent</p> <p>4.5 explain the legal significance of gaining signed, informed consent to service</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 importance and reasons for keeping records of clients and their services</p> <p>4.8 explain the importance of the correct storage of client records in relation to the Data Protection Act</p> <p>4.9 describe the possible risks to themselves of ineffective positioning of clients and how to avoid potential discomfort and injury to themselves and the client</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.10 describe why it is important to maintain standards of hygiene and the principles for avoiding cross-infection</p> <p>4.11 explain how to minimise and dispose of waste from services</p> <p>4.12 explain the salon's service times for completing manicure services</p> <p>4.13 explain the importance of completing the service in a commercially viable time</p> <p>4.14 explain the salon pricing structures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Understand how to work safely and effectively when providing manicure services</p>	<p>5.1 describe the type of personal protective equipment that should be available and used by themselves</p> <p>5.2 describe why it is important to use personal protective equipment</p> <p>5.3 describe what contact dermatitis is and how to avoid developing it when carrying out nail services</p> <p>5.4 describe how to prepare and use the tools and materials for the manicure services</p> <p>5.5 compare the different methods of disinfecting and sterilising tools and equipment</p> <p>5.6 describe how to maintain equipment and materials in a clean and hygienic condition</p> <p>5.7 explain the importance of and reasons for disinfecting hands and how to do this effectively</p> <p>5.8 explain the necessary environmental conditions for nail services (including lighting, heating, ventilation and general comfort) and why these are important</p> <p>5.9 describe how to effectively and safely position tools and materials for manicure services</p> <p>5.10 describe the condition in which the work area should be left ready and why this is important</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 describe 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 describe how to give effective advice and recommendations to clients</p> <p>6.3 describe the questioning and listening skills needed in order to find out information</p> <p>6.4 explain why it is important to record client responses to questioning</p> <p>6.5 describe the legal significance of client questioning and of recording the clients responses</p> <p>6.6 explain why it is important to encourage and allow time for clients to ask questions</p> <p>6.7 describe how to conduct nail and skin analysis</p> <p>6.8 explain how to prepare service plans</p>			
<p>7 Know contra-indications and contra-actions that affect or restrict manicure services</p>	<p>7.1 describe the types of conditions and disorders that may contra-indicate the service and why</p> <p>7.2 describe the types of conditions and disorders that may restrict the service and why</p> <p>7.3 describe the possible contra-actions which may occur during or after the manicure service</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Know anatomy and physiology that relates to manicure services	8.1 describe the bones of the hand and lower arm 8.2 describe the structure and function of the muscles of the lower arm and hand 8.3 describe the blood circulation to the lower arm and hand 8.4 describe the structure of the nail unit 8.5 describe the process of nail growth 8.6 describe the structure and function of the skin 8.7 describe the skin characteristics and skin types of different ethnic client groups 8.8 describe common natural nail shapes			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>9 Understand manicure techniques, products and service planning</p>	<p>9.1 describe how to identify treatable nail and skin conditions</p> <p>9.2 describe the different types of techniques used within manicure and how to carry them out</p> <p>9.3 explain how to select and adapt manicure services to suit individual client needs</p> <p>9.4 describe how to adapt manicure service to suit a male client</p> <p>9.5 describe the benefits and effects of the hand and nail treatments</p> <p>9.6 describe the different types of manicure tools and equipment and how to use them</p> <p>9.7 explain the effects on the nail and skin of incorrect use of manicure tools</p> <p>9.8 explain the importance of filing the free edge to complement the client's natural nail conditions</p> <p>9.9 describe the features and benefits of manicure products</p> <p>9.10 explain the reason why several services are necessary to improve skin and nail conditions</p> <p>9.11 describe the different types of massage movements used in manicure service</p> <p>9.12 describe the effects of massage movements used in manicure service</p> <p>9.13 describe the effects of massage techniques on the nails, skin, muscle and underlying structures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
10 Understand how to provide aftercare advice for clients	9.14 describe the different types of massage mediums and when they should be used 9.15 explain the importance of removing excess moisture, debris and product from the natural nail to prepare for required nail finish 9.16 explain the importance of recommending a nail finish suitable for the client 9.17 explain the reasons for applying base and top coat and the consequences of not doing so 9.18 describe the correct method (s) of applying different nail finishes 9.19 describe the correct method of removing nail polish 10.1 describe the aftercare and maintenance requirements for manicure services and why these are important 10.2 explain the products and tools for home use that will benefit the client and those which are unsuitable and why 10.3 state the recommended time intervals for nail services			

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

Unit 11: Provide Pedicure Services

Unit code:	N3
Unit reference number:	H/600/8766
QCF level:	2
Credit value:	6
Guided learning hours:	53

Unit summary

This is a job-ready unit which is competency based. This unit is about providing pedicure 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 and Nail Services.

Evidence requirements

The assessment of this unit needs to meet the requirements within the Habia Beauty and Spa Therapy Assessment Strategy/Habia Nail Services 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 providing pedicure services.
- 3 The assessor will observe the learner's performance on at least three occasions; each occasion must involve a different foot and nail treatment.
- 4 The learner must show that they have:
 - used all 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 service cannot be carried out
 - c) modifying the service

- used four out of the five types of feet and nail treatments*
 - a) paraffin wax
 - b) foot masks
 - c) thermal boots
 - d) exfoliators
- produced both types of nail finish
 - a) dark colour
 - b) French
- provided all types of advice
 - a) suitable aftercare tools and products and their use
 - b) avoidance of activities which may cause contra-actions
 - c) recommended time intervals in-between nail services.

*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 these 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/Habia Assessment Strategy for Nail Services.

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

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where Habia makes provision for evidence to be produced through simulation, as specified in the Habia overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to use safe and effective methods of working when providing pedicure services</p>	<p>1.1 prepare the work area and environment to meet legal, hygiene and industry Code of Practice for Nail Services requirements</p> <p>1.2 maintain personal standards of hygiene and appearance that meet accepted industry Code of Practice for Nail Services and organisational requirements</p> <p>1.3 clean all tools and equipments using the correct methods</p> <p>1.4 use accepted industry hygiene and safety practices throughout the service</p> <p>1.5 select and position equipment, materials, products, themselves and the client to meet the needs of the service</p> <p>1.6 dispose of waste materials correctly</p> <p>1.7 complete the service within a commercially viable time</p> <p>1.8 keep the client's records up to date, accurate, easy to read and signed by client and therapist</p> <p>1.9 leave the work 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 service with clients</p>	<p>2.1 use effective consultation techniques</p> <p>2.2 obtain signed, written, informed consent from the client, or from a parent or guardian if the client is a minor</p> <p>2.3 identify any contra-indications by questioning the client, and record clients responses accurately</p> <p>2.4 disinfect the client's feet to restore the nails to a natural condition</p> <p>2.5 assess the client's nail and skin condition, and recommend suitable treatments and products in a clear way to help the client's understanding</p> <p>2.6 agree a service and outcomes that are acceptable to the client and their needs</p> <p>2.7 take any necessary action in response to identified contra-indications</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to carry out pedicure services</p>	<p>3.1 clean and dry client's feet</p> <p>3.2 file nails, ensuring that the nail free edge is left smoothed and shaped to the required length</p> <p>3.3 use the correct buffing technique for the service plan and the client's needs</p> <p>3.4 use cuticle tools and products safely and effectively, ensuring that the cuticle and nail plate are undamaged</p> <p>3.5 remove any excessive hard skin using a foot rasp, as required</p> <p>3.6 use massage techniques and apply the correct quantity and type of massage medium to meet the service plan</p> <p>3.7 leave the nails, feet and lower legs free of any excess massage medium</p> <p>3.8 apply a suitable base coat, polish and top coat relevant to the client's needs, as required</p> <p>3.9 complete the service to the client's satisfaction and to meet the agreed service plan</p> <p>3.10 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 describe own responsibilities under relevant health and safety legislation and the industry Code of Practice for Nail Services</p> <p>4.2 describe the importance of not discriminating against clients with illnesses and disabilities</p> <p>4.3 explain why it is important, when treating minors under 16 years of age, to have a parent or guardian present</p> <p>4.4 explain the legal significance of gaining signed, informed consent to service</p> <p>4.5 explain the importance of and reasons for keeping and storing client records</p> <p>4.6 describe the possible risks of ineffective positioning of clients</p> <p>4.7 explain why it is important to maintain standards of hygiene and the principles for avoiding cross-infection</p> <p>4.8 describe how to minimise and dispose of waste from services</p> <p>4.9 explain the importance of completing pedicure services in a commercially viable time</p> <p>4.10 outline the salon's pricing structures and service times for pedicure treatments</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Understand how to work safely and effectively when providing pedicure services</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 nail services</p> <p>5.3 describe how to prepare, use and maintain the tools and materials for pedicure services</p> <p>5.4 compare the different methods of disinfecting and sterilising tools and equipment</p> <p>5.5 explain the importance of and reasons for disinfecting feet and how to do it effectively</p> <p>5.6 describe the necessary environmental conditions for nail services and why they are important</p> <p>5.7 describe how to effectively and safely position tools and materials for pedicure services</p> <p>5.8 describe the condition in which the work area should be left and why this is important</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Understand how to perform client consultation</p>	<p>6.1 describe how to use effective consultation techniques</p> <p>6.2 describe how to give effective advice and recommendations to clients</p> <p>6.3 describe the questioning and listening skills required to find out information</p> <p>6.4 describe how to conduct nail and skin analysis</p> <p>6.5 describe the importance of questioning clients to establish any contra-indications to pedicure services</p> <p>6.6 explain why it is important to record client responses to questioning</p> <p>6.7 describe the legal significance of client questioning, and of recording the client's responses</p> <p>6.8 explain why it is important to encourage and allow time for clients to ask questions</p> <p>6.9 explain the importance of and reasons for not naming specific contra-indications when encouraging clients to seek medical advice</p> <p>6.10 explain how to prepare service plans</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Understand contra-indications and contra-actions that affect or restrict pedicure services	7.1 describe the contra-indications which require medical referral and why they require referral 7.2 describe the contra-indications that may restrict the service and why they restrict the service 7.3 describe the possible contra-actions which may occur during or after the pedicure service			
8 Understand the anatomy and physiology that relates to pedicure services	8.1 describe the bones of the foot and lower leg 8.2 describe the muscles of the foot and lower leg 8.3 describe the blood circulation to the foot and lower leg 8.4 describe the structure of the nail unit 8.5 describe the process of nail growth 8.6 describe the structure and function of the skin 8.7 compare the skin characteristics and skin types of different client groups 8.8 describe natural nail shapes			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>9 Understand pedicure services, techniques and products</p>	<p>9.1 describe how to identify treatable nail and skin conditions</p> <p>9.2 describe the different types of techniques used within pedicure and how to carry them out</p> <p>9.3 explain how to select and adapt pedicure services to suit individual client needs</p> <p>9.4 describe the benefits and effects of foot and nail treatments</p> <p>9.5 describe the different types of pedicure tools and equipment and how to use them</p> <p>9.6 describe the effects on the nail and skin of incorrect use of pedicure tools</p> <p>9.7 explain the importance of filing the free edge straight</p> <p>9.8 describe the features and benefits of massage movements used in pedicure services</p> <p>9.9 describe the effects of massage techniques on the nail, skin muscle and underlying structures</p> <p>9.10 describe the different types of massage mediums and when they should be used</p> <p>9.11 explain the importance of removing excess moisture, debris and product from the natural nail to prepare for required nail finish</p> <p>9.12 explain the importance of recommending a nail finish suitable for the client</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	9.13 explain the reasons for applying base and top coat and the consequences of not doing so 9.14 describe the correct method of applying and removing different nail finishes			
10 Understand the aftercare advice to provide clients for pedicure services	10.1 describe the aftercare requirements for pedicure services and why they are important 10.2 explain the aftercare products that will benefit the client 10.3 describe the contra-actions that could occur after nail services and what advice to give to clients 10.4 state the recommended time intervals between services			

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

Unit 12: Carry out Ear Piercing

Unit code:	B7
Unit reference number:	D/600/9088
QCF level:	2
Credit value:	2
Guided learning hours:	20

Unit summary

This is a job-ready unit which is competency based. This unit is about carrying out ear piercing. 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 standard for ear lobe piercing.
- 3 The assessor will observe the learner's performance on at least two occasions, including preparation activities for two different clients.
- 4 The learner must show that they have:
 - used all 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
 - used all types of equipment, materials and products
 - a) ear piercing gun
 - b) sterile skin marker pen
 - c) sterile ear studs
 - d) mirror
 - e) consumables

- provided all types of treatment advice
 - a) suitable homecare products and their use
 - b) regular movement of the studs
 - c) possible contra-actions
 - d) removal of studs.

*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 these 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

Evidence of achievement of this unit should be drawn from the workplace, except where Habia makes provision for evidence to be produced through simulation, as specified in the Habia overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to use safe and effective methods of working when piercing ear lobes</p>	<p>1.1 set up and maintain the work area to meet legal, hygiene and treatment procedures and any current local bye-laws</p> <p>1.2 maintain personal hygiene, protection and appearance to meet accepted industry and organisational requirements</p> <p>1.3 clean and sterilise all tools using the correct methods</p> <p>1.4 use accepted industry hygiene and safety practices throughout the treatment to minimise the risk of cross infection</p> <p>1.5 position equipment and materials for ease and safety of use</p> <p>1.6 dispose of waste materials safely and correctly</p> <p>1.7 complete the treatment within a commercially viable time</p> <p>1.8 leave the work area in a suitable condition for future treatments</p> <p>1.9 keep the client's records up to date, accurate, complete, legible 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 ear lobe piercing with clients</p>	<p>2.1 use effective consultation techniques to determine the client's treatment plan</p> <p>2.2 obtain signed, written and informed consent prior to any treatment from the client or from a parent or guardian if the client is a minor</p> <p>2.3 consult effectively with the client to identify any contra-indications, establish their current ear piercing routine and record the client responses accurately</p> <p>2.4 position client to allow suitable access to the ear lobe and minimises any risk of injury and discomfort to the client</p> <p>2.5 agree the treatment and outcomes that are acceptable to own client and meet their needs</p> <p>2.6 select equipment, materials and products that meet the needs of the treatment and relevant legislation</p> <p>2.7 disinfect the area of the ear lobe to be treated</p> <p>2.8 mark the area of the ear lobe for piercing</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to pierce the ear lobes</p>	<p>3.1 pierce the ear lobe accurately and safely in the marked position</p> <p>3.2 minimise discomfort to the client by ensuring a quick and effective treatment</p> <p>3.3 use equipment, materials and products according to manufacturers' instructions</p> <p>3.4 check finished result is to the client's satisfaction and meets the agreed treatment plan</p> <p>3.5 give 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 describe own responsibilities under relevant health and safety legislation</p> <p>4.2 describe the importance of not discriminating against clients with illnesses and disabilities and why</p> <p>4.3 explain why minors should not be given treatments without informed and signed parental or guardian consent</p> <p>4.4 state the age at which an individual is classed as a minor and how this differs nationally</p> <p>4.5 describe why it is important, when treating minors under 16 years of age, to have a parent or guardian present</p> <p>4.6 explain the legal significance of gaining signed, informed consent to treatment</p> <p>4.7 describe own responsibilities and reasons for maintaining personal hygiene, protection and appearance according to accepted industry and organisational requirements</p> <p>4.8 describe how to complete the client records used in own salon and the importance of and reasons for keeping and gaining clients' signatures</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 own salon's service times for completing ear lobe piercing and the importance of completing the application in a commercially viable time</p> <p>4.11 explain the pricing structures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Understand how to work safely and effectively when piercing ear lobes</p>	<p>5.1 describe the type of personal protective equipment that should be available</p> <p>5.2 explain why it is important to use personal protective equipment</p> <p>5.3 describe the different types of chemicals used for disinfecting ear piercing tools and equipment</p> <p>5.4 describe how to prepare themselves for carrying out piercing ear lobes</p> <p>5.5 explain the importance of and reasons for disinfecting hands and how to do this effectively</p> <p>5.6 explain why it is important to encourage and allow time for clients to ask questions</p> <p>5.7 explain the importance of and reasons for not naming specific contra-indications when encouraging clients to seek medical advice</p> <p>5.8 describe how to set up the work area for piercing ear lobes</p> <p>5.9 describe the necessary environmental conditions for piercing ear lobes</p> <p>5.10 describe how to check equipment used for piercing ear lobes</p> <p>5.11 explain why it is important to maintain standards of hygiene and the principles for avoiding cross-infection</p> <p>5.12 describe how to effectively and safely position equipment and materials for piercing ear lobes</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand how consult, plan and prepare for ear lobe piercing	5.13 explain how to prepare and position the client for piercing ear lobes and the risks of poor positioning 5.14 explain how to minimise and dispose of general waste from ear lobe piercing 5.15 describe the condition in which the work area should be left and why this is important 6.1 describe how to use effective consultation techniques 6.2 explain the importance of questioning clients to establish any contra-indications to ear lobe piercing 6.3 explain why it is important to record client responses to questioning 6.4 explain the legal significance of client questioning and the recording clients' responses 6.5 describe how to give effective advice and recommendations to clients 6.6 describe the questioning and listening skills required to find out information 6.7 describe how to interpret negative and positive body language 6.8 explain the reasons why it is important to encourage clients with contra-indications to seek medical advice 6.9 explain the importance of and reasons for not naming specific contra-indications when referring clients to a medical practitioner			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Know anatomy and physiology that relates to ear piercing treatments	7.1 describe the external structure of the ear 7.2 describe the dangers associated with piercing cartilage and other areas of the body			
8 Understand contra-indications that affect or restrict ear piercing	8.1 describe the contra-indications which require medical referral and why 8.2 describe the contra-indications which restrict treatment and why			
9 Understand equipment, materials, products, techniques and treatment planning for ear piercing	9.1 describe the types of equipment, materials and products that are used for ear lobe piercing and how to use them correctly 9.2 describe the action to take in the event of ear lobe piercing gun malfunction 9.3 describe how to carry out ear lobe piercing safely and correctly 9.4 state how long the treatment should take 9.5 describe possible contra-actions which may occur after ear lobe piercing 9.6 explain the risks associated with ear lobe piercing if treatment advice is ignored 9.7 explain the reasons why one pair of studs should be fitted at a time 9.8 explain why ear studs have to be left in place for the recommended time and the effects of premature removal			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
10 Understand the aftercare advice to provide for clients	10.1 describe aftercare products that will benefit the client and those to avoid and why 10.2 describe how and when to hygienically rotate the studs during the healing period 10.3 describe how to safely remove and replace studs after the healing period 10.4 describe the contra-actions that may occur after ear lobe piercing and what advice to give to clients			

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

Unit 13: Enhance Appearance using Skin Camouflage

Unit code:	B10
Unit reference number:	M/600/8947
QCF level:	2
Credit value:	6
Guided learning hours:	46

Unit summary

This is a job-ready unit which is competency based, covering both skills and knowledge. This unit is about enhancing appearance using skin camouflage. 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 a different client.
- 4 The learner must show that they have:
 - used all consultation techniques
 - a) questioning
 - b) visual
 - c) manual
 - d) reference to client records
 - worked on all the camouflage needs
 - a) tattoos
 - b) hyper-pigmentation
 - c) hypo-pigmentation
 - d) erythematic
 - 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

- used all application tools
 - a) brushes
 - b) fingers
 - c) sponges
 - d) velour puffs
- used all camouflage products
 - a) camouflage creams
 - b) camouflage powders
 - c) setting products
- carried out camouflage application on all areas
 - a) head or neck
 - b) chest or shoulders
 - c) limbs
 - d) back
- provided all types of 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.

*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

Evidence of achievement of this unit should be drawn from the workplace, except where Habia makes provision for evidence to be produced through simulation, as specified in the Habia overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to use effective and safe methods of working when providing skin camouflage</p>	<p>1.1 prepare the work area, according to legal, hygiene and service requirements and salon procedures and instructions</p> <p>1.2 maintain personal 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 confirm the client's well being at regular intervals, according to organisational policy</p> <p>1.9 complete the skin camouflage service in 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 skin camouflage</p>	<p>2.1 use client questioning to identify contra-indications to make-up, 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 record the client's skin type and condition</p> <p>2.4 refer clients with contra-indicated skin conditions</p> <p>2.5 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>2.6 check that a parent or guardian is present throughout the treatment for minors</p> <p>2.7 use consultation techniques to identify the client's treatment needs</p> <p>2.8 agree the skin camouflage process with the client</p> <p>2.9 encourage clients to ask questions to clarify any points</p> <p>2.10 confirm that the client's expectations are realistic and achievable</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to carry out skin camouflage</p>	<p>3.1 provide empathy and sensitivity to the nature of the client's condition throughout the treatment</p> <p>3.2 apply compatible skin care products, when required, before the skin camouflage application</p> <p>3.3 use application tools, techniques and camouflage products to meet skin camouflage needs</p> <p>3.4 apply camouflage products to achieve required density, colour and effect, according to manufacturers' instructions</p> <p>3.5 establish an acceptable colour match on the areas to be camouflaged to restore the skin colouration to the surrounding skin tone</p> <p>3.6 apply a suitable complementary colour prior to the application of the acceptable skin colour match, when required</p> <p>3.7 apply compatible cosmetic and skin care products after the skin camouflage application, when required</p> <p>3.8 confirm the client's satisfaction with the finished result</p> <p>3.9 provide suitable aftercare advice to the client</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Know organisational and legal requirements for using skin camouflage</p>	<p>4.1 describe own responsibilities under relevant health and safety legislation, standards and guidance</p> <p>4.2 describe the importance of the Disability Discrimination Act in relation to the salon</p> <p>4.3 describe why minors should not be given services without informed consent and presence of a parent or guardian</p> <p>4.4 describe the legal significance of gaining signed, informed consent</p> <p>4.5 describe own responsibilities and reasons for maintaining personal hygiene, protection and appearance, according to industry and organisational requirements</p> <p>4.6 describe how to maintain and store the clients records in the salon and its importance</p> <p>4.7 describe the importance of clients record storage in relation to the Data Protection Act</p> <p>4.8 describe the salon's service times and pricing structures for completing make-up services</p> <p>4.9 describe the importance of completing the service in a commercially viable time</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Know how to work safely and effectively when providing skin camouflage</p>	<p>5.1 describe how to safely prepare the work area and position equipment and materials for skin camouflage</p> <p>5.2 describe the environmental conditions for make-up application and their importance</p> <p>5.3 compare different types and uses of disinfectants and chemicals cleaners for skin camouflage</p> <p>5.4 describe how to disinfect tools and equipment for skin camouflage application</p> <p>5.5 describe own preparation for carrying out skin camouflage application</p> <p>5.6 describe the principles of avoiding cross-infection and the importance of maintaining standards of general hygiene</p> <p>5.7 describe how to prepare and position themselves and the client for optimum make-up application, avoiding 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 to leave the work area and its importance</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Know how to use client consultation, treatment planning and preparation for skin camouflage</p>	<p>6.1 describe how to use consultation techniques to meet the needs of different client groups</p> <p>6.2 describe the questioning and listening skills used to gather information and the importance of avoiding intrusive questioning techniques</p> <p>6.3 describe how to give advice and recommendations to clients</p> <p>6.4 describe how to interpret negative and positive body language</p> <p>6.5 describe the importance and legal significance of questioning clients and recording responses about contra-indications to skin camouflage</p> <p>6.6 describe the importance of providing time and encouragement for clients to ask questions</p> <p>6.7 describe the reasons why it is important to encourage clients with contra-indications to seek medical advice</p> <p>6.8 describe the reasons for not naming specific contra-indications and the importance of encouraging clients to seek medical advice</p> <p>6.9 describe the importance of allowing the client to indicate the area requiring skin camouflage</p> <p>6.10 describe why it is important to respect the clients' modesty, privacy and sensitivities about personal appearance</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Know anatomy and physiology related to skin camouflage	7.1 describe the structure of the skin 7.2 describe the importance of recognising different skin types and characteristics 7.3 classify the photosensitivity of different skin groups 7.4 describe the causes and appearance of skin conditions in need of skin camouflage			
8 Know the contra-indications and contra-actions of skin camouflage	8.1 describe how to recognise the contra-indications requiring medical referral and why 8.2 describe how to recognise the contra-indications which restrict camouflage application and why 8.3 describe potential contra-actions which may occur during the camouflage application and how to resolve them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
9 Know about skin camouflage	9.1 describe the principles of colour theory 9.2 describe the importance of understanding when to apply a complementary colour prior to skin match 9.3 describe the importance of testing for a skin colour match on a small area 9.4 compare different skin camouflage products, their attributes and limitations 9.5 describe how to select and apply the different camouflage products to meet the needs of individual conditions 9.6 state where and how to obtain skin camouflage resources 9.7 describe the importance of understanding the different properties in skin camouflage products 9.8 compare the compatibility and limitations of other cosmetic and skin care products used in conjunction with skin camouflage			
10 Know how to provide aftercare advice for clients following skin camouflage	10.1 describe beneficial and unsuitable products for the client's home use, and the reasons 10.2 describe how to advise clients on preservation, maintenance and removal of skin camouflage			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 14: Assist with Spa Operations

Unit code:	S1
Unit reference number:	K/600/8784
QCF level:	2
Credit value:	4
Guided learning hours:	37

Unit summary

This is a job-ready unit which is competency based. This unit is about preparing for and assisting with spa operations. 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 standard for providing specialist spa treatments.
- 3 The assessor will observe the learner's performance on at least four separate occasions which must include wet areas and changing rooms.
- 4 The learner must show that they have assisted with spa operations in all work areas:
 - a) wet areas
 - b) treatment areas
 - c) changing rooms
 - d) relaxation areas
 - e) service areas.
- 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 Assessor and Verifier units.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where Habia makes provision for evidence to be produced through simulation, as specified in the Habia overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to use safe and effective methods of working when assisting with spa operations	<p>1.1 maintain personal standards of appearance, hygiene and protection that meets accepted industry and organisational requirements</p> <p>1.2 use working methods that:</p> <ul style="list-style-type: none"> a) minimise the risk of cross infection b) make effective use of the working time c) ensure the use of clean resources d) minimise the risk of harm or injury to themselves or others <p>1.3 position themselves and the client to meet the needs of the service</p> <p>1.4 dispose of waste materials correctly</p> <p>1.5 report any problems or difficulties to the relevant person</p>			
2 Be able to clean and set up spa work areas	<p>2.1 set up work areas to meet organisation procedures and any given instructions</p> <p>2.2 use cleaning materials and equipment specific for work areas, following manufacturer's recommendations and any given instructions</p> <p>2.3 leave equipment and work areas in a clean and hygienic condition suitable for use and to meet organisational requirements</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to check, maintain and shut down spa work areas</p>	<p>3.1 check written instructions are in good condition, complete and displayed in the required place</p> <p>3.2 check equipment and the condition of work areas at the required intervals according to manufacturers' instructions and organisational procedures, and refer problems to relevant person(s)</p> <p>3.3 conduct water and temperature tests at the required intervals, and report any problems in temperature fluctuations or chemical concentrations to relevant person(s)</p> <p>3.4 maintain stocks of resources and consumables at the required levels, and refer low levels of stock to relevant person(s)</p> <p>3.5 check the client's wellbeing at regular intervals, according to organisational policy</p> <p>3.6 recognise any contra-actions occurring during treatment and inform the relevant person(s)</p> <p>3.7 keep spa operational records within own area of responsibility up-to-date, accurate, complete and legible, in line with organisational procedures</p> <p>3.8 shut down and leave equipment and work areas according to legal, organisational and manufacturers' requirements, and notify the relevant person(s)</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand organisational and legal requirements</p>	<p>4.1 describe own responsibilities under relevant health and safety legislation and local bye-laws</p> <p>4.2 describe manufacturers' organisational and legal requirements for waste disposal</p> <p>4.3 explain the importance of keeping maintenance records for audit purposes</p> <p>4.4 describe 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>4.5 explain own responsibilities and reasons for maintaining personal hygiene, protection and appearance according to accepted industry and organisation requirements</p> <p>4.6 explain the organisation's and manufacturers' requirements for the cleaning, maintenance, checking and shut down of spa treatment work areas</p> <p>4.7 explain the organisation's and manufacturers' requirements and preferences for setting the condition and ambience of the spa work areas</p> <p>4.8 explain the organisation's requirement for the completion of operational records within own area of responsibility</p> <p>4.9 state the person(s) to whom problems should be reported</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Understand how to work safely and effectively when assisting with spa operations</p>	<p>5.1 explain what contact dermatitis is and how to avoid developing it when carrying out the maintenance of spa work areas</p> <p>5.2 describe the protective equipment that should be available and the importance of using it</p> <p>5.3 explain why it is important to maintain standards of hygiene and the principles of avoiding cross-infection</p> <p>5.4 explain the importance of regular water intake during spa treatments for both staff and clients</p> <p>5.5 describe the necessary environmental conditions for spa work areas and why these are important</p> <p>5.6 describe how to safely clean and set up equipment and spa work areas, including the requirements for resources and consumables</p> <p>5.7 describe the recommended operating temperatures and humidity levels for wet and treatment areas</p> <p>5.8 explain where and why written instructions should be placed in spa work areas</p> <p>5.9 explain the importance of following manufacturers' instructions for client capacity levels for wet areas</p> <p>5.10 describe the possible dangers of chemical and equipment misuse</p> <p>5.11 describe the recommended treatment times for wet areas and the potential risks of exceeding them</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand client care for spa treatments	5.12 explain how to test and interpret results of water and chemical concentrations 5.13 describe the ideal operating temperatures for wet area equipment and how to accurately take temperature readings 5.14 describe the main types of air and water borne infections that can affect spa environments and clients 5.15 describe the cleaning materials, equipment and regimes used in spa work areas 6.1 explain the importance of regularly checking the client's wellbeing 6.2 describe the possible contra-actions which can occur during water, temperature and spa treatment sessions and how to deal with them			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 15: Provide Threading Services

Unit code: B34

Unit reference number: F/602/2089

QCF level: 2

Credit value: 4

Guided learning hours: 29

Unit summary

This is a job-ready unit which is competency based. This unit is about carrying out threading 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 standard for hair removal using threading techniques.
- 3 The assessor will observe the learner's performance on at least four occasions, each involving a different client, two of which must include total reshape of the brows.
- 4 The learner must show that they have:
 - used all 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 threading service cannot be carried out
 - c) modification of the threading service
 - worked on all the treatment areas
 - a) eyebrows
 - b) upper lip
 - c) chin

- used all hair removal methods
 - a) mouth technique
 - b) neck technique
 - c) hand technique
- worked on both eyebrow shapes
 - a) total reshape of the brows
 - b) maintenance of original brow shape
- provided all the types of advice
 - a) avoidance of activities which may cause contra-actions
 - b) recommended time intervals between threading treatments
 - c) suitable homecare 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 these 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

Evidence of achievement of this unit should be drawn from the workplace, except where Habia makes provision for evidence to be produced through simulation, as specified in the Habia overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

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 threading services</p>	<p>1.1 prepare the work environment to meet legal, hygiene and safety requirements for threading</p> <p>1.2 make sure their personal hygiene, protection and appearance meets accepted industry and organisational requirements</p> <p>1.3 adopt a positive, polite and reassuring manner towards the client throughout the service</p> <p>1.4 make sure that environmental conditions are suitable for the client and the threading service</p> <p>1.5 make sure all tools and equipment are cleaned using the correct methods</p> <p>1.6 keep the work area clean and tidy throughout the service</p> <p>1.7 effectively disinfect hands before and after the service</p> <p>1.8 wear the recommended personal protective equipment to avoid cross-infection</p> <p>1.9 maintain accepted industry hygiene and safety practices throughout the treatment</p> <p>1.10 select and correctly position suitable tools, materials and products for the threading service</p> <p>1.11 make sure their own posture and position minimises fatigue and the risk of injury whilst working</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.12 position themselves and client correctly throughout the service</p> <p>1.13 minimise wastage of products and materials during the threading service</p> <p>1.14 dispose of waste correctly to meet local authority requirements</p> <p>1.15 make sure that the service is cost effective and carried out within a commercially viable time</p> <p>1.16 make sure the client's records are up-to-date, accurate, easy to read and signed by the client and practitioner</p> <p>1.17 leave the work area and equipment in a condition suitable for further services</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to consult, plan and prepare for threading services with clients</p>	<p>2.1 use suitable consultation techniques in a polite and professional manner to determine the client's requirements</p> <p>2.2 make sure that informed and signed parent or guardian consent is obtained for minors prior to threading services</p> <p>2.3 make sure that a parent or guardian is present throughout the threading service for minors under the age of 16</p> <p>2.4 ask clients appropriate questions to identify if they have any contra-indications to the threading service</p> <p>2.5 take the necessary action in response to any identified contra-indications and the client's suitability for the threading service</p> <p>2.6 make sure client advice is given without reference to a specific medical condition and without causing undue alarm and concern</p> <p>2.7 encourage clients to ask questions to clarify any points</p> <p>2.8 accurately record the client's responses to questions</p> <p>2.9 clearly explain the threading process and the assistance required by the client</p> <p>2.10 clearly explain the possible contra-actions to the client prior to the threading service without causing undue alarm and concern</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.11 agree the threading service and outcomes that are acceptable to the client and meets their needs</p> <p>2.12 make sure signed, written, informed consent has been obtained from the client prior to the service</p> <p>2.13 make sure the client's hair and clothing is protected and clothing and accessories are removed when necessary</p> <p>2.14 help the client into a safe, comfortable and relaxed position for the service</p> <p>2.15 provide suitable support and cushioning to the back and neck area</p> <p>2.16 use the correct pre treatment products to clean and prepare the treatment area(s)</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to remove unwanted hair</p>	<p>3.1 make sure safe and quick hair removal methods are carried out to minimise discomfort to the client</p> <p>3.2 make sure the hair removal methods are carried out at a comfortable distance from the client whilst maintaining the correct tension of the thread</p> <p>3.3 select a new piece of thread for each treatment area</p> <p>3.4 provide clear instructions to the client on how and when to support their skin throughout the threading service</p> <p>3.5 create a well balanced, proportioned and defined eyebrow shape to suit the client's requirements, when required</p> <p>3.6 check the client's wellbeing throughout the service and giving the necessary reassurance</p> <p>3.7 discontinue the service and provide advice and recommendations where contra-actions occur</p> <p>3.8 make sure the client's treatment area(s) is free of unwanted hair and treated with a suitable soothing product</p> <p>3.9 make sure that the finished result is to the client's satisfaction and meets the agreed service plan</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to provide aftercare advice	4.1 give advice and recommendations accurately and constructively 4.2 give clients suitable advice specific to their individual needs			
5 Know organisational and legal requirements	5.1 describe their responsibilities under relevant local and national health and safety legislation 5.2 describe the importance of not discriminating against clients with illnesses and disabilities and why, eg Disability Discrimination Act 5.3 state the age at which an individual is classed as a minor and how this differs nationally 5.4 describe the importance of checking current insurance guidelines for the delivery of the service 5.5 explain why minors should only be treated with informed and signed parental or guardian consent 5.6 describe why it is important when treating minors to have a parent or guardian present 5.7 explain the legal significance of gaining signed, informed client consent for the service 5.8 state local authority and organisational requirements for waste disposal 5.9 explain why it is important to maintain standards of hygiene and the principles for avoiding cross infection			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.10 explain the importance of meeting industry and organisational requirements in relation to personal hygiene, protection and appearance</p> <p>5.11 explain the importance of the correct storage of client records in relation to the Data Protection Act</p> <p>5.12 explain the organisation's service times for threading services and the importance of completing services in a commercially viable time</p> <p>5.13 describe the organisation's requirement for client preparation</p> <p>5.14 describe the importance of and reasons for keeping records of services and gaining client and practitioner signatures</p> <p>5.15 describe how to complete client records used in their organisation</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Know how to work safely and effectively when providing threading services</p>	<p>6.1 describe the type of personal protective equipment that should be worn for threading and why eg powder-free, nitrile or vinyl disposable gloves</p> <p>6.2 explain why it is important to use Personal Protective Equipment</p> <p>6.3 explain the health and safety implications of using the different threading techniques</p> <p>6.4 explain what is repetitive strain injury (RSI), how it is caused and how to avoid developing it when delivering threading services</p> <p>6.5 describe the importance of using a new piece of thread on each facial area</p> <p>6.6 describe the importance of disposing the thread after working on each treatment area</p> <p>6.7 explain the implications of using mouth threading technique when wearing braces, false teeth and crowns</p> <p>6.8 explain the importance of being able to adapt and change threading techniques to maintain client and practitioner's comfort</p> <p>6.9 describe the importance of questioning clients to establish any contra-indications to threading services</p> <p>6.10 explain why it is important to record client responses to questioning</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.11 explain the legal significance of client questioning and recording clients' responses</p> <p>6.12 describe methods of disinfecting and sterilising tools and equipment</p> <p>6.13 describe how to maintain equipment, tools and materials in a clean and hygienic condition</p> <p>6.14 explain the importance of and reasons for disinfecting hands and how to do this effectively</p> <p>6.15 describe the necessary environmental conditions for threading services (including lighting, heating, ventilation and general comfort) and why these are important</p> <p>6.16 describe how to minimise and dispose of general waste from threading services</p> <p>6.17 describe how to effectively, prepare and safely position equipment, tools and materials for threading services</p> <p>6.18 explain how to avoid potential discomfort and injury to themselves and their client and the risks of poor positioning of clients</p> <p>6.19 describe the condition in which the work area should be left and why this is important</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Be able to consult, plan and prepare for the threading service</p>	<p>7.1 describe how to use effective consultation techniques when communicating with clients from different cultural and religious backgrounds, age, disabilities and gender for this service</p> <p>7.2 describe the importance of clearly explaining the threading process and the assistance required by the client</p> <p>7.3 explain the importance of effective communication and discussion</p> <p>7.4 describe how to give effective advice and recommendations to clients</p> <p>7.5 describe the questioning and listening skills you need in order to find out information</p> <p>7.6 explain why it is important to encourage and allow time for clients to ask questions</p> <p>7.7 explain why it is important to explain possible contra-actions to the client</p> <p>7.8 describe the importance of conducting visual examinations to establish hair growth patterns and characteristics, contra-indications etc</p> <p>7.9 explain the importance of cleaning and preparing the area to be treated</p> <p>7.10 describe why it is important to cut stray and long brow hairs prior to commencing an eyebrow shape</p> <p>7.11 describe the importance of establishing and agreeing a service plan with client</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Know anatomy and physiology	<p>8.1 describe the structure of the skin ie 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</p> <p>8.2 describe the basic principles of hair growth ie anagen, catagen, telogen</p> <p>8.3 describe the importance of recognising different types of hair growth eg terminal, vellus and ingrown hairs</p> <p>8.4 describe the causes of hair growth ie topical, congenital, systemic</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>9 Know contra-indications and contra-actions</p>	<p>9.1 describe the contra-indications that would prevent the service and why eg contact lenses, contagious skin conditions, recent scar tissue, sunburn, eye infections, skin allergies</p> <p>9.2 describe the conditions which restrict the service and why eg moles, skin tags</p> <p>9.3 describe the potential consequences of carrying out threading on a contra-indicated client</p> <p>9.4 explain the reasons why it is important to encourage clients with suspected contra-indications to seek medical advice</p> <p>9.5 explain the importance of and reasons for not naming specific contra-indications when encouraging client to seek medical advice</p> <p>9.6 describe how to recognise and deal with the contra-actions that can occur as a result of threading services eg blood spots, abrasions, histamine (allergic) reaction, excessive erythema</p>			
<p>10 Know threading tools, materials and equipment</p>	<p>10.1 describe the type of tools and materials used for threading eg scissors, disposable eyebrow brush, etc</p> <p>10.2 explain the importance of using a thread that is specifically designed for threading</p> <p>10.3 describe the types of products suitable for pre and post threading services</p> <p>10.4 explain the importance of having the correct equipment for threading eg a couch or chair with suitable back, neck and leg support</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>11 Know treatment specific knowledge</p>	<p>11.1 describe the history of threading and different types of threading techniques</p> <p>11.2 explain the advantages and disadvantages of threading</p> <p>11.3 describe the shape and proportion of the eyebrows in relation to facial features and existing eyebrow shape</p> <p>11.4 explain the importance of measuring the eyebrows for threading to ensure a complimentary and symmetrical shape</p> <p>11.5 describe how to carry out the threading techniques</p> <p>11.6 describe the importance of performing safe, quick and effective threading techniques</p> <p>11.7 describe the importance of maintaining and adapting the tension of the thread throughout the service</p> <p>11.8 describe the importance of maintaining a comfortable distance when threading to avoid invading the client's personal space</p> <p>11.9 explain the importance of removing the hair against the direction of the hair growth</p> <p>11.10 describe the advantages of practising threading techniques on larger areas of the body eg legs and arms to develop speed and dexterity skills</p> <p>11.11 describe the importance of adapting the threading techniques to suit male client requirements eg removing external hair on ears and nose</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>11.12 state other methods of hair removal eg tweezing, shaving, depilatory creams, electrical depilatory, abrasive mitts, light based hair reduction, waxing, electrical epilation and the effect of these methods on the threading service</p> <p>11.13 describe the importance of the client supporting the skin throughout the threading service</p>			
<p>12 Be able to provide aftercare advice for clients</p>	<p>12.1 describe aftercare requirements for threading services and why these are important eg avoidance of heat and friction, use of perfumed, chemical based and make-up products</p> <p>12.2 describe the importance of recommending the client returns for threading services every 2 to 4 weeks</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 16: Carry out Nail Art Services

Unit code:	N4
Unit reference number:	A/600/8997
QCF level:	2
Credit value:	4
Guided learning hours:	30

Unit summary

This is a job-ready unit which is competency based, covering both skills and knowledge. This unit is about carrying out nail art 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 Nail Services only.

Evidence requirements

The assessment of this unit needs to meet the requirements within the Habia Nail Services 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 providing nail art service
- 3 The assessor will observe the learner's performance on at least four occasions, one to be carried out on feet.
- 4 The learner must show that they have:
 - used all consultation techniques
 - a) questioning
 - b) visual
 - c) manual
 - d) reference to client records
 - dealt with at least one of the necessary actions*
 - a) encouraged the client to seek medical advice
 - b) explained why the service cannot be carried out
 - c) modified the service

- applied all types of nail art techniques
 - a) coloured polishes
 - b) transfers
 - c) glitters
 - d) foiling
 - e) flatstones
 - f) rhinestones
 - g) marbling
 - h) striping
 - i) dotting
 - j) freehand
- provided all types of service advice
 - a) suitable aftercare products and their use
 - b) avoidance of activities which may cause contra-actions
 - c) recommended time intervals in-between nail services.

*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 these 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 Nail Services.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where Habia makes provision for evidence to be produced through simulation, as specified in the Habia overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to use safe and effective and safe working methods when providing nail art services</p>	<p>1.1 prepare the work area, according to legal, hygiene and industry Code of Practice for Nail Services requirements</p> <p>1.2 maintain personal standards of hygiene, protection and appearance, according to industry Code of Practice for Nail Services 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 dispose of waste materials, according to local authority and the industry Code of Practice for Nail Services</p> <p>1.7 complete the treatment within a commercially viable time</p> <p>1.8 leave the treatment area in a suitable condition for further treatments</p> <p>1.9 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 nail art services with clients</p>	<p>2.1 use client questioning to identify contra-indications to make-up, 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 to the senior therapist</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 assess the client's nail and skin condition, interpreting the information to the client</p> <p>2.9 prepare the client's hands and feet through disinfection and removal of existing nail polish</p> <p>2.10 recommend nail art designs and products to suit the client's nail shape and condition</p> <p>2.11 confirm the service and outcomes, according to the client's needs</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to carry out nail art services</p>	<p>3.1 use filing techniques to ensure the nail free edge is left smooth and shaped to the required length</p> <p>3.2 clean the nail of debris and leave the cuticle neat and tidy and free from any product</p> <p>3.3 apply a suitable base coat and nail art base, according to the design plan</p> <p>3.4 use products and tools for nail art techniques, according to industry guidelines</p> <p>3.5 use sequenced nail art techniques to achieve the required design</p> <p>3.6 confirm the client's satisfaction with the finished nail art result</p> <p>3.7 provide suitable aftercare advice to the client</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Know organisational and legal requirements of nail art services</p>	<p>4.1 describe own responsibilities under relevant health and safety legislation and the Industry Code of Practice for Nail Services</p> <p>4.2 describe the importance of the Disability Discrimination Act in relation to the salon</p> <p>4.3 describe why minors should not be given services without informed consent and presence of a parent or guardian</p> <p>4.4 describe the legal significance of gaining signed, informed consent</p> <p>4.5 describe how to maintain and store the client's records in the salon and its importance</p> <p>4.6 describe the importance of storing clients records in accordance with the Data Protection Act</p> <p>4.7 describe the salon's expected service times and pricing structures for completing nail art services</p> <p>4.8 describe the importance of completing the service in a commercially viable time</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Know how to work safely and effectively when providing nail art services</p>	<p>5.1 describe own types of personal protective equipment and its importance</p> <p>5.2 describe the condition contact dermatitis and how to avoid developing it when carrying out nail services</p> <p>5.3 describe the environmental conditions needed for nail art and their importance</p> <p>5.4 describe how to prepare, position and use tools and materials for nail art services</p> <p>5.5 compare the different methods of disinfecting, sterilising and maintaining hygiene of tools and equipment</p> <p>5.6 describe how to prepare and position themselves and the client for nail art services, avoiding potential discomfort and injury</p> <p>5.7 describe the principles of avoiding cross-infection and the importance of maintaining standards of general hygiene</p> <p>5.8 describe how to minimise and dispose of waste from services</p> <p>5.9 describe the condition in which to leave the work area and its importance</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know how to use client consultation, planning and preparation for nail art services	<p>6.1 describe how to use consultation techniques to meet the needs of different client groups</p> <p>6.2 describe the questioning and listening skills used to gather information</p> <p>6.3 describe how to give advice and recommendations to clients</p> <p>6.4 describe how to conduct nail and skin analysis</p> <p>6.5 describe the importance and legal significance of questioning clients and recording responses about contra-indications to nail art services</p> <p>6.6 describe the importance of providing time and encouragement for client's to ask questions</p> <p>6.7 describe how to prepare service plans</p>			
7 Know the contra-indications and contra-actions of nail art	<p>7.1 describe contra-indications requiring medical referral and why</p> <p>7.2 describe contra-indications which restrict the service and why</p> <p>7.3 describe the reasons for not naming specific contra-indications and the importance of encouraging clients to seek medical advice</p> <p>7.4 describe the possible contra-actions which may occur during or after the nail art service</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Know the structure and growth of nails	8.1 describe the structure of the nail unit 8.2 describe the process of nail growth 8.3 describe the structure and function of the skin 8.4 compare the skin structure, characteristics and types of different ethnic client groups 8.5 compare the different natural nail shapes encountered during nail art services			
9 Know about nail art services	9.1 compare the different techniques used within nail art services 9.2 compare the different types and uses of nail art products and tools 9.3 compare the different style and themes of designs available 9.4 describe how to select and combine colours to complement their design 9.5 describe the limitations on the application of nail art designs due to the condition of clients' nails 9.6 describe the maintenance requirements for nail art designs 9.7 describe how to remove nail art designs			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
10 Be able to provide aftercare advice for clients following nail art services	10.1 describe the aftercare and maintenance requirements for nail art services and their importance 10.2 describe beneficial products and tools for the client's home use 10.3 describe client advice for different contra-actions that may occur after nail services 10.4 describe how to resolve accidental damage 10.5 state the recommended time intervals for nail art services			

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

Unit 17: Apply and Maintain Nail Enhancements to Create a Natural Finish

Unit code:	N5
Unit reference number:	L/600/9099
QCF level:	2
Credit value:	8
Guided learning hours:	61

Unit summary

This is a job-ready unit which is competency based. This unit is about applying and maintaining nail enhancements to create a natural finish. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

This unit applies to Nail Services only.

Evidence requirements

- 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 standard for applying and maintaining nails enhancements to create a natural finish, using **one** of the following systems:
 - gel
 - liquid and powder
 - wrap.
- 3 Learners' assessor will observe their performance on at least **six** occasions, which must include:
 - **one** for the application of a full set of natural nail overlays
 - **two** for a full set of tips and overlays
 - **two** for the maintenance and repair of a full set of nail enhancements
 - **one** for the removal of a full set of tips and overlays.

4 From the range statement, learners must practically demonstrate that they:

- have used all the consultation techniques
 - a) questioning
 - b) visual
 - c) physical examination
 - d) reference to client records
- have carried out **at least one** of the necessary actions*
 - a) encouraging the client to seek medical advice
 - b) explaining why the service cannot be carried out
 - c) modifying the service
- have applied all types of services
 - a) full set of natural nail overlays
 - b) full set of natural tips and overlays
- have carried out all types of nail maintenance
 - a) infill
 - b) rebalance
- have provided all types of advice.
 - a) suitable aftercare products and their use
 - b) avoidance of activities which may cause contra-actions
 - c) recommended time intervals in-between nail services

*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 Strategies for Nail Services.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where Habia makes provision for evidence to be produced through simulation, as specified in the Habia overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to use safe and effective methods of working when providing nail enhancement services</p>	<p>1.1 set up and maintain the work area to meet legal, hygiene, treatment requirements and industry Code of Practice for Nail Services requirements</p> <p>1.2 maintain personal standards of hygiene, protection and appearance to meet accepted industry Code of practice for Nail Services and organisational requirements</p> <p>1.3 clean all tools and equipments are cleaned using the correct methods</p> <p>1.4 position equipment and materials for ease and safety of use</p> <p>1.5 maintain client's comfort and safety at all times</p> <p>1.6 use chemicals in a safe manner without risk of overexposure to self and clients</p> <p>1.7 dispose of waste materials safely and correctly</p> <p>1.8 complete the treatment within a commercially viable time</p> <p>1.9 leave the work area in a suitable condition for further nail services</p> <p>1.10 keep the client's records are up to date, accurate, easy to read and signed by the client and technician</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to consult, plan and prepare for the service with clients</p>	<p>2.1 use effective consultation techniques to record the service plan</p> <p>2.2 obtain signed, written and informed consent prior to any treatment from the client or from a parent or guardian if the client is a minor</p> <p>2.3 consult effectively with the client to identify any contra-indications, establish their current nail care routine and record the client's responses accurately</p> <p>2.4 remove any existing nail polish or nail enhancements to restore the nails to a natural condition, if required</p> <p>2.5 identify the condition of the nails and skin</p> <p>2.6 explain their assessment of the client's nail and skin condition in a clear way to help the clients understanding</p> <p>2.7 recommend nail enhancements to suit the client's nail shape and condition and agree service and outcomes that are acceptable to their client and meet their needs</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to apply natural overlays</p>	<p>3.1 remove skin debris and file the free edge 3.2 remove surface shine to dehydrate the natural 3.3 apply overlay to all nails in the correct sequence following manufacturers instructions 3.4 leave a free margin around the cuticle and side wall area of the nail 3.5 use buff and filing techniques correctly to leave the nail balanced 3.6 take appropriate and prompt remedial action where contra-actions occur during the course of the nail service</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to apply tip and overlays</p>	<p>4.1 remove skin debris and file the free edge 4.2 remove surface shine to dehydrate the natural nail 4.3 select the correct tip size and customise it to suit the client's natural nail 4.4 correctly adhere tip to the natural nail to ensure longevity 4.5 cut, shape and blend tips ensuring no damage to the natural nail and is undetectable 4.6 dehydrate the natural nail to ensure maximum adhesion of overlay 4.7 apply overlay to all nails in the correct sequence following manufacturer's instructions 4.8 leave a free margin around the cuticle and side wall area of the nail 4.9 use buffing and filing techniques to leave the nail balanced 4.10 take appropriate and prompt remedial action where contra-actions occur during the course of the nail service</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to maintain nail enhancements	5.1 prepare the nail enhancement prior to product application 5.2 clean and dehydrate exposed natural nail prior to nail maintenance 5.3 use nail maintenance techniques effectively to restore the nail enhancement to its original condition, following manufacturer's instructions 5.4 use buffing and filing techniques to leave the nail balanced 5.5 take appropriate and prompt remedial action where contra-actions occur during the course of the nail maintenance			
6 Be able to remove nail enhancements	6.1 remove overlays following manufacturer's instructions 6.2 check the natural nail plate is free from product and undamaged 6.3 take appropriate and prompt remedial action where contractions occur during the course of the nail removal 6.4 give client suitable aftercare advice			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Understand organisational and legal requirements	<p>7.1 describe own responsibilities under relevant health and safety legislation and the Industry Code of Practice for Nail services</p> <p>7.2 describe the importance of not discriminating against clients with illnesses and disabilities and why eg Disability Discrimination Act</p> <p>7.3 explain why it is important, when treating minors under 16 years of age, to have a parent or guardian present</p> <p>7.4 explain why minors should not be given services without informed and signed parental or guardian consent</p> <p>7.5 explain the legal significance of gaining signed, informed consent to the service</p> <p>7.6 explain the importance and reasons for keeping records of clients and their services</p> <p>7.7 describe the importance of the correct storage of client records in relation to the Data Protection Act</p> <p>7.8 describe how to avoid potential discomfort and injury to them self and the risks of poor positioning to clients</p> <p>7.9 describe why it is important to maintain standards of hygiene and the principles for avoiding cross-infection</p> <p>7.10 explain how to minimise and dispose of waste from nail enhancement services</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.11 explain their salon’s service times for completing nail enhancement services 7.12 explain the importance of completing the service in a commercially viable time 7.13 explain the salon pricing structures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Understand how to work safely and effectively when providing enhancements, maintenance and removal of nail services</p>	<p>8.1 describe the type of personal protective equipment that should be available and why it is important to use it</p> <p>8.2 describe contact dermatitis and how to avoid developing it when carrying out enhancement, maintenance and removal of nail services</p> <p>8.3 describe how to prepare and use the tools and materials for the nail system</p> <p>8.4 compare the different methods of disinfecting and sterilising tools and equipment</p> <p>8.5 describe how to maintain tools and materials in a clean and hygienic condition</p> <p>8.6 explain the importance of and reasons for disinfecting hands and how to do this effectively</p> <p>8.7 explain the necessary environmental conditions for nail services and why these are important</p> <p>8.8 describe how to effectively and safely position tools and materials for the nail service</p> <p>8.9 describe the condition in which the work area should be left ready and why this is important</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Further information

Our customer service number is 0844 463 2535.

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

- *Edexcel NVQs, SVQs and Competence-based Qualifications Delivery Requirements and Quality Assurance Guidance* published annually
- *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

To obtain the National Occupational Standards go to www.ukstandards.co.uk

Professional development and training

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.

The support we offer focuses on a range of issues including:

- 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). 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 qualification / professional	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)
2	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)

Level	BTEC vocationally-related qualifications	BTEC specialist qualification / professional	NVQ/ competence
1	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)
Entry	BTEC Entry Level 3 Award/ Certificate in an Introduction to Hair and Beauty (QCF)		

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised and approved centre and must have approval for the individual qualifications that it is offering.
- The centre agrees, as part of gaining recognition and centre approval, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Edexcel makes available to centres a range of materials and opportunities to exemplify the processes required for effective assessment and to provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel accredited 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 dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised and approved centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality-assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust internal 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 unit and through satisfying the rules of combination the whole qualification. Edexcel operates a quality-assurance process, 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 approval – if a centre is not currently approved to offer Edexcel qualifications – and qualification approval through satisfying the Edexcel approved centre criteria
- visits to centres, conducted by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessment processes, and assessor decisions for the occupational sector. The minimum frequency of Standards Verifiers' visits to centres is usually two per year (a total of two days per year). The exact frequency and duration of Standards Verifier visits must reflect a centre's performance, taking account of the number:
 - of assessment sites
 - and throughput of candidates
 - and turnover of assessors
 - and turnover of internal verifiers.
- 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 to providing appropriate opportunities for learners that lead to valid and accurate assessment outcomes.

Annexe C: Registration and certification

Registration

Details of the process for registration of learners on the qualifications in this specification are provided in the Edexcel Information Manual, published annually.

Centres must register learners promptly on their chosen qualification and within the registration deadlines provided in the Edexcel Information Manual.

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 should be 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.

Certification

Details of the process for reporting learners' success to Edexcel and for claiming certification are provided in the Edexcel Information Manual, published annually.

Certificates are issued weekly according to the schedule of dates published in the Edexcel Information Manual.

Results should only be reported if the centre has clearance to certificate through reports from Standards Verifiers. Subject to this, results must be reported immediately following programme completion so that certificates can be issued as soon as possible.

Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claim Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVQs, SVQs and competence qualifications 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 action
- 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.

Annexe D: Assessment requirements/strategy

Assessment Strategy for Beauty Therapy and Spa Therapy NVQs

Key Mandatory Components of Our 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:

Level 2	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.
----------------	--	--

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 2: Areas of Knowledge Within Beauty and Spa Therapy Units Requiring Mandatory Written Questions

Unit Title	Area of Knowledge
Unit B4: Provide Facial Skin Care Treatment	<ul style="list-style-type: none">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)the function of the skin (ie sensitivity, heat regulation, absorption, protection, excretion, secretion and vitamin D production)the skin characteristics and skin types of different ethnic client groupsthe actions of the facial, neck and shoulder muscles (ie frontalis, corrugator, temporalis, orbicularis oculi, levatorlabialis of the upper lip, orbicularis oris, buccinator, risorius, mentalis, zygomaticus, masseter, depressors of the lower lip, sternocleidomastoid, platysma, trapezius, pectoralis and deltoid)

Unit Title	Area of Knowledge
	<ul style="list-style-type: none"> • bones of the head, neck and shoulder girdle, including: <ul style="list-style-type: none"> • for the skull: occipital, frontal, parietal, temporal, sphenoid, ethmoid • for the face: zygomatic, mandible, maxillae, nasal, vomer, turbinate, lacrimal, palatine • for the neck: cervical vertebrae • for the shoulder girdle: clavicle, scapula, humerus • for the chest: sternum • the position of the head, face, neck, chest and shoulder girdle bones • the position of the face, neck and shoulder muscles • how the natural ageing process affects facial skin and muscle tone • the composition and function of blood and lymph and its role in improving skin and muscle condition • those contra-indications requiring medical referral and why (eg bacterial – impetigo; viral – herpes simplex; fungal – tinea; systemic medical conditions; conjunctivitis, severe skin conditions and eye infections; acne, boils, herpes zoster and warts, parasitic infection such as pediculosis and scabies) • those contra-indications which restrict treatment and why (eg recent scar tissue, eczema, psoriasis, hyper-keratosis, skin allergies, cuts, abrasions, bruising, styes) • how to adapt facial techniques for male and female clients • how environmental and lifestyle factors affect the condition of the skin • the recommended frequency of treatments • the range and uses of products available for facial treatments • the reasons for and benefits of: cleansing the skin, exfoliating the skin, toning the skin, warming the skin, applying massage, applying masks and skin care products

Unit Title	Area of Knowledge
	<ul style="list-style-type: none"> • the effects of massage techniques on the skin, muscle and underlying structures • the different types of masks and their effects on the skin • how to identify erythema and its causes • possible contra-actions which may occur during the facial treatment and how to deal with them (eg excessive erythema, irritations) • products for home use that will be benefit the client and those to avoid and why
Unit B5: Enhance the Appearance of Eyebrows and Eyelashes	<ul style="list-style-type: none"> • how to carry out a skin sensitivity test and why it should be conducted • how to interpret the results of a skin sensitivity test • how to measure the eyebrow for shaping treatments • the shape and proportions of the eyebrow in relation to facial features and shape • the recommended time intervals between eyebrow shaping treatments • the reasons why soothing the eyebrow area may be necessary during treatment and how this is achieved • the types of soothing agents available and their effect on the eye area and the precautions necessary to avoid harm • how to maintain and care for tweezed eyebrows • how the colour characteristics of the client's hair can affect the timing for tint development • how oxidation affects the shelf life of tint and at what point in the tinting process the tint should be mixed • the factors that prevent the tinting process from working • the factors that prevent artificial lashes adhering • the maintenance and care requirements for artificial lashes

Unit Title	Area of Knowledge
	<ul style="list-style-type: none"> • those contra-indications requiring medical referral and why, including severe skin conditions and eye infections • those contra-indications which prevent treatment and why (eg conjunctivitis, bacterial infections, inflammation of the skin, eye diseases and disorders, bruising, allergies to tint adhesives and solvents) • the action to take if tint adhesive or solvent enters the client's eye • how to identify erythema and its causes • the possible contra-actions resulting from lash and brow treatments and how to deal with them (eg allergies)
Unit B6: Carry Out Waxing Services	<ul style="list-style-type: none"> • why minors should not be given treatments without informed and signed parental or guardian consent • the type of personal protective equipment that should be available and used by yourself • why it is important to use personal protective equipment • what is contact dermatitis and how to avoid developing it when carrying out waxing treatments • the importance of questioning clients to establish any contra-indications to waxing treatments • why it is important to record client responses to questioning • the legal significance of client questioning and recording clients' responses • 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 the different client groups • the function of the skin (ie sensitivity, heat regulation, absorption, protection, excretion, secretion and vitamin D production)

Unit Title	Area of Knowledge
	<ul style="list-style-type: none"> • the structure of the hair • the basic principles of hair growth (ie anagen, catagen, telogen) • the types of hair growth (including terminal and vellus) • those contra-indications requiring medical referral and why (eg severe and infectious skin conditions, diabetes and severe varicose veins) • those contra-indications that will prevent treatment but will not require medical referral and why (eg thin and or fragile skin, scar tissue under six months old, certain medication such as steroids, heat rash, sunburn, known allergies to products and ingredients such as rosin found in sticking plasters and wax) • those conditions which restrict treatment and why (eg diabetes, moles, infected ingrowing hairs, skin tags, medication) • how to recognise and deal with the contra-actions that can occur as a result of waxing treatments (eg bruising, blood spots, abrasions, broken hair, histamine (allergic) reaction, excessive erythema, excessive and diminished regrowth) • the suitability of specific products for certain hair types • the precautions which need to be taken when removing hair around conditions which restrict the treatment • the advantages, disadvantages and limitations of facial waxing treatment and suitable alternative facial hair removal treatments • other methods of hair removal (eg tweezing, shaving, depilatory creams, electrical depilatory, threading, abrasive mitts, epilation, intensive pulse light, laser) and the effect of these methods on the waxing process

Unit Title	Area of Knowledge
Unit B7: Carry out Ear Piercing	<ul style="list-style-type: none"> • the external structure of the ear, including the pinna, lobe, cartilage and cartiligenous tissue • the dangers associated with piercing cartilage and other areas of the body • those contra-indications that prevent treatment and require referral to a general practitioner and why (eg systemic medical conditions, serious localised skin infections and ear lobe infections etc) • those contra-indications that restrict treatment and why (eg previous ear piercings, scar tissue) • the importance of and reasons for not naming specific contra-indications when referring clients to a general practitioner • the action to take in the event of ear lobe piercing gun malfunction • the range and uses of aftercare products • the risks associated with ear lobe piercing if treatment advice is ignored • the reasons why one pair of studs should be fitted at a time • why ear studs have to be left in place for the recommended time and the effects of premature removal
Unit B8: Provide Make-up Services	<ul style="list-style-type: none"> • the issues surrounding the delivery of make-up services to minors • how to prepare and correctly position the client for optimum make-up application and the importance using seating at the correct height • 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) • the function of the skin (ie sensitivity, heat regulation, absorption, protection, excretion, secretion and vitamin D production)

Unit Title	Area of Knowledge
	<ul style="list-style-type: none"> • the skin characteristics and skin types of different ethnic client groups • how to recognise the skin types listed in the range • how to recognise the following skin conditions: sensitive, dehydrated, broken capillaries, pustules, papules, open pores, dark circles, hyper pigmentation, hypo pigmentation, sun damaged, scarring and erythema • the factors that affect the skin ageing process • how environmental and lifestyle factors affect the condition of the skin • those contra-indications requiring medical referral and why (eg bacterial – impetigo; viral – herpes simplex; fungal – tinea; systemic medical conditions; conjunctivitis, severe skin conditions and eye infections; acne, boils, herpes zoster and warts, parasitic infection such as pediculosis and scabies) • those contra-indications which restrict the service and why (eg recent scar tissue, eczema, hyper-keratosis, skin allergies, bruising, styes, watery eyes) • possible contra-actions which may occur during the make-up service and how to deal with them (eg excessive perspiration, adverse skin reactions, watery eyes, excessive erythema) • how to identify erythema and its causes • how lighting affects the perception of colour and its influence on the effect of make-up • the reasons for matching lighting with the occasion for which the make-up will be worn (eg bridal make-up rehearsal in daylight)

Unit Title	Area of Knowledge
Unit B10: Enhance Appearance Using Skin Camouflage	<ul style="list-style-type: none"> • the importance of allowing the client to indicate the area requiring camouflage • why it is important never to assume the area to be camouflaged • the questioning and listening skills you need in order to find out information • the importance of avoiding intrusive questioning techniques • the importance of recognising different skin types and characteristics • the photosensitivity of skin and how it differs in different skin groups (ie the Fitzpatrick Classification System) • the causes and appearance of skin conditions likely to need skin camouflage (eg hypo-pigmentation such as vitiligo, stretch marks; hyper-pigmentation such as melasma, age spots; and erythema such as rosacea and thread veins) • principles of colour theory (eg complementary colours) • the importance of understanding when it may be necessary to apply a complementary colour prior to the skin match • the importance of testing for a colour match on a small area • 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)

Unit Title	Area of Knowledge
Unit N2: Provide Manicure Services	<ul style="list-style-type: none"> • the types of conditions and disorders that may contra-indicate the service and why (eg fungal, bacterial, viral and parasitic infections to the skin and nails, severe nail separation, severe eczema, psoriasis and dermatitis) • the types of conditions and disorders that may restrict the service and why (eg minor nail separation, minor eczema, psoriasis and dermatitis, severely bitten or damaged nails) • the importance of and reasons for not naming specific contra-indications when referring clients to a general practitioner • how to identify treatable nail and skin conditions (eg weak, dry, brittle and ridged nails; dry, split and overgrown cuticles) • the bones of the hand and lower arm • the muscles of the lower arm and hand • the blood circulation to the lower arm and hand • the structure of the nail unit (ie the nail plate, nail bed, matrix, cuticle, lunula, hyponychium, eponychium, nail wall, free edge, the lateral nail fold) • the process of nail growth (ie nail formation, growth rate, factors affecting growth, the effects of damage on growth, nail thickness) • the structure and function of the skin (ie dermis, epidermis, subcutaneous layer, appendages) • the skin characteristics and skin types of different ethnic client groups • how to adapt manicure service to suit a male client • the benefits and effects of the hand and nail treatments in the range • the features and benefits of manicure products • the effects of massage techniques on the nails, skin, muscles and underlying structures

Unit Title	Area of Knowledge
	<ul style="list-style-type: none"> • the different types of massage mediums and when they should be used • the reasons for applying base and top coat and the consequences of not doing so • possible contra-actions which may occur during or after the manicure service
Unit N3: Provide Pedicure Services	<ul style="list-style-type: none"> • the types of conditions and disorders that may contra-indicate the service and why (eg fungal, bacterial, viral and parasitic infections to the skin and nails, severe nail separation, severe eczema, psoriasis and dermatitis, infected ingrowing toenails) • the types of conditions and disorders that may restrict the service and why (eg bunions, corns, callouses, damaged nails and varicose veins) • the importance of and reasons for not naming specific contra-indications when referring clients to a general practitioner • how to identify treatable nail and skin conditions (eg discoloured, dry, brittle, ridged and thickened nails; overgrown cuticles) • the bones of the foot and lower leg • the muscles of the lower leg and foot • the blood circulation to the lower leg and foot • the structure of the nail unit (ie the nail plate, nail bed, matrix, cuticle, lunula, hyponychium, eponychium, nail wall, free edge, the lateral nail fold) • the process of nail growth (ie nail formation, growth rate, factors affecting growth, the effects of damage on growth, nail thickness) • the structure and function of the skin (ie dermis, epidermis, subcutaneous layer, appendages) • the skin characteristics and skin types of different ethnic client groups • how to adapt pedicure service to suit a male client • the benefits and effects of the foot and nail treatments in the range

Unit Title	Area of Knowledge
	<ul style="list-style-type: none"> • the features and benefits of pedicure products • the effects of massage techniques on the nails, skin, muscle and underlying structures • the different types of massage mediums and when they should be used • the reasons for applying base and top coat and the consequences of not doing so • possible contra-actions which may occur during or after the pedicure service
Unit S1: Assist with Spa Operations	<ul style="list-style-type: none"> • your responsibilities under current Control of Substances Hazardous to Health (COSHH) Regulations for the correct use and storage of chemicals required for spa treatments • what is contact dermatitis and how to avoid developing it when carrying out the maintenance of spa treatment areas • the possible dangers of chemical and equipment misuse • the recommended operating temperatures and humidity levels for wet and treatment areas • why it is important to maintain standards of hygiene and the principles of avoiding cross-infection • how to test and interpret results of water and chemical concentrations • the ideal operating temperatures for wet area equipment and how to accurately take temperature readings • the main types of air and waterborne infections that can affect spa environments and clients • the cleaning regimes which must be used in spa work areas to avoid the spread of infection and the nature of air and waterborne infection • 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

Unit Title	Area of Knowledge
B34: Provide Threading Services	<ul style="list-style-type: none"> • the importance of using a new piece of thread on each facial area • the structure and function of the skin and hair (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) • the basic principles of hair growth (ie anagen, catagen, telogen) • causes of hair growth (ie topical, congenital, systemic) • the contra-indications that would prevent the service and why, eg contact lenses, contagious skin conditions, recent scar tissue, sunburn, eye infections, skin allergies • the conditions which restrict the service and why, eg moles, skin tags • how to recognise and deal with the contra-actions that can occur as a result of threading services eg blood spots, abrasions, allergic reaction, excessive erythema • the importance of using a thread that is specifically designed for threading • the advantages and disadvantages of threading • the importance of performing safe, quick and effective techniques • the importance of adapting the threading techniques to suit male client requirements eg removing external hair on ears and nose

Unit Title	Area of Knowledge
	<ul style="list-style-type: none"> • other methods of hair removal (eg tweezing, shaving, depilatory creams, electrical depilatory, abrasive mitts, light based hair reduction, waxing, electrical epilation) and the effect of these methods on the threading service • aftercare requirements for threading services and why these are important eg avoidance of heat and friction, use of perfumed, chemical based and make-up products

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
- hold** Unit A1 or Units D32 **and** D33 *** and
- hold** Unit D34 or **hold or be working towards Unit V1** 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**
- 4.1.1 **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 12- 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 5-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: $7 \div 37 \times 100 = \text{approx. } 20\%$ of a full time assessor. $20\% \times 30 \text{ hours} = 6 \text{ hours}$ 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 2 Beauty Therapy

The maximum service times quoted below have been developed for NVQ/SVQ assessment purposes.

Please note that the type, depth and breadth of services listed are those described in the Level 2 Beauty Therapy Standards only.

	Service (excluding consultation and preparation)	Minutes (Maximum)
1.	Facial	60
2.	Day make-up	30
3.	Evening make-up	45
4.	Special occasion make-up (eg bridal)	45
5.	Basic manicure	45
6.	Basic pedicure	50
7.	Eyebrow wax	15
8.	Underarm wax	15
9.	Half leg wax	30
10.	Bikini line wax	15
11.	Full leg wax	45
12.	Upper lip wax	10
13.	Chin wax	10
14.	Eyebrow shape	15
15.	Eyebrow tint	10

	Service (excluding consultation and preparation)	Minutes (Maximum)
16.	Eyelash tint	20
17.	Apply a full set of artificial lashes (flares)	20
18.	Apply a full set of artificial lashes (strips)	10
19.	Apply a partial set of artificial lashes (flares)	10
20.	Apply a partial set of artificial lashes (strips)	10
21.	Ear piercing	15
22.	Make-up lesson	75
23.	Threading (eyebrow reshape)	20
24.	Threading (upper lip)	10
25.	Threading (chin)	10

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.

Assessment Strategy for Nail Services NVQs

Key Mandatory Components of the Assessment Strategy

- 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 Nail Services 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 Nail Services NVQ/SVQ assessment. The use of realistic working environments will be necessary to promote access to assessment for some Nail Services 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 Nail Services 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 Nail Services Levels 2 and 3 NVQs/SVQs. These units and the critical areas of knowledge have been detailed in Appendix 1C for Nail Services units.

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 resit 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 Nail Services industry
- 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 Nail Services NVQ/SVQ.

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 Nail Services. 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 Nail Services.

APPENDICES

Requirements Relating to the Nail Services NVQs

Appendix 1A	Nail Services 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 Nail Services National Occupational Standards for Which Mandatory Question Papers Must Be Developed
Appendix 1D	Occupational Expertise Requirements for Nail Services Assessors and Verifiers
Appendix 1E	Requirements for Continuing Professional Development for Assessor and Verifiers of Nail Services Technical Units
Appendix 1F	Nationally Agreed Maximum Service Times for Nail Services NVQ/SVQ Assessment Purposes

Appendix 1A

Nail Services Realistic Working Environment Requirements

As the Standards Setting Body for the Hair, Beauty and Body Art 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 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 Nail Services 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 Nail Services 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 Nail Services.

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:

Level 2	Unit G4: Fulfil Salon Reception Duties, Outcome 4	'Methods of Payment' Range Variables: 'cash equivalent', 'cheque' 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.
----------------	---	---

APPENDIX 1C

Areas Within the Nail Services 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. Appropriate written question papers must be available for the Nail Services NVQs/SVQs at Levels 2 and 3.

Nail Services Level 2: Areas of Knowledge Within Units Requiring Mandatory Written Questions

Unit Title	Area of Knowledge
Unit N2: Provide Manicure Service	<ul style="list-style-type: none"> • the types of conditions and disorders that may contra-indicate the service and why (eg fungal, bacterial, viral and parasitic infections to the skin and nails, severe nail separation, severe eczema, psoriasis and dermatitis) • the types of conditions and disorders that may restrict the service and why (eg minor nail separation, minor eczema, psoriasis and dermatitis, severely bitten or damaged nails) • the importance of and reasons for not naming specific contra-indications when referring clients to a general practitioner • how to identify treatable nail and skin conditions (eg weak, dry, brittle and ridged nails; dry, split and overgrown cuticles) • the bones of the hand and lower arm • the muscles of the lower arm and hand • the blood circulation to the lower arm and hand • the structure of the nail unit (ie the nail plate, nail bed, matrix, cuticle, lunula, hyponychium, eponychium, nail wall, free edge, the lateral nail fold)

Unit Title	Area of Knowledge
	<ul style="list-style-type: none"> • the process of nail growth (ie nail formation, growth rate, factors affecting growth, the effects of damage on growth, nail thickness) • the structure and function of the skin (ie dermis, epidermis, subcutaneous layer, appendages) • the skin characteristics and skin types of different ethnic client groups • how to adapt manicure service to suit a male client • the benefits and effects of the hand and nail treatments in the range • the features and benefits of manicure products • the effects of massage techniques on the nails, skin, muscle and underlying structures • the different types of massage mediums and when they should be used • the reasons for applying base and top coat and the consequences of not doing so • possible contra-actions which may occur during or after the manicure service

Unit Title	Area of Knowledge
Unit N3: Provide Pedicure Service	<ul style="list-style-type: none"> • the types of conditions and disorders that may contra-indicate the service and why (eg fungal, bacterial, viral and parasitic infections to the skin and nails, severe nail separation, severe eczema, psoriasis and dermatitis, infected ingrowing toe nails) • the types of conditions and disorders that may restrict the service and why (eg bunions, corns, callouses, damaged nails and varicose veins) • the importance of and reasons for not naming specific contra-indications when referring clients to a general practitioner • how to identify treatable nail and skin conditions (eg discoloured, dry, brittle, ridged and thickened nails; overgrown cuticles) • the bones of the foot and lower leg • the muscles of the lower leg and foot • the blood circulation to the lower leg and foot • the structure of the nail unit (ie the nail plate, nail bed, matrix, cuticle, lunula, hyponychium, eponychium, perionychium, free edge, the lateral nail fold) • the process of nail growth (ie nail formation, growth rate, factors affecting growth, the effects of damage on growth, nail thickness) • the structure and function of the skin (ie dermis, epidermis, subcutaneous layer, appendages) • the skin characteristics and skin types of different ethnic client groups • how to adapt pedicure service to suit a male client • the benefits and effects of the foot and nail treatments in the range • the features and benefits of pedicure products • the effects of massage techniques on the nails, skin, muscle and underlying structures

Unit Title	Area of Knowledge
	<ul style="list-style-type: none"> • the different types of massage mediums and when they should be used • the reasons for applying base and top coat and the consequences of not doing so • possible contra-actions which may occur during or after the pedicure service
Unit N4: Carry out Nail Art Service	<ul style="list-style-type: none"> • the different natural nail shapes you are likely to come across during nail art services (eg hook, spoon and fan) • the different types of nail art products and their use • the different types of tools and how to use them • the limitations on the application of nail art designs due to the condition of clients' nails • the maintenance requirements for nail art designs • how to safely and effectively remove nail art designs • products for home use that will benefit the client • the contra-actions that could occur after nail art services and what advice to give to clients

Unit Title	Area of Knowledge
Unit N5: Apply and Maintain Nail Enhancements to Create a Natural Finish	<ul style="list-style-type: none"> • the structure of the nail unit (ie nail plate, nail bed, matrix, cuticle, lunula, hyponychium, eponychium, perionychium, free edge, the lateral nail fold) • the contra-actions which may occur during or after the service and how to deal with them: allergic reactions, overexposure and exo-thermic reaction, bacterial infections, nail separation, lifting of product, premature loss of extension • the process of nail growth (ie nail formation, growth rate, factors affecting growth, the effects of damage on growth, nail thickness) • the structure and function of the skin (ie dermis, epidermis, subcutaneous layer, appendages) • how different natural nail shapes you are likely to come across during Nail Services and how this can affect your service plan • the key differences between UV gel, liquid and powder and wrap nail enhancement systems • the advantages and disadvantages of each nail enhancement system • the factors that influence the choice of nail enhancement services • how the incorrect application and removal of nail enhancements can damage the natural nails and surrounding soft tissue • the importance of using the correct methods and techniques to avoid overexposure • the techniques for repairing natural nails, including splits, cracks, flaking and breakages • the techniques for repairing nail enhancements including lifting, cracking, premature loss and discolouration • recommended intervals between nail enhancement services • how to deal with accidental damage

APPENDIX 1D

Occupational Expertise Requirements for Nail Services 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 Nail Services 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 Nail Service assessors must:**
 - 2.1.1 hold **EITHER** the Level 2 and/or 3 Nail Services 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 units(s) of NVQ/SVQ they are intending to assess.

In addition they should undertake and achieve, within 18 months, the current Nail Services L2 and or L3 NVQ/SVQ appropriate to the unit(s) they are intending to assess.

- 2.1.2 **hold or be working towards** Unit A1 if carrying out all forms of assessment
OR
hold Units D32 and D33 to assess the complete Nail Services NVQs/SVQs (those work based assessors only required to make and record observations may hold just D32)
OR
hold or be working towards Unit A2 if only carrying out observations in the workplace.

- 2.2 **From 1 August 2010 all existing assessors holding just the Level 2 Nail Services NVQ/SVQ or equivalent will only be able to assess the Level 2 Nail Services NVQ/SVQ.** They will not be eligible for internal verifier or external verifier roles.

3 Internal verifiers

- 3.1 **From 1 August 2010 all Nail Service internal verifiers must:**

- 3.1.1 **hold the Level 3 Nail Services NVQs/SVQs or equivalent*** plus sufficient relevant post qualification industrial experience that is current and appropriate to the units(s) of NVQ/SVQ they are intending to internally verify
OR
substantial operational experience** that is current and appropriate to the units(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** D34 **or hold or be working towards** Unit V1
- 3.1.4 have **sufficient experience** of assessing Nail Service NVQs/SVQs.

4 External verifiers

- 4.1 **From 1 August 2010 all Nail Service external verifiers must:**

- 4.1.1 **hold** the Level 2 and/or 3 Nail Services NVQs/SVQs or equivalent* plus sufficient relevant post qualification industrial experience that is current and appropriate to the units(s) of NVQ/SVQ they are intending to externally verify
OR
substantial operational experience** that is current and appropriate to the units(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 or be working towards** Unit V2 or hold D35 and are strongly advised to hold Unit V1 or D34
- 4.1.4 have **sufficient experience** assessing and/or internally verifying within Nail Service NVQs/SVQs.

5 Assessors and verifiers for non-technical units who are not nail technicians

- 5.1 There are several units in the NVQs/SVQs that cover generic skills, assessed in a Nail Services 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 have been imported into the Habia standards:** Assessors of these units must meet the requirements laid down by these Standards Setting Bodies in their Assessment Strategies
- 5.3 **Non-technical Nail Services Habia units:** the same criteria as for assessors and internal verifiers who are nail technicians 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 nail technicians for the Habia units. For the sake of clarification, Nail Services units cannot be internally verified by non-nail technicians.

i) Occupational expertise requirements for assessors who are not nail technicians

Non-Nail Technician Assessors must have the relevant Level 2 and Level 3 NVQs/SVQs plus substantial 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 Nail Services background, then she/he must have obtained a working knowledge of the Nail Services industry as the context for assessment, through briefing or induction, or ideally through a period of experience in a salon.*

ii) Occupational expertise requirements for internal verifiers who are not nail technicians

Non-Nail Services internal verifiers must have the *relevant* 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 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 or are working towards V1. In addition, in this case where the internal verifier does not have a Nail Services background, then she/he must have obtained a working knowledge of the Nail Services industry as the context for assessment, through briefing or induction, or ideally through a period of experience in a salon.

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

* Where individuals have qualifications other than the Nail Services 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 Nail Services industry. This can include time in any role in the Nail Services industry, for example as a technician, trainer, lecturer, assessor, verifier or salon manager/owner.

APPENDIX 1E

Requirements for Continuing Professional Development for Assessors and Verifiers of Nail Services 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 Nail Services 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 12-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 Nail Services to fee paying clients in a commercial salon that can be shown to develop individual skill and knowledge levels
- Undertaking technical Nail Services training that develops new and/or updates existing skills and/or knowledge levels
- Further nails services 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 Nail Services training* – external and internal workshops and training sessions are eligible.
- ii. *Commercial salon* – this is defined as a salon where the majority of nail technicians are already qualified and the main function of the salon is not training and assessment. If a training salon in a centre is closed and reopened as a commercial salon, 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. *Nail Services 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 Nail Services 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: $7 \div 37 \times 100 = \text{approx. } 20\%$ of a full time assessor. $20\% \times 30 \text{ hours} = 6 \text{ hours' CPD}$ 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 Nail Services NVQ 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 2 Nail Services

The maximum service times quoted below have been developed for NVQ/SVQ assessment purposes.

Please note that the type, depth and breadth of services listed are those described in the Level 2 Nail Services Standards only.

	Service (excluding consultation and preparation)	Minutes (Maximum)
1.	Standard manicure	45
2.	Standard pedicure	50
3.	Nail enhancements – full set	120
4.	Nail enhancement maintenance – one colour	90
5.	Nail enhancement removal	60
6.	Natural nail overlays	75
7.	Nail art	30

