

Pearson BTEC International Level 3 Specialist Diploma in Beauty Therapy Techniques

Specification

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Issue 1

Pearson, BTEC and LCCI qualifications

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Welcome

With a track record built over 40 years of learner success, our BTEC International qualifications are recognised internationally by governments, industry and higher education.

What are BTEC International Specialist and Professional qualifications?

These BTEC qualifications are available at Levels 1–3 (Specialist) and at Levels 4–7 (Professional).

BTEC International Specialist and Professional qualifications give learners the knowledge and/or skills that they need to prepare for employment in a sector or job role. They also provide career development opportunities for those already in work.

They put learning into the context of the world of work, giving learners the opportunity to apply their learning in relevant and realistic work contexts. This applied, practical approach means that learners develop the knowledge and skills they need for career progression or further study. Learners can highlight their achievements in individual areas of study by individual unit grading, while gaining an overall Pass for this qualification. This will allow learners to specialise in particular areas of expertise as they progress through their careers.

Sizes of qualification

Pearson estimates the number of guided learning hours (GLH) that will be needed for centre staff to deliver the qualification. This includes all training that involves centre staff in teaching and supervising learners, as well as all assessment activities.

BTEC Specialist and Professional qualifications are available in the following sizes:

- Award – a qualification with a GLH value of 10–120 hours
- Certificate – a qualification with a GLH value of 121–369 hours
- Diploma – a qualification with a GLH value of 370 or above.

Collaborative development

This qualification has been developed with input from industry experts. We are grateful to all the individuals and organisations who generously shared their time and expertise to help us develop this new qualification.

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Introduction to the Pearson BTEC International Level 3 Specialist Diploma in Beauty Therapy Techniques

This specification contains all the information you need to deliver the Pearson BTEC International Level 3 Specialist Diploma in Beauty Therapy Techniques.

This specification signposts the other essential documents and support that you need as a centre in order to deliver, assess and administer the qualification, including the staff development required. A summary of all essential documents is given in *Section 7 Administrative arrangements*.

This qualification is not regulated in England.

The information in this specification is correct at the time of publication.

Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
Pearson BTEC International Level 3 Specialist Diploma in Beauty Therapy Techniques	<p>510 GLH</p> <p>Learners must complete and pass units to a minimum value of 510 GLH. All the mandatory units must be passed.</p>	<p>This qualification is designed to prepare learners to work in the Beauty Therapy sector. It gives learners the opportunities to gain and develop practical capability in Level 3 beauty skills. Learners will gain knowledge, understanding and skills relating to important areas of study in beauty therapy including health and safety, client care and communication. Learners will be able to acquire skills in techniques such as body massage, facial skincare, spa manicure treatments, hair removal using waxing techniques. .</p>

1 Qualification purpose and progression

Pearson BTEC International Level 3 Specialist Diploma in Beauty Therapy Techniques

Who is this qualification for?

The Pearson BTEC International Level 3 Specialist Diploma in Beauty Therapy Techniques is designed to allow learners to develop the knowledge and skills required to work in any type of establishment offering Beauty Therapy Techniques services, from small family-salons to large salons run by chains and hotels.

It provides an introduction into the role of Beauty Therapy Techniques and the importance of health and safety in delivering an effective service. Learners will discover how Beauty Therapy Techniques fit with other parts of an effective Beauty Therapy Techniques service, including body massage, facial skincare and hair removal using waxing techniques, and it gives learners an opportunity to practise the skills required to be an effective beautician.

By achieving unit grades for each area of study learners will be able to highlight the areas of study in which they excel whilst still gaining an overall Pass grade for the qualification. Learners will find that this method of grading will help inform their choices as they specialise in different areas of work within the sector such as spa manicure, body massage or reflexology.

What could this qualification lead to?

Learners who have completed the Pearson BTEC International Level 3 Specialist Diploma in Beauty Therapy Techniques and have worked as a beauty therapist can support progression to on to other qualifications, such as:

- Level 4 Professional qualifications in Beauty and Haircare, Salon Management,
- Level 4 Diplomas in Advanced Beauty Therapy- these are offered by a range of businesses and international colleges.

2 Qualification summary and key information

Qualification title	Pearson BTEC International Level 3 Specialist Diploma in Beauty Therapy Techniques
Operational start date	01/04/2020
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification.
Guided Learning Hours (GLH)	510
Assessment	The units are assessed using assignments that are set and marked by the centre
Unit grading information	Pass/Merit/Distinction. Unit grades will be printed on the qualification certificate.
Qualification grading information	Pass The overall qualification grade will be Pass only.

3 Structure

Qualification structure

Pearson BTEC International Level 3 Specialist Diploma in Beauty Therapy Techniques

Learners will need to meet the requirements outlined in the table below before the qualification can be awarded.

Learners must complete and pass all four mandatory units.

Learners must complete optional units to at least a minimum value of 300GLH.

Pearson BTEC International Level 3 Specialist Diploma in Beauty Therapy Techniques			
Unit number	Unit title	Level	GLH
	Mandatory units – learners must achieve all four units		
1	Monitor and Maintain Health and Safety Practice in the Salon	3	30
2	Client Care and Communication in Beauty Related Industries	3	30
3	Promote and Sell Products and Services to Clients	3	30
4	Body Massage	3	120
	Optional units – Learners must complete optional units to at least a minimum value of 300 GLH.		
5	Facial Skincare	3	90
6	Apply Make-up	2	40
7	Eyelash and Eyebrow Treatments	2	40
8	Spa Manicure Treatments	3	40
9	Hair Removal Using Waxing Techniques	2	40
10	Introduction to Reflexology	4	90
11	Start up a Beauty Business	3	60

The grades Pass/Merit/Distinction will be used to grade each unit. Learners must achieve at least a Pass in units totalling a minimum of 510 GLH to complete this qualification. Learners will be awarded a Pass as an overall qualification grade.

4 Units

Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way. This section explains how the units work. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme review this section.

Section	Explanation
Unit number	The number is in a sequence in the specification. Where a specification has more than one qualification, numbers may not be sequential for all qualifications.
Unit title	This is the formal title that we always use, and it will appear on learners' certificates.
Level	All units and qualifications have a level assigned to them. The levels correspond with the levels used in the UK's Regulated Qualification Framework.
Unit type	This says if the unit is mandatory or optional for the qualification.
Guided Learning Hours (GLH)	Guided Learning Hours (GLH) is an estimate of the number of hours that will be needed for a typical learner to achieve the unit. Guided learning includes all training that involve centre staff in teaching and supervising learners, as well as all assessment activities.
Unit introduction	This summarises the content of the unit and how learners will benefit from taking it.
Learning outcomes and grading criteria	The learning outcomes set out what a learner must know, understand or be able to do as the result of a process of learning. The grading criteria specify the standard the learner is required to meet to achieve a Pass, Merit or Distinction for the unit.
Unit content	This section sets out what needs to be taught. Content is compulsory except when it follows an 'e.g.'. Learners should not be asked to complete the assessment until all of the content for the unit has been taught.
Essential information for assessors	This section gives information to support delivery and the implementation of assessment.
Essential resources	This lists any specialist resources needed to deliver the unit. Centres will be asked to show that these resources are in place when they seek approval from Pearson to offer the qualification.

Section	Explanation
Suggested assessment approach	This gives suggestions for how to assess the learning outcomes.
Assessment requirements	This gives detailed information about what evidence learners are required to show in order to meet the assessment requirements.

Index of units

This section contains all the units developed for this qualification. Please refer to *page 7* to check which units are available.

Unit 1: Monitor and Maintain Health and Safety Practice in the Salon	11
Unit 2: Client Care and Communication in Beauty-related Industries	19
Unit 3: Promote and Sell Products and Services to Clients	29
Unit 4: Body Massage	37
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Unit 1: Monitor and Maintain Health and Safety Practice in the Salon

Level: 3

Unit type: Mandatory

Guided learning hours: 30

Unit aim

This is a preparation for work unit, which is based on capability and knowledge. This unit is about making sure that statutory and workplace instructions are being carried out in order to monitor the operation of health and safety procedures.

Unit introduction

Health and safety practices are of paramount importance in the hair and beauty sector, to ensure the safety of clients and staff. This gives learners the knowledge, understanding and skills required to monitor and maintain health and safety practice in the salon.

In this unit learners will explore why and how to carry out a risk assessment, including the actions to take following a risk assessment. Learners will also develop the skills needed to monitor and support the work of others to ensure compliance with health and safety requirements. In order to do this, learners will study the appropriate health and safety requirements, including the support that should be given to staff. Learners will also study procedures for dealing with different types of security breaches and the need for insurance.

This unit gives learners a solid foundation in health and safety practices in the salon, which is essential for many of the practical beauty therapy units in these qualifications. It is recommended that this unit is delivered early in the course.

Learning outcomes

On completion of this unit a learner should:

A Be able to carry out a risk assessment

B Be able to monitor health and safety in a salon

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
A.P1 Carry out risk assessments and take necessary actions	A.M1 Carry out risk assessments in some detail and take necessary actions	A.D1 Carry out comprehensive risk assessments and take necessary actions
A.P2 State the reason for carrying out risk assessments	A.M2 Explain the reason for carrying out risk assessments	A.D2 Evaluate a risk assessment
A.P3 Describe the procedures for carrying out a risk assessment		
A.P4 Describe when risk assessments should be carried out		
A.P5 Outline necessary actions to take following a risk assessment		
B.P6 Monitor and support the work of others to ensure compliance with health and safety requirements	B.M3 Assess the work of others in terms of being compliant with health and safety requirements	B.D3 Recommend improvements in order to comply with health and safety requirements.
B.P7 Outline the health and safety support that should be provided to staff	B.M4 Assess the health and safety support that is provided to staff	
B.P8 Outline procedures for dealing with different types of security breaches	B.M5 Review the effectiveness of procedures for dealing with different types of security breaches.	

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
B.P9 explain the need for insurance.		

Unit content

A Be able to carry out a risk assessment

Risk assessment procedure:

- identification of hazards
- assessment of who might be harmed and how
- evaluation of risks
- risk rating
- decide on precautions
- recording of findings and implementation of them
- review of assessment and update if necessary

Carrying out risk assessments:

- reasons (legal requirements, ensure health and safety of others)
- when they should be carried out
- action to take following risk assessments e.g. ways to reduce risks, report hazards

B Be able to monitor health and safety in the salon

Health and safety requirements:

- salon requirements
- current and relevant international legislation and regulations in health and safety
- additional local or regional health and safety laws, regulations or directives applicable to your region.

Health and safety responsibilities:

- responsibilities of employers (safe working environment; PPE; safe working equipment)
- responsibilities of employees e.g. identify and report potential risks

Security breaches:

- cash/ physical resources e.g. premises, stock, salon equipment, cash
- people e.g. personal belongings, emergency procedures, business information, data protection; national or regional equivalent.

Insurance:

- need for insurance (compensation in event of loss incurred during work)
- types of insurance e.g. professional indemnity insurance, public liability insurance, buildings and content insurance, personal health insurance (protect against financial loss through illness or injury).

Essential information for assessors

Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in Appendix 1. Tasks must be undertaken in a safe place of work with adequate heating, lighting, ventilation and access to both washing and first-aid facilities.

Suggested assessment approach

This unit should be delivered in a Realistic Learning Environment (RLE), as detailed in Appendix 1. Clients can be friends and peers and does not mean treatments need to be carried out on paying clients or within commercial timescales.

It is strongly recommended that learners undertake this unit first so that they can build their practical skills on a foundation of health and safety working practices as they progress. Health and safety issues are important in most of the units in this programme and learners must apply their understanding of these issues and be able to apply them in the hair and beauty sector. This unit is about monitoring and maintaining health and safety practices in the salon. Learners should develop their knowledge of the main requirements of the main regulations and legislation (national/international). They will need to interpret them and apply them to a beauty context.

In a world of lawsuits and legality it is paramount that learners are made aware of the implications of not abiding by essential national and international legislative guidelines and procedures within the hair and beauty sector. Learners should be encouraged to develop practices that impact positively on their and others' ability to work effectively and safely at all times.

Learners are also expected to know about the procedures for dealing with different types of security breaches and the need for insurance. Guest speakers from the beauty industry could be invited to speak on the potential implications of security breaches and of not having insurance, possibly drawing on actual experiences where appropriate, and with reference to any relevant lawsuits between client and establishment in the hair and beauty sector and their outcome.

The unit can be delivered in a wide variety of contexts. There are lots of useful websites. Alternatively, directed textbook information and worksheets enable learners to focus on the essential learning. Class discussion, case studies and quizzes would be a useful way of extending learners' understanding. Role play of health and safety inspections and carefully staged simulations of dangerous occurrences could be used to bring the subject 'to life' and raise awareness of the importance of health and safety. Tutors

should be aware of the implications of the context in which they are delivering the unit and ensure that examples and support materials are relevant and up to date.

Learners should be taught how to carry out risk assessments. They should be aware of the reason for and purpose of risk assessments, when they should be carried out and the actions to take following a risk assessment. Learners could be shown examples of good and unsuitable risk assessments, so they can gain an understanding of good practice.

At this level, learners are expected to be able to monitor and support the work of their peers. To do this, learners need to be able to offer support and guidance to their peers and oversee them following health and safety working practices. However, it is vital that learners recognise the limits of their own responsibility and authority, including when and who to report problems to.

Assessment requirements

This unit is assessed by the centre and will be subject to external verification by Pearson.

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally related experiences, with tasks specifically designed with the assessment and grading criteria in mind. The theoretical aspects of assessment for this unit can be achieved through learners completing centre-devised assignments or adaptations from Pearson assignments where available. Practical assessment criteria will require observation and completion of relevant documentary evidence by the assessor.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment and grading criteria, even across units, where appropriate. Reference to assessment and grading criteria should be made in the assessment documentation to ensure the criteria have been met.

A.P1, A.P5, A.M1 and A.D1 are practical and require learners to carry out a risk assessment and take necessary actions in the salon or in a Realistic Learning Environment. In order to carry out their risk assessment, learners need to identify hazards and risks and the necessary actions to take. P1 should be evidenced through practical observation of learners using their written risk assessment. Learners could either create their own format for the risk assessment or fill in a pro forma supplied by their tutor/supervisor. Learners need to carry out a risk assessment for P1. To achieve M1, learners should carry out detailed risk assessments considering a range of hazards, while to achieve D1, learners should carry out a comprehensive risk assessment considering for a wide range of hazards and all relevant aspects of health and safety support and taking necessary actions. M5 and M6 can be achieved as part of the risk assessment, through assessing the health and safety support provided to staff and reviewing the effectiveness of procedures for dealing with different types of security breaches.

These criteria must be assessed through observation and evidenced with a signed witness testimony, with assessor feedback documentation as supplementary evidence.

A.P2, A.P3, A.P4, A.M2 and A.M3 are theory based and require learners to demonstrate knowledge and understanding of risk assessments.

Learners must be able to state and explain the reason for carrying out risk assessments, describe the procedures for carrying out risk assessments, describe when risk assessments should be carried out and outline the necessary actions to take following a risk assessment. To achieve A.M3, learners need to demonstrate their understanding of and explain the actions to take following a risk assessment. For A.D2, learners need to evaluate their risk assessment.

For A.P6, learners need to monitor and support the work of others (for example junior and new members of staff) to ensure compliance with health and safety requirements in the salon/Realistic Learning Environment. Learners must be practically observed, and this must be evidenced with a signed witness testimony and/or assessor feedback documentation.

For B.M4, learners need to assess the work of others in adhering to compliance with health and safety requirements. D3 requires learners to recommend improvements to others' work in order to comply with health and safety requirements. These criteria could be evidenced in the form of an evaluation/performance review.

B.P7, B.P8 and B.P9, are theory based and require learners to outline the health and safety support that should be provided to staff, outline procedures for dealing with different types of security breaches and explain the need for insurance. This could be evidenced and assessed as a short-answer paper (written or delivered orally), or a number of smaller assignments, such as one or more of the examples below:

- a leaflet or poster for staff about the organisation's health and safety procedures suitable for display in the staffroom
- a health and safety induction manual for new staff
- an internal and external salon security and insurance guideline poster.

It is essential that learners are given opportunities to achieve all the assessment and grading criteria through the assignments. The knowledge gained in this unit is embedded in all practical units, so it is possible to cross unit assess.

It is recommended good practice for tutors to hold regular assignment workshops where learners bring in their assignment work and work on it, consulting with the tutor when necessary. Signed witness testimonies and observation records must be retained for verification purposes, including tape recordings of oral evidence. Supplementary evidence in the form of photographs and consultation record cards should be provided.

Suggested resources

Journals

- Guild Gazette (Guild of Professional Beauty Therapists)
- Habia News (Seed Publishing Limited)

Websites

www.habia.org	Habia, the Standards Setting Body for the UK hair and beauty sector
www.healthandsafetymonitor.com	Health and safety monitor
www.hse.gov.uk	Health and safety executive (UK regulations)
www.professionalbeauty.co.uk	Professional Beauty (for the UK)

Unit 2: Client Care and Communication in Beauty-related Industries

Level: 3

Unit type: **Mandatory**

Guided learning hours: **30**

Unit aim

This is a preparation for work unit, which is based on capability and knowledge. This unit is about client care and communication in beauty-related industries. Learners will develop the ability to adapt their provision of client care and their communication skills to the needs of different clients, as well as how to manage client expectations

Unit introduction

This unit will allow learners to investigate client care and communication. The beauty sector is a diverse area to work in and effective communication skills are essential for business success.

Learners will understand the methods and forms of communication that can be used and how to adapt them to suit any given client and situation. They will investigate the importance of client confidentiality and behaving in a professional manner as well as understand the techniques required to carry out consultations. This will enable them to identify client requirements, manage client expectations and provide suitable advice and recommendations to enhance the client experience and increase business revenue.

Learners will investigate the types of complaints clients make and understand how to resolve them. This unit will encourage learners to improve their working practices by gathering feedback and reviewing their own performance.

Learning outcomes

On completion of this unit a learner should:

- A Be able to communicate and behave in a professional manner when dealing with clients
- B Be able to manage client expectations

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
A.P1 Behave in a professional manner within the workplace		
A.P2 Use effective communication techniques when dealing with clients	A.M1 Adapt communication and consultation techniques used with a range of clients	A.D1 Justify the suitability of communication and consultation techniques used with different clients
A.P3 Use effective consultation techniques to identify treatment objectives	A.M2 Use effective consultation techniques to identify different treatment objectives that meets the client's objectives	A.D2 Use effective consultation techniques to provide effective treatment objectives that meet the client's expectations
A.P4 Describe how to use suitable consultation techniques to identify treatment objectives		
A.P5 Provide aftercare advice to the client		
A.P6 Assess the advantages and disadvantages of different types of communication used with clients	A.M3 Explain how to adapt methods of communication to suit the client and their needs	
A.P7 Explain what is meant by the term 'professionalism' within beauty-related industries		
A.P8 Explain the importance of respecting a client's		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
'personal space'		
B.P9 Maintain client confidentiality in line with legislation	B.M4 Evaluate measures used to maintain client confidentiality	
B.P10 Demonstrate retail sales techniques	B.M5 Use retail sales techniques to meet client requirements	B.D3 Discuss the importance of adapting retail sales techniques to meet client requirements
B.P11 Manage client expectations	B.M6 Recommend ways to manage client expectations	B.D4 Justify ways of managing client expectations.
B.P12 Evaluate client feedback		
B.P13 Identify methods of improving own working practices		
B.P14 Describe how to resolve client complaints.	B.M7 Explain how to resolve client complaints.	B.D5 Discuss the importance of dealing with client complaints effectively.

Unit content

A Be able to communicate and behave in a professional manner when dealing with clients

Professional behaviour:

- personal hygiene/ appearance
- behaviour e.g. polite, tactful, appropriate client relationship
- awareness of own authority/ responsibility
- professionalism
- respect (client modesty and comfort)

Communication methods and techniques:

- verbal communication (speaking, listening, open/closed questions)
- non (verbal communication (face to face, telephone, email, reading, text/ messaging services)
- adapting methods of communication to suit the client and their needs e.g. nervous, non-nervous, new, regular, gender, disability
- advantages and disadvantages of different types of communication

Consultation techniques:

- questioning, visual, manual examination, reference to client records
- respecting clients' personal space
- respecting moral and social beliefs and lifestyle
- use of support materials e.g. diagrams, pictures, demonstration
- identification of treatment objectives
- contraindications to treatment
- agree treatment plan
- clear recommendations and aftercare advice.

B Be able to manage client expectations

Maintain client confidentiality:

- comply with GDPR 2018 or national equivalent
- measures used to maintain client confidentiality (storage of paper based and electronic records and not sharing information)
- processing data
- giving access to data and deleting data

Retail sales techniques:

- identifying client requirements
- matching client requirements to products and services
- sales techniques (consultation, demonstration, recommendation, use of samples)
- closing the sale
- overcoming concerns e.g. suitability, price and results
- adapting sales techniques to suit individual client needs (increase likelihood of sale, increase business revenue, client retention)
- recognising trends and fashions
- merchandising stock

Client expectations:

- client feedback
- ways of improving client experience e.g. level of care received, managing client expectations so they are realistic
- methods of improving working practices e.g. review performance, training

Client complaints:

- types of complaint; poor quality service, financial disputes, unprofessional attitude
- ways of dealing with a complaint e.g. take client somewhere quiet, listen to complaint show empathy, maintaining records of complaint
- ways of resolving a complaint. referral, offer solution (money back, alternative treatment, free/discounted service)
- adhering to salon policy and current and relevant legislation

Essential information for assessors

Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in Appendix 1. To prepare them for the world of work, learners would also benefit from having exposure to a range of clients, with different treatment objectives.

Suggested assessment approach

This unit should be delivered in a Realistic Learning Environment (RLE), as detailed in Appendix 1. Clients can be friends and peers and does not mean treatment needs to be carried out on paying clients or within commercial timescales.

Delivery of this unit should be as practical as possible to engage and motivate learners. Tutors are advised to use a variety of delivery methods to enable learners to develop the skills and techniques required when dealing with all aspects of client care. This unit is suitable for co-delivery with any of the units which involve interacting with clients, for example, Unit 5: Provide Facial Skincare.

Tutors can use a variety of delivery methods when exploring the different forms of communication and client care, including observation of reception areas or inviting guest speakers from the beauty therapy industry to talk about the methods they use within their establishment to promote best practice in communication with clients.

Demonstration and comparisons of ineffective communication can provide a basis for role play and group discussions, enabling learners to draw on their personal experiences. This allows learners assess the impact of positive and negative from the client's perspective. Tutors should set activities that develop learners' experience, both as consumers and therapists, in identifying examples of good and bad client service.

The wide range of possible client scenarios provides scope for discussion, including how these scenarios need adapting for situation, client and purpose. This could include, for example, interaction in a reception area, in a room during one-to-one treatment, on the telephone, or during a potential client complaint.

The variety of ways in which professional relationships are built on positive communication is vital to the success of any business as these are transferable and valuable skills for career success.

Learners should also be taught the advantages and disadvantages of different forms of communication. Learners must be taught how to identify client needs and expectations through the consultation process, the importance of body language and its role in effective communication, building relationships and client care, including the importance of respecting clients' personal space.

Tutors should explore with learners the reasons for providing advice to and recommendations, for clients. Learners should be taught the techniques used to identify retail opportunities and should be able to practise using these techniques. They should understand that poor communication and consultation adversely affects the success of a business. Mock-ups of retail displays where learners can practise their skills in recommending products and services are invaluable. Organised visits to department stores to observe professional retail skills in action on cosmetic counters are beneficial. Often, clients can have unrealistic expectations of beauty products and/or treatments and their effects. Learners need to be able to inform clients of features and benefits of products and services without misleading them.

Learners are expected to be able to demonstrate a professional approach throughout this unit in terms of behaviour, maintaining client confidentiality, using retail sales techniques, managing client expectations, dealing with client complaints and adhering to current, relevant legislation.

Learners must understand that when complaints have been made, they need to act on them in the right manner to retain the client and maintain business reputation. Role play of clients complaining will develop learners' skills in managing this very difficult area.

Looking at how to improve working practices presents an opportunity for learners to gather and evaluate feedback on their own performance and identify areas for personal development and improvement, these are skills that will serve them well when they start work in the industry.

Assessment requirements

The unit is assessed by the centre and will be subject to external verification by Pearson.

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally related experiences, with tasks specifically designed with the assessment and grading criteria in mind. The theoretical aspects of assessment for this unit can be achieved through learners completing centre-devised assignments, a portfolio of evidence or through adaptation of Pearson assignments where available. Practical assessment criteria will require observation and completion of relevant documentary evidence by the assessor.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units, where appropriate. Reference to grading criteria should be made in the assessment documentation, to ensure the criteria have been met.

A.P1, A.P2, A.P3, A.P4, A.P5, B.12, P13, A.M1, A.M2 and A.M3, A.D1 and A.D2 are practical and require learners to communicate and behave in a professional manner when carrying out a client consultation and when providing aftercare advice, taking advantage of retail opportunities. This unit must be assessed

through observation, evidenced with a signed witness testimony and/or observational documentation.

A.P6, A.P7, A.P8, B.P9 B.P10, B.P14, B.M4, B.M5, B.M6, B.D3, B.D4 and B.D5 assess learners' knowledge and understanding of communicating with clients, including resolving complaints and selling techniques. This could be assessed in a variety of ways, such as written questions, short-answer questions delivered orally (recorded in a written transcript), a client care induction pack for new employees or a training pack.

B.P11, B.P12, B.P13, B.M7 and B.D3 require the learner to engage in reflective practice of their own work and of the practices in the salon. Learners should do this towards the end of the course. This could be evidenced and assessed in a variety of forms, such as:

- written questions
- short-answer questions delivered orally (accompanied by a written transcript)
- a written report reflecting on their practices and those in the salon/RLE a reflective journal detailing their progress and improvements in client care and communication
- an evaluative survey completed by clients that gives learners feedback on their work and communication, including a section detailing their strengths and weaknesses.

It is essential that learners are given opportunities to achieve all the assessment and grading criteria through the assignments. This unit is embedded in all practical units, so it is possible, and encouraged, to cross-unit assess.

It is recommended good practice for tutors to hold regular assignment workshops where learners bring in their assignment work and work on it, consulting with the tutor when necessary. Signed witness testimonies and observation records must be retained for verification purposes, including written transcripts of oral evidence. Supplementary evidence in the form of photographs and consultation record cards could also be provided.

Suggested resources

Journals

Guild Gazette (Guild of Professional Beauty Therapists)

Habia News (Seed Publishing Limited)

Websites

www.habia.org	Habia, the Standards Setting Body for the hair and beauty sector (UK)
www.beautyguild.com	Guild of Beauty Therapists
www.professionalbeauty.co.uk	Professional Beauty

Unit 3: Promote and Sell Products and Services to Clients

Level: 3

Unit type: **Mandatory**

Guided learning hours: **30**

Unit introduction

This is a preparation for work unit, which is based on capability and knowledge. This unit is about promoting and selling products to clients, in order to give advice on services and products

Unit introduction

This unit will give the learners the knowledge, understanding and skills required to promote and sell products and services to clients. Learners will understand how to sell beauty products and services and how to identify and implement effective sales strategies. They will be able to promote and sell products with confidence and certainty. Retail skills are essential in the hair and beauty sector, especially when a large percentage of a salon's revenue is made up of the sale of products and additional services. In this unit, learners will develop the skills needed to promote and sell hair and beauty-related products. Learners will engage in reflective practice, reviewing and evaluating the promotion of products and services to improve their skills and understanding. This unit can be co-delivered with any of the practical units, for example Unit 5: Facial Skincare

Learning outcomes

On completion of this unit a learner should:

- A Be able to promote and sell hair and beauty products
- B Understand how to evaluate the promotion of products and services.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
A.P1 Identify selling opportunities		
A.P2 Use effective communication techniques	A.M1 Use effective selling and communication techniques to close sales of different products and/or services	A.D1 Use effective selling and communication techniques to close sales of different products and/or services to different clients
A.P3 Identify buying signals and the client's intentions	A.M2 Interpret buying signals and the client's intentions	
A.P4 Describe how to manage client expectations	A.M3 Manage client's expectations to achieve a realistic objective	
A.P5 Introduce products and/or services to clients	A.M4 Compare the suitability of products and/or services for clients	A.D2 Justify the suitability of products and/or services for clients
A.P6 Use effective selling techniques to close a sale		
A.P7 Explain the benefits to the salon of promoting services and products to the client	A.M5 Assess the benefits to the salon of promoting services and products to the client	
A.P8 Explain the importance of product and service knowledge when selling		
A.P9 Explain communication techniques used to promote products and services		
A.P10 Explain the differences between the terms 'features'		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
and 'benefits'		
A.P11 Describe the stages of the sale process		
A.P12 Explain the legislation that affects the selling of services or products		
B.P13 Review effectiveness of selling techniques	B.M6 Compare the suitability of different selling techniques for different clients	B.D3 Justify the suitability of different selling techniques for different clients
B.P14 Describe how to implement improvements in their own selling techniques	B.M7 Explain how to improve own selling techniques.	B.D4 Justify recommendations on improving selling techniques
B.P15 Evaluate the effectiveness of advertising services and products to a target audience		
B.P16 Explain the importance of how to set and agree sales target/objectives.		

Unit content

A Be able to promote and sell hair and beauty products

Selling:

- selling opportunities (promotional events, seasonal displays)
- before, during and after treatments
- during enquiries

Communication techniques:

- verbal including use of open question
- non-verbal
- written

Buying signals:

- client asking questions
- client looking at product displays
- during/following services
- comments on own or therapist appearance e.g. skin, nails, make-up

Client expectations:

- client needs
- realism of expectations
- product/service does what it says
- value for money
- matches disposable income
- client satisfaction

Introduce products and services to clients:

- how and when to introduce services
- products and/or equipment
- identifying selling opportunities
- how to outline benefits and suitability
- overcoming client reservations
- differences in benefits and suitability

Selling techniques:

- product and services knowledge (features, benefits, unique selling points explained)
- skills in opening and closing a sale

- personal skills e.g. empathy, persuasion, encouragement
- offer incentives
- management of timing
- stages of sale process (initial contact, sale presentation, securing agreement, closing the sale, after-sales service)

Promotion:

- merchandising of products
- benefits to salon e.g. client retention
- boosts salon income
- develops staff knowledge
- raises awareness
- gives staff opportunity to be professional
- clients have a better treatment results

Legislation:

- products to be sold in accordance with current and relevant legislation

B Understand how to evaluate the promotion of products and services

Review and evaluation:

- effectiveness of selling techniques
- suitability of selling techniques (for client/target audience)
- importance of reviewing selling techniques
- methods of evaluating sales techniques (asking for feedback from clients and others, reviewing sales against targets, SWOT analysis)
- implement improvements
- effectiveness of advertising to target audience
- sales targets/objectives

Essential information for assessors

Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in Appendix 1. Learners would also benefit from having exposure to a range of clients, with different treatment objectives, to prepare them for the world of work.

Suggested assessment approach

This unit should be delivered in a Realistic Learning Environment (RLE), see Appendix 1. Clients can be friends and peers and does not mean that treatment needs to be carried out on paying clients or within commercial timescales.

Tutors should use a variety of delivery methods to motivate and stimulate learners' thinking. The focus should be on developing learners' skills in promoting and selling products and services in the hair and beauty sector.

It is essential that learners appreciate how much the financial success of a business relies on the retail skills of its staff. Learners should be made aware of the numerous benefits of promoting and selling products and services to the client, therapist/hairdresser and to the business. In an RLE, where clients may not necessarily be paying clients, it is especially important to emphasise this.

Centres will need to prepare learners for a range of situations and simulations of displaying and selling products in hair and beauty environments. Centres should be creative in devising simulations for selling opportunities. Role play and class discussions could be used to develop learners' skills. Promotional sales events could be held, for example lunchtime mini-treatments offered to staff and other learners or sales of small inexpensive skin and nail care products. Learners should be encouraged to always consider retail opportunities when providing aftercare advice. Learners need to be able to identify selling opportunities and be taught how to interpret buying signals, knowing how to act on them to close a sale. Empty packaging could be used for display purposes. This may be obtained from hair and beauty businesses, department stores, salons and spas, who would normally throw it out.

Learners could also carry out research and informal surveys to find out what attracts people to some displays and not others. Learners must be taught how to manage client expectations, as clients can often have unrealistic expectations of products and services and, through effective advice and guidance, therapists can educate clients. The ability to promote and sell products and services, informing clients of features and benefits, while also ensuring they are not misled, is a multi-faceted skill and therefore practice via case studies and role play will benefit learners, enabling them to gain confidence.

While the emphasis in this unit is on learners' skills, tutors must introduce learners to the underpinning theory related to these skills. For example, product and service knowledge is vital when promoting and selling products and services. Learners must also be aware of the current and relevant legislation which affects and impacts on the promotion and sale of products and services.

This is an area, which can be reinforced in every practical unit that involves dealing with clients. This will help advance learners' employment prospects.

To improve on their existing promotional and sales skills, learners should be encouraged to engage in reflective practice, reviewing the effectiveness of selling techniques, comparing and justifying the suitability of different selling techniques.

Assessment requirements

This unit is assessed by the centre and will be subject to external verification by Pearson.

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally related experiences, with tasks specifically designed with the assessment and grading criteria in mind.

The theoretical aspects of assessment for this unit can be achieved through learners completing centre devised assignments, a portfolio of evidence or through adaptation of Pearson assignments where available. Practical assessment criteria will require observation and completion of relevant documentary evidence by the assessor.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units, where appropriate. Reference to grading criteria should be made in the assessment documentation, to ensure the criteria have been met.

A.P1, A.P2, A.P3, A.P4, A.P5, A. P6, A.M1, A.M2, A.M3, A.M4 and A.D1 and A.D2 are practical and require learners to demonstrate their ability to sell products and/or services to clients in a salon environment/RLE. These criteria must be assessed through observation, evidenced with a signed witness testimony and/or observational documentation. This can be supplemented with details of sales or transactions carried out. Learners could participate in a promotional sales event to achieve these criteria or take advantage of retail opportunities presented when providing aftercare advice to clients in other practical units. If learners complete work experience during this course, this will give them the ideal opportunity to demonstrate their sales and promotional skills during a work-based learning visit by their tutor, as well as giving the assessment meaning and summative value in bringing their learning to life. To achieve A.M2, learners must demonstrate the interpret the buying signals and match it to potential products that the customer might be interested in. This could be

simulated or assessed in the RLE., while to achieve A.D1, learners must go a step further and demonstrate being able to sell to different clients.

A.P7, A.P8, A.P9, A.P10, A.P11, A.P12, B.P16 and A.M3 and A.M5 assess learners' knowledge and understanding of the underpinning theory of promotional and sales skills. This can be assessed in a variety of forms, such as short answer questions (written or verbal), written report or an instructional manual for new employees.

B.P13, B.P14, B.P15, B.M6, B.M7, B.D3 and B.D4 require learners to engage in reflective practice, evaluating their own skills and justifying the suitability of techniques used, or products they have recommended. This can be achieved through short-answer questions, written report or an instructional manual for new employees.

It is essential that learners are given opportunities to meet all the assessment and grading criteria through the assignments. This unit is embedded in all practical units, so it is possible, and encouraged, to cross-unit assess.

It is recommended good practice for tutors to hold regular assignment workshops where learners bring in their assignment work and work on it, consulting with the tutor when necessary. Signed witness testimonies and observation records must be retained for verification purposes including written transcripts of oral evidence. Supplementary evidence in the form of photographs and consultation record cards could also be provided.

Suggested resources

Books

- Langley R – *Beautiful Selling – The Complete Guide to Sales Success in the Salon* (Thomson Learning, 2007) ISBN 9781844807482

Journals

- Guild Gazette (Guild of Professional Beauty Therapists)
- Habia News (Seed Publishing Limited)

Websites

www.habia.org	Habia, the Standards Setting Body for the hair and beauty sector (UK)
www.beautyguild.com	Guild of Beauty Therapists
www.professionalbeauty.co.uk	Professional Beauty

Unit 4: Body Massage

Level: 3

Unit type: **Mandatory**

Guided learning hours: 120

Unit aim

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

Unit introduction

Body massage is a popular treatment in beauty and spa therapy. This unit will enable learners to develop practical massage skills, plus the associated knowledge and understanding that will provide an invaluable foundation for other related body treatments.

Learners will study the preparation procedures needed for body massage, including preparing themselves, the client and work area, performing client consultations and selecting products, tools and equipment. They will also learn how to perform body massage treatments following health and safety working practices.

Learners will explore how to adapt treatments to suit individual client needs, the uses of the five classical massage movements and uses of different massage mediums. Learners will study post-treatment procedures, such as providing aftercare advice and recording results.

Learners will also explore the underpinning theory associated with body massage treatments, including anatomy and physiology, from skin types and conditions to types of body fat and postural faults, the effects of massage treatments, potential contraindications which could restrict or prevent treatment, and the contra-actions that could result from treatments.

This unit will give learners the opportunity to perform body massage treatments on a range of different clients and provide the practical experience to help them gain employment.

Learning outcomes

On completion of this unit a learner should:

- A Be able to prepare for a body massage treatment
- B Be able to provide for a body massage treatment.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
A.P1 Prepare themselves, client and work area for body massage	A.M1 Explain the importance of preparation and pre-treatment activities for body massage	A.D1 Assess pre-treatment preparations for body massage
A.P2 Use suitable consultation techniques to identify treatment objectives		
A.P3 Advise the client on how to prepare for the treatment		
A.P4 Provide clear recommendations to the client		
A. P5 Select products and tools to suit client treatment needs, skin types and conditions		
A.P6 Describe the environmental conditions suitable for body massage treatments	A.M2 Explain why the suitable environment conditions are required for body massage treatments	
A.P7 Describe the different consultation techniques used to identify treatment objectives		
A.P8 State the importance of using products, tools, equipment and techniques to suit client's treatment needs	A.M3 Explain the suitability of selected products, tools, equipment, techniques to suit client's treatment needs	A.D2 Compare the suitability of products, tools, equipment, techniques to suit client's treatment needs

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
A.P9 Describe the different skin types and conditions		
A.P10 Explain the contraindications that prevent or restrict body massage treatments		
A.P11 State the objectives of massage treatments		
A.P12 Identify general body types		
A.P13 Describe the different types of body fat		
A.P14 Outline common postural faults		
B.P15 Communicate and behave in a professional manner		
B.P16 Follow health and safety working practices		
B.P17 Position themselves and client correctly throughout the treatment	B.M4 Explain the importance of positioning themselves and the client correctly throughout the treatment	
B.P18 Complete the treatment in a reasonable time and reasonably accurate manner to the satisfaction of the	B.M5 Complete the treatment in a timely and accurate manner to the satisfaction of the client	D3 Complete the treatment to accurate and proficient salon standards within an accepted salon time frame

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
client		
B.P19 Record and evaluate the results of the treatment		
B.P20 Provide suitable aftercare advice	B.M6 Provide suitable aftercare advice to clients with different needs	B.D4 Evaluate the importance of providing aftercare advice to meet specific client need.
B.P21 Explain how to communicate and behave in a professional manner		
B.P22 Use products, tools and techniques to suit different clients' treatment needs, skin types and conditions	B.M7 Compare the suitability of selected products, tools and techniques to suit three clients' treatment needs, skin types and conditions	B.D5 Evaluate the suitability of products, tools and techniques used to suit three clients' treatment needs, skin types and conditions
B.P23 Describe the benefits and uses of mechanical massage and pre-heat treatments	B.M8 Assess the benefits and uses of mechanical massage and pre-heat treatments	
B.P24 Describe how treatments can be adapted to suit client treatment needs, skin types and conditions	B.M9 Explain how treatments can be adapted to suit client treatment needs, skin types and conditions	
B.P25 Describe the uses of the five classical massage movements		
B.P26 Explain the uses of different massage mediums		
B.P27 Describe the methods of evaluating the effectiveness of the treatment		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
B.P28 Describe the aftercare advice that should be provided	B.M10 Explain the aftercare advice provided	B.D6 Evaluate the aftercare advice provided
B.P29 Describe the effects of massage on the following body systems: skin skeletal muscular cardio-vascular lymphatic nervous digestive urinary endocrine	B.M11 Explain the effects of massage on the following body systems: skin skeletal muscular cardio-vascular lymphatic nervous digestive urinary endocrine	B.D7 Evaluate the effects of massage on the following body systems: skin skeletal muscular cardio-vascular lymphatic nervous digestive urinary endocrine
B.P30 Describe the structure and the main functions of the following body systems in relation to massage: skin skeletal muscular cardio-vascular lymphatic nervous digestive urinary endocrine		
B.P31 Describe the main diseases and disorders of body systems		
B.P32 Describe the legislation relating to the provision of massage treatments		

Unit content

A Be able to prepare for a body massage treatment

Preparation:

- of therapist (personal hygiene/presentation, protective attire)
- of client (protective covering for client's modesty, secure hair, remove clothing, skin preparation, pre-heat treatment)
- of work area: environmental conditions e.g. heating, lighting, ventilation, atmosphere; salon and client requirements
- Client consultation:
 - consultation techniques (questioning, visual, manual, reference to client records)
 - treatment objectives and benefits (relaxation, sense of wellbeing, up-lifting, anti-cellulite, stimulating)
 - advise client on how to prepare for client
 - contraindications e.g. recent scar tissue or fracture, skin diseases, circulatory disorders, heart disease, low/high blood pressure, painful joints, high fever, sunburn, late stages of pregnancy, diabetes, epilepsy, varicose veins, product allergies; clear recommendations; client confidentiality

Products:

- massage mediums (oil, cream, powder)
- cologne
- Tools and equipment:
 - massage couch; pillows/cushions/supports; towels; gyratory massager; audio sonic; infrared
- Skin types and conditions:
 - types (normal, dry, oily, combination)
 - conditions (sensitive, dehydrated, mature, congested, infected, damaged)

Body:

- general body types (endomorph, mesomorph, ectomorph)
- common postural faults (kyphosis, lordosis, scoliosis, dowager's hump)

B Be able to carry out a body massage treatment

Communication and behaviour:

- professional manner
- communication (speaking, listening, body language, written)
- behaviour e.g. polite, tactful, client rapport
- awareness of limits of own authority/responsibility e.g. follow instructions

Health and safety working practices:

- sterilisation and sanitation methods
- safe use of tools and equipment
- waste disposal
- adhering to salon policy and current and relevant legislation

Treatment:

- positioning of therapist and client
- use of products, tools and equipment to suit client
- uses of massage mediums (talcum powder, oils, creams, essential oils)
 - five classical massage movements (effleurage, petrissage, friction, tapotement, vibration)
- mechanical massage and pre-heat treatments (benefits, uses)
- treatment areas (head, neck, arms, neck and chest, legs, abdomen, buttocks, back)
- ways of adapting treatments to suit client
- complete treatment to client's satisfaction
- record and evaluate results e.g. ask for client feedback
- contra-actions and response e.g. bruising, inflammation, excessive erythema

Aftercare advice:

- homecare (ways of avoiding contra-actions, modifications to lifestyle patterns/posture, healthy eating and exercise)
- retail opportunities (products, future services including repeat treatments)

Anatomy and physiology:

- structure and function of body systems (skin, skeletal system, muscular system, cardio-vascular system, lymphatic system, nervous system, digestive system, urinary system, endocrine system)
- diseases and disorders of body systems e.g. skin diseases, cancer, osteoporosis, arthritis, sprain, fibrositis, lumbago, repetitive strain injury (RSI), hypertension, allergy, diabetes, epilepsy
- effects of massage on body (increase circulation and so improve nutrition, remove waste more effectively, increase cell regeneration, improved skin condition, soothed nervous system, increase metabolism and absorption of adipose tissue, ease muscular tension, stretch tight/contracted muscles)

Essential information for assessors

Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in Appendix 1. Tasks must be undertaken in a safe place of work with adequate heating, lighting, ventilation and access to both washing and first-aid facilities.

Suggested assessment approach

This unit should be delivered in a Realistic Learning Environment (RLE), see Appendix 1. The word 'client' relates to and peers and does not mean that treatments need to be carried out on paying clients or within commercial timescales.

Delivery of this unit should, as much is possible, be practical in approach using a variety of methods to engage and motivate learners such as demonstrations, simulations, commercial salon sessions, case studies and peer observation. Learners should be encouraged to practise on each other in the first instance so that they can experience the treatment and its benefits first hand, and then work on clients, before progressing to case study work (if time permits), which will enable them to appreciate the cumulative effects and benefits of treatment.

Learners will need to practise on a range of different clients, body types and skin types to give them the opportunity to use a variety of massage mediums and develop ideas for adapting techniques. Learners will need to be able to show that they are aware of when and how to adapt treatment techniques to meet individual needs and to evaluate the effectiveness of the treatment. While learners are not expected to perform treatments within commercial timings for assessment purposes, it is recommended that they are able to do so to advance their employment prospects in this sector.

A lot of the theoretical content for this unit may have been covered in the delivery of other units as this unit lends itself to integration. Tutors will need to contextualise the theory that underpins the role of the massage practitioner. Theory should be supported by showing how it applies to commercial practice using realistic examples to prompt interest and discussion in the classroom.

This unit enables learners to take responsibility for health and safety and to deal with emergencies that may arise in the salon to enable them to work confidently and compliantly. These areas could be learned through by simulated role play in addition to those that naturally occur in the salon environment.

Learners are expected to communicate and behave in a professional manner throughout this unit. Learners need to be able to develop a range of strategies to build and maintain professional relationships in the salon. These skills will serve learners well when they progress to employment within the hair and

beauty sector, where the client-hairdresser/therapist relationship is of paramount importance.

Learners must have a basic have understanding of how body systems are affected by body massage, including the benefits of this treatment to their clients, for example how massage techniques may help to improve physical, physiological and psychological conditions.

Assessment requirements

This unit is assessed by the centre and will be subject to external verification by Pearson.

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment and grading criteria in mind.

The theoretical aspects of assessment for this unit can be achieved through learners completing centre-devised assignments, a portfolio of evidence or through adaptation of Pearson assignments where available. Practical assessment criteria will require observation and completion of relevant documentary evidence by the assessor.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units, where appropriate. Reference to grading criteria should be made in the assessment documentation, to ensure the criteria have been met.

A.P1, A.P2, A.P3, A.P4, A.P5, A.P15, A.P16, B.P17, B.P18, B.P20, B.P22, A.M1, B.M4, B.M5, B.M6, A.D1, B.D3, B.D4 require learners to prepare for and perform massage treatments on at least three different clients with different treatment objectives, following health and safety practices. This must be assessed via practical observation and evidenced with a signed witness testimony.

Learners will be assessed on their communication and behaviour throughout the treatments. Learners must be aware of the limits of their authority and responsibility, for example when to refer clients for medical advice and not diagnose conditions.

Learners will be expected to carry out preparation procedures before treatments, for example performing client consultations and selecting appropriate products, tools and equipment. They will also need to carry out associated post-treatment procedures, including providing aftercare advice.

A.P6, A.P7, A.A.P8, A.P9, A.P10, A.P11, A.P12, A.P13, A.P14, A.P21, P23, P24, B.P25, B.P26, B.P28, B.P30, B.P31, B.P32, A.M2, A.M3, B.M7, B.M8, B.M9, B.M10, A.D2, B.D5, B.D6 assess the underpinning theory associated with massage treatments. These criteria can be assessed in a variety of ways. A recommended holistic method of assessment would be for learners to produce a report on massage treatments they have provided. P31 requires

learners to identify at least two diseases/disorders per body system listed in the unit content.

B.P19, B.P27, B.P29, B.M11, B.D7 in particular, require learners to engage in reflective practice, considering the cumulative effects of body massage on the body systems and to evaluate treatments they have carried out. This would ideally be assessed in the form of a case study.

Alternatively, theoretical assessment and grading criteria can be assessed in the form of a short-answer paper, or a number of smaller assignments, such as the examples of below:

- a massage reference handbook for themselves
- a homecare leaflet for clients
- records of skin, body and figure analyses and findings of these analyses
- posters advertising the benefits of body massage treatments to clients, as part of a promotion
- reflective practice logs

completed worksheets on anatomy and physiology It is essential that learners are given opportunities to achieve all the assessment and grading criteria through the assignments. Theoretical aspects of this unit, such as anatomy and physiology, lend themselves to cross-unit assessment.

It is recommended good practice for tutors to hold regular assignment workshops where learners bring in their assignment work and work on it, consulting with the tutor when necessary.

Signed witness testimonies and observation records must be retained for verification purposes. Supplementary evidence in the form of photographs and consultation record cards could also be provided.

Suggested resources

Books

- Tucker L – *An Introductory Guide to Anatomy and Physiology* (EMS Publishing, 2011) ISBN 190334834X

Journals

- Guild Gazette (Guild of Professional Beauty Therapists)
- Habia News (Seed Publishing Limited)

Websites

www.habia.org	Habia, the Standards Setting Body for the hair and beauty sector (UK)
www.beautyguild.com	Guild of Beauty Therapists
www.professional beauty.co.uk	Professional Beauty

Unit 5: Facial Skincare

Level: 3

Unit type: **Optional**

Guided learning hours: **90**

Unit aim

This is a preparation for work unit, based on capability and knowledge. The unit is about improving and maintaining facial skin condition, including skin exfoliation, skin warming, comedone extraction, facial massage, mask treatments and the use of facial products. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

Unit introduction

Skincare is an essential part of a good grooming routine. A variety of different skills are involved when providing facial skincare treatments, learners can apply them to different treatment areas in the beauty therapy sector.

This unit introduces learners to the preparation techniques and practical skills required to provide facial skincare treatments. Learners will explore preparation procedures, including the correct selection of a range of products and materials for a facial skincare treatment. Emphasis is on learners devising a treatment plan to suit the individual client's needs.

Learners will develop organisational skills, appreciating the need to plan before starting the treatment, so that everything is within easy reach and the work area is set up correctly. Learners will have the opportunity to identify the main skin types, together with associated conditions, and develop the practical skills needed to perform facial skincare treatments to a professional standard. However, learners are not required to perform treatments within commercial service times. Treatments covered in this unit include skin exfoliation, methods for skin warming (use of hot towels), comedone extraction, manual massage procedures and mask therapy.

Learning outcomes

On completion of this unit a learner should:

- A Be able to prepare for facial skincare treatments
- B Be able to provide facial skincare treatments

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
A.P1 Prepare themselves, client and work area for facial skincare treatment	A.M1 Explain the importance of preparation and pre-treatment activities for facial skincare treatments	A.D1 Assess pre-treatment preparations for facial skincare treatments
A.P2 State the importance of using products, tools, equipment and techniques to suit client's treatment needs, skin type and conditions	A.M2 Explain the suitability of selected products, tools, equipment, facial skincare techniques to suit client's treatment needs, skin type and conditions	A.D2 Compare the suitability of products, tools, equipment, facial skincare techniques to suit client's treatment needs, skin type and conditions
A.P3 Describe different consultation techniques used to identify treatment objectives	A.M3 Use suitable consultation techniques to identify treatment objectives	A.D3 Justify consultation techniques used for different clients
A.P4 State the importance of carrying out a detailed skin analysis	M4 Carry out a skin analysis	D4 Evaluate the findings from the skin analysis
A.P5 Provide clear recommendations to the client	A.M5 Provide suitable recommendations that meet client need	A.D5 Provide detailed recommendations that meet client's needs
A.P6 Demonstrate salon requirements for preparing themselves, the client and work area are appropriate		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
A.P7 State the environmental conditions suitable for facial skincare treatments	A.M6 Explain why the suitable environment conditions are required for facial skincare treatments	
A.P8 Describe the contraindications which prevent or restrict facial treatment		
B.P9 Communicate and behave in a professional manner		
B.P10 Follow health and safety working practices	B.M7 Explain health and safety working practices	
B.P11 Position themselves and client correctly throughout the treatment	B.M8 Explain the importance of positioning themselves and the client correctly throughout the treatment	
B.P12 Use products, tools, equipment and techniques to suit client's treatment needs, skin type and conditions		
B.P13 Complete the treatment in a reasonable time and reasonably accurate manner to the satisfaction of the client	B.M9 Complete the treatment in a timely and accurate manner to the satisfaction of the client	B.D6 Complete the treatment to accurate and proficient standard within an accepted salon time frame and to the satisfaction of the client
B.P14 Describe the range of massage techniques	B.M10 Explain the benefits of massage techniques for a facial	B.D7 Evaluate the massage techniques to meet different client needs

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
	treatment	
B.P14 Record the results of the treatment		
B.P15 Provide suitable aftercare advice	B.M11 Provide aftercare advice to meet specific client need	B.D8 Evaluate the importance of providing aftercare advice to meet specific client need.
B.P16 Describe the benefits of the key skincare ingredients	B.M12 Explain why the key skincare ingredients work	B.D9 Evaluate the use of the key skin ingredients to suit different skin concerns
B.P17 State how to communicate and behave in a professional manner		
B.P18 Describe how treatments can be adapted to suit client treatment needs, skin types and conditions		
B.P19 State the contra-actions that may occur during and following treatments and how to respond		
B.P20 State the importance of completing the treatment to the satisfaction of the client		
B.P21 State the importance of completing treatment records		
B.P22 Describe the structure and functions of the skin	B.M13 Explain how facial skincare treatments create the desired effects on the client's skin, muscles, bones, circulation and lymphatic system.	B.D10 Evaluate how facial skincare treatments create the desired effects on the client's skin, muscles, bones, circulation and lymphatic system.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
B.P23 Describe diseases and disorders of the skin		
B. P24 State the position and action of the muscles of the head, neck and shoulders		
B. P25 describe the structure and function of the blood and lymphatic system for the head, neck and shoulders.		
B. P26 explain how natural ageing, lifestyle and environmental factors affect the condition of the skin and muscle tone		

Unit content

A Be able to prepare for facial skincare treatments

Preparation:

- therapist (personal hygiene/presentation, protective attire)
- client (positioning, protective attire, gown/towel/headband, head/neck support, skin preparation, client modesty)
- work area: environmental conditions e.g. heating, lighting, ventilation, atmosphere; salon and client requirements

Client consultation:

- consultation techniques (questioning, visual, manual examination, reference to client records)
- treatment objectives
- skin analysis: skin type, pigmentation and skin colour, skin texture, skin imperfections, the tone of the skin, temperature of skin
- conduct tests for elasticity, tone, moisture content, sensitivity, circulation
- contraindications: skin diseases/disorders, skin/eye infections, bruising, inflammation, erythema, recent scar tissue
- clear recommendations
- agree treatment plan
- client confidentiality

Products:

- make-up remover: oily, non-oily
- cleansers: milk, lotion, gel, wash
- exfoliants: mechanical, scrub, chemical, clay
- toners: astringent, freshener, tonic,
- masks (setting, non-setting): natural, clay, pre-mix, peel
- moisturisers: to cover a range of skin types, day cream, night cream
- specialist products: serums, eye cream, neck and décolleté cream, lip products
- massage creams/oils

Tools and equipment:

- sterilise equipment
- cotton wool, tissue
- hot towels
- facial sponges
- spatulas
- mask brushes
- magnification lamp
- comedone extractor

Skin types and conditions and characteristics:

- types (normal, oily, dry, combination, mature, young, black, Asian, white, mixed)
- conditions (sensitive, dehydrated, mature, congested, hyper pigmentation, hypo pigmentation, keloids, scarring, thin skin, moles, birthmarks, elasticity, tone, blemishes, ultraviolet (UV) damage, lines, wrinkles, comedones, milia, pustules, papules, in-growing hairs, broken capillaries (couperose/telangiectasia), pigmentation disorders))
- characteristics (texture, pigment, ethnicity)

B Be able to provide facial skincare treatments

Communication and behaviour:

- professional manner
- communication (speaking, listening, body language, written)
- behaviour e.g. polite, tactful, client rapport
- awareness of limits of own authority/responsibility e.g. follow instructions

Health and safety working practices:

- sterilisation and sanitation methods
- safe use of tools and equipment
- waste disposal
- adhere to relevant legislation

Facial skincare treatment:

- positioning of therapist and client
- use of products, tools, equipment and techniques to suit client
- cleansing (use different types of cleaner e.g. milk, lotion, cream, foam, gel, eye make-up remover)
- toning (freshener, astringent, tonic)
- exfoliation (mechanical, clay, scrubs)
- skin warming methods and contraindications (steam with ozone, steam without ozone, warm towels)
- comedone extraction
- milia extraction
- perform and understand the benefits of massage techniques (effleurage, petrissage, tapotement, vibrations)
- masks (setting, non-setting): natural, clay, pre-mix, peel
- moisturising
- purpose of each product
- ways of adapting treatments
- complete treatment to client's satisfaction
- record results
- contra-actions and response e.g. redness, allergic reaction, swelling, bruising

Aftercare advice:

- homecare (ways to avoid contra-actions, skincare routine, prolonging the effects of the treatment)
- retail opportunities (products, future services including repeat treatments)
- positioning of therapist and client

Common skin ingredients:

- acids: lactic acid, glycolic acid, salicylic acid
- hydrators: hyaluronic acid
- antioxidants
- vitamins: Vitamin A, C, E
- peptides
- enzymes: AHA, BHA

Anatomy and physiology:

- structure and functions of the skin
- skin diseases and disorders e.g. eczema, contact dermatitis, eye/skin infections

- Muscles actions, attachments and insertions
- identify bones of the head, neck and shoulders
- structure and function of blood
- structure and function of lymphatic system
- physiology of ageing
- effect of natural ageing, lifestyle and environmental factors on skin condition and muscle tone e.g. smoking, diet, neglect, stress, genetic factors, UV exposure, sleep, weigh gain or loss, health, superficial hair
- benefits of facial skincare on anatomy and physiology e.g. clearer skin, soft, hydrated skin, improved muscle tone, improved elasticity, improved circulation to skin cells

Essential information for assessors

Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in Appendix 1. Tasks must be undertaken in a safe place of work with adequate heating, lighting, ventilation and access to both washing and first-aid facilities.

Suggested assessment approach

This unit should be delivered in a Realistic Learning Environment (RLE), as detailed in Appendix 1. Clients can be friends and peers and does not mean treatment needs to be carried out on paying clients or within commercial timescales.

Delivery of this unit should be a combination of practical and theory/ethical activities. Tutors are advised to use a variety of delivery methods to engage and motivate learners. Tutors must start by demonstrating the fundamental skills in facial skincare, before progressing onto the more advanced technical skills. This should include practical demonstrations of cleansing procedures, visual skin analyses, manual massage techniques, mask applications, toning and moisturising methods.

Tutors must ensure that learners develop proficiency and accuracy in the skills involved in each stage of facial skincare treatments, as these skills are essential for many other beauty therapy treatments including massage, body therapy and holistic therapy. Delivering this unit using a practical 'hands-on' approach is vital to enable learners to gain experience of dealing with clients, of selecting products and using tools and equipment which will benefit them in the workplace.

Learners should be given the opportunity to work with the relevant tools, materials and equipment. While working on clients, learners should follow all relevant safety precautions and demonstrate sound product knowledge by discussing and selecting the correct products to suit the client's requirements.

Learners should be taught to adopt a professional manner when liaising with clients and colleagues. Communication skills and professional behaviour are essential when offering skincare treatments. Listening to the client and discussing and agreeing a plan is vital to ensure the client has a relaxing and beneficial skincare treatment.

Tutors must also deliver the theoretical content to reinforce learners' underpinning knowledge of the practical procedures. Lectures, seminars, group discussions and presentations could focus on key elements of pre- and post-treatment procedures, health and safety and product knowledge.

Learners must understand the relevant advice that needs to be given to clients, including contraindications, contra-actions, aftercare and homecare advice. Learners must also gain knowledge of the relevant anatomy and physiology.

This could be achieved using a case study approach, exploring the benefits for and effects of facial skincare treatments on clients, so learners could witness some of the effects first hand.

The internet, videos, trade publications, trade exhibitions and guest speakers could introduce learners to the latest developments in facial skincare and give them an insight into the beauty therapy industry. Learners should be actively encouraged to research and investigate facial skincare and discuss their findings with the rest of the group. Visiting a salon/spa will give learners the opportunity to experience having a facial treatment and learn about the important aspects of client care.

Assessment requirements

This unit is assessed by the centre and will be subject to external verification by Pearson.

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment and grading criteria in mind. The theoretical aspects of assessment for this unit can be achieved through learners completing centre-devised assignments or through adaptation from Pearson assignments where available. Practical assessment criteria will require observation and completion of relevant documentary evidence by the assessor.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units, where appropriate. Reference to grading criteria should be made in the assessment documentation, to ensure the criteria have been met.

A.P1, A.P2, A.P3, A.P4, A.P5, A.P6, A.P7, B.P9, B.P10, B.P11, B.P12, B.P13, B.P15, B.P16, B.P18, A.M1, A.M2, A.M3, A.M4, A.M5, A.M6, B.M7, B.M8, B.M9, A.D1, A.D2, A.D3, A.D4, A.D5, B.D6, B.D8 require learners to prepare for and carry out facial skincare treatments safely for at least three different clients with varying needs, for example skin type and treatment objectives. This includes preparation of themselves, the client and work area, client consultation, post-treatment procedures, such as aftercare advice, and recording results.

Learners should be assessed when they have developed sufficient skills in carrying out facial skincare, following practice and feedback during unit delivery. It is essential that learners communicate and behave professionally when performing their treatments, which should be observed by the assessor and evidenced with a witness testimony. Photographs of learners performing treatments could be supplementary evidence. Recording questions posed to learners during treatments and their responses will also contribute to assessment evidence throughout practical work e.g. questioning on preparing area to meet health and safety requirements. Learners should have an opportunity to record evidence as part of reflective practice e.g. M7.

To achieve A.P8, B.P14, B.P17, B.P19, B.P20, B.P21, B.P22, B.M10, B.M12, B.D7, B.D9 which assess knowledge and understanding of the underpinning theory associated with providing facial skincare treatments, learners could answer short written or oral questions (accompanied by a written transcript).

Alternatively, learners could produce a summary account of the treatments they provided to clients.

B.P23, B.P24, B.P25, B.P26. B.M13, B.D10 assess learners' knowledge and understanding of basic dermatology, anatomy and physiology. This could be achieved via short-answer questions, either written or oral, accompanied by a written transcript. Learners' ability to draw is not being assessed but their knowledge of the skeletal and muscular systems is. Learners could achieve use a case study to investigate the effects of facial skincare treatments, which could be linked to the treatments they provided as part of their practical assessment.

It is essential that learners are given opportunities to achieve all the assessment and grading criteria through the assignments. This unit is embedded in all practical units, so it is possible, and encouraged, to cross-unit assess.

It is recommended good practice for tutors to hold regular assignment workshops where learners bring in their assignment work and work on it, consulting with the tutor when necessary. Signed witness testimonies and observation records must be retained for verification purposes including written transcripts of oral evidence. Supplementary evidence in the form of photographs and consultation record cards could also be provided.

Suggested resources

Books

Tucker L – *An Introductory Guide to Anatomy and Physiology* (EMS Publishing, 2011) ISBN 190334834X

Fernandes, Munro, Dr D J- *Skin Analysis- A Practical Guide* (Fernro Publishing, 2019) ISBN 1916034888

Journals

Guild Gazette (Guild of Professional Beauty Therapists)

Habia News (Seed Publishing Limited)

Websites

www.habia.org	Habia, the Standards Setting Body for the hair and beauty sector(UK)
www.beautyguild.com	Guild of Beauty Therapists

www.professionalbeauty.co.uk	Professional Beauty
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Unit 6: Apply Make-up

Level: 2

Unit type: **Optional**

Guided learning hours: **40**

Unit aim

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

Unit introduction

In this unit learners will develop the knowledge, understanding and skills required for a popular area of work within beauty therapy, make-up application. Make-up treatments can be carried out on their own or as part of a special service, for example as part of a wedding package. Learners will appreciate the differences between day, evening and special occasion make-up.

Learners will explore key aspects of pre-treatment preparation procedures, including selecting products, cosmetics, tools and materials for make-up treatments. Learners will develop their organisational skills to plan the treatment and ensure all necessary tools, materials and products are within easy reach.

Learners will have the opportunity to identify the main skin types, structures and functions of the skin, to make suitable decisions when selecting products and cosmetics. They will also develop knowledge of the factors that affect the ageing process, and how to adapt make-up application techniques to enhance the facial characteristics of a range of clients.

This unit gives learners an opportunity to showcase their creative side, drawing on their artistic skills and techniques to apply make-up treatments. The unit also develops professional skills, with an emphasis on following safe and hygienic working practices within the salon environment.

Learning outcomes

On completion of this unit a learner should:

- A Be able to prepare for make-up
- B Be able to apply make-up

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
A.P1 Prepare themselves, client and work area for make-up	A. M1 Explain the importance of pre-treatment preparation and pre-treatment activities for make-up applications	A.D1 Assess pre-treatment preparations for make-up applications
A.P2 State the environmental conditions suitable for make-up	A.M2 Explain why the suitable environment conditions are required for make-up	
A.P3 Describe different consultation techniques used to identify treatment objectives	A.M3 Use suitable consultation techniques to identify treatment objectives	
A.P4 Carry out a skin analysis	A.M4 Explain the importance of carrying out a detailed skin analysis	
A.P5 Provide clear recommendations to the client		
A.P6 State the importance of using products, tools, equipment and techniques to suit client's treatment needs, skin type and	A.M5 Explain the suitability of selected products, tools, equipment, facial skincare techniques to suit client's treatment needs, skin	A.D2 Compare the suitability of products, tools, equipment, facial skincare techniques to suit client's treatment needs, skin type and conditions

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
conditions	type and conditions	
A.P7 Use products, tools, equipment and techniques to suit client's treatment needs, skin type and conditions		
A.P8 Describe how to identify skin types, conditions and characteristics		
A.P9 Describe the contraindications which prevent or restrict make-up application		
B.P10 Communicate and behave in a professional manner		
B.P11 Follow health and safety working practices		
B.P12 Complete the treatment in a reasonable time and reasonably accurate manner to the satisfaction of the client to suit a range of occasions and client ages	B.M6 Complete the treatment in a timely and accurate manner to the satisfaction of the client to suit a range of occasions and client ages	B.D3 Complete the treatment to accurate and proficient salon standards within an accepted salon time frame to suit a range of occasions and client ages
B.P14 Record the results of the treatment		
B.P15 Provide suitable aftercare advice	B.M7 Provide suitable aftercare advice to clients with different	

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
	needs	
B.P16 Explain how to use corrective methods to suit client treatment needs, skin types and conditions	B.M8 Demonstrate a range of corrective methods on a range of clients.	
B.P17 State the contra-actions that may occur during and following treatments and how to respond		
B.P18 State the importance of completing the treatment to the satisfaction of the client		
B.P19 State the importance of completing treatment records		
B.P20 State the aftercare advice that should be provided		
B.P21 Describe the structure and functions of the skin	B.M9 Explain ways in which makeup can benefit the client's skin and appearance	B.D4 Assess the benefits of makeup to the client's skin and appearance
B.P22 Describe diseases and disorders of the skin		
B.P23 Explain how natural ageing, lifestyle and environmental factors affect the condition of the skin and muscle tone		
B.P24 State the position and action of the		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
muscles of the head, neck and shoulders		
B.P25 State the names and position of the bones of the head, neck and shoulders		
B. P26 Describe the structure and function of the blood and lymphatic system for the head, neck and shoulders.		

Unit content

A Be able to prepare for make-up

Preparation:

- of themselves (personal presentation/hygiene, protective attire)
- of client (positioning, protective attire, gown/headband/sectioning clips, skin preparation)
- environmental conditions e.g. heating, lighting, ventilation, atmosphere; salon and client requirements

Client consultation:

- consultation techniques (questioning, visual, manual examination, reference to client records)
- treatment objectives
- skin analysis
- contraindications e.g. eczema, allergies
- clear recommendations
- agree treatment plan
- client confidentiality

Products, tools and equipment:

- pre-base
- corrective creams
- foundation e.g. liquid, cream/oil based, mousse, gels, all-in-one; powder, light reflecting, matt
- concealer
- powder: e.g. loose, pressed
- blusher e.g. cream, powder
- shaders and highlighters
- eyeshadow e.g. cream or powder
- eyeliner e.g. pencil or liquid
- mascara
- lip liner
- lipstick; lip gloss
- brushes; palettes; sponges; mirror; sharpener
- cotton buds; cotton wool, tissues

Skin types, conditions and characteristics:

- types (normal, oily, dry, combination)
- conditions (sensitive, dehydrated, mature, congested, damaged)
- characteristics (texture, pigment, ethnicity)
- skin imperfections (high colour, sallow skin, dark circles, puffy eyes, isolated skin blemishes, pigmentation disorders, lines, wrinkles)

B Be able to apply make-up

Communication and behaviour:

- professional manner
- communication (speaking, listening, body language, written)
- behaviour e.g. polite, tactful, client rapport; awareness of limits of own authority/responsibility e.g. follow instructions

Health and safety working practices:

- sterilisation and sanitation methods
- safe use of tools and equipment
- adhering to national/local health and safety legislation

Make-up application:

- positioning of therapist and client
- use of products, tools, equipment and techniques to suit client
- corrective methods for face shape, lip shape, eye shape (highlight, shade, define)
- adapting techniques to suit and compliment client (skin tone, eye colour, hair colour, personal style, lifestyle)
- complete treatment to client's satisfaction
- record results; contra-actions and response (watery eyes, erythema, itching, inflammation)

Occasions:

- day, evening, special occasion look, photographic
- client age groups (16-30, 30-50, 50 and over)

Aftercare advice:

- homecare (ways to avoid contra-actions, removal techniques, recreating the look)
- retail opportunities (products/future services including repeat treatments)

Anatomy and physiology:

- structure and functions of the skin

- skin diseases and disorders e.g. eczema, contact dermatitis, eye/skin infections
- effect of natural ageing, lifestyle and environmental factors on skin and muscle tone e.g. smoking, diet, neglect
- position and action of muscles of head, neck and shoulders
- bones of the head, neck and shoulders;
- structure and function of blood
- structure and function of lymphatic system
- benefits of make-up for client's skin and appearance e.g enhancement of natural features, correction of natural features, improved client confidence

Essential information for assessors

Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in Appendix 1. Tasks must be undertaken in a safe place of work with adequate heating, lighting, ventilation and access to both washing and first-aid facilities.

Suggested assessment approach

This unit should be delivered in a Realistic Learning Environment (RLE), as detailed in Appendix 1. Clients can be friends and peers and does not mean treatments need to be carried out on paying clients or within commercial timescales.

Delivery of this unit should be mostly practical, using a variety of delivery methods to stimulate, engage and motivate learners. Tutors are encouraged to demonstrate creative techniques and artistic skills.

Tutors could use role-play exercises to enable learners to practise consultation techniques (visual, manual, questioning referring to client records) and other pre-treatment procedures. Learners should be given the opportunity to work with the relevant tools, materials and equipment. While working on clients, learners should follow all relevant safety precautions and demonstrate sound product knowledge by discussing and selecting the correct products to suit the individual client's requirements.

Learners must also be taught the underpinning theoretical elements regarding make-up application. This could be through a series of workshops, tasks and activities focusing on, for example, day, evening and special occasion make-up, corrective techniques, health and safety, anatomy and physiology, basic dermatology, contraindications and contra-actions.

It is important that learners appreciate that make-up application is a highly personalised service, and that the client's individual requirements are paramount. Learners need to put the client's requirements and treatment objectives before their own personal preferences, so that clients do not feel self-conscious about the end result. Sometimes a 'less is more' approach should be taken towards make-up application, depending on the client and their needs.

It is essential that learners practise their make-up application skills at every opportunity, either on themselves, peers, friends or family, so they have experience of meeting different client requirements. This unit gives learners the opportunity to demonstrate their creative side, experimenting with different make-up looks and techniques.

Learners should adopt a professional manner when liaising with clients and colleagues. Communication skills and professional behaviour are essential in-service industries such as beauty therapy. Listening to the client, discussing and agreeing a treatment plan and providing aftercare advice are essential to a successful treatment.

Learners should be actively encouraged to research and investigate concepts of make-up and the latest developments in product ranges and be given

opportunities to present and discuss their findings to the rest of the group. This unit could be co-delivered with Unit 5: Facial Skincare, and learners could apply make-up to clients following facial skincare treatments

Assessment requirements

This unit is assessed by the centre and will be subject to external verification by Pearson.

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally related experiences, with tasks specifically designed with the assessment and grading criteria in mind. The theoretical aspects of assessment for this unit can be achieved through learners completing centre devised assignments or through adaptation from Pearson assignments where available. Practical assessment criteria will require observation and completion of relevant documentary evidence by the assessor.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units, where appropriate. Reference to grading criteria should be made in the assessment documentation, to ensure the criteria have been met.

A.P1, A.P2, A.P3, A.P4, A.P5, A.P7, B.P10, B.P11, B.P12, B.P14, B.P15, B.P16, B.M1, A.M2, A.M3, A.M4, B.M6, B.M7, B.M8, B.D3 require learners to prepare for and carry out make-up applications safely for three different clients. These applications must include three of the following from day, evening, special occasion and photographic make-up. This includes the preparation of themselves, the client and work area, client consultation and post-treatment procedures, such as aftercare advice and recording results.

Learners should be assessed when they have developed sufficient skills in carrying out make-up application, following practice and feedback during unit delivery. It is essential that learners communicate and behave professionally when performing their treatments. The make-up applications should be observed by the assessor and evidenced with a witness testimony. Photographs of learners performing treatments and before and after photographs could be supplementary evidence.

A.P6, A.P8, A.P9, B.P17, B.P18, B.P19, B.P20, B.M5, A.D2 assess knowledge and understanding of the underpinning theory associated with preparing for and performing makeup applications, learners could answer short written or oral questions (accompanied by a written transcript). Alternatively, learners could produce a summary account of the treatments they provided to clients.

B.P21, B.P22, B.P23, B.P24, B.P25, B.P26, B.M9, B.D4 assess learners' knowledge and understanding of basic dermatology, anatomy and physiology. This could be achieved via short-answer questions, either written or oral, accompanied by a written transcript. For B.P32 and B.P33, learners could label or annotate diagrams of relevant anatomy and physiology. Learners could label diagrams provided by the tutor or draw their own. However, learners' ability to draw is not being

assessed, but their knowledge of the skeletal and muscular systems. Alternatively, learners could use a case study to investigate the benefits of make-up, which could be linked to the treatments they provided as part of their practical assessment. It is essential that learners are given opportunities to achieve all the assessment and grading criteria through the assignments. This unit is embedded in all practical units so it is possible, and encouraged, to cross-unit assess.

It is recommended good practice for tutors to hold regular assignment workshops where learners bring in their assignment work and work on it, consulting with the tutor when necessary. Signed witness testimonies and observation records must be retained for verification purposes including written transcripts of oral evidence. Supplementary evidence in the form of photographs and consultation record cards could also be provided.

Suggested resources

Books

Bharadia N – *Asian Bridal Look Book: The Essential Guide to Gorgeous Hair and Make-up for Your Special Day* (BuzzWord UK, 2005) ISBN 9781902544069

Brown B – *Make-up Manual: For Everyone from Beginner to Pro* (Headline Springboard, 2008) ISBN 9780755318476

Mason L – *Eye Candy: 50 Make-up Looks for Glam Lids and Luscious Lashes* (Apple Press, 2008) ISBN 9781845432591

Potter-Dixon L- *The Make-up Manual- Your beauty guide for brows, eyes, skin, lips and more* (Ryland Peters and Small, 2017) ISBN 1849758042

Spicer K – *Make up (Trade Secrets of the Professionals)* (A and C Black Publishers Ltd, 2009) ISBN 9781408119990

Journals

Guild Gazette (Guild of Professional Beauty Therapists)

Habia News (Seed Publishing Limited)

Websites

www.habia.org	Habia, the Standards Setting Body for the hair and beauty sector
www.beautyguild.com	Guild of Beauty Therapists
www.professionalbeauty.co.uk	Professional Beauty
www.youtube.com	Make-up tutorials

Unit 7: Eyelash and Eyebrow Treatments

Level: 2

Unit type: **Optional**

Guided learning hours: **40**

Unit aim

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

Unit introduction

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

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

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

Learning outcomes

On completion of this unit a learner should:

- A Be able to prepare for eyelash and eyebrow treatments
- B Be able to provide eyelash and eyebrow treatment.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
A.P1 Prepare themselves, the client and work area for eyelash and eyebrow treatments	A.M1 Explain the importance of preparation and pre-treatment activities for eyebrow and eyelash treatments	A.D1 Assess pre-treatment preparations for eyebrow and eyelash treatments
A.P2 Use suitable consultation techniques to identify treatment objectives		
A.P3 Provide clear recommendations to the client		
A.P4 Describe the environmental conditions suitable for eyelash and eyebrow treatments	A.M2 Explain why the suitable environment conditions are required for eyelash and eyebrow treatments	
A.P5 Describe different consultation techniques used to identify treatment objectives		
A.P6 Describe the types of tests that are carried out before providing eyelash and eyebrow treatments	A.M3 Explain the importance of carrying out tests before the treatment and accurately recording the results	

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
A.P7 Interpret and accurately record the results of tests carried out before treatments		
A.P8 Describe the contraindications that prevent or restrict eyelash and eyebrow treatments		
A.P9 Describe the types of eyelash and eyebrow treatments available and their benefits		
A.P10 State the importance of assessing facial characteristics before carrying out eyelash and eyebrow treatments		
B.P11 Communicate and behave in a professional manner		
B.P12 Follow health and safety working practices		
B.P13 Position themselves and the client correctly throughout the treatment	B.M4 Explain the importance of positioning themselves and the client correctly throughout the treatment	
B.P14 Complete the treatment in a reasonable time and reasonably accurate	B.M5 Complete the treatment in a timely and accurate manner to the satisfaction of	B.D2 Complete the treatment to accurate and proficient salon standards within an accepted salon time

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
manner to the satisfaction of the client	the client	frame to the client's satisfaction
B.P15 Record the results of the treatment		
B.P16 Provide suitable aftercare advice	B.M6 Provide suitable aftercare advice to clients with different needs	
B.P17 State how to communicate and behave in a professional manner		
B.P18 State the importance of using products, tools, equipment and techniques to suit client's treatment needs, skin type and conditions	B.M7 Explain the suitability of selected products, tools, equipment, facial skincare techniques to suit client's treatment needs, skin type and conditions	B.D3 Compare the suitability of products, tools, equipment, facial skincare techniques to suit client's treatment needs, skin type and conditions
B.P19 Use products, tools, equipment and techniques to suit client's treatment needs, skin type and conditions		
B.P20 Describe how treatments can be adapted to suit client treatment needs and facial characteristics		
B.P21 Describe the normal reaction of the skin to eyebrow shaping treatments		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
B.P22 State the contra- actions that may occur during and following treatments and how to respond		
B.P23 Describe the chemical reaction which creates the tinting effect		
B.P24 State the importance of completing the treatment to the satisfaction of the client		
B.P25 State the importance of completing treatment records		
B.P26 State the aftercare advice that should be provided		
P27 Describe the structure and function of the skin and hair		
B.P28 Describe the growth cycle of hair		
B.P29 Describe diseases and disorders of the skin and hair		

Unit content

A Be able to prepare for eyelash and brow treatments

Preparation:

- of themselves (personal presentation/hygiene, protective attire)
- of client (positioning, protective attire, gown/headband/sectioning clips, skin preparation)
- environmental conditions e.g. heating, lighting, ventilation, atmosphere; salon and client requirements

Client consultation:

- consultation techniques (questioning, visual, manual, reference to client records)
- treatment objectives
- assessing facial characteristics
- tests (sensitivity test, tint patch test, interpret and record results)
- contraindications e.g. reaction to patch test, conjunctivitis, stye, blepharitis, viral infections, bruising, eczema/psoriasis, contact dermatitis, hypersensitivity
- clear recommendations
- agree treatment plan
- client confidentiality

Products, tools and equipment for treatments:

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

Knowledge of available eyelash and eyebrow treatments:

- eyebrow shaping (waxing, tweezing, threading, hair removal cream)
- eyelash/eyebrow tint
- lash application (individual, cluster, strip)
- eyelash perm
- semi-permanent make-up e.g. microblading

B Be able to provide eyelash and brow treatment

Communication and behaviour:

- professional manner; communication (speaking, listening, body language, written)
- behaviour e.g. polite, tactful, client rapport
- awareness of limits of own authority/responsibility e.g. follow instructions

Health and safety working practices:

- sterilisation and sanitation methods
- safe use of tools and equipment
- adhering to national/local health and safety legislation

Treatments:

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

Eyebrow shaping:

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

Eyelash and eyebrow tinting:

- tint colour e.g. black, brown, blue, grey, blonde, blue/black
- tint mixing
- application
- development time
- chemical reaction which causes tinting effect

Aftercare advice:

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

Anatomy and physiology:

- structure and function of skin
- structure and function of hair
- hair growth cycle
- diseases and disorders of skin and hair e.g. eczema, thin and thick hair growth, psoriasis, seborrhoea

Essential information for assessors

Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in Appendix 1. Tasks must be undertaken in a safe place of work with adequate heating, lighting, ventilation and access to both washing and first-aid facilities.

Suggested assessment approach

This unit should be delivered in a Realistic Learning Environment (RLE), as detailed in Appendix 1. Clients can be friends and peers and does not mean treatments need to be carried out on paying clients or within commercial timescales.

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

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

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

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

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

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

It may be beneficial for learners to experience eyebrow shaping or tinting treatment themselves, so they gain an understanding of good practice and appreciate the sensitivity of the eye area. Learners should be given the opportunity to discuss and draw on their own personal experiences. Tutors should also discuss

the range of eyelash and eyebrow treatments that are available, their associated benefits and increasing popularity and current fashions.

Assessment requirements

This unit is assessed by the centre and will be subject to external verification by Pearson.

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment and grading criteria in mind. The theoretical aspects of assessment for this unit can be achieved through learners completing centre-devised assignments or through adaptation from Pearson assignments where available. Practical assessment criteria will require observation and completion of relevant documentary evidence by the assessor.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units, where appropriate. Reference to grading criteria should be made in the assessment documentation, to ensure the criteria have been met.

A.P1, A.P2, A.P3, A.P7, B.P11, B.P12, P13, B.P14, B.P15, B.P16, B.P19, A.M1, B.M4, B.M5, B.M6, A.D1, B.D2 require learners to prepare for and perform eyebrow and eyelash treatments, for at least three different clients with varying needs safely, for example treatment objectives, hair colouring. This must include an eyebrow shape, eyebrow tint and eyelash tint, each on a different client. This includes the preparation of themselves, the client and work area, client consultation and post-treatment procedures, such as aftercare advice and recording results.

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

A.P4, A.P5, A.P6, A.P8, A.P9, A.P10, B.P17, B.P18, B.P20, B.P21, B.P22, B.P23, B.P24, B.P25, B.P26, A.M2, B.M3, B.M7, B.D3 assess knowledge and understanding of the underpinning theory associated with providing eyebrow and eyelash treatments, learners could answer short written or oral questions (accompanied by a written transcript). Alternatively, learners could produce a summary account of the treatments they provided to clients.

For B.P27, B.P28 and B.P29, learners are required to demonstrate their knowledge of relevant anatomy and physiology. This could be achieved via

short-answer questions, either written or oral, accompanied by a written transcript.

Alternatively, for A.P9, B.P23, B.P27, B.P28, B.P29 which assess knowledge of the science behind eyebrow and eyelash treatments, learners could produce a leaflet which advertises the benefits of treatments to clients. P9 requires learners to demonstrate their knowledge of the various eyebrow and eyelash treatments available beyond the scope of this unit, for example eyelash perming.

It is essential that learners are given opportunities to achieve all the assessment and grading criteria through the assignments. The knowledge gained in this unit is embedded in all practical units, so it is possible to cross-unit assess.

It is recommended good practice for tutors to hold regular assignment workshops where learners bring in their assignment work and work on it, consulting with the tutor when necessary. Signed witness testimonies and observation records must be retained for verification purposes including written transcripts of oral evidence. Supplementary evidence in the form of photographs and consultation record cards could also be provided.

Suggested resources

Books

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

Journals

Guild Gazette (Guild of Professional Beauty Therapists)

Habia News (Seed Publishing Limited)

Websites

www.habia.org	Habia, the Standards Setting Body for the hair and beauty sector (UK)
www.beautyguild.com	Guild of Beauty Therapists
www.professionalbeauty.co.uk	Professional Beauty

Unit 8: Spa Manicure Treatments

Level: 3

Unit type: Optional

Guided learning hours: 40

Unit aim

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

Unit introduction

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

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

Learners will develop communication skills and understand the importance of using effective consultation techniques when carrying out a nail and skin analysis on clients, which will enable them to identify treatment needs.

On completion of this unit, learners should be able to perform manicure treatments to clients' satisfaction, communicate and behave in a professional manner and follow health and safety working practices.

Learning outcomes

On completion of this unit a learner should:

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

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
A.P1 Prepare themselves, client and work area for manicure treatment	A.M1 Explain the importance of preparation and pre-treatment activities for manicure treatments	A.D1 Assess pre-treatment preparations for manicure treatments
A.P2 Use suitable consultation techniques to identify treatment objectives		
A.P3 Carry out a nail and skin analysis		
A.P4 Provide clear recommendations to the client		
A.P5 Describe the environmental conditions suitable for manicure treatments	A.M2 Explain why the suitable environment conditions are required for manicure treatments	
A.P6 Describe different consultation techniques used to identify treatment objectives		
A.P7 Explain the importance of carrying out a nail and skin analysis		
A.P8 Identify nail and skin conditions		
A.P9 Describe the contraindications		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
which prevent or restrict manicure treatments		
B.P10 Communicate and behave in a professional manner		
B.P11 Follow health and safety working practices		
B.P12 Position themselves and client correctly throughout the treatment	B.M3 Explain the importance of positioning themselves and the client correctly throughout the treatment	
B.P13 Complete the treatment in a reasonable time and reasonably accurate manner to the satisfaction of the client	B.M4 Complete the treatment in a timely and accurate manner to the satisfaction of the client	B.D2 Complete the treatment to accurate and proficient salon standards within an accepted salon time frame
B.P14 Record the results of the treatment		
B.P15 Provide suitable aftercare advice	B.M5 Provide suitable aftercare advice to clients with different needs	B.D3 Evaluate the importance of providing aftercare advice to meet specific client need.
B.P16 State how to communicate and behave in a professional manner		
PB.17 Explain the importance of using products, tools, equipment and techniques to suit client's treatment needs, nail and skin conditions	B.M6 Assess the suitability of selected products, tools, equipment, techniques to suit client's treatment needs	B.D4 Compare the suitability of products, tools, equipment, techniques to suit client's treatment needs

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
B.P18 Use products, tools, equipment and techniques to suit the client's treatment needs, nail and skin conditions		
B.P19 Describe how treatments can be adapted to suit client treatment needs, nail and skin conditions		
B.P20 Describe the different massage techniques and their benefits		
B.P21 State the contra-actions that may occur during and following treatments and how to respond		
B.P22 State the importance of completing the treatment to the satisfaction of the client		
B.P23 State the importance of completing treatment records		
B.P24 Describe diseases and disorders of the nail and skin		
B.P25 Describe the structure and functions of the nail and skin	B.M7 Explain how manicure treatments create the desired effects on the client's skin, nails, muscles, bones, and circulation system.	B.D5 Evaluate how manicure treatments create the desired effects on the client's skin, nails, muscles, bones, and circulation system.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
B.P26 Describe the structure and function of the muscles of the lower arm and hand		
B.P27 Describe the structure and function of the bones of the lower arm and hand		
B.P28 Describe the structure and function of the arteries and veins of the arm and hand		
B.P29 Describe the structure and function of the lymphatic vessels of the arm and hand.		

Unit content

A Be able to prepare for manicure treatments

Preparation for treatment:

- of therapist (personal presentation/hygiene, protective attire)
- of client (positioning, removal of jewellery)
- salon requirements
- preparation of work area, environmental conditions e.g. heating, lighting, ventilation, atmosphere; salon requirements

Client consultation:

- consultation techniques (questioning, visual, manual, reference to client records)
- treatment objectives
- nail and skin analysis
- nail and skin conditions e.g. bitten nails, eczema, brittle nails
- nail shape (fan, hook, spoon, oval, square)
- contraindications (fungal infections, bacterial infections, viral infections, parasitic conditions, nail separation, nail trauma, allergies)
- clear recommendations
- agree treatment plan
- client confidentiality

Products, tools and equipment:

- products (cuticle cream/oil, buffing paste, cuticle remover, massage medium, hand mask, paraffin wax, exfoliators, warm oil, nail enamel remover, nail varnish/enamel, base coat, top coat, nail hardener/strengthener, nail white pencil, quick dry spray)
- tools and equipment (emery board, thermal mitts, orange stick, nail buffer, 3-way buffer, nail brush, hoof stick, manicure bowl, towels, tissues, cotton wool)
- cuticle knife, cuticle nipper, nail scissors)
- Manicure finishes:
- red polish
- French manicure
- buffed
- other finishes

B Be able to provide manicure treatments

Communication and behaviour:

- professional manner; communication (speaking, listening, body language, written)
- behaviour e.g. polite, tactful, client rapport
- awareness of limits of own authority/responsibility e.g. follow instructions

Health and safety working practices:

- sterilisation and sanitation methods
- safe use of tools and equipment
- adhering to national/local health and safety legislation

Manicure treatment:

- positioning of manicurist and client
- use of products, tools, equipment and techniques to suit client
- knowledge of nail shapes e.g. oval, squoval, pointed, round, square
- ways of adapting treatments (male/female clients, nail shaping techniques, client requirements such as choice of finish)
- massage techniques and benefits (effleurage, petrissage, tapotement)
- hand scrub/ exfoliation
- spa manicure methods (heated mitts, paraffin wax, hand masks)
- contra-actions and response e.g. hypersensitivity
- complete treatment to client satisfaction; record results
- different nail enhancement techniques (acrylic, silk wraps, gel nails, hybrid gels)

Aftercare advice:

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

Anatomy and physiology:

- structure and function of nails
- structure and function of skin
- diseases and disorders of nail and skin e.g. ringworm, brittle nails, eczema, dermatitis, nail/skin infections and diseases
- structure and function of muscles of lower arm and hand
- structure and function of lower arm and hand bones
- structure and function of arteries and veins of arm and hand
- structure and function of the lymphatic vessels of the arm and hand

- benefits of treatment on anatomy and physiology e.g. improved blood circulation and associated effects, soft and hydrated skin

Essential information for assessors

Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in Appendix 1. Tasks must be undertaken in a safe place of work with adequate heating, lighting, ventilation and access to both washing and first-aid facilities.

Suggested assessment approach

This unit is intended to develop learners' knowledge, understanding and skills required for the preparation and application of manicure treatments. Delivery should be mainly practical to engage and motivate learners. This could be supported by a work placement in a nail bar or beauty salon. Tutors can use a variety of delivery methods when delivering the underpinning knowledge for this unit.

Learners should be introduced to the different hand and nail treatments available, including paraffin wax, hand masks, thermal mitts, exfoliators and warm oils. Learners could be given the opportunity of experiencing a hand and nail treatment first hand or draw on the experience of treatments they may have had. Tutors need to demonstrate the different massage techniques used on the hand and arm. Learners should have the opportunity to practise carrying out consultations and using manicure skills with various clients, so that they can appreciate differing client requirements and how to adapt treatments to suit them. This unit can be a popular choice with learners, who should be encouraged to practise and develop their skills at every opportunity on friends, family and themselves.

It is essential that learners are taught about the associated health and safety practices used in the salon, for example the safe use of tools and equipment.

In order to perform manicure treatments safely, learners will also need to know about the various conditions, diseases and disorders that may affect the nail and skin, including contraindications, which could prevent or restrict a treatment, and contra-actions which may result from a treatment. Learners need to conduct a skin and nail analysis and carry out client consultations to identify treatment objectives.

Learners should be encouraged to adopt a professional manner when communicating with clients and colleagues. This is an essential skill that will benefit learners in employment within the beauty therapy or nail services industry, where the client-therapist relationship is of paramount importance. It will also be useful if they decide to enter another area of employment.

The importance of providing suitable aftercare advice to clients should be stressed. Learners should use aftercare advice as an opportunity, not to just advise the client regarding homecare and maintenance, but also to sell.

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

Assessment requirements

This unit is assessed by the centre and will be subject to external verification by Pearson.

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment and grading criteria in mind. The theoretical aspects of assessment for this unit can be achieved through learners completing centre-devised assignments or through adaptation from Pearson assignments where available. Practical assessment criteria will require observation and completion of relevant documentary evidence by the assessor. Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units, where appropriate. Reference to grading criteria should be made in the assessment documentation, to ensure the criteria have been met.

A.P1, A.P2, A.P3, A.P4, A.P8, B.P10, B.P11, B.P12, B.P13, B.P14, B.P15, B.P18, B.P19, A.M1, B.M3, B.M4, B.M5, A.D1, B.D2, B.D3 require learners to prepare for and perform manicure treatments for at least three different clients with varying needs safely, for example skin type and treatment objectives. Manicure finishes must include buffed, French manicure and dark polish. This includes the preparation of themselves, the client and work area, client consultation and post-treatment procedures, such as aftercare advice, and recording results.

Learners should be assessed when they have developed sufficient manicure skills, following practice and feedback during unit delivery. It is essential that learners communicate and behave professionally when performing their treatments. These treatments should be observed by the assessor and evidenced with a witness testimony. Photographs of learners performing treatments, or the client's manicured nails could be supplementary evidence.

A.P5, A.P6, A.P7, A.P9, B.P16, B.P17, B.P20, B.P21, B.P22, B.P23, A.M2, B.M6, B.D4 assess knowledge and understanding of the underpinning theory associated with providing manicure services, learners could answer short written or oral questions (accompanied by a written transcript). Alternatively, learners could produce a summary account of the treatments they provided to clients.

B.P24, B.P25, B.P26, B.P27, B.P28, B.P29, B.M7, B.D5 assess learners' knowledge and understanding of anatomy and physiology. This could be achieved via short-answer questions, either written or oral, accompanied by a written transcript. Learners can achieve B.P25, B.P26, B.P27, B.P28, and B.P29 by labelling diagrams and describing the various functions for all listed

structures. Alternatively, they could use a case study investigating the benefits of manicures, which could be linked to the services they provided as part of their practical assessment.

It is essential that learners are given opportunities to achieve all the assessment and grading criteria through the assignments. The knowledge gained in this unit is embedded in all practical units, so it is possible to cross-unit assess.

It is recommended good practice for tutors to hold regular assignment workshops where learners bring in their assignment work and work on it, consulting with the tutor when necessary. Signed witness testimonies and observation records must be retained for verification purposes including written transcripts of oral evidence. Supplementary evidence in the form of photographs and consultation record cards could also be provided.

Suggested resources

Books

Newman M – *The Complete Nail Technician* (Habia, 2017) ISBN 9781844801398

Journals

Guild Gazette (Guild of Professional Beauty Therapists)

Habia News (Seed Publishing Limited)

Websites

www.habia.org	Habia, the Standards Setting Body for the hair and beauty sector
www.beautyguild.com	Guild of Beauty Therapists
www.professionalbeauty.co.uk	Professional Beauty

Unit 9: Hair Removal Using Waxing Techniques

Level: 2

Unit type: Optional

Guided learning hours: 40

Unit aim

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

Unit introduction

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

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

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

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

Learning outcomes

On completion of this unit a learner should:

- A Be able to prepare for waxing treatments
- B Be able to provide waxing treatments.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
A.P1 Prepare themselves, client and work area for a waxing treatment	A.M1 Explain the importance of preparation and pre-treatment activities for waxing treatments	A.D1 Assess pre-treatment preparations for waxing treatments
A.P2 Use suitable consultation techniques to identify treatment objectives		
A.P3 Carry out necessary tests before the treatment	A.M2 Explain the importance of carrying out tests before the treatment and accurately recording the results	
A.P4 Provide clear recommendations to the client		
A.P5 State the environmental conditions suitable for waxing treatments	A.M3 Explain why the suitable environment conditions are required for waxing treatments	
A.P6 Describe different consultation techniques used to identify treatment objectives		
A.P7 Describe the types of tests that are carried out before waxing treatment		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
A.P8 Identify the different types of waxing methods and products available	A.M4 Describe the different types of waxing methods and products available	A.D2 Compare the different types of waxing methods and products available
A.P9 State the advantages and disadvantages of alternative methods of hair removal	A.M5 Explain the advantages and disadvantages of alternative methods of hair removal	A.D3 Evaluate the advantages and disadvantages of alternative methods of hair removal
A.P10 Describe the contraindications which prevent or restrict waxing treatments		
B.P11 Communicate and behave in a professional manner		
B. P12 Follow health and safety working practices		
B.P13 Position themselves and client correctly throughout the treatment		
B.P14 Complete the treatment in a reasonable time and reasonably accurate manner to the satisfaction of the client	B.M6 Complete the treatment in a timely and accurate manner to the satisfaction of the client	B.D4 Complete the treatment to accurate and proficient salon standards within an accepted salon time frame
B.P15 Record the results of the treatment		
B.P16 Provide suitable aftercare advice	B.M7 Provide suitable aftercare advice to clients with different needs	
B.P17 State how to communicate and behave in a		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
professional manner		
B.P18 State the importance of using products, tools, equipment and techniques to suit client's treatment needs	B.M8 Explain the suitability of selected products, tools, equipment, techniques to suit client's treatment needs	B.D5 Compare the suitability of products, tools, equipment, techniques to suit client's treatment needs
B.P19 Use products, tools, equipment and techniques to suit client's treatment needs, skin type and conditions		
B.P20 Describe how treatments can be adapted to suit client treatment needs, skin types and conditions		
B.P21 State the contra-actions that may occur during and following treatments and how to respond		
B.P22 State the importance of completing the treatment to the satisfaction of the client		
B.P23 State the importance of completing treatment records		
B.P24 State the aftercare advice that should be provided		
B.P25 Describe the structure and functions of the skin		
B.P26 Describe the		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
diseases and disorders of the skin		

Unit content

A To be able to prepare for waxing treatment

Preparation:

- of therapist (personal hygiene/presentation, protective attire)
- of client (removal of clothing, protective attire, skin preparation)
- Preparation of work area:
 - environmental conditions e.g. heating, lighting, ventilation, atmosphere
 - preheating wax
 - laying out equipment and materials
 - salon and client requirements

Client consultation:

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

Products:

- antiseptic/manufacturer's cleaner
- pre-wax lotion; after wax lotion/oil
- barrier products: talcum-free powder, oil, petroleum jelly

Tools and equipment:

- spatulas, fabric/paper strips
- wax equipment cleaner
- cotton wool, tissues
- wax pot, couch, protective couch cover, trolley
- plastic apron, disposable gloves
- scissors, tweezers

Waxing methods:

- wax (hot wax, warm wax, cold wax, roller wax)

- areas to be waxed (half leg, full leg, underarms, forearms bikini, upper lip/chin, eyebrows)

Alternative methods:

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

B Be able to provide waxing treatments

Communication and behaviour:

- professional manner, communication (speaking, listening, body language, written)
- behaviour e.g. polite, tactful, client rapport
- awareness of limits of own authority/responsibility e.g. follow instructions
- health and safety working practices
- sterilisation and sanitation methods
- safe use of tools and equipment
- adhering to national/local health and safety legislation
- waste disposal

Waxing treatment:

- positioning of therapist and client
- use of products, tools/equipment and techniques to suit client
- application and removal of wax
- ways of adapting treatment to suit client e.g. considering hair growth pattern, choice of wax method, skin condition, length and type of hair growth
- complete treatment to client's satisfaction

- record results
- contra-actions and response (erythema, blood spotting, bruising, burning/blistering, removal of skin, slight swelling)

Aftercare advice:

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

Anatomy and physiology:

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

Essential information for assessors

Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in Appendix 1. Tasks must be undertaken in a safe place of work with adequate heating, lighting, ventilation and access to both washing and first-aid facilities.

Suggested assessment approach

This unit should be delivered in a Realistic Learning Environment (RLE), as detailed in Appendix 1. Clients can be friends and peers and does not mean treatments need to be carried out on paying clients or within commercial timescales.

This unit should be delivered in a Realistic Learning Environment (RLE), as detailed in Appendix 1. Clients can be friends and peers and does not mean treatment needs to be carried out on paying clients or within commercial timescales.

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

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

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

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

Tutors should demonstrate waxing methods before learners are given the opportunity to practise these. Learners must be aware of health and safety practices before carrying out treatments.

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

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

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

Assessment requirements

This unit is assessed by the centre and will be subject to external verification by Pearson.

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally related experiences, with tasks specifically designed with the assessment and grading criteria in mind.

The theoretical aspects of assessment for this unit can be achieved through learners completing centre-devised assignments, a portfolio of evidence or through adaptation of Pearson assignments where available. Practical assessment criteria will require observation and completion of relevant documentary evidence by the assessor.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units, where appropriate. Reference to grading criteria should be made in the assessment documentation, to ensure the criteria have been met.

A.P1, A.P2, A.P3, A.P4, B.P11, B.P12, B.P13, B.P14, B.P15, B.P16, B.P19, B.P20, B.P21, B.P22, B.P23, B.P24, A.M1, A.M2, B.M6, B.M7, A.D1, B.D4 require learners to prepare for and perform waxing services safely.

Learners need to demonstrate waxing techniques on legs, underarm, bikini line, lip, chin and eyebrows using both hot and warm wax methods. Learners must perform waxing services on three different clients. This includes the preparation of themselves, the client and work area and client consultation and posttreatment procedures, such as aftercare advice and recording results.

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

A.P5, A.P6, A.P7, A.P8, A.P9, A.P10, B.P17, B.P18, A.M3, A.M4, A.M5, M8, A.D2, A.D3, B.D5 assess knowledge and understanding of the underpinning theory associated with performing waxing treatments, learners could answer short written or oral questions (accompanied by a written transcript). Alternatively, learners could produce a summary account of the treatments they provided to clients.

A.P25 and A.P26 assess learners' knowledge of relevant anatomy and physiology. Learners could annotate diagrams and describe the structure and function, diseases and disorders of the skin.

It is essential that learners are given opportunities to achieve all the assessment and grading criteria through the assignments. The knowledge gained in this unit is embedded in all practical units, so it is possible to cross unit assess.

It is recommended good practice for tutors to hold regular assignment workshops where learners bring in their assignment work and work on it, consulting with the tutor when necessary. Signed witness testimonies and observation records must be retained for verification purposes including written transcripts of oral evidence. Supplementary evidence in the form of photographs and consultation record cards could also be provided.

Suggested resources

Books

Tucker L – An Introductory Guide to Anatomy and Physiology (EMS Publishing, 2011)
ISBN 190334834X

Journals

Guild Gazette (Guild of Professional Beauty Therapists)

Habia News (Seed Publishing Limited)

Websites

www.habia.org	Habia, the Standards Setting Body for the hair and beauty sector (UK)
www.beautyguild.com	Guild of Beauty Therapists
www.professionalbeauty.co.uk	Professional Beauty

Unit 10: Introduction to Reflexology

Level: 3

Unit type: Optional

Guided learning hours: 90

Unit aim

Complementary therapies are now an integral part of the beauty therapist's skills base. This unit develops the practical and theoretical skills required to carry out reflexology treatments for clients within the beauty therapy industry

Unit introduction

Reflexology is a very effective treatment both in terms of cost and the physiological and psychological benefits for clients. It can be carried out almost anywhere, making it an ideal treatment to offer as a mobile service. Time and time again clients and therapists are amazed at the results of reflexology treatments but are often at a loss as to how to explain why the treatment works.

Learning outcome 1 will develop learners' knowledge of the location of the zones, dividing lines and reflex areas of the feet, and of how to link reflex areas to homeostatic imbalances within the body.

Learning outcome 2 will give learners opportunities to research the theories and history behind reflexology treatment. This will help learners to understand the role of professional reflexology bodies today and consider how they could develop a beauty business by working with the National Health Service (NHS) as a registered reflexologist. Complementary therapies are gradually becoming more available on the NHS, with many hospitals, hospices, care homes and clinics offering some form of complementary therapy.

Learning outcome 3 of the unit will enable them to learn a reflexology routine. Learners will carry out treatments on clients' and can receive treatments themselves, enabling them to experience first-hand what a valuable tool reflexology is to have knowledge of and expertise in.

This unit will develop learners' awareness of this area of the beauty therapy industry. However, it will not fully develop competence or confer a licence to practice, rather it contributes to the underpinning knowledge and understanding of the appropriate National Occupational Standards (NOS). If learners wish to pursue this area of study, they should contact the relevant professional bodies and seek guidance on further professional study and development.

Learning outcomes

On completion of this unit a learner should:

- A Know the location of the zones, dividing lines and reflex areas of the feet
- B Understand the history, theories and principles behind reflexology treatments
- C Be able to carry out basic reflexology treatments.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
A.P1 Outline the zones, dividing lines and the reflex areas of the feet		
A.P2 Identify reflex areas that relate to common homeostatic disorders		
A.P3 Explain how reflexology has developed over the centuries to become the treatment that is provided in the west today	A.M1 Justify how reflexology has developed over the centuries to become the treatment that is provided in the west today	
B.P4 Explain the principles and theories behind reflexology using key reflexology terms	B.M2 Compare the principles and theories behind reflexology using key reflexology terms	B.D1 Evaluate the principles and theories behind reflexology using key reflexology terms
B.P5 Explain the role of professional reflexology bodies today	B.M3 Assess the role of professional reflexology bodies today	B.D2 Evaluate the role of professional bodies today
C.P6 Implement preparations for reflexology treatments	C.M4 Explain the choice of preparations, consultation techniques, treatment application and aftercare advice to	C.D3 Evaluate the choice of preparations, consultation techniques, treatment application and aftercare advice to

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
	clients	clients
C.P7 Perform client consultations for reflexology treatments		
C.P8 Perform reflexology treatments to a safe, professional standard		
C.P9 Provide aftercare advice		

Unit content

A Know the location of the zones, dividing lines and reflex areas of the feet

Zones:

- position from medial side to lateral side of body (1-5 feet, hand and body)

Dividing lines:

- diaphragm line
- waist line
- pelvic line
- tendon line

Position of reflex areas:

- plantar surface
- surface
- medial side
- lateral side (appendix, ascending, transverse and descending colon, bladder, liver, hepatic flexure, ileocecal valve, pancreas, sigmoid colon, sigmoid flexure, small intestine, thyroid, adrenal glands, kidneys, heart, shoulder, eyes/ears, head/brain/sinuses, throat/neck, spleen, splenic flexure, pituitary, spine, stomach, diaphragm, sciatic, gall bladder, arm, lungs/breasts, ovaries/testes, lymphatics, uterus/prostate, bronchials, fallopian tubes/vas deferens)

Reflex areas linked to common homeostatic disorders:

- hypotension
- hypertension
- oedema
- stress
- ME
- asthma
- headaches
- sinusitis
- insomnia
- digestive
- musco-skeletal

B Understand the history, theories and principles behind reflexology treatments

History:

- earliest records
- timeline; zone therapy
- Egyptian links
- key people (Dr William H Fitzgerald, Dr Shelby Riley MD, Eunice Ingham, Dr Edwin Bowers MD, Dwight Byers)

Theories:

- reflexology principles
- what reflexology does and does not do
- how it might work (relaxation, endorphin release, improvement of circulation, direct nerve stimulation, psychological, benefit of touch, chemical deposit/nerve pathway blockage release, bio-electric potential, chi energy)

Terminology:

- reflex area
- zone
- zone therapy
- nerve endings
- congestion
- Qi energy
- helper area
- referral area
- pin point reflex
- leverage
- support
- homeostasis
- healing crisis

Role of professional reflexology bodies:

- statutory legislation
- standardisation of training (course content, assessment)
- national register
- membership fees
- insurance
- codes of ethics
- professional reflexology bodies eg Association of Reflexologists, International Institute of Reflexologists, British Reflexology Association, Reflexologists Society
- links between professional reflexology and the National Health Service (identifying opportunities for work, care homes, GP practices, health clinics, support, synergy)

C Be able to carry out reflexology treatments

Preparation:

- of therapist (personal hygiene/presentation, protective attire)
- of client (protective attire, secure hair, skin preparation e.g. sanitisation)
- environmental conditions e.g. heating, lighting, ventilation, atmosphere; salon and client requirements

Consultation:

- consultation techniques (questioning, visual, manual, reference to client records)
- treatment objectives
- foot assessment
- completion of consultation form
- establish client requirements (relaxation, revitalisation, homeostatic balance)
- localised contraindications e.g. skin diseases/disorders/infections, bone breaks or fractures, recent scarring
- systemic contraindications (anything for which the client is having medical treatment, GP referral, pregnancy in the first trimester)
- importance of not diagnosing medical conditions; agreeing treatment objectives
- explain treatment to client
- clear recommendations
- client confidentiality

Reflexology treatment:

- techniques (hook in and back up, thumb and finger walking, shake and bake, ankle rotation, spine twist, spine wringing, feathering, thumb slides/troughing, cross thumb slides, diaphragm relaxer, shoulder roll, cross hatch, pelvic kneading, Achilles tendon

stretch, ankle freeing, toe mobilisation, metatarsal kneading, pin point reflexes, solar plexus press, tapotement, effleurage, frictions)

- reflexology routine (warm-up with soothing foot massage and deep breathing exercise)
- treatment consisting of a systematic routine which treats all reflex areas of the feet
- revitalising foot massage to finish the treatment

Aftercare advice:

- drink plenty of water or herbal tea
- avoid alcohol for 24 hours
- eat light meals for 24 hours
- try to achieve eight hours' sleep
- homecare
- retail opportunities

Essential information for assessors

Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in Appendix 1. Tasks must be undertaken in a safe place of work with adequate heating, lighting, ventilation and access to both washing and first-aid facilities.

Suggested assessment approach

This unit should be delivered in a Realistic Learning Environment (RLE), as detailed in Appendix 1. Clients can be friends and peers and does not mean treatments need to be carried out on paying clients or within commercial timescales.

The word 'client' relates to and peers and does not mean that treatments need to be carried out on paying clients or within commercial timescales.

Learners should have access to foot maps, suitable books and to the internet. They will also require access to a realistic learning environment which must include hand washing facilities.

Delivery of this unit should combine theory and practice. Some aspects of the theory will need to be presented before practical activities before practical activities in order to comply with health and safety regulations and industry codes of conduct.

Learning outcome 1 focuses on identifying the location of the zones, dividing lines and reflex areas of the feet. It may be useful to provide blank foot shapes on which learners can draw the various areas.

Following on from this, learners will need to examine the theories and history behind reflexology. Tutors will need to provide an overview but could then point learners in the direction of relevant research materials to enable them to conduct independent research. This might be achieved through collaborative working. Learners will gain an understanding of how the treatment has evolved over time and an appreciation of how reflexology can make a valuable contribution towards the maintenance of good health.

Having established this, learners will need to know the various finger and thumb techniques that are used to perform the reflexology routine. The routine itself is often best taught in a series of movements that follow sensibly on from one another. The whole routine needs to include consultation; preparation; relaxation; main body (divided by either body system or region by region); revitaliser; feedback/aftercare.

It might be useful for learners to draw out up to six movements at a time from the routine and learn these before the next session. These six movements could then be repeated before adding new ones so that, eventually, a whole routine has been covered and the movements that were taught first are still fresh in learners' minds.

Once learners are more familiar with the routine these diagram prompt sheets could be replaced with a series of postcards that list the order of the movements. Learners should not use these when they are being assessed but can use them for practice sessions and case studies.

Tutors will decide on the routine that they want to teach but it should be concise, systematic, learner friendly and cover all reflex areas of both feet. Some tutors may

decide not to use a massage medium; this is a matter of choice. It is generally felt that it may not be advisable to use talcum powder as a massage medium due to the potential risk of irritating the respiratory system, which is particularly relevant for asthmatic learners or clients.

Assessment requirements

This unit is assessed by the centre and will be subject to external verification by Pearson.

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment and grading criteria in mind.

The theoretical aspects of assessment for this unit can be achieved through the learners completing centre-devised assignments, a portfolio of evidence or through adaptation of Pearson assignments where available. Practical assessment criteria will require observation and completion of relevant documentary evidence by the assessor.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units, where appropriate. Reference to grading criteria should be made in the assessment documentation, to ensure the criteria have been met.

A.P1 and A.P2 can be achieved through the use of reflexology foot maps, outlining the zones, diving lines and reflex areas of the feet, and identifying of the reflex areas that relate to common homeostatic disorders. This can form part of an information booklet for prospective clients.

A.P3, B.P4, and B.P5 can also be achieved by the production of an information booklet that explains the history, principles and theories behind reflexology, and the role of professional reflexology bodies today. Learners will need to carry out in-depth research and draw together information from a variety of sources (for example primary and secondary), not just from the internet. For A.M1 and B.M2 it is expected that learners will justify how reflexology has evolved and compare the principles and theories behind the treatment. It is anticipated that the booklet will be produced using appropriate ICT to ensure that its presentation is fit for purpose.

Alternatively, research could be presented as an informative article. Use of images could improve the presentation of the article but the presentation style should ensure that the article is fit for purpose.

Learners are expected to demonstrate evaluative skills commensurate with the level of the unit for B.D1, B.D2 and C.D3. This should include manipulation of in-depth research, where appropriate, and suitable referencing of source material.

To achieve C.P6, C.P7, C.P8, C.P9, learners must perform four different reflexology treatments, considering the preparation, client consultation, treatment itself and aftercare advice. Learners could perform the four treatments on one client, as a case

study, monitoring their progress over time. Alternatively, to gain suitable experience of working on different clients, the treatments could be performed on four different clients with varying requirements.

It is essential that learners are given opportunities to achieve all the assessment and grading criteria through the assignments. Theoretical aspects of this unit, such as anatomy and physiology, lend themselves to cross-unit assessment.

It is recommended good practice for tutors to hold regular assignment workshops where learners bring in their assignment work and work on it, consulting with the tutor when necessary. Signed witness testimonies and observation records must be retained for verification purposes. Supplementary evidence in the form of photographs and consultation record cards could also be provided.

Unit 11: Start Up a Beauty Business

Level: 3

Unit type: Optional

Guided learning hours: 60

Unit aim

The aim of this unit is to enable learners to prepare a start-up proposal for a beauty business, showing understand the skills needed to set up and run a micro-enterprise, the regulations that need to be complied with, and the finances required.

Unit introduction

Starting a micro-enterprise is an ambition for many people within the beauty sector. The business idea could be a cosmetics retailer/manufacturer, a mobile hairdresser/therapist or small salon owner. However, those setting out need to consider where funding will come from, the potential market, the competition and a host of other issues that must be addressed if the start-up is to be successful.

This unit gives learners the opportunity to consider their idea within structured business parameters, such as the type of business and product to be sold, the feasibility of the idea, the target market and the need to balance personal and business needs.

Learners will also consider their ability to run the enterprise, including the skills they already have to support the idea and what personal development they may have to undertake for the venture to be successful. Learners will develop their knowledge and understanding of the legal status and trading terms and conditions of their proposed business, legal aspects such as fire and health and safety regulations, taxation and VAT, and financial aspects such as start-up and operational costs, as well as a personal budget.

Learners will have the opportunity to devise an outline proposal for a micro-enterprise start-up. This will include the components expected by financial advisers, including the type of product, the target market, available resources, financial information and forward planning.

Learning outcomes

On completion of this unit a learner should:

- A Be able to research an initial idea for a micro-enterprise using relevant criteria
- B Understand the skills and personal development needed to run the micro-enterprise successfully
- C Know the legal aspects that will affect the start-up and running of the micro-enterprise
- D Be able to create financial forecasts to assess the feasibility for a start-up micro-enterprise
- E Be able to produce an outline start-up proposal for a micro-enterprise

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
A.P1 identify market opportunities for a micro-enterprise idea using business analysis tools	A.M1 analyse the suitability of a chosen a micro-enterprise idea	A.D1 assess the opportunities and constraints for a chosen micro-enterprise idea
B.P2 describe the skills needed to run the enterprise successfully and identify areas that require further personal development	B.M2 analyse the personal development needed to run the enterprise successfully	
C.P3 describe the legal aspects that will affect the start up and running of the enterprise	C.M3 analyse the possible impact of the legal aspects that will affect the start up and running of the enterprise	C.D2 evaluate the possible impact of the legal aspects that will affect the start up and running of the enterprise
D.P4 create a financial forecast for a micro-enterprise start up		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
E.P5 develop an outline proposal to launch a micro-enterprise	E.M4 present a justified proposal to launch a micro-enterprise	E.D3 evaluate the likelihood of success of the proposal for a micro-enterprise

Unit content

A Be able to research an initial idea for a micro-enterprise using relevant criteria

Types of information

- current market trends e.g. social trends, population changes, changes in households and families, education, technology, environmental
- ethical concerns
- marketing and media influences
- global influences
- gaps and opportunities in the market
- target market
- customer needs and wants

Developing an idea:

- reasons for selection of an idea
- viability and potential demand for idea
- benefits and features of idea
- unique selling point (USP)
- constraints to include time and budget
- opportunities for growth

Business tools to analyse an idea:

- SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) used for internal and external analysis
- PESTLE analysis (Political, Economic, Social, Technological, Legal, Environmental) of external factors on businesses
- Boston Matrix
- Competitor analysis

B Understand the skills and personal development needed to run a micro-enterprise successfully

Skills:

- own contribution e.g. previous experience, time management, problem solving, communication skills, leadership and delegation, strengths and weaknesses
- technical/operational e.g. relating to products/services, management, recording and checking performance of enterprise, marketing, sales and customer service, administration, financial and accounting management, networking, people management and HR

- personal development e.g. access, cost, planning

C Know the legal aspects that will affect the start up and running of a micro-enterprise

Legal aspects:

- legal status e.g. sole trader, partnership, limited company, social enterprise
- legal liabilities
- trading terms and conditions
- local and national trading standards
- franchises
- licences
- record keeping
- national/local laws, regulations and bylaws
- health and safety regulations
- fire regulations
- planning permission, contracts, duties and responsibilities
- regulatory bodies
- sources of advice

D Be able to create financial forecasts to assess the feasibility for a start-up micro-enterprise

- sources of finance e.g. owner's capital, bank loans, bank overdraft, trade credit, leasing, hire purchase, crowdfunding, peer to peer lending, grants
- start-up costs (non-recurring costs associated with setting up) e.g. premises, equipment, fixtures and fittings, initial market research, initial inventory)
- running costs e.g. rent and rates, utility bills, wages and salaries, materials and supplies, maintenance, advertising
- sales forecast
- calculation of break even
- gross profit and profit for the year
- cash flow forecasting
- personal survival budget
- the importance of net current assets

E Be able to produce an outline start-up proposal for a micro-enterprise

Start-up proposal:

- name of enterprise
- product (goods and services) offered

- market research
- human/physical/financial resources
- costs, revenue and profit
- marketing plan (traditional and digital)
- performance targets and goals
- measures of success: financial (market share, sales turnover, profits and profit margins); non-financial (customer satisfaction, number of new customers, future bookings)
- contingency planning.

Essential information for assessors

Suggested assessment approach

This unit enables learners to investigate the opportunities to start up a micro-enterprise within the beauty sector. The term 'micro-enterprise' is related to a business employing 10 or fewer staff.

To begin developing thoughts and ideas, a discussion group could brainstorm a wide range of opportunities, such as a cosmetics retailer/manufacturer, a mobile hairdresser/therapist or small hair or beauty salon owner.

Learners should be encouraged at this early stage to focus on a possible micro-enterprise idea. They should not be deterred if their ideas change during the unit. They need to concentrate on the processes involved rather than the specific outcomes. Learners will need some theoretical input to develop their understanding of the criteria for developing a micro-enterprise idea. Tutors should use case study materials to illustrate a range of examples and help learners to focus their thoughts during the formulation of their ideas, including how the micro-enterprise idea will relate to its target market.

Learners need to carry out a skills audit to examine and describe the skills they currently have to support the new micro-enterprise. They also need to consider what personal development they might need. This could usefully be supported by investigating similar enterprises and talking to their owners/managers to see what skills are needed and how these match the learner's current and proposed development.

Learners should explore the proposed format of the micro-enterprise plus the legal and financial aspects. They would benefit from guest speakers such as those operating a micro-enterprise, start-up advisers, accountants, and representatives from banks, training and advice services and local enterprise agencies, especially those from the hair and beauty sector. Visits to local micro-enterprises or presentations by representatives from local trade associations would help learners to develop an awareness of what is needed to run a micro-enterprise.

Delivery of the unit must ensure that learners understand the full implications of setting up a micro-enterprise. It will be important for learners to know the skills they have and would need; their survival needs and how much money, and other resources, will be required to start up the micro-enterprise. Learners should develop a clear outline for a start-up proposal as a result of completing the unit.

Learners can select from a range of supporting materials available in a variety of formats, for example the internet or start-up packs available from banks and building societies. However, it is important they understand that this is only an outline proposal and not a fully-fledged business plan.

Assessment requirements

This unit is assessed by the centre and will be subject to external verification by Pearson.

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally related experiences, with tasks specifically designed with the assessment and grading criteria in mind.

The theoretical aspects of assessment for this unit can be achieved through learners completing centre devised assignments, a portfolio of evidence or through adaptation of Pearson assignments where available. Practical assessment criteria will require observation and completion of relevant documentary evidence by the assessor.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units, where appropriate. Reference to grading criteria should be made in the assessment documentation, to ensure the criteria have been met.

Learners will be expected to produce evidence that shows that they know and understanding of how micro-enterprises are started. It will include:

- an explanation of the initial idea for developing a micro-enterprise
- findings from their analysis of the skills and personal development needed to run the enterprise
- an explanation of the legal and financial aspects that will affect the start-up of their micro-enterprise
- an outline proposal for starting up a new micro-enterprise.

Evidence for this unit should primarily be formal due to the nature of the unit. Initial ideas can be evidenced through an oral or written presentation, or a short report. Other evidence such as records of discussions and notes of meetings would provide useful support.

To meet A.P1, learners must use market research and business analysis tools to identify market opportunities for a micro-enterprise idea. The learner must identify the type of micro-enterprise, what its unique selling points may be, any external influences (for example location) and so on. Learners should discuss the development of their evidence with their tutor and, where possible, a business mentor. The presentation can be in the form of a formal report or an individual presentation to a group. Where this is the case, tutors should ensure that any business mentors are present. The presentation must be observed and evidenced.

For A.M1, learners need to demonstrate skills of analysis, showing the suitability of a chosen a micro-enterprise idea and for A.D1 weigh up the opportunities and constraints to come to a justified conclusion. Learners are expected to demonstrate evaluative skills commensurate with the level of the unit for A.D1. This should

include manipulation of in-depth research, where appropriate, and suitable referencing of source material.

For B.P2, learners must be realistic about their skills. Although the micro-enterprise idea may not come to fruition, intentions should be realistic, and evidence should highlight learners' awareness of their skills and development opportunities. For B.M2 learners must carry out an analysis of the personal development needed to run the enterprise successfully. Learners are not expected to undertake additional development work but need to be aware of what the requirements would be. At merit level, learners need to analyse these areas of development and explain how they would pursue each in order to strengthen their ability to start and run a micro-enterprise. Examples could include sources of training with appropriate timelines that fit with the launch dates.

For C.P3 learners must describe the legal aspects that will affect the start up and running of the micro-enterprise. They may need to consult with specialists and should address aspects such as the legal status and format of the micro-enterprise, the form of trading it will undertake, together with specific, relevant legal issues. Learners should presume that their ideas can become reality and should consider these areas accordingly. For C.M3 and C.D2 learners also need to consider the impact that these will have. This may require them to describe systems they would have in place for addressing these issues, such as recording systems for tax and VAT liabilities. Learners may wish to include a summary of how these will be embedded within the overall proposal.

For D.P4 learners must create a financial forecast for a micro-enterprise start up. This must include sources of finance, proposed start-up and running costs, gross profit and profit for the year and calculation of break even. A 12-month sales and cash flow forecast should be included, alongside a 12-month personal survival budget. Learners should also show the importance of net current assets to the micro-enterprise.

For E.P5 learners need to draw all their evidence together and create an outline proposal. This should follow a formal report format that could be developed into a comprehensive document. This must include the name and type of the enterprise and its market, the product offered, market research, the human, physical and financial resources required, costs, revenue and profit, a marketing plan the financial and non-financial measures of success, performance targets and goals and contingencies. For E.M4 the proposal to launch will be fully justified, and to achieve E.D3 learners must come to a conclusion as to the likelihood of success of the proposal for a micro-enterprise.

It is essential that learners are given opportunities to achieve all the assessment and grading criteria through the assignments. It is recommended good practice for tutors to hold regular assignment workshops where learners bring in their assignment work and work on it, consulting with the tutor when necessary. Signed observation records and witness testimonies must be retained for verification purposes.

7 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It is of particular value to Quality Nominees, Lead IVs and Programme Leaders.

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification. You need to refer to the *International Information Manual* for information on making registrations for the qualification.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

Access to assessment

Assessments need to be administered carefully to ensure that all learners are treated fairly, and that results, and certification are issued on time to allow learners to progress to their chosen progression opportunities.

Pearson's equality policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

Administrative arrangements for assessment

Records

You are required to retain records of assessment for each learner. Records should include decisions reached and any adjustments or appeals. Further information can be found in the *International Information Manual*. We may ask to audit your records, so they must be retained as specified.

Reasonable adjustments to assessment

To ensure that learners have fair access to demonstrate the requirements of the assessments, a reasonable adjustment is one that is made before a learner is assessed. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases, this can be achieved through allowing the use of assistive technology or adjusting the format of evidence. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or working within the occupational area. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website, in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally-assessed units*.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in the document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*.

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing

malpractice by learners, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson qualifications. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a JCQ M2 Form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released, or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurance processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties, such as:

- mark reductions for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on the centre's certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the JCQ Appeals booklet (<https://www.jcq.org.uk/exams-office/appeals>).

Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures, please refer to our *International Information Manual*.

The qualification is graded Pass/Fail overall, but units will be graded Pass, Merit or Distinction on the accompanying notification of performance if they are completed successfully.

Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to the following documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson International Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *International Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
 - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
 - age of learners
 - centre guidance for dealing with malpractice
 - recognition of prior learning and process.

This list is not exhaustive, and a full list of our regulatory policies can be found on our website.

8 Quality assurance

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have access to appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality and diversity legislation and/or regulations.

Continuing quality assurance and standards verification

On an annual basis, we produce the *Pearson International Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes, for example making sure that synoptic units are placed appropriately in the order of delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for all BTEC programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

Appendix 1: Realistic Learning Environment (RLE)

Units in the Pearson BTEC Level 3 Specialist Diploma in Beauty Therapy Techniques/Diploma in Beauty Therapy should be delivered in a Realistic Learning Environment (RLE). Requirements for a Realistic Learning Environment Below are the requirements for a Realistic Learning Environment as laid out by the Diploma in Hair and Beauty Studies (Version 2, January 2010) document.

- A Realistic Learning Environment must be established in schools, colleges, private training providers and other premises approved for the delivery and assessment of preparation for work type qualifications that contain a practical skills element.
- Approved centres must develop realistic management procedures that incorporate a salon image and a sales and marketing policy.
- The space per working area must conform to health and safety legislation and commercial practice.
- The range of services, professional products, tools, materials and equipment must be up to date and available for use. They must enable learners to meet the requirements of the relevant preparation for work qualification.
- A reception area where models are greeted, and general enquiries and appointments can be made by telephone or in person must be available. Ideally, industry-specific ICT facilities should also be provided. The reception area must also include a payment facility (artificial money may be used).

The RLE must take full account of any by-laws, local legislation or local authority requirements that have been set down in relation to the type of work that is being carried out there.

Learners must work in a professional manner taking into account industry establishment requirements, such as:

- appearance and dress code
- personal conduct
- client service, hospitality and communication
- hygiene
- reliability
- punctuality

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