

VTCT Level 2 Diploma in Beauty Services

Accreditation start date:	1 August 2010
Credit value:	40
Guided learning hours (GLH):	343
Total Qualification Time (TQT):	400
Qualification number:	500/9127/X

Statement of unit achievement

By signing this statement of unit achievement you are confirming that all learning outcomes, assessment criteria and range statements have been achieved under specified conditions and that the evidence gathered is authentic.

This statement of unit achievement table must be completed prior to claiming certification.

Unit code	Date achieved	Learner signature	Assessor initials	IQA signature (if sampled)
Mandatory units				
UV20483				
UV20453				
UV20499				
UV20470				
UV20471				
UV20398				
UV20437				
Optional units	Please insert optional units achieved			

The qualification

Introduction

The VTCT Level 2 Diploma in Beauty Services is a qualification that has been specifically designed to develop your practical skills in; how to provide facial skin care, manicure and pedicure treatments, apply make-up and to be able to create an image based on a theme within the hair and beauty sector.

Underpinning this qualification you will develop a sound knowledge of health and safety practice in a salon environment, client care and communication in beauty related industries. You will also develop an underpinning knowledge and understanding of the practical skills learned throughout this qualification.

The purpose of this qualification is to develop your skills in beauty therapy to a high level of occupational ability, to enable you to perform your own salon services.

Prerequisite

There are no formal prerequisite qualifications that you must have prior to undertaking this qualification.

National Occupational Standards (NOS)

Units in this qualification have been mapped to the relevant NOS (where applicable). This qualification is regulated on the Regulated Qualifications Framework.

This qualification is approved and supported by the Hairdressing and Beauty Industry Authority (HABIA), the standard setting body for hair, beauty, nails and spa qualifications.

Progression

When you have successfully completed this qualification you will have the opportunity to progress to the following VTCT qualifications:

- Level 2 NVQ Diploma in Nail Services
- Level 2 NVQ Diploma in Beauty Therapy Make-Up
- Level 2 NVQ Diploma in Beauty Therapy General

Progression opportunities also exist in the form of specialist VTCT vocationally related qualifications:

- Level 2 Award in Thermal Auricular Therapy
- Level 2 Award in Head Massage
- Level 2 Award in Photographic Make-Up and Dressing Hair
- Level 2 Award in Foot Care
- Level 2 Award in the Art of Photographic Make-Up
- Level 2 Award in Skin Tanning Techniques
- Level 2 Award in Facial Care for Men
- Level 2 Award in Body Art Design
- Level 2 Award in Nail Art
- Level 2 Award in Airbrush Nail Design
- Level 2 Award in Sugaring Depilation
- Level 2 Award in Threading Depilation
- Level 2 Award in Mendhi Skin Decoration
- Level 2 Award in Eyelash Perming
- Level 2 Award in Ear Piercing
- Level 2 Diploma in Beauty Specialist Techniques



- Level 2 Diploma in Hair and Beauty Services
- Level 3 Award in Camouflage Make-Up
- Level 3 Award in Media Make-Up
- Level 3 Award in Nail Enhancements and Advanced Hands and Nail Art Techniques
- Level 3 Award in Lash Extensions
- Level 3 Award in Spa Treatments
- Level 3 Award in the Origins of Massage and Principles of Complementary and Alternative Medicine
- Level 3 Award in Origins, Principles and Theories of Massage
- Level 3 Award in Technological Developments within the Hair, Beauty and Associated Industries
- Level 3 Award in Anatomical and Physiological Knowledge of Body Systems
- Level 3 Certificate in Fashion and Photographic Make-Up
- Level 3 Certificate in Swedish Massage
- Level 3 Certificate in Stone Therapy Massage
- Level 3 Certificate in Indian Head Massage
- Level 3 Certificate in Face and Body Art
- Level 3 Diploma in Massage Therapy
- Level 3 Diploma in Nail Technology
- Level 3 Diploma in Body Treatments
- Level 3 Diploma in Beauty Therapy Treatments
- Level 3 Diploma in Make-Up Artistry

This qualification may lead directly into employment in the beauty therapy industry as a junior beauty therapist in a salon or self employment as a beauty therapist.

Qualification structure

Total credits required - 40 (minimum)

All mandatory units must be completed.

Mandatory units - 34 credits

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH
UV20483	R/600/8763	Follow health and safety practice in the salon	3	22
UV20453	A/601/4458	Client care and communication in beauty-related industries	2	20
UV20499	J/600/8632	Create an image based on a theme within the hair and beauty sector	7	60
UV20470	T/601/4569	Provide manicure treatments	5	48
UV20471	R/601/4448	Provide pedicure treatments	5	48
UV20398	A/601/3987	Provide facial skin care	7	56
UV20437	J/601/4222	Apply make-up	5	41

Optional units - 6 (minimum) credits

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH
UV20490	J/600/8761	Display stock to promote sales in a salon	3	24
UV20489	A/600/8773	Salon reception duties	3	24
UV20422	K/601/3564	Shaping and colouring eyebrows	4	30
UV10346	L/502/3980	The art of photographic make-up	5	30
UV20472	L/601/4450	Provide nail art	3	24

Guidance on assessment

This book contains the mandatory units that make up this qualification. Optional units will be provided in additional booklets (if applicable). Where indicated, VTCT will provide assessment materials. Assessments may be internal or external. The method of assessment is indicated in each unit.

Internal assessment

(any requirements will be shown in the unit)

Assessment is set, marked and internally quality assured by the centre to clearly demonstrate achievement of the learning outcomes. Assessment is sampled by VTCT external quality assurers.

Once these papers have been achieved all unit external papers titled 'Paper 2 of 2' can be signed off by your assessor.

This only applies to mandatory units in this qualification. Paper 1 of 1 and Paper 2 of 2 must be completed for all optional units (where applicable).

External assessment

(any requirements will be shown in the unit)

Externally assessed question papers completed electronically will be set and marked by VTCT.

Externally assessed hard-copy question papers will be set by VTCT, marked by centre staff and sampled by VTCT external quality assurers.

Assessment explained

VTCT qualifications are assessed and quality assured by centre staff. Work will be set to improve your practical skills, knowledge and understanding. For practical elements, you will be observed by your assessor. All your work must be collected in a portfolio of evidence and cross-referenced to requirements listed in this record of assessment book.

Your centre will have an internal quality assurer whose role is to check that your assessment and evidence is valid and reliable and meets VTCT and regulatory requirements.

External anatomy and physiology papers

Some units in this qualification contain a Paper 2 of 2, which assess anatomy and physiology only.

Rather than complete an individual anatomy and physiology paper (Paper 2 of 2) for every unit, you can complete one external paper that covers all anatomy and physiology papers in this qualification.

The external paper title in Linx2Achieve is:

- VRQ 2 Beauty Services
Mandatory Anatomy and Physiology

An external quality assurer, appointed by VTCT, will visit your centre to sample and quality-check assessments, the internal quality assurance process and the evidence gathered. You may be asked to attend on a different day from usual if requested by the external quality assurer.

This record of assessment book is your property and must be in your possession when you are being assessed or quality assured. It must be kept safe. In some cases your centre will be required to keep it in a secure place. You and your course assessor will together complete this book to show achievement of all learning outcomes, assessment criteria and ranges.



Creating a portfolio of evidence

As part of this qualification you are required to produce a portfolio of evidence. A portfolio will confirm the knowledge, understanding and skills that you have learnt. It may be in electronic or paper format.

Your assessor will provide guidance on how to prepare the portfolio of evidence and how to show practical achievement, and understanding of the knowledge required to successfully complete this qualification. It is this booklet along with the portfolio of evidence that will serve as the prime source of evidence for this qualification.

Evidence in the portfolio may take the following forms:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

All evidence should be documented in the portfolio and cross referenced to unit outcomes. Constructing the portfolio of evidence should not be left to the end of the course.

Unit assessment methods

This section provides an overview of the assessment methods that make up each unit in this qualification. Detailed information on assessment is provided in each unit.

Mandatory units				
		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Assignment(s)
UV20483	Follow health and safety practice in the salon	1	✓	✓
UV20453	Client care and communication in beauty-related industries	0	✓	✓
UV20499	Create an image based on a theme within the hair and beauty sector	0	✓	✓
UV20470	Provide manicure treatments	2	✓	✓
UV20471	Provide pedicure treatments	2	✓	✓
UV20398	Provide facial skin care	2	✓	✓
UV20437	Apply make-up	2	✓	✓

Optional units				
		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Assignment(s)
UV20490	Display stock to promote sales in a salon	0	✓	✓
UV20489	Salon reception duties	0	✓	✓
UV20422	Shaping and colouring eyebrows	1	✓	✓
UV10346	The art of photographic make-up	0	✓	✓
UV20472	Provide nail art	1	✓	✓

Unit glossary

	Description
VTCT product code	All units are allocated a unique VTCT product code for identification purposes. This code should be quoted in all queries and correspondence to VTCT.
Unit title	The title clearly indicates the focus of the unit.
National Occupational Standards (NOS)	NOS describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence.
Level	Level is an indication of the demand of the learning experience, the depth and/or complexity of achievement and independence in achieving the learning outcomes.
Credit value	This is the number of credits awarded upon successful achievement of all unit outcomes. Credit is a numerical value that represents a means of recognising, measuring, valuing and comparing achievement.
Guided learning hours (GLH)	The activity of a learner in being taught or instructed by - or otherwise participating in education or training under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.
Total Qualification Time (TQT)	The number of hours an awarding organisation has assigned to a qualification for Guided Learning and an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training. This includes assessment, which takes place as directed - but, unlike Guided Learning, not under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.
Observations	This indicates the minimum number of observations required to achieve the unit.
Learning outcomes	The learning outcomes are the most important component of the unit, they set out what is expected in terms of knowing, understanding and practical ability as a result of the learning process. Learning outcomes are the results of learning.
Evidence requirements	This section provides guidelines on how evidence must be gathered.
Maximum service times	The maximum time in which a particular service or practical element must be completed.
Observation outcome	An observation outcome details the practical tasks that must be completed to achieve the unit.
Knowledge outcome	A knowledge outcome details the theoretical requirements of a unit that must be evidenced through oral questioning, a mandatory written question paper or portfolio of evidence.
Assessment criteria	Assessment criteria set out what is required, in terms of achievement, to meet a learning outcome. The assessment criteria and learning outcomes are the components that inform the learning and assessment that should take place. Assessment criteria define the standard expected to meet learning outcomes.
Range	The range indicates what must be covered. Ranges must be practically demonstrated in parallel to the unit's observation outcomes.

UV20483

Follow health and safety practice in the salon

The aim of this unit is to increase your understanding of health and safety and its importance in the salon in which you work. You will develop the ability to carry out a simple risk analysis, recognise a hazard, responsibly deal with the hazards you have found and follow safe and hygienic working practices. You will also need to be able to locate firefighting equipment, first aid resources and have an awareness of fire, emergency and evacuation procedures.

This unit applies to salons or barbershops.

For the purposes of this unit the generic term of practitioner has been used to incorporate the following roles: Barber, Beauty therapist, Complementary therapist, Hairdresser, Make-up, Massage therapist, Nail technician. The term salon is used to incorporate the fixed business locations where services provided by the above practitioners may take place.

Level

2

Credit value

3

GLH

22

Observation(s)

3

External paper(s)

1



Follow health and safety practice in the salon



Learning outcomes

On completion of this unit you will:

1. Be able to maintain health, safety and security practices
2. Be able to follow emergency procedures

Evidence requirements

1. **Environment**
Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. **Simulation**
Simulation is not allowed in this unit.
3. **Observation outcomes**
Competent performance of Observation outcomes must be demonstrated on at **least three occasions**.
4. **Knowledge outcomes**
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
5. **Tutor/Assessor guidance**
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit.
6. **External paper**
Knowledge and understanding in this unit will be assessed by an external paper. There is **one external paper** that must be achieved. The criteria that make up the paper are highlighted throughout this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

Achieving range

There is no range section that applies to this unit.



Observations

Learning outcome 1

Be able to maintain health, safety and security practices

You can:

- a. Conduct yourself in the workplace to meet with health and safety practices and salon policy
- b. Deal with hazards within your own area of responsibility following salon policy
- c. Maintain a level of personal presentation, hygiene and conduct to meet with legal and salon requirements
- d. Follow salon policy for security
- e. Make sure tools, equipment, materials, and work areas meet hygiene requirements
- f. Use required personal protective equipment
- g. Position yourself and the client safely
- h. Handle, use, and store products, materials, tools, and equipment safely to meet with manufacturers' instructions
- i. Dispose of all types of salon waste safely and to meet with legal and salon requirements

Observation	1	2	3	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				

Learning outcome 2

Be able to follow emergency procedures

You can:

- a. Follow emergency procedures
- b. Follow accident reporting procedures which meet with salon policy
- c. Locate fire fighting equipment

Observation	1	2	3	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*This is not an exhaustive list.

Achieving the external paper

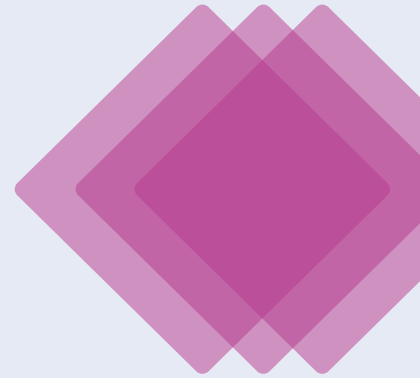
The external paper will test your knowledge of the criteria highlighted. A **pass mark of 70%** must be achieved.

Your assessor will complete the following table when the 70% pass mark has been achieved.

Paper	Date achieved	Assessor initials
1 of 1		



Knowledge



Learning outcome 1

Be able to maintain health, safety and security practices

You can:	Portfolio reference/ Assessor initials*
j. Explain the difference between legislation, codes of practice and workplace policies	
k. Outline the main provisions of health and safety legislation	
l. State the employer's and employee's health and safety responsibilities	
m. State the difference between a 'hazard' and a 'risk'	
n. Describe hazards that may occur in a salon	
o. State the hazards which need to be referred	
p. State the purpose of personal protective equipment used in a salon during different services	
q. State the importance of personal presentation, hygiene, and conduct in maintaining health and safety in the salon	
r. State the importance of maintaining the security of belongings	
s. Outline the principles of hygiene and infection control	
t. Describe the methods used in the salon to ensure hygiene	
u. Describe the effectiveness and limitations of different infection control techniques	
v. Describe how to dispose of different types of salon waste	

*Assessor initials to be inserted if orally questioned.

Requirements highlighted are assessed in the external paper.

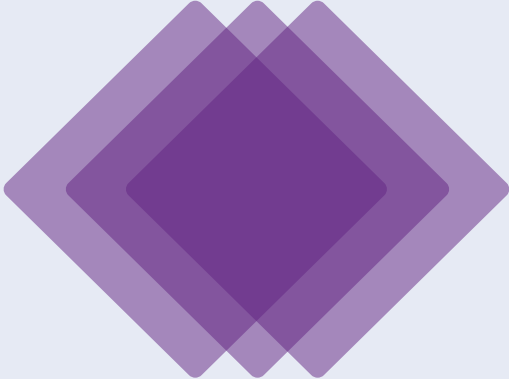


Learning outcome 2

Be able to follow emergency procedures

You can:	Portfolio reference/ Assessor initials*
d. Identify named emergency personnel	
e. Describe procedures for dealing with emergencies	
f. Outline the correct use of firefighting equipment for different types of fire	
g. State the dangers of the incorrect use of firefighting equipment on different types of fires	
h. State the importance for reporting and recording accidents	
i. Describe the procedure for reporting and recording accidents	

*Assessor initials to be inserted if orally questioned.
Requirements highlighted are assessed in the external paper.



Notes

Use this area for notes and diagrams.

Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to maintain health, safety and security practices

Working in accordance with current health and safety legislation:

Health and Safety at Work Act, Management of Health and Safety at Work Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Health and Safety (First Aid) Regulations, Manual Handling Operations Regulations, Control of Substances Hazardous to Health Regulations (COSHH), Personal Protective Equipment at Work Regulations (PPE), Electricity at Work Regulations, Workplace (Health, Safety and Welfare) Regulations, Provision and Use of Work Equipment Regulations, Equality Act, Data Protection Act (UK General Data Protection Regulations (GDPR)), Environmental Protection Act.

Hazards and risks: A hazard is something that has the potential to cause harm. A risk is the likelihood of a hazard happening.

Hazards – require immediate attention, level of responsibility, report, nominated personnel, duty to recognise/deal with hazards.

Reasons for risk assessment – staff, visitor, client health and safety, minimise hazards and risks, maintain safe environment, legal requirement.

Salon hazards: Require immediate action – refer to job description, level of responsibility, report, duty to recognise/deal with hazards, training on dealing with hazards, deal with hazards without endangering self/others, if in doubt call for assistance, nominated personnel, duty to recognise/deal with hazards.

Environmental – wet/slippery floor, cluttered passage/corridors, rearrange furniture, blocked passageway/entrance/ exit.

Equipment – broken, worn, faulty, incorrect use.

Chemicals – leaking, damaged packaging.

Security (cash) – unattended reception/till, money in transit, cash left in till overnight.

Security (people) – staff, clients, visitors, children, personal belongings, disregard of systems (security, emergency evacuation, storage/use of confidential staff/client records, business information).

General hygiene: Clean/disinfect work area/surfaces, clean/sterilise/sanitise tools and equipment, fresh towels for each client, place dirty towels in covered bin, dispense products with a spatula, pump or spray, use disposables as appropriate to treatment/service, no smoking/vaping, maintain personal hygiene, replace loose lids (uncapped bottles and pots) sanitise practitioners' hands before, during and after treatments/services.

Learning outcome 1: Be able to maintain health, safety and security practices (continued)

Salon policy for security:

Cash – staff training, point of sale, regular banking, in transit.

People – staff, clients, visitors, children, personal belongings, systems (security, emergency evacuation, storage/use of confidential staff/client records, business information).

Belongings – client to retain personal belongings where possible, empty pockets prior to hanging coat, staff belongings to remain in staff room, avoid personal items in salon.

Security breaches – inform salon/barbershop owner/lecturer/teacher, review records (stock levels/control, monitor takings, inventory of equipment, manual and computerised records), take statements, eye witness accounts, review findings, call in police, notify data protection registry/clients of breach, maintain confidentiality, could result in loss of employment.

Equipment: Follow organisational/manufacturers'/suppliers' instructions for safe use, only used for intended purpose, usage, handling, storage, cleaning, lifting, visual checks, worn, faulty, repairs, maintenance.

Maintenance of tools and equipment:

Equipment and tools cleaned, washed, appropriate sterilisation (barbicide, autoclave, UV, sterilising spray), complete destruction of all living organisms on tools and equipment, disinfection (remove contamination from hard surfaces), heat or chemical methods, visual check, remove and label broken tools and equipment, store correctly.

Preparation of work area: Work station/bed/chair/trolley, equipment cleaned, appropriate sterilisation (barbicide, autoclave, UV, sterilising spray), complete destruction of all living organisms on tools and equipment, disinfection (remove contamination from hard surfaces, large work areas, floors and work surfaces), heat or chemical methods, bactericides, fungicides, viricides, full access around work area, safe professional presentation tools and equipment, visual check on large/ small equipment, portable appliance tested, bed/seat/basin (select height).

How to follow safe and hygienic working practices:

Management of health and safety at work: Clean, tidy, safe standards of working, remove spillages, report slippery surfaces, remove/report obstacles, clear access to trolleys and equipment, clean/disinfect/sanitise/sterilise work areas/surfaces, equipment and tools as appropriate, no smoking/vaping, eating, drinking or drugs.

Personal protective equipment (PPE): Use appropriate personal protective equipment for self and client, for example, the use of gloves when using cleaning chemicals.

Electricity at work: Visual check of equipment, no trailing wires, portable appliance testing.

Manual handling: Moving stock, lifting, working heights, unpacking, posture, deportment, balance weight, protect back, prevent slouching, avoid straining or overreaching.

Learning outcome 1: Be able to maintain health, safety and security practices (continued)

Towels: Wash regularly and efficiently, use fresh/single use towels for every client, place dirty towels in a covered bin.

Reporting of injuries, diseases and dangerous occurrences: Accident book, reporting diseases, byelaws, code of conduct, risk assessment.

Control of substances hazardous to health: Store, handle, use, disposal, replace lids, ventilation for vapour and dust, avoid over exposure to chemicals, use manufacturers' instructions for use, PPE.

Professional ethical conduct: Follow health and safety and organisational policies and procedures and code of conduct, demonstrate integrity, respect, flexibility and adaptability, co operate with others, value client(s), use appropriate language, maintain a polite, cheerful and welcoming manner (friendly facial expressions, positive attitude, eye contact, open body language), maintain confidentiality, demonstrate respect for clients, colleagues and competitors, avoid gossip, take pride in work, maintain punctuality, uphold employer and client loyalty, work within limits of own authority and ability.

Professional appearance: Clean professional uniform, unobtrusive jewellery or piercings, hair clean and styled, closed in footwear, personal hygiene and cleanliness (shower/bath, cover cuts and abrasions, deodorant or antiperspirant, avoid use of overpowering fragrance), oral hygiene (clean teeth, fresh breath), nails (appropriate in length, clean, in good condition and maintained).

Client preparation and care: Preparing for and performing a treatment/service taking into account any specific requirements and diverse needs the client may have, for example, culture, religion, health conditions, working in accordance with current equality legislation.

Work area: Prepare in accordance with organisational requirements and health and safety standards, clean and hygienic – clean/disinfect/sanitise/sterilise work area, tools and equipment, sufficient ventilation, appropriate room temperature, lighting, ambience, music, hygienic set up of chair and trolley, effective, ergonomic positioning of necessary products, tools and equipment to allow for ease of access, movement and safe practice.

Position yourself and the client appropriately:

Practitioner – position self safely, when you sit or stand ensure good posture (straight back, stand upright, even weight distribution, maintain balance, remain relaxed, don't overstretch), poor posture will result in fatigue, uneven service, back/shoulder injury.

Client – seated/laid comfortably (adjust height of chair, adjust back rest of bed), if seated keep feet flat on floor, legs uncrossed, back supported, regular comfort breaks.



Learning outcome 1: Be able to maintain health, safety and security practices (continued)

The difference between health and safety legislation, regulations and code of conduct:

Legislation and regulations – government led, implemented, monitored.

Code of practice and policies – salon/barbershop led, implemented, monitored.

Employer responsibility for safety of staff/employees/clients: Hold current/valid liability insurance, display health and safety rules covering staff/employees/clients/ fire evacuation, provide regular training, accurate record keeping, monitoring, consult experts.

Liability insurance: Employers, public, professional indemnity.

Infection prevention: Infection prevention and control measures, universal and standard precautions, for example, hand hygiene- handwashing, hand sanitising, respiratory hygiene, cough etiquette, use of PPE, safe management of the working environment and treatment/ service resources, for example, cleaning, disinfection, sanitisation, sterilisation of working areas/surfaces, equipment and tools, safe management of linen, safe disposal of waste.

Environmental working practices: Effective and energy efficient working practices, for example, lighting, heating and ventilation to meet the Workplace (Health, Safety and Welfare) Regulations (or local regulation requirements to the country being delivered in) for clients and employees', water conservation, environmental waste management.

Sustainable working practices: For example, use products with ingredients from sustainable sources, minimal and sustainable packaging, recyclable, bio-degradable or compostable options for products, disposables and single-use items, record product usage, paper-free appointment systems and pricelists, energy uses reduction, green energy, reduce carbon footprint.

Disposal of waste: Lined waste bin with a lid, byelaws/organisational policies and procedures for disposal of waste – non-hazardous, clinical, sharps, chemical, mixed municipal, general and confidential, recyclable; environmental protection, single use items, dispose of all waste in accordance with manufacturers' instructions.

Learning outcome 2: Be able to follow emergency procedures

Emergency procedures:

Accidents – call ambulance, nominated first aider, follow the organisations policy, maintain and update records.

First aid – call nominated first aider, follow the organisations policy, ensure accurate records.

First aid equipment – first aid box(es), list of equipment, general advice leaflet, individually wrapped sterile plasters in assorted sizes, sterile eye pads, individually wrapped triangular bandages, safety pins, large and medium sterile dressings, disposable gloves, eyewash.

Fire evacuation – nominated assembly point, fire wardens, regular simulation/drills.

Incidents – call security, emergency external numbers 999 (UK) or 112 (EU), follow the organisations policy.

Position of firefighting equipment – induction process.

How to use firefighting equipment – designated personnel, initial/ongoing training.

Records and documentation – initial/ongoing training, up-to-date, accurate.

Safety drills – induction process, initial/ongoing training person, regular simulation/drills.

Staff responsible for safety – overall safety; nominated health and safety officer (internal/external). All staff are responsible for day to day.

Firefighting equipment: Location, extinguishers (water, foam, powder, CO2 gas), sand bucket, fire blanket, alarm.

Incorrect use of firefighting equipment:
Fire could escalate or become uncontrollable, injury to staff/clients, risk to life, damage to belongings/property.

UV20453

Client care and communication in beauty-related industries

This unit is about client care and communication in beauty-related industries. You will develop your communication skills to deal with consultations, complaints, client comfort and all forms of client care. You will develop a client-centred approach to all your treatments.

Level

2

Credit value

2

GLH

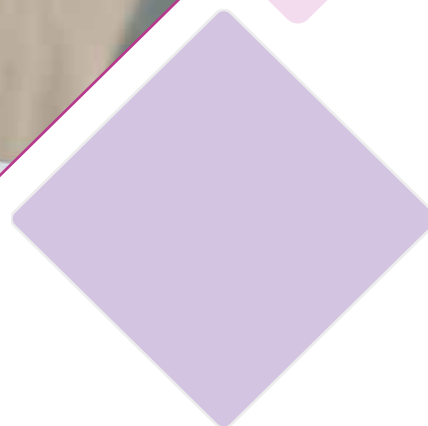
20

Observation(s)

3

External paper(s)

0



Client care and communication in beauty-related industries

Learning outcomes

On completion of this unit you will:

1. Be able to communicate with clients
2. Be able to provide client care

Evidence requirements

1. **Environment**
Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. **Simulation**
Simulation is not allowed in this unit.
3. **Observation outcomes**
Competent performance of Observation outcomes must be demonstrated on at **least three occasions**.
4. **Range**
All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. **Knowledge outcomes**
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
6. **Tutor/Assessor guidance**
You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.
7. **External paper**
There is no external paper requirement for this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

The client requirements for practical observations within this unit are not gender specific.

Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.



Observations

Learning outcome 1

Be able to communicate with clients

You can:

- a. Use effective communication techniques
- b. Use client consultation techniques to identify treatment objectives
- c. Provide the client with clear advice and recommendations

* May be assessed through oral questioning.

Observation	1	2	3	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				



Learning outcome 2

Be able to provide client care

You can:

- a. Maintain client confidentiality in accordance with legislation
- b. Gain feedback from clients on client care
- c. Respond to feedback in a constructive way
- d. Refer client complaints to the relevant person
- e. Assist in client complaints being resolved

*May be assessed through oral questioning.

Observation	1	2	3	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				

Range

*You must practically demonstrate that you have:

Provided client care to all clients	Portfolio reference
New	
Regular	

Identified client objectives using all consultation techniques	Portfolio reference
Questioning	
Visual	
Manual	

Used all types of communication	Portfolio reference
Verbal	
Non-verbal	

Dealt with all types of client care	Portfolio reference
Dealing with complaints	
Advice and recommendations	
Client comfort	

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

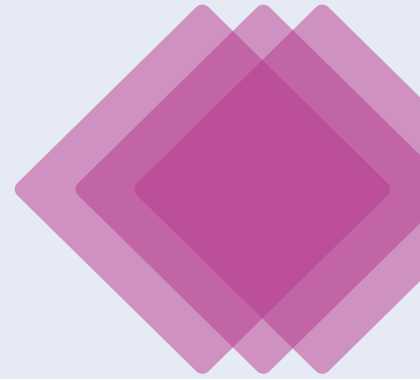
When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*This is not an exhaustive list.



Knowledge



Learning outcome 1

Be able to communicate with clients

You can:	Portfolio reference/ Assessor initials*
d. Outline different forms of communication used to deal with clients	
e. Describe how to use consultation techniques to identify treatment objectives	
f. State the importance of using effective communication to identify client needs and expectations	
g. Describe the term 'personal space'	
h. State the importance of providing the client with clear advice and recommendations	

* Assessor initials to be inserted if orally questioned.

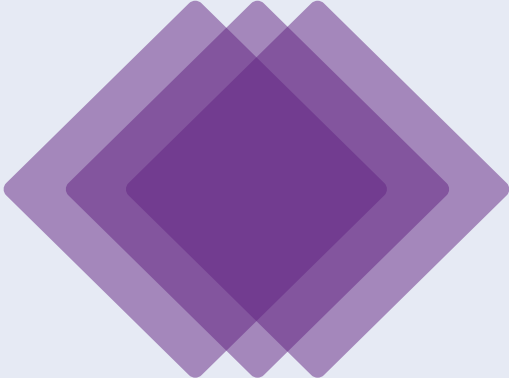


Learning outcome 2

Be able to provide client care

You can:	Portfolio reference/ Assessor initials*
f. Describe client confidentiality in line with data protection legislation	
g. Explain the importance of communication techniques to support retail opportunities	
h. State the importance of client feedback and responding constructively	
i. Outline how to refer and assist in client complaints	

*Assessor initials to be inserted if orally questioned.



Notes

Use this area for notes and diagrams.



Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to communicate with clients

Communication techniques:

Verbal – speaking manner and tone, professional, supportive, respectful, sensitive to client, appropriate vocabulary and open questioning related to treatment/service.

Non-verbal – eye contact, body language, listening.

Written – electronic, digital or paper-based, clear and concise, attention to spelling, grammar and presentation of written information.

Visual aids – photographs, colour charts, digital media, magazines and images, can provide inspiration and assist the client's understanding.

Adapting and tailoring approaches – for different clients, for example, new and existing clients, according to age, health conditions.

Clarification – checking client understanding of proposed treatment/service and expected outcomes, checking client's comfort and wellbeing throughout the treatment/service.

Personal space: Space between client and therapist, positioning of client, suitable location for consultation, client's comfort, client's privacy, unobtrusive behaviour.

Consultation techniques: Consultation environment (face to face or digital), client requirements, client satisfaction, client expectations and aftercare, informed consent and signatures, visual, manual, questioning, listen, client information reference, prevent contra-actions, courteous, eye contact, verbal communication, non-verbal communication, avoid conflict between a client and therapist, use a range of related terminology linked to treatment/service being performed.

Recommendations to client:

Pre-treatment/service instructions on treatment/service process, expected physical sensations, expected and adverse reactions/contra-actions, outcomes, further treatments, fees and treatment/service options, adaptations and modifications, post-treatment/service advice/aftercare, lifestyle changes to maintain or improve health.

Learning outcome 1: Be able to communicate with clients (continued)

Professional ethical conduct: Follow health and safety and organisational policies and procedures and code of conduct, demonstrate integrity, respect, flexibility and adaptability, co-operate with others, value client(s), use appropriate language, maintain a polite, cheerful and welcoming manner (friendly facial expressions, positive attitude, eye contact, open body language), maintain confidentiality, demonstrate respect for clients, colleagues and competitors, avoid gossip, take pride in work, maintain punctuality, uphold employer and client loyalty, work within limits of own authority and competence, engage in and document Continuous Professional Development (CPD) to maintain best practice.

Infection prevention: Infection prevention and control measures, universal and standard precautions, for example, hand hygiene – handwashing, hand sanitising, respiratory hygiene, cough etiquette, use of PPE, safe management of working environment and treatment/service resources, for example, cleaning, disinfection, sanitisation, sterilisation of working areas/surfaces, equipment and tools, safe management of linen, safe disposal of waste.

Learning outcome 2: Be able to provide client care

Work area: Prepare in accordance with organisational requirements and health and safety standards, clean and hygienic – clean/disinfect/sanitise/sterilise work area, tools and equipment, sufficient ventilation, appropriate room temperature, lighting, ambience, music, hygienic set up of couch and trolley, effective, ergonomic positioning of necessary products, tools and equipment to allow for ease of access, movement and safe practice, preparation of props for client support.

Client preparation: Consult with client, perform any necessary pre-treatment/service tests, provide modesty robe/gown, advise client on clothing to remove/keep on, maintain client comfort, privacy and modesty, client positioned correctly.

Communication techniques

Verbal – speaking manner and tone, professional, supportive, respectful, sensitive to client, open questioning related to treatment, impart information to ensure client understanding

Non-verbal – eye contact, body language, listening.

Retail opportunities: Completion of consultation, linking of retail/sales, selling products and other services.

Record keeping: Accurate appointment systems, stationery, loyalty rewards, acknowledgement of occasions, consultation record keeping, refer to existing records, ensure information is concise, accurate and in logical order (name, address, contact details, age range, lifestyle profile – work status, medical history, contra-indications, general health

and wellbeing, diet and fluid intake, sleep patterns, stress levels, sport/hobbies, recent activities, reason for treatment, treatment history, allergies/hypersensitivity, contra-actions, skin sensitivity/allergy alert test, current skincare/body care regime, treatment/service requirements, client preferences and expectations, skin/hair analysis, adaptations and modifications, recommendations, treatment plan including products, expected outcomes, alternative treatment/service options, client informed consent and signature), update record at the end of the service, update at each visit, maintained electronically/digitally/paper-based, documented and stored in compliance with current data protection legislation, for example General Data Protection Regulations (GDPR).

Client care feedback: Client consultation form, comments box, verbal and non-verbal methods, target setting, relate to feedback constructively professional manner, polite, courteous, personal development, improves client satisfaction, salon profits, career development, team work, employee training, reputation, repeat business, additional treatments/services.

Client complaints: Professional manner, polite, courteous, good client care, referral person senior therapist, senior receptionist or manager, resolve situation and assist, good communication techniques, maintain positive client care, eye contact, facial expressions and body language, deal with situation calmly, methods of recording complaints, prompt response verbally/written.

UV20499

Create an image based on a theme within the hair and beauty sector

Through this unit you will develop the creative skill of using both hairdressing and beauty techniques to create an image based on a theme.

You will research media images, plan and develop your ideas to create a mood board which you will then present to others. You will then re-create the image you have developed using technical hair and beauty skills. You will base your image on a theme and present your image to an invited audience. You must pay close attention to manufacturers' instructions for products, timing and safety whilst working.

This unit is suitable for hairdressers, barbers and beauty therapists.

Level

2

Credit value

7

GLH

60

Observation(s)

1

External paper(s)

0



Create an image based on a theme within the hair and beauty sector

Learning outcomes

On completion of this unit you will:

1. Be able to create an image
2. Be able to plan an image

Evidence requirements

1. **Environment**
Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. **Simulation**
Simulation is not allowed in this unit.
3. **Observation outcomes**
Competent performance of Observation outcomes must be demonstrated on at **least one occasion**.
4. **Knowledge outcomes**
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
5. **Tutor/Assessor guidance**
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit.
6. **External paper**
There is no external paper requirement for this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

The client requirements for practical observations within this unit are not gender specific.

Achieving range

There is no range section that applies to this unit.



Observations

Learning outcome 1

Be able to create an image

You can:

- a. Communicate and behave in a professional manner
- b. Use technical skills to create a theme based image
- c. Follow safe and hygienic working practices

* May be assessed through oral questioning.

Observation	1	Optional	Optional	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

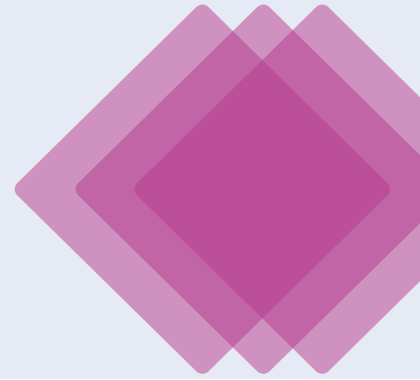
When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*This is not an exhaustive list.



Knowledge



Learning outcome 1

Be able to create an image

You can:	Portfolio reference/ Assessor initials*
d. Describe the technical skills required for creating a theme based image	
e. Evaluate the effectiveness of the theme based image	
f. Describe methods of evaluating the effectiveness of the creation of a theme based image	
g. Outline safe and hygienic working practices	
h. State how to communicate in a salon environment	

*Assessor initials to be inserted if orally questioned.



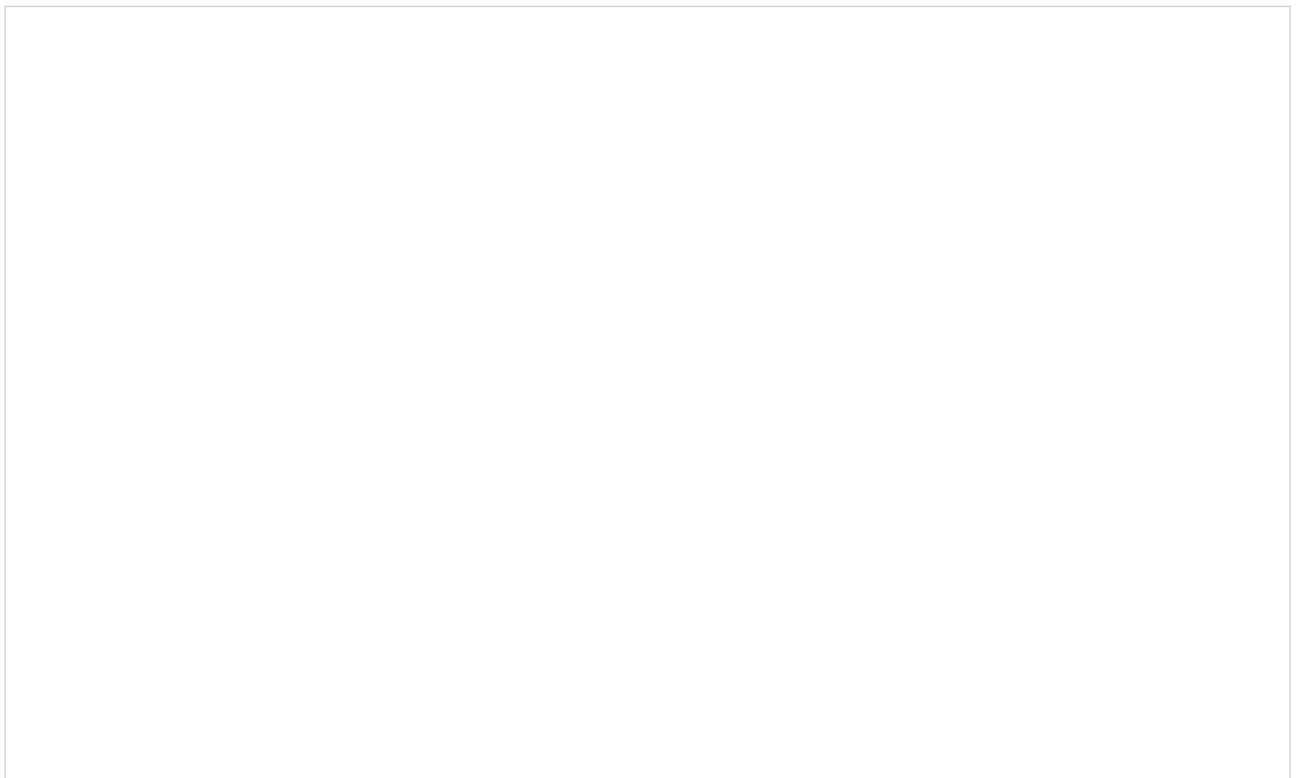
Learning outcome 2

Be able to plan an image

You can:	Portfolio reference/ Assessor initials*
a. Create a mood board based on a theme	
b. Outline how to identify media images to create a theme	
c. Outline the purpose of a mood board	
d. Outline how to present a mood board to others	
e. Describe the concepts of advertising to a target audience	
f. Describe the salon's requirements for client preparation, preparing yourself and the work area	

*Assessor initials to be inserted if orally questioned.

Use this area for notes and diagrams.



Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to create an image

Communication:

Verbal – speaking manner and tone, professional, supportive, respectful, sensitive to client, appropriate vocabulary and open questioning related to treatment/service.

Non-verbal – eye contact, body language, listening.

Written – electronic, digital or paper-based, clear and concise, attention to spelling, grammar and presentation of written information.

Visual aids – photographs, colour charts, digital media, magazines and images, can provide inspiration and assist the client's understanding.

Adapting and tailoring approaches – for different clients, for example, new and existing clients, according to age, health conditions.

Clarification – checking client understanding of proposed treatment/service and expected outcomes, checking client's comfort and wellbeing throughout the treatment/service.

Professional ethical conduct: Follow health and safety and organisational policies and procedures and code of conduct, demonstrate integrity, respect, flexibility and adaptability, co-operate with others, value client(s), use appropriate language, maintain a polite, cheerful and welcoming manner (friendly facial expressions,

positive attitude, eye contact, open body language), maintain confidentiality, demonstrate respect for clients, colleagues and competitors, avoid gossip, take pride in work, maintain punctuality, uphold employer and client loyalty, work within limits of own authority and competence, engage in and document Continuous Professional Development (CPD) to maintain best practice.

Range of suitable services for clients:

Hairdressing services – consultation, shampooing, conditioning treatments, haircutting, colouring, perming, hair extensions, colour correction, blow-drys, setting, styling and dressing.

Barbering services – consultation, haircut, facial hair cutting, shaving, styling, colouring, plaiting, perming, hair extensions, colour correction.

Beauty treatments – consultation, massage including holistic, aromatherapy, Indian head, reflexology, half/full body, tanning, make-up, manicure, pedicure, facials, electrolysis, waxing.

Hairdressing/Barbering technical skills used to create an image:

Shampooing and conditioning – normal (balanced), dry, oily, chemically treated, over-processed, scalp conditions such as dandruff, surface, penetrating, scalp, leave in.

Learning outcome 1: Be able to create an image (continued)

Cutting – uniform layer, one length, short graduation, long graduation.

Shaving and beard cutting – cutting, reshape, moustache, beard, full shave.

Setting – brick, directional, wet, dry, finger waves, pin-curls.

Blow-drying – finger dry, curling, straightening and smoothing, volume.

Colouring – temporary, semi/quasi/demi-permanent, re-growth/full head permanent highlights/lowlights woven/pulled through.

Perming – brick, directional, basic section.

Hair up – plaiting, twisting, curls, rolls, pleat.

Beauty technical skills used to create an image:

Skin care – full/ express/ prescriptive facial.

Waxing – body, leg, arm, facial, intimate waxing.

Nail treatments – manicure, pedicure, varnish, French polish, overlays, gel, nail art.

Make-up – every day, school prom, wedding, event, photographic, catwalk, competition.

Eye treatments – eyebrow shaping, eye lash perming, eye lash/brow tinting, temporary lash extensions.

Tanning – full body, half body, legs.

Management of health and safety at work:

Clean, tidy, safe standards of working, remove spillages, report slippery surfaces, remove/report obstacles, clear access to trolleys and equipment, clean/disinfect/sanitise/sterilise work areas/surfaces, equipment and tools as appropriate, no smoking/vaping, eating, drinking or drugs.

General hygiene: Clean/disinfect work area/surfaces, clean/sterilise/sanitise tools and equipment, fresh towels for each client, place dirty towels in a covered bin, dispense products with a pump or spray, use disposables as appropriate to service, no smoking/vaping, maintain personal hygiene, replace loose lids (uncapped bottles and pots) sanitise hairdresser/barber's hands before, during and after services.

Hazards and risks: A hazard is something that has the potential to cause harm. A risk is the likelihood of a hazard happening.

Hazards – require immediate attention, level of responsibility, report, nominated personnel, duty to recognise/deal with hazards.

Reasons for risk assessment – staff, visitor, client health and safety, minimise hazards and risks, maintain safe environment, legal requirement.

Learning outcome 1: Be able to create an image (continued)

Working in accordance with current health and safety legislation:

Health and Safety at Work Act, Management of Health and Safety at Work Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Health and Safety (First Aid) Regulations, Manual Handling Operations Regulations, Control of Substances Hazardous to Health Regulations (COSHH), Personal Protective Equipment at Work Regulations (PPE), Electricity at Work Regulations, Workplace (Health, Safety and Welfare) Regulations, Provision and Use of Work Equipment Regulations, Equality Act, Data Protection Act (UK General Data Protection Regulations (GDPR)), Environmental Protection Act.

Liability insurance: Employers, public, professional indemnity.

Personal protective equipment (PPE): Use appropriate personal protective equipment for self and client, for example, the use of gloves when using cleaning chemicals.

Electricity at work: Visual check of equipment, no trailing wires, portable appliance testing.

Manual handling: Moving stock, lifting, working heights, unpacking, posture, deportment, balance weight, protect back, prevent slouching, avoid straining or overreaching.

Reporting of injuries, diseases and dangerous occurrences: Accident book, reporting diseases, byelaws, code of conduct, risk assessment.

Control of substances hazardous to health:

Store, handle, use, disposal, replace lids, ventilation for vapour and dust, avoid over exposure to chemicals, use manufacturers' instructions for use.

Towels: Wash regularly and efficiently, use fresh/single use towels for every client, place dirty towels in a covered bin.

Disposal of waste: Lined waste bin with a lid, byelaws/organisational policies and procedures for disposal of waste – non-hazardous, chemical, clinical, sharps, mixed municipal, general and confidential, recyclable; environmental protection, single use items, dispose of all waste in accordance with manufacturers' instructions.

Product storage: Check end date/ packaging, store away from heat/damp/ direct sunlight, empties, avoid theft.

Evaluation of the image: The ability to recreate the image, end result, comparison to mood board, audience reaction, wow factor, feedback from target audience.



Learning outcome 1: Be able to create an image (continued)

Methods used to evaluate the presentation of your themed image:

Positive/negative evaluation, collating varied methods of information provides a clear evaluation of image.

Written feedback – specifically designed form or questionnaire.

Verbal feedback – first impressions, first voiced opinion usually genuine response, face-to-face, tone of voice (enthusiastic, lack of enthusiasm).

Body language – positive, negative, happy, sad, indifferent.

Photographic evidence – pictures, film footage, sketch.

Self-evaluation – strength and weakness (SWOT).

Learning outcome 2: Be able to plan an image

Mood board – a poster (paper-based or electronic), collection of ideas, the thought process, story behind an image, includes text, objects and materials.

Theme for your image – decisions, ideas, avant-garde, catwalk, wedding, school prom, historical ideas, famous people, fantasy, futuristic, film characters, make believe, identify historical/current/ future fashions (hairstyles, make-up, clothes and accessories).

Methods of identifying media images: digital, books, magazines, television, films, photographs.

Purpose of a mood board:

A communication tool to target audience, set the scene/storyline, share concept, express concept and ideas behind image, visual aid.

How to present a mood board: Formal/ informal presentation, an actual board or via computer software, electronic presentation, additional props/clothes/ make-up/accessories/jewellery, prepared speech/prompt cards, professionalism, varied communication skills (body language, tone, clarity, projection of voice), interpersonal skills.

Concept of advertising to a target audience: Demonstrate presentation skills, personal creative ideas, platform to show technical skills, illustrates progression, encourage motivation, enthusiasm and creativity, boosts confidence, personalised to target audience.

Target audience: Invited guests, audience can be drawn from dignitaries, workplace colleagues, management team, teachers/ lecturers/ tutors, peers, employers, prospective employers, photographer, television/news crew.

Professional appearance: Clean professional uniform, unobtrusive jewellery or piercings, hair clean and styled, closed in footwear, personal hygiene and cleanliness (shower/bath, cover cuts and abrasions, deodorant or antiperspirant, avoid use of overpowering fragrance), oral hygiene (clean teeth, fresh breath), nails (appropriate in length, clean, in good condition and maintained).

Client preparation and care: Preparing for and performing a treatment/service taking into account any specific requirements and diverse needs the client may have, for example, culture, religion, health conditions, working in accordance with current equality legislation

Work area: Prepare in accordance with organisational requirements and health and safety standards, clean and hygienic – clean/disinfect/sanitise/sterilise work area, tools and equipment, sufficient ventilation, appropriate room temperature, lighting, ambience, music, hygienic set up of chair and trolley, effective, ergonomic positioning of necessary products, tools and equipment to allow for ease of access, movement and safe practice.



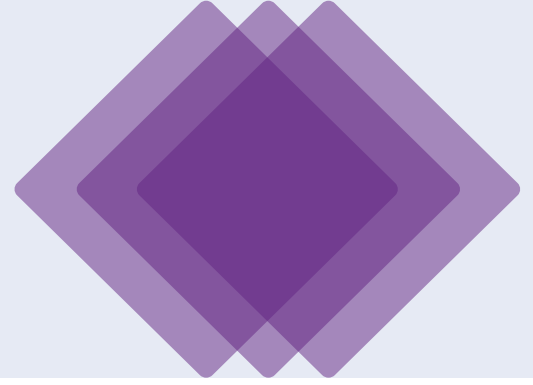
Learning outcome 2: Be able to plan an image (continued)

Infection Prevention: Infection prevention and control measures, universal and standard precautions, for example, hand hygiene – handwashing, hand sanitising, respiratory hygiene, cough etiquette, use of PPE, safe management of the working environment and treatment/service resources, for example, cleaning, disinfection, sanitisation, sterilisation of working areas/surfaces, equipment and tools, safe management of linen, safe disposal of waste.

Environmental working practices:

Effective and energy efficient working practices, for example, lighting, heating and ventilation to meet the Workplace (Health, Safety and Welfare) Regulations (or local regulation requirements to the country being delivered in) for client and employees, water conservation, environmental waste management.

Sustainable working practices: For example, use products with ingredients from sustainable sources, minimal and sustainable packaging, recyclable, bio-degradable or compostable options for products, disposables and single-use items, record product usage, paper-free appointment systems and pricelists.



Notes

Use this area for notes and diagrams.

UV20470

Provide manicure treatments

This unit is about providing manicure services to clients. You will learn about consulting with the client, recognising any contra-indications, preparing for the service and producing a treatment plan. You will also learn about filing and buffing the nails, using skin and cuticle treatments, massaging the hand and lower arm and using a suitable nail finish.

You will need to carry out effective health, safety and hygienic working practices.

Level

2

Credit value

5

GLH

48

Observation(s)

3

External paper(s)

2



Provide manicure treatments

Learning outcomes

On completion of this unit you will:

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

Evidence requirements

1. **Environment**
Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. **Simulation**
Simulation is not allowed in this unit.
3. **Observation outcomes**
Competent performance of Observation outcomes must be demonstrated on at **least three occasions**.
4. **Range**
All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. **Knowledge outcomes**
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
6. **Tutor/Assessor guidance**
You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.
7. **External paper**
Knowledge and understanding in this unit will be assessed by an external paper. There are **two external papers** that must be achieved. The criteria that make up the paper are highlighted throughout this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

Maximum service times

The following maximum service times apply to this unit:

Manicure – 45 minutes

Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.



Observations

Learning outcome 1

Be able to prepare for manicure treatments

You can:

- Prepare yourself, the client and work area for manicure treatment
- Use suitable consultation techniques to identify treatment objectives
- Carry out a nail and skin analysis
- Provide clear recommendations to the client
- Select products, tools and equipment to suit client treatment needs, skin types and nail conditions

*May be assessed through oral questioning.

Observation	1	2	3	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				



Learning outcome 2

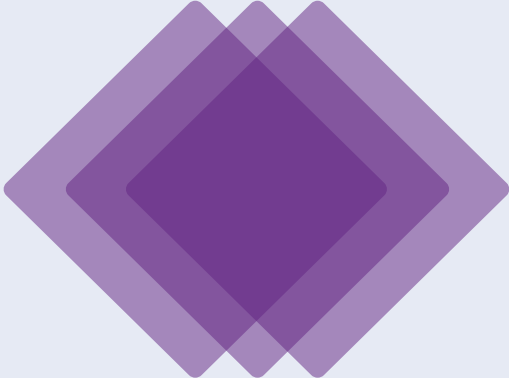
Be able to provide manicure treatments

You can:

- a. Communicate and behave in a professional manner
- b. Follow health and safety working practices
- c. Position yourself and the client correctly throughout the treatment
- d. Use products, tools, equipment and techniques to suit client treatment needs, nail and skin conditions
- e. Complete the treatment to the satisfaction of the client
- f. Record the results of the treatment
- g. Provide suitable aftercare advice

*May be assessed through oral questioning.

Observation	1	2	3	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				



Notes

Use this area for notes and diagrams.

Range

*You must practically demonstrate that you have:

Used all consultation techniques	Portfolio reference
Questioning	
Visual	
Manual	
Reference to client records	

Dealt with a minimum of 1 necessary action	Portfolio reference
Encouraging the client to seek medical advice	
Explaining why the service cannot be carried out	
Modifying the service	

Used a minimum of 4 types of hand and nail treatments	Portfolio reference
Paraffin wax	
Hand masks	
Thermal mitts	
Exfoliating products	
Warm oils	

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.



*You must practically demonstrate that you have:

Applied all types of finish	Portfolio reference
Dark colour	
French	
Buffed	

Given all types of treatment advice	Portfolio reference
The individual and practitioner's legal rights and responsibilities	
Pre and post-treatment instructions and care	
Restrictions and associated risks – avoidance of activities which may cause contra-actions	
Future treatment need	

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*This is not an exhaustive list.

Achieving the external paper

The external paper will test your knowledge of the criteria highlighted. A **pass mark of 70%** must be achieved.

Your assessor will complete the following table when the 70% pass mark has been achieved.

Paper	Date achieved	Assessor initials
1 of 2		
2 of 2		



Knowledge

Learning outcome 1

Be able to prepare for manicure treatments

You can:	Portfolio reference/ Assessor initials*
f. Describe salon requirements for preparing yourself, the client and work area	
g. Describe the environmental conditions suitable for manicure treatments	
h. Describe different consultation techniques used to identify treatment objectives	
i. Explain the importance of carrying out a nail and skin analysis	
j. Describe how to select products, tools and equipment to suit client treatment needs, skin and nail conditions	
k. Identify nail and skin conditions	
l. Describe the contra-indications which prevent or restrict manicure treatments	

*Assessor initials to be inserted if orally questioned.

Requirements highlighted are assessed in the external paper.



Learning outcome 2

Be able to provide manicure treatments

You can:	Portfolio reference/ Assessor initials*
h. State how to communicate and behave in a professional manner	
i. Describe health and safety working practices	
j. Explain the importance of positioning yourself and the client correctly throughout the treatment	
k. Explain the importance of using products, tools, equipment and techniques to suit client treatment needs, nail and skin conditions	
l. Describe how treatments can be adapted to suit client treatment needs, nail and skin conditions	
m. Describe the different massage techniques and their benefits	
n. State the contra-actions that may occur during and following treatments and how to respond	
o. State the importance of completing the treatment to the satisfaction of the client	
p. State the importance of completing treatment records	
q. State the aftercare advice that should be provided	
r. Describe diseases and disorders of the nail and skin	
s. Describe the structure and functions of the nail and skin	
t. Describe the structure and function of the muscles of the lower arm and hand	

*Assessor initials to be inserted if orally questioned.

Requirements highlighted are assessed in the external paper.

Learning outcome 2 (continued)

Be able to provide manicure treatments

You can:	Portfolio reference/ Assessor initials*
u. Describe the structure and function of the bones of the lower arm and hand	
v. Describe the structure and function of the arteries and veins of the arm and hand	
w. Describe the structure and function of the lymphatic vessels of the arm and hand	

*Assessor initials to be inserted if orally questioned.

Requirements highlighted are assessed in the external paper.

Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to prepare for manicure treatments

Management of health and safety at work:

Clean, tidy, safe standards of working, remove spillages, report slippery surfaces, remove/report obstacles, clear access to trolleys and equipment, clean/disinfect/sanitise/sterilise work areas/surfaces, equipment and tools as appropriate, no smoking/vaping, eating, drinking or drugs.

Infection Prevention: Infection prevention and control measures, universal and standard precautions, for example, hand hygiene – hand-washing, hand sanitising, respiratory hygiene, cough etiquette, use of PPE, safe management of working environment and treatment resources, for example, cleaning, disinfection, sanitisation, sterilisation of working areas/surfaces, equipment and tools, safe management of linen, safe disposal of waste.

Personal protective equipment (PPE): Use appropriate personal protective equipment for self and client, for example, the use of gloves when using cleaning chemicals.

Client preparation and care: Preparing for and performing a treatment taking into account any specific requirements and diverse needs the client may have, for example, culture, religion, health conditions, working in accordance with current equality legislation.

Electricity at work: Checking/visual check of equipment, no trailing wires, portable appliance testing.

Manual handling: Moving stock, lifting, working heights, unpacking, posture, deportment, balance weight, protect back, prevent slouching, avoid straining or overreaching.

Towels: Wash regularly and efficiently, use fresh towels for every client, place dirty towels in a covered bin.

Equipment: Follow organisational/manufacturer's/supplier's instructions for safe use, only used for intended purpose, usage, handling, storage, cleaning, lifting, visual checks, worn, faulty, repairs, maintenance.

Products, tools and equipment:

Disinfecting fluid, sterilising solution, sanitiser, nail station or couch roll, trolley, chair/stool – adjustable, towels, tissues, cotton wool, spatulas, bowls, lined waste bin, products, tools and equipment for applying a manicure treatment, products, tools and equipment for cleaning, disinfection, sanitisation, sterilisation as appropriate to treatment

Liability insurance: Employers, public, professional indemnity.

Reporting of injuries, diseases and dangerous occurrences:

Accident book, reporting diseases, local byelaws, code of conduct, risk assessment.

Learning outcome 1: Be able to prepare for manicure treatments (continued)

Control of substances hazardous to health:

Replace lids, ensure ventilation for vapour and dust, avoid overexposure to chemicals, use chemicals correctly, follow storage, handling, use and disposal, correctly dispose of contaminated waste/products (in a closed top bin), check end date on packaging, store away from heat, damp and direct sunlight, follow relevant manufacturer's instructions, no smoking, eating or drinking.

Regulations: Working in accordance with current health and safety legislation: Health and Safety at Work Act, Management of Health and Safety at Work Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Health and Safety (First Aid) Regulations, Manual Handling Operations Regulations, Control of Substances Hazardous to Health Regulations (COSHH), Personal Protective Equipment at Work Regulations (PPE), Electricity at Work Regulations, Workplace (Health, Safety and Welfare) Regulations, Provision and Use of Work Equipment Regulations, Equality Act, Data Protection Act (UK General Data Protection Regulations (GDPR)), Environmental Protection Act.

Hazards and risks: A hazard is something that has the potential to cause harm. A risk is the likelihood of a hazard happening.

Hazards: Require immediate attention, level of responsibility, report, nominated personnel, duty to recognise/deal with hazards.

Reasons for risk assessment: Staff, visitor, client health and safety, minimise hazards and risks, maintain safe environment, legal requirement.

Employer responsibility: Current and valid liability insurance, display health and safety rules (covering staff, employees, clients and fire evacuation), provide regular training, accurate record keeping, monitoring.

Security (cash): Staff training, point of sale, regular banking, in transit.

Security (people): Staff, clients, visitors, children, personal belongings, systems (security, emergency evacuation, storage, client records, business information).

Hygiene:

General: Clean/disinfect work area/surfaces, clean/sterilise/sanitise tools and equipment, fresh towels for each client, place dirty towels in covered bin, dispense products with a spatula, pump or spray, use disposables as appropriate to treatment, no smoking/vaping, maintain personal hygiene, replace loose lids (uncapped bottles and pots) sanitise therapist's/nail technician's hands before, during and after treatments.

Sterilisation: (Metal implements) autoclave, glass bead, chemical, UV cabinet for storage only.

Disinfection: Heat or chemical methods, bactericides, fungicides, viricides, UV cabinet for storage only.

Learning outcome 1: Be able to prepare for manicure treatments (continued)

Disposal of waste: Lined waste bin, organisational policies and procedures for disposal of waste – non-hazardous, clinical, sharps, mixed municipal, general and confidential, recyclable; environmental protection, single use items, dispose of all waste in accordance with manufacturers' instructions.

Environmental working practices: Effective and energy efficient working practices, for example, lighting, heating and ventilation to meet the Workplace (Health, Safety and Welfare) Regulations (or local regulation requirements to the country being delivered in) for client and employees, water conservation, environmental waste management.

Sustainable working practices: For example, use products with ingredients from sustainable sources, minimal and sustainable packaging, recyclable, bio-degradable or compostable options for products, disposable and single-use items, record product usage, paper-free appointment systems and pricelists.

Therapist/nail technician health and wellbeing: Maintain correct posture when performing treatment, sitting, lifting and carrying, use working methods to avoid work related injuries, for example, Repetitive Strain Injury (RSI), perform regular hand exercises, maintain correct standing posture, even weight distribution, ensure own positioning delivers appropriate techniques, prevents injury, promotes optimum results, allows for visual checks, maintain appropriate space between client and self. Regular water/rest breaks to prevent dehydration and fatigue. Prevent contact dermatitis – wear gloves when using chemicals, wash and dry hands regularly and use moisturiser/barrier cream as appropriate.

Work area: Prepare in accordance with organisational requirements and health and safety standards, clean and hygienic – clean/disinfect/sanitise/sterilise work area, tools and equipment, sufficient ventilation, appropriate room temperature, lighting, ambience, music, hygienic set up of couch and trolley, effective, ergonomic positioning of necessary products, tools and equipment to allow for ease of access, movement and safe practice, preparation of props for client support.

Client preparation: Consult with client, perform any necessary pre-treatment tests, provide modesty robe/gown if appropriate, advise client on clothing to remove/keep on, protect clothing, remove jewellery, maintain client comfort, privacy and modesty, client positioned correctly



Learning outcome 1: Be able to prepare for manicure treatments (continued)

Communication:

Verbal – speaking manner and tone, professional, supportive, respectful, sensitive to client, appropriate vocabulary and open questioning related to treatment.

Non-verbal – eye contact, body language, listening.

Written – electronic, digital or paper-based, clear and concise, attention to spelling, grammar and presentation of written information.

Visual aids – photographs, colour charts, digital media, magazines and images, can provide inspiration and assist the client's understanding.

Adapting and tailoring approaches – for different clients, for example, new and existing clients, according to age, health conditions.

Clarification – checking client understanding of proposed treatment and expected outcomes, checking client's comfort and wellbeing throughout the treatment.

Record keeping: Accurate appointment systems, stationery, loyalty rewards, acknowledgement of occasions, consultation record keeping, refer to existing records, ensure information is concise, accurate and in logical order (name, address, contact details, age range, lifestyle profile- work status, medical history, contra-indications, general health and wellbeing, diet and fluid intake, sleep patterns, stress levels, sport/hobbies, recent activities, reason for treatment, treatment history, allergies/hypersensitivity, contra-actions, skin sensitivity tests, current skincare regime, treatment requirements, client preferences and expectations, nail and skin analysis, adaptations and modifications, recommendations, treatment plan including products, expected outcomes, alternative treatment options, client informed consent and signature), update record at the end of the service, update at each visit, maintained electronically/digitally/paper-based, documented and stored in compliance with current data protection legislation, for example General Data Protection Regulations (GDPR).

Professional appearance: Clean professional uniform, no jewellery, no piercings, hair neatly tied back (fringe secured), closed in footwear, personal hygiene and cleanliness (shower/bath, cover cuts and abrasions, deodorant or antiperspirant, avoid use of overpowering fragrance), oral hygiene (clean teeth, fresh breath), nails (clean, short, polish-free, good condition and maintained).

Learning outcome 1: Be able to prepare for manicure treatments (continued)

Professional ethical conduct: Follow health and safety and organisational policies and procedures and code of conduct, demonstrate integrity, respect, flexibility and adaptability, co-operate with others, value client(s), use appropriate language, maintain a polite, cheerful and welcoming manner (friendly facial expressions, positive attitude, eye contact, open body language), maintain confidentiality, demonstrate respect for clients, colleagues and competitors, avoid gossip, take pride in work, maintain punctuality, uphold employer and client loyalty, work within limits of own authority and competence, engage in and document Continuous Professional Development (CPD) to maintain best practice.

Consultation techniques: Consultation environment (face to face or digital), client requirements and technician/therapist recommendations (for longevity of nails), cleanse treatment area to identify condition of skin and nails, remove nail polish, client satisfaction, client expectations and aftercare, informed consent and signatures, visual, manual, questioning, listen, client information reference.

Recommendations to client: Pre-treatment instructions on treatment process, expected physical sensations, expected and adverse reactions/contra-actions, outcomes, agree colour selection for nails, agree shape, further treatments (deluxe manicure, artificial nail treatments if appropriate), fees and treatment options, adaptations and modifications, post-treatment advice/aftercare, lifestyle changes to maintain or improve health.

Nail length and shape: Long, mid-length, short, round, oval, square, squoval, almond.

Aftercare advice: Immediate restrictions following treatment (allow nails time to dry), general hand/nail care maintenance, explanation of products used during treatment and their benefits, recommended intervals between treatment, retail products recommended for home care, application and benefits, hand/nail care advice should reflect the condition of the hands and nails presented and the lifestyle of the client, drying hands thoroughly after washing, application of hand cream, correct technique for filing nails, the benefits of using a base coat with coloured nail polish, having regular manicures.

Nail and skin analysis: Visual and manual examination of the condition of the hands, skin and nails, wipe over hand and nails with cotton wool and hand sanitiser, check for contra-indications, identify areas of dryness, cuticles and general skin condition, hard skin, condition of nails (split/ brittle, ridged nails, importance (to provide accurate treatment, ensure client benefits from treatment, ongoing treatment plan, identify contra-indications that prevent (absolute) or restrict (relative) treatment).



Learning outcome 1: Be able to prepare for manicure treatments (continued)

Contra-indications:

Absolute contra-indication – An absolute contra-indication is a condition that prevents the treatment from being carried out and may require referral.

Examples of contra-indications that may prevent treatment (absolute contra-indications) – During chemotherapy and radiotherapy, contagious skin disorders – bacterial (impetigo), viral (herpes simplex, herpes zoster), fungal (tinea corporis/pedis), parasitic infections, medical oedema, fever, recent operations, severe nail separation, severe eczema, psoriasis and dermatitis, severe bruising.

Relative contra-indication – A relative contra-indication is a condition that requires an assessment of suitability for the treatment and/or if adaptations are required.

Examples of contra-indications that may restrict treatment (relative contra-indications) – Minor eczema, psoriasis, dermatitis, minor separation, bitten or damaged nails, cuts and abrasions, bruising, recent scar tissue, sunburn.

Contra-actions: Establish if it is an expected reaction or an unexpected/adverse reaction.

Expected reactions, adverse reactions/ contra-actions – Establish if it is an expected reaction or an adverse reaction/ contra-action.

In the case of expected reactions – provide immediate post-treatment after care and advice for home care, for example avoid heat treatments, application of perfumed products, exposure to UV. immediately following treatment.

In the case of an adverse reaction/ contra-action – discontinue treatment, take remedial action, record adverse reaction/ contra-action, advise on home care and how to access remedial medical care if required. Therapist/nail technician to review own performance and adjust techniques accordingly.

Possible expected reactions – Erythema.

Possible adverse reactions/ contra-actions – Hyperaemia, allergic reaction, discolouration of the product, discoloration of the nail plate, discolouration of the nail bed, thinning of the nail plate, cuts and abrasions, bruising, lifting of the product, infection.

Nail conditions: Onychophagy, discolouration, misshapen, spilt above the hyponychium, beau lines, longitudinal and horizontal ridges, dehydrated, onychorrhexis, leukonychia, onycholysis.

Skin conditions: Damaged cuticle, dry cuticle and skin, overgrown cuticle, fragile skin, calluses.

Learning outcome 2: Be able to provide manicure treatments

Products: Hand sanitiser, nail polish remover, hand/nail soak, cuticle cream, cuticle remover, hand exfoliator, hand cream, paraffin wax, oil, hand mask, topcoat, base coat, ridge filler, nail hardener/strengthener, nail polish thinner, quick dry products, buffing paste.

Tools: Disposable orange sticks, emery boards, nail buffer, glossing buffer, cuticle knife, cuticle pusher cuticle nippers, rubber hoof stick, spatula, nail scissors, nail clippers, paraffin wax application brush.

Equipment: Paraffin wax heater, trolley, bin with liner, cotton wool, jar or vessel for tools, nail treatment table or couch, nail soaking bowl, heated mitts, bowls (1 for jewellery, 1 for cotton wool, 1 for warm oil if used), cling film/foil (paraffin wax), warm towels.

Treatment Techniques:

- Preparation
- Shaping/filing
- Buffing
- Application cuticle cream
- Application cuticle remover
- Cuticle work
- Exfoliation
- Application heat treatments/warm oil/paraffin wax/hand masks
- Application hand cream/massage
- Application of nail finish for example – nail polish, glossing buffer, natural nail, nail strengthener, French, dark colour, light colour

Evaluation and client satisfaction: Client agreement, client feedback, client objective, results of treatment, recommend future treatments, record adjustments for next treatment, maintain accurate records.

Massage mediums: Massage oil, oil-free, massage cream, hand cream.

Massage movements: Effleurage, tapotement, petrissage and friction.

Benefits of massage during manicure: Increased circulation and lymph flow, joint mobility, improved warmth and colour to the skin.

Nail:

Structure of the nail – nail plate, nail bed, matrix, cuticle, lunula, hyponychium, eponychium, nail wall, free edge, lateral fold, process of nail growth (formation, rate, factors affecting growth), nail thickness, effects of damage.

Functions of the nail – protection of fingers.

Skin:

Epidermis – basal cell layer (stratum germinativum), prickle cell layer (stratum spinosum), granular layer (stratum granulosum), clear layer (stratum lucidum), horny layer (stratum corneum).

Dermis – blood and lymph supply, fibroblasts (collagen, elastin), hair, sebaceous glands, arrector pili muscle, dermal papilla, sweat glands (eccrine and apocrine), sensory nerve endings.



Learning outcome 2: Be able to provide manicure treatments (continued)

Hypodermis – subcutaneous layer, adipose tissue, adipocytes.

Functions of the skin – protection, heat regulation, absorption, secretion, elimination, sensation, formation of Vitamin D, melanin production, process of keratinisation.

Examples of nail and skin diseases and disorders: Overgrown cuticles, dry skin conditions, dermatitis, eczema, psoriasis, muscular aches and pains, increased curvature (spoon nails), corrugations, black streaks, beau's lines or transverse ridges, hang nails, bruised nails, blue nails, egg shell nails, onycholysis, furrows, leuconychia, onychauxis (hypertrophy), onychatrophia (atrophy), onychorrhaxis (split or brittle nails), onychocryptosis (ingrown nails), psoriasis, eczema, onychomycosis (tinea unguium or ringworm of the nails), onychoptosis, paronychia (felon or whitlow), onycholysis, pterygium.

Muscles of the lower arm and hand:

Supinator radii brevis, flexor carpi radialis, extensor carpi radialis, flexor carpi ulnaris, extensor carpi ulnaris, flexor carpi digitorum, extensor carpi digitorum.

Muscle functions – contraction, relaxation, attachment, movement, posture/stability

Bones of the arm and hand: Ulna, radius, carpals, metacarpals, phalanges proximal row (nearest radius and ulna – scaphoid, lunate, pisiform), triquetral distal row (nearest to fingers – trapezium, trapezoid, capitate, hamate).

Skeletal functions – support, joints movement, attachment, mineral source, blood cell formation.

Arteries and veins of the arm and hand:

Arteries – radial artery, ulnar artery, brachial artery, palmar arch (Deep and superficial).

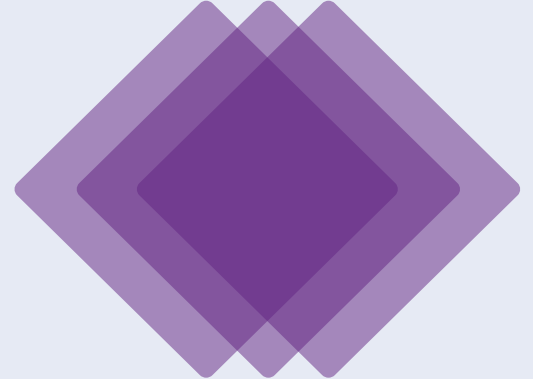
Veins – cephalic vein, radial vein, basilic vein, median vein, ulnar vein, palmar venous arches.

Functions of the blood – transport, regulation, protection, clotting.

Lymphatic vessels of the hand and arm:

Supratrochlear, lymphatic capillaries, lymphatic vessel, lymphatic node.

Functions of the lymphatic system – fluid distribution, fighting infection, transport of fat.



Notes

Use this area for notes and diagrams.

UV20471

Provide pedicure treatments

This unit is about providing pedicure services to clients. It covers consulting with the client, recognising any contra-indications, preparing for the service and producing a service plan. It also covers filing the nails, applying skin and cuticle treatments, cleaning and drying the feet, removing excess hard skin, massaging the foot and lower leg, and providing a suitable nail finish. You will need to maintain effective health, safety and hygiene throughout your work.

Level

2

Credit value

5

GLH

48

Observation(s)

3

External paper(s)

2



Provide pedicure treatments

Learning outcomes

On completion of this unit you will:

1. Be able to prepare for pedicure treatments
2. Be able to provide pedicure treatments

Evidence requirements

1. **Environment**
Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. **Simulation**
Simulation is not allowed in this unit.
3. **Observation outcomes**
Competent performance of Observation outcomes must be demonstrated on at **least three occasions**.
4. **Range**
All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. **Knowledge outcomes**
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
6. **Tutor/Assessor guidance**
You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.
7. **External paper**
Knowledge and understanding in this unit will be assessed by an external paper. There are **two external papers** that must be achieved. The criteria that make up the paper are highlighted throughout this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

Maximum service times

The following maximum service times apply to this unit:

Pedicure – 50 minutes

Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.



Observations

Learning outcome 1

Be able to prepare for pedicure treatments

You can:

- Prepare yourself, the client and work area for pedicure treatment
- Use suitable consultation techniques to identify treatment objectives
- Carry out a nail and skin analysis
- Provide clear recommendations to the client
- Select products, tools and equipment to suit client treatment needs, skin types and nail conditions

*May be assessed through oral questioning.

Observation	1	2	3	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				



Learning outcome 2

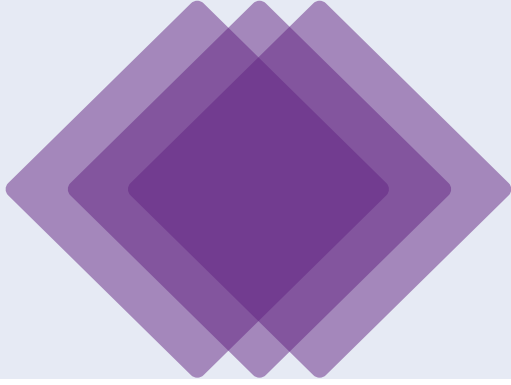
Be able to provide pedicure treatments

You can:

- a. Communicate and behave in a professional manner
- b. Follow health and safety working practices
- c. Position yourself and client correctly throughout the treatment
- d. Use products, tools, equipment and techniques to suit client treatment needs, nail and skin conditions
- e. Complete the treatment to the satisfaction of the client
- f. Record the results of the treatment
- g. Provide suitable aftercare advice

*May be assessed through oral questioning.

Observation	1	2	3	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				



Notes

Use this area for notes and diagrams.

Range

*You must practically demonstrate that you have:

Used all consultation techniques	Portfolio reference
Questioning	
Visual	
Manual	
Reference to client records	

Dealt with a minimum of 1 necessary action	Portfolio reference
Encouraging the client to seek medical advice	
Explaining why the service cannot be carried out	
Modifying the service	

Applied all types of foot and nail treatments	Portfolio reference
Paraffin wax	
Foot masks	
Thermal boots	
Exfoliating products	

Applied all types of nail finish	Portfolio reference
Buffed	
Dark colour	
French	

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

*You must practically demonstrate that you have:

Provided all types of advice	Portfolio reference
The individual and practitioner's legal rights and responsibilities	
Pre and post-treatment instructions and care	
Restrictions and associated risks – avoidance of activities which may cause contra-actions	
Future treatment needs	

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*This is not an exhaustive list.

Achieving the external paper

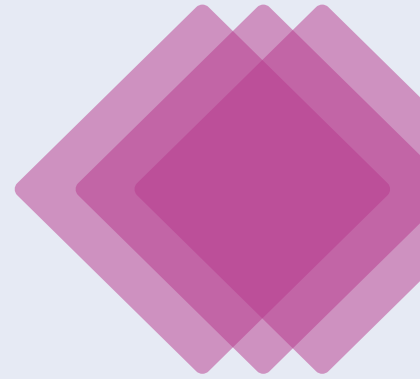
The external paper will test your knowledge of the criteria highlighted. A **pass mark of 70%** must be achieved.

Your assessor will complete the following table when the 70% pass mark has been achieved.

Paper	Date achieved	Assessor initials
1 of 2		
2 of 2		



Knowledge



Learning outcome 1

Be able to prepare for pedicure treatments

You can:	Portfolio reference/ Assessor initials*
f. Describe salon requirements for preparing yourself, the client and the work area	
g. Describe the environmental conditions suitable for pedicure treatments	
h. Describe different consultation techniques used to identify treatment objectives	
i. Explain the importance of carrying out a nail and skin analysis	
j. Describe how to select products, tools and equipment to suit client treatment needs, skin and nail conditions	
k. Identify nail and skin conditions	
l. Describe the contra-indications which prevent or restrict pedicure treatments	

*Assessor initials to be inserted if orally questioned.

Requirements highlighted are assessed in the external paper.



Learning outcome 2

Be able to provide pedicure treatments

You can:	Portfolio reference/ Assessor initials*
h. State how to communicate and behave in a professional manner	
i. Describe health and safety working practices	
j. Explain the importance of positioning yourself and the client correctly throughout the treatment	
k. Explain the importance of using products, tools, equipment and techniques to suit clients treatment needs, nail and skin conditions	
l. Describe how treatments can be adapted to suit client treatment needs, nail and skin conditions	
m. Describe the different massage techniques and their benefits	
n. State the contra-actions that may occur during and following treatments and how to respond	
o. State the importance of completing the treatment to the satisfaction of the client	
p. State the importance of completing treatment records	
q. State the aftercare advice that should be provided	
r. Describe diseases and disorders of the nail and skin	
s. Describe the structure and functions of the nail and skin	
t. Describe the structure and function of the muscles of the lower leg and foot	

*Assessor initials to be inserted if orally questioned.
Requirements highlighted are assessed in the external paper.

Learning outcome 2 (continued)

Be able to provide pedicure treatments

You can:	Portfolio reference/ Assessor initials*
u. Describe the structure and function of the bones of the lower leg and foot	
v. Describe the structure and function of the arteries and veins of the lower leg and foot	
w. Describe the structure and function of the lymphatic vessels of the lower leg and foot	

* Assessor initials to be inserted if orally questioned.

Requirements highlighted are assessed in the external paper.

Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to prepare for pedicure treatments

Management of health and safety at work:

Clean, tidy, safe standards of working, remove spillages, report slippery surfaces, remove/report obstacles, clear access to trolleys and equipment, clean/disinfect/sanitise/sterilise work areas/surfaces, equipment and tools as appropriate, no smoking/vaping, eating, drinking or drugs.

Infection Prevention: Infection prevention and control measures, universal and standard precautions, for example, hand hygiene – hand-washing, hand sanitising, respiratory hygiene, cough etiquette, use of PPE, safe management of working environment and treatment resources, for example, cleaning, disinfection, sanitisation, sterilisation of working areas/surfaces, equipment and tools, safe management of linen, safe disposal of waste.

Personal protective equipment (PPE): Use appropriate personal protective equipment for self and client, for example, the use of gloves when using cleaning chemicals.

Client preparation and care: Preparing for and performing a treatment taking into account any specific requirements and diverse needs the client may have, for example, culture, religion, health conditions, working in accordance with current equality legislation.

Electricity at work: Checking/visual check of equipment, no trailing wires, portable appliance testing.

Manual handling: Moving stock, lifting, working heights, unpacking, posture, deportment, balance weight, protect back, prevent slouching, avoid straining or overreaching.

Towels: Wash regularly and efficiently, use fresh towels for every client, place dirty towels in a covered bin.

Equipment: Follow organisational/manufacturer's/supplier's instructions for safe use, only used for intended purpose, usage, handling, storage, cleaning, lifting, visual checks, worn, faulty, repairs, maintenance.

Products, tools and equipment:

Disinfecting fluid, sterilising solution, sanitiser, couch-adjustable, couch cover, couch roll, trolley, chair/stool-adjustable, towels, disposable slippers, tissues, cotton wool, spatulas, bowls, lined waste bin, products, tools and equipment for applying a pedicure treatment, products, tools and equipment for cleaning, disinfection, sanitisation, sterilisation as appropriate to treatment

Liability insurance: Employers, public, professional indemnity.

Reporting of injuries, diseases and dangerous occurrences:

Accident book, reporting diseases, local byelaws, code of conduct, risk assessment.

Learning outcome 1: Be able to prepare for pedicure treatments (continued)

Control of substances hazardous to health:

Replace lids, ensure ventilation for vapour and dust, avoid overexposure to chemicals, use chemicals correctly, follow storage, handling, use and disposal, correctly dispose of contaminated waste/products (in a closed top bin), check end date on packaging, store away from heat, damp and direct sunlight, follow relevant manufacturer's instructions, no smoking, eating or drinking.

Regulations: Working in accordance with current health and safety legislation: Health and Safety at Work Act, Management of Health and Safety at Work Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Health and Safety (First Aid) Regulations, Manual Handling Operations Regulations, Control of Substances Hazardous to Health Regulations (COSHH), Personal Protective Equipment at Work Regulations (PPE), Electricity at Work Regulations, Workplace (Health, Safety and Welfare) Regulations, Provision and Use of Work Equipment Regulations, Equality Act, Data Protection Act (UK General Data Protection Regulations (GDPR)), Environmental Protection Act.

Hazards and risks: A hazard is something that has the potential to cause harm. A risk is the likelihood of a hazard happening.

Hazards: Require immediate attention, level of responsibility, report, nominated personnel, duty to recognise/deal with hazards.

Reasons for risk assessment: Staff, visitor, client health and safety, minimise hazards and risks, maintain safe environment, legal requirement.

Employer responsibility: Current and valid liability insurance, display health and safety rules (covering staff, employees, clients and fire evacuation), provide regular training, accurate record keeping, monitoring.

Security (cash): Staff training, point of sale, regular banking, in transit.

Security (people): Staff, clients, visitors, children, personal belongings, systems (security, emergency evacuation, storage, client records, business information).

Hygiene:

General – clean/disinfect work area/surfaces, clean/sterilise/sanitise tools and equipment, fresh towels for each client, place dirty towels in covered bin, dispense products with a spatula, pump or spray, use disposables as appropriate to treatment, no smoking/vaping, maintain personal hygiene, replace loose lids (uncapped bottles and pots) sanitise therapist's/nail technician's hands before, during and after treatments.

Sterilisation – (Metal implements) autoclave, glass bead, chemical, UV cabinet for storage only.

Disinfection – heat or chemical methods, bactericides, fungicides, viricides, UV cabinet for storage only.

Learning outcome 1: Be able to prepare for pedicure treatments (continued)

Disposal of waste: Lined waste bin, organisational policies and procedures for disposal of waste – non-hazardous, clinical, sharps, mixed municipal, general and confidential, recyclable; environmental protection, single use items, dispose of all waste in accordance with manufacturers' instructions.

Environmental working practices:

Effective and energy efficient working practices, for example, lighting, heating and ventilation to meet the Workplace (Health, Safety and Welfare) Regulations (or local regulation requirements to the country being delivered in) for client and employees, water conservation, environmental waste management.

Sustainable working practices: For example, use products with ingredients from sustainable sources, minimal and sustainable packaging, recyclable, bio-degradable or compostable options for products, disposable and single-use items, record product usage, paper-free appointment systems and pricelists.

Therapist/nail technician health and wellbeing: Maintain correct posture when performing treatment, sitting, lifting and carrying, use working methods to avoid work related injuries, for example, Repetitive Strain Injury (RSI), perform regular hand exercises, maintain correct standing posture, even weight distribution, ensure own positioning delivers appropriate techniques, prevents injury, promotes optimum results, allows for visual checks, maintain appropriate space between client and self. Regular water/rest breaks to prevent dehydration and fatigue.

Prevent contact dermatitis – wear gloves when using chemicals, wash and dry hands regularly and use moisturiser/barrier cream as appropriate.

Work area: Prepare in accordance with organisational requirements and health and safety standards, clean and hygienic – clean/disinfect/sanitise/sterilise work area, tools and equipment, sufficient ventilation, appropriate room temperature, lighting, ambience, music, hygienic set up of couch and trolley, effective, ergonomic positioning of necessary products, tools and equipment to allow for ease of access, movement and safe practice, preparation of props for client support.

Client preparation: Consult with client, perform any necessary pre-treatment tests, provide modesty robe/gown if appropriate, advise client on clothing to remove/keep on, protect client clothing, remove jewellery, maintain client comfort, privacy and modesty, client positioned correctly.

Communication:

Verbal – speaking manner and tone, professional, supportive, respectful, sensitive to client, appropriate vocabulary and open questioning related to treatment.

Non-verbal – eye contact, body language, listening.

Written – electronic, digital or paper-based, clear and concise, attention to spelling, grammar and presentation of written information.



Learning outcome 1: Be able to prepare for pedicure treatments (continued)

Visual aids – photographs, colour charts, digital media, magazines and images, can provide inspiration and assist the client's understanding.

Adapting and tailoring approaches – for different clients, for example, new and existing clients, according to age, health conditions.

Clarification – checking client understanding of proposed treatment and expected outcomes, checking client's comfort and wellbeing throughout the treatment.

Record keeping: Accurate appointment systems, stationery, loyalty rewards, acknowledgement of occasions, consultation record keeping, refer to existing records, ensure information is concise, accurate and in logical order (name, address, contact details, age range, lifestyle profile – work status, medical history, contra-indications, general health and wellbeing, diet and fluid intake, sleep patterns, stress levels, sport/hobbies, recent activities, reason for treatment, treatment history, allergies/hypersensitivity, contra-actions, skin sensitivity tests, treatment requirements, client preferences and expectations, nail and skin analysis, adaptations and modifications, recommendations, treatment plan including products, expected outcomes, alternative treatment options, client informed consent and signature), update record at the end of the service, update at each visit, maintained electronically/digitally/paper-based, documented and stored in compliance with current data protection legislation, for example General Data Protection Regulations (GDPR).

Professional appearance: Clean professional uniform, no jewellery, no piercings, hair neatly tied back (fringe secured), closed in footwear, personal hygiene and cleanliness (shower/bath, cover cuts and abrasions, deodorant or antiperspirant, avoid use of overpowering fragrance), oral hygiene (clean teeth, fresh breath), nails (clean, short, polish-free, good condition and maintained).

Professional ethical conduct: Follow health and safety and organisational policies and procedures and code of conduct, demonstrate integrity, respect, flexibility and adaptability, co-operate with others, value client(s), use appropriate language, maintain a polite, cheerful and welcoming manner (friendly facial expressions, positive attitude, eye contact, open body language), maintain confidentiality, demonstrate respect for clients, colleagues and competitors, avoid gossip, take pride in work, maintain punctuality, uphold employer and client loyalty, work within limits of own authority and competence, engage in and document Continuous Professional Development (CPD) to maintain best practice.

Learning outcome 1: Be able to prepare for pedicure treatments (continued)

Consultation techniques: Consultation environment (face to face or digital), client requirements and technician/therapist recommendations (for longevity of nails), protection of investment, cleanse treatment area to identify condition of skin and nails, remove nail polish, client satisfaction, client expectations and aftercare, informed consent and signatures, visual, manual, questioning, listen, client information reference.

Recommendations to client: Pre-treatment instructions on treatment process, expected physical sensations, expected and adverse reactions/contra-actions, outcomes, further treatments, fees and treatment options, adaptations and modifications, post-treatment advice/aftercare, lifestyle changes to maintain or improve health.

Aftercare advice: Immediate restrictions following treatment (allow nails time to dry), general foot/nail care maintenance, explanation of products used during treatment and their benefits, further treatment recommendations (deluxe pedicure, application gel polish), adverse reactions/ contra-actions and how to treat, recommended intervals between treatment, retail products recommended for home care, their application and benefits, foot/nail care, advice should reflect the condition of the feet and nails presented and the lifestyle of the client, application of foot lotion, picking of toenails/skin tissue/ nail polish, correct technique for filing nails, the benefits of using a base coat with coloured nail polish, having regular pedicures, correct footwear and use of foot rasp for hard skin removal.

Nail and skin analysis: Visual and manual examination of the condition of the feet, skin and nails, wipe over foot and nails with cotton wool and foot sanitiser, check for contra-indications, identify areas of dryness, cuticles, and general skin condition, hard skin, condition of nails (split/brittle, in growing toe nails, ridged nails), importance of providing accurate treatment, ensure clients benefit from treatment, ongoing treatment plan, identify contra-indications that prevent (absolute) or restrict (relative) treatment.

Contra-indications:

Absolute contra-indication – An absolute contra-indication is a condition that prevents the treatment from being carried out and may require referral.

Examples of contra-indications that may prevent treatment (absolute contra-indications) – Deep vein thrombosis, during chemotherapy and radiotherapy, contagious skin disorders – bacterial (impetigo), viral (herpes simplex, herpes zoster), fungal (tinea corporis/ pedis), parasitic infections, medical oedema, fever, recent operations, severe varicose veins, undiagnosed lumps/pain, severe nail separation, severe eczema, psoriasis and dermatitis, severe bruising.

Relative contra-indication – A relative contra-indication is a condition that requires an assessment of suitability for the treatment and/or if adaptations are required.



Learning outcome 1: Be able to prepare for pedicure treatments (continued)

Examples of contra-indications that may restrict treatment (relative contra-indications) – Minor eczema, psoriasis, dermatitis, minor separation, damaged nails, cuts and abrasions, bruising, recent scar tissue, sunburn.

Contra-actions:

Expected reactions, adverse reactions/ contra-actions – Establish if it is an expected reaction or an adverse reaction/ contra-action.

In the case of expected reactions – provide immediate post-treatment/service after care and advice for homecare, for example avoid heat treatments, application of perfumed products, exposure to UV. immediately following treatment.

In the case of an adverse reaction/ contra-action – discontinue treatment, take remedial action, record adverse reaction/ contra-action, advise on homecare and how to access remedial medical care (GP/ pharmacy/emergency services/NHS direct) if required. Therapist/technician to review own performance and adjust techniques accordingly.

Possible expected reactions – Erythema.

Possible adverse reactions/ contra-actions – Hyperaemia, allergic reaction, discolouration of the product, discoloration of the nail plate, discolouration of the nail bed, thinning of the nail plate, cuts and abrasions, bruising, lifting of the product, infection.

Nail conditions: Onychophagy, discolouration, misshapen, spilt above the hyponychium, beau lines, longitudinal and horizontal ridges, dehydrated, onychorrhexis, leukonychia, onycholysis.

Skin conditions: Damaged cuticle, dry cuticle and skin, overgrown cuticle, fragile skin, calluses, superficial heel cracks.

Learning outcome 2: Be able to provide pedicure treatments

Products: Foot sanitiser, nail polish remover, foot/nail soak, cuticle cream, cuticle remover, foot exfoliator, foot lotion, paraffin wax, foot mask, topcoat, base coat, ridge filler, nail hardener/strengthener, selection of nail polishes, nail polish thinner, quick dry products, buffing paste.

Tools: Disposable orangewood sticks, emery boards, nail buffer, glossing buffer, cuticle knife, cuticle nippers, cuticle pusher, pedicure clippers, foot rasp, rubber hoof stick, spatula, nail scissors, paraffin wax application brush.

Equipment: Paraffin wax heater, trolley, bin with liner, cotton wool, jar or vessel for tools, couch or chairs (ensure client's chair is static), pedicure soaking bowl, heated booties, bowls (for cotton wool), cling film/foil (paraffin wax), warm towels.

Treatment techniques:

- Preparation
- Shaping/filing
- Buffing
- Application cuticle cream
- Application cuticle remover
- Cuticle work
- Exfoliation
- Application heat treatments/paraffin wax/foot masks
- Application foot lotion/massage
- Application of nail finish for example – nail polish, glossing buffer, natural nail, nail strengthener, French, dark colour light colour

Evaluation and client satisfaction:

Client agreement, client feedback, client objective, results of treatment, recommend future treatments, record adjustments for next treatment, accurately record details on record card.

Massage mediums: Massage oil, oil free, massage cream, foot lotion.

Massage movements: Effleurage, tapotement, petrissage and friction.

Benefits of massage during pedicure:

Increased circulation and lymph flow, joint mobility, improved warmth and colour to the skin.

Nail:

Structure of the nail – nail plate, nail bed, matrix, cuticle, lunula, hyponychium, eponychium, nail wall, free edge, lateral fold, process of nail growth (formation, rate, factors affecting growth), nail thickness, effects of damage.

Functions of the nail – protection of toes.



Learning outcome 2: Be able to provide pedicure treatments (continued)

Skin:

Epidermis – basal cell layer (stratum germinativum), prickle cell layer (stratum spinosum), granular layer (stratum granulosum), clear layer (stratum lucidum), horny layer (stratum corneum).

Dermis – blood and lymph supply, fibroblasts (collagen, elastin), hair, sebaceous glands, arrector pili muscle, dermal papilla, sweat glands (eccrine and apocrine), sensory nerve endings.

Hypodermis – subcutaneous layer, adipose tissue, adipocytes.

Functions of the skin – protection, heat regulation, absorption, secretion, elimination, sensation, formation of Vitamin D, melanin production, process of keratinisation.

Examples of skin and nail diseases and disorders: Overgrown cuticles, dry skin conditions, increased curvature (spoon nails), corrugations, black streaks, beau's lines or transverse ridges, hang nails, bruised nails, blue nails, egg shell nails, onycholysis, furrows, leuconychia, onychauxis (hypertrophy), onychatrophia (atrophy), onychorrhexis (split or brittle nails), onychogryposis (ingrown nails), psoriasis, eczema, onychomycosis (tinea unguium or ringworm of the nails), onychoptosis, paronychia (felon or whitlow), pterygium.

Muscles of the lower leg and foot:

Gastrocnemius, soleus, tibialis anterior, peroneus longus, flexor digitorum longus, extensor digitorum longus, tendon of Achilles.

Muscle functions – contraction, relaxation, attachment, movement, posture/stability

Bones of the lower leg and foot: Tibia, fibula, tarsals (talus, calcaneus, navicular, cuneiform, cuboid), metatarsals, phalanges.

Skeletal functions – support, joints movement, attachment, mineral source, blood cell formation.

Arteries and veins of the lower leg and foot:

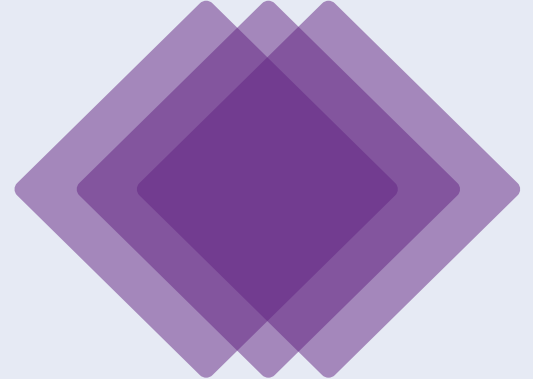
Arteries – popliteal artery, anterior and posterior tibial arteries, plantar arch

Veins – saphenous (long and short), popliteal, posterior tibial, anterior tibial, dorsal venous arch.

Functions of blood – transport, regulation, protection, clotting.

Lymphatic vessels of the lower leg and foot: Popliteal lymphatic nodes, lymphatic capillaries, lymphatic vessels.

Functions of the lymphatic system – fluid distribution, fighting infection, transport of fat.



Notes

Use this area for notes and diagrams.

UV20398

Provide facial skincare

In this unit you will learn about maintaining and improving facial skin condition using exfoliation, skin warming, comedone extraction, facial massage, mask treatments and facial moisturising products. You will need to maintain effective health, safety and hygiene procedures throughout your work.

Level

2

Credit value

7

GLH

56

Observation(s)

3

External paper(s)

2



Provide facial skincare

Learning outcomes

On completion of this unit you will:

1. Be able to prepare for facial skin care treatments
2. Be able to provide facial skin care treatments

Evidence requirements

1. **Environment**
Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. **Simulation**
Simulation is not allowed in this unit.
3. **Observation outcomes**
Competent performance of Observation outcomes must be demonstrated on at **least three occasions**.
4. **Range**
All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. **Knowledge outcomes**
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
6. **Tutor/Assessor guidance**
You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.
7. **External paper**
Knowledge and understanding in this unit will be assessed by an external paper. There are **two external papers** that must be achieved. The criteria that make up the paper are highlighted throughout this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

Maximum service times

The following maximum service times apply to this unit:

Facial – 60 minutes

Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.



Observations

Learning outcome 1

Be able to prepare for facial skin care treatments

You can:

- Prepare yourself, client and work area for facial skin care treatment
- Use suitable consultation techniques to identify treatment objectives
- Carry out a skin analysis
- Provide clear recommendations to the client
- Select products, tools and equipment to suit client treatment needs, skin types and conditions

*May be assessed through oral questioning.

Observation	1	2	3	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				



Learning outcome 2

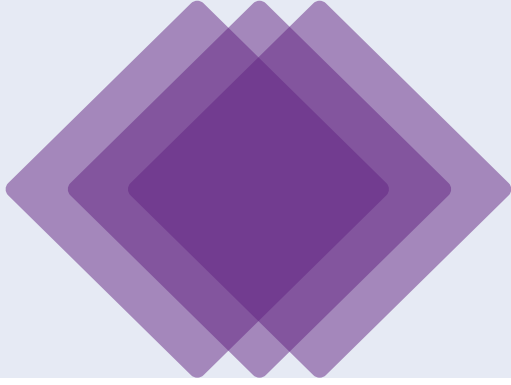
Be able to provide facial skin care treatments

You can:

- a. Communicate and behave in a professional manner
- b. Follow health and safety working practices
- c. Position yourself and the client correctly throughout the treatment
- d. Use products, tools, equipment and techniques to suit client treatment needs, skin type and conditions
- e. Complete the treatment to the satisfaction of the client
- f. Record the results of the treatment
- g. Provide suitable aftercare advice

*May be assessed through oral questioning.

Observation	1	2	3	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				



Notes

Use this area for notes and diagrams.

Range

*You must practically demonstrate that you have:

Used all consultation techniques	Portfolio reference
Questioning	
Manual	
Visual	
Reference to client records	

Carried out a minimum of 1 of the necessary actions	Portfolio reference
Encouraging the client to seek medical advice	
Explaining why the treatment cannot be carried out	
Modification of treatment	

Treated a minimum of 3 skin types	Portfolio reference
Dry	
Oily	
Combination	
Normal (balanced)	

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

***You must practically demonstrate that you have:**

Treated a minimum of 2 skin conditions	Portfolio reference
Congested	
Dehydrated	
Fragile	
Hyper/hypo pigmentation	
Lack lustre	
Lax elasticity	
Mature	
Photo-aged	
Photo-sensitive	
Pustular	
Sensitised	
Sensitive	
Vascular	

Used all types of equipment	Portfolio reference
Magnifying lamp	
Skin warming devices	
Consumables	

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.



*You must practically demonstrate that you have:

Used all the types of facial products	Portfolio reference
Eye make-up remover	
Cleansers	
Toners	
Exfoliators	
Moisturisers	
Specialised skin products	
Sun protection factor	

Used a minimum of 2 massage mediums	Portfolio reference
Oil	
Cream	
Oil-free	
Serum	

Used all massage techniques	Portfolio reference
Effleurage	
Petrissage	
Tapotement	
Friction	
Vibration	
Pressure point	
Lymphatic drainage	

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

*You must practically demonstrate that you have:

Met all therapeutic massage objectives	Portfolio reference
Detoxifying	
Stimulating	
Toning	

Used a minimum of 2 mask treatments	Portfolio reference
Setting	
Non-setting	
Cooling	
Self-heating	

Provided all types of advice/instructions	Portfolio reference
The individual and practitioner's legal rights and responsibilities	
Pre and post-treatment instructions and care	
Restrictions and associated risks – avoidance of activities which may cause contra-actions	
Future treatment needs	

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*This is not an exhaustive list.

Achieving the external paper

The external paper will test your knowledge of the criteria highlighted. A **pass mark of 70%** must be achieved.

Your assessor will complete the following table when the 70% pass mark has been achieved.

Paper	Date achieved	Assessor initials
1 of 2		
2 of 2		



Knowledge

Learning outcome 1

Be able to prepare for facial skin care treatments

You can:	Portfolio reference/ Assessor initials*
f. Describe salon requirements for preparing yourself, the client and work area	
g. State the environmental conditions suitable for facial skin care treatments	
h. Describe different consultation techniques used to identify treatment objectives	
i. State the importance of carrying out a detailed skin analysis	
j. Describe how to select products, tools and equipment to suit client treatment needs, skin classifications, skin types and conditions	
k. Identify skin classifications, skin types, conditions and characteristics	
l. Describe the contra-indications which prevent or restrict facial treatments	

* Assessor initials to be inserted if orally questioned.

Requirements highlighted are assessed in the external paper.



Learning outcome 2

Be able to provide facial skin care treatments

You can:	Portfolio reference/ Assessor initials*
h. State how to communicate and behave in a professional manner	
i. Describe health and safety working practices	
j. State the importance of positioning yourself and the client correctly throughout the treatment	
k. State the importance of using products, tools, equipment and techniques to suit clients treatment needs, skin classifications, skin type and conditions	
l. Describe how treatments can be adapted to suit client treatment needs, skin classifications, skin types and conditions	
m. State the contra-actions that may occur during and following treatments and how to respond	
n. State the importance of completing the treatment to the satisfaction of the client	
o. State the importance of completing treatment records	
p. State the aftercare advice that should be provided	
q. Describe the structure and functions of the skin	
r. Describe diseases and disorders of the skin	

*Assessor initials to be inserted if orally questioned.

Requirements highlighted are assessed in the external paper.

Learning outcome 2 (continued)

Be able to provide facial skin care treatments

You can:	Portfolio reference/ Assessor initials*
s. Explain how natural ageing, lifestyle and environmental factors affect the condition of the skin and muscle tone	
t. State the position and action of the muscles of the head, neck and shoulders	
u. State the names and position of the bones of the head, neck and shoulders	
v. Describe the structure and function of the blood and lymphatic system for the head, neck and shoulders	

* Assessor initials to be inserted if orally questioned.

Requirements highlighted are assessed in the external paper.

Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to prepare for facial skin care treatments

Management of health and safety at work:

Clean, tidy, safe standards of working, remove spillages, report slippery surfaces, remove/report obstacles, clear access to trolleys and equipment, clean/disinfect/sanitise/sterilise work areas/surfaces, equipment and tools as appropriate, no smoking/vaping, eating, drinking or drugs.

Infection prevention: Infection prevention and control measures, universal and standard precautions, for example, hand hygiene – handwashing, hand sanitising, respiratory hygiene, cough etiquette, use of PPE, safe management of working environment and treatment resources, for example, cleaning, disinfection, sanitisation, sterilisation of working areas/surfaces, equipment and tools, safe management of linen, safe disposal of waste.

Personal protective equipment (PPE): Use appropriate personal protective equipment for self and client, for example, the use of gloves when using cleaning chemicals.

Client preparation and care: Preparing for and performing a treatment taking into account any specific requirements and diverse needs the client may have, for example, culture, religion, health conditions, working in accordance with current equality legislation.

Towels: Wash regularly and efficiently, use fresh towels for every client, place dirty towels in a covered bin.

Regulations: Working in accordance with current health and safety legislation: Health and Safety at Work Act, Management of Health and Safety at Work Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Health and Safety (First Aid) Regulations, Manual Handling Operations Regulations, Control of Substances Hazardous to Health Regulations (COSHH), Personal Protective Equipment at Work Regulations (PPE), Electricity at Work Regulations, Workplace (Health, Safety and Welfare) Regulations, Provision and Use of Work Equipment Regulations, Equality Act, Data Protection Act, UK General Data Protection Regulations (GDPR), Environmental Protection Act.

Electricity at work: Checking/visual check of equipment, no trailing wires, portable appliance testing.

Manual handling: Moving stock, lifting, working heights, unpacking, posture, deportment, balance weight, protect back, prevent slouching, avoid straining or overreaching.

Reporting of injuries, diseases and dangerous occurrences: Accident book, reporting diseases, local byelaws, code of conduct, risk assessment.

Learning outcome 1: Be able to prepare for facial skin care treatments (continued)

Control of substances hazardous to health:

Replace lids, ventilation for vapour and dust, avoid overexposure to chemicals, correct use of chemicals, follow storage, handling, use and disposal, correct disposal of contaminated waste, products, check end date, packaging, store away from heat, damp and direct sunlight, dispose of contaminated waste in a closed top bin, relevant manufacturer's instructions, no smoking, eating, drinking.

Hazards and risks: A hazard is something that has the potential to cause harm. A risk is the likelihood of a hazard happening.

Hazards: Require immediate attention, level of responsibility, report, nominated personnel, duty to recognise/deal with hazards.

Reasons for risk assessment: Staff, visitor, client health and safety, minimise hazards and risks, maintain safe environment, requirement of legislation.

Liability insurance: Employers, public, professional indemnity.

Employer responsibility: Current and valid liability insurance, display health and safety rules covering staff, employees, clients, fire evacuation, provide regular training, accurate record keeping, monitoring.

Equipment: Follow organisational/manufacturers'/suppliers' instructions for safe use, only used for intended purpose, usage, handling, storage, cleaning, lifting, visual checks, worn, faulty, repairs, maintenance.

Security (cash): Staff training, point of sale, regular banking, in transit.

Security (people): Staff, clients, visitors, children, personal belongings, systems, security, emergency evacuation, storage, client records, business information.

Hygiene:

General – clean/disinfect work area/surfaces, clean/sterilise/sanitise tools and equipment, fresh towels for each client, place dirty towels in covered bin, dispense products with a spatula, pump or spray, use disposables as appropriate to treatment, no smoking/vaping, maintain personal hygiene, replace loose lids (uncapped bottles and pots) sanitise own hands before, during and after treatments.

Sterilisation – autoclave, glass bead, chemical, UV cabinet for storage only.

Disinfection – heat or chemical methods, bactericides, fungicides, viricides, UV cabinet for storage only.

Disposal of waste: Lined waste bin, organisational policies and procedures for disposal of waste – non-hazardous, clinical, sharps, mixed municipal, general and confidential, recyclable; environmental protection, single use items, dispose of all waste in accordance with manufacturers' instructions.

Learning outcome 1: Be able to prepare for facial skin care treatments (continued)

Environmental working practices:

Effective and energy efficient working practices, for example lighting, heating and ventilation to meet the Workplace (Health, Safety and Welfare) Regulations (or local regulation requirements to the country being delivered in) for client and employees, water conservation, environmental waste management.

Sustainable working practices: For example, use products with ingredients from sustainable sources, minimal and sustainable packaging, recyclable, bio-degradable or compostable options for products, disposable and single use items, record product usage, paper-free appointment systems and pricelists.

Therapist health and wellbeing:

Maintain correct posture when performing treatment, sitting, lifting and carrying, use working methods to avoid work related injuries, for example, Repetitive Strain Injury (RSI), perform regular hand exercises, maintain correct standing posture, even weight distribution, ensure own positioning delivers appropriate techniques, prevents injury, promotes optimum results, allows for visual checks, maintain appropriate space between client and self. Regular water/rest breaks to prevent dehydration and fatigue. Prevent contact dermatitis – wear gloves when using chemicals, wash and dry hands regularly and use moisturiser/barrier cream as appropriate.

Work area: Prepare in accordance with organisational requirements and health and safety standards, clean and hygienic – clean/disinfect/sanitise/sterilise work area, tools and equipment, sufficient ventilation, appropriate room temperature, lighting, ambience, music, hygienic set up of couch and trolley, effective, ergonomic positioning of necessary products, tools and equipment to allow for ease of access, movement and safe practice, preparation of props for client support.

Client preparation: Consult with client, perform any necessary pre-treatment skin tests, provide modesty robe/gown, advise client on clothing to remove/keep on, maintain client comfort, privacy and modesty, client positioned correctly.



Learning outcome 1: Be able to prepare for facial skin care treatments (continued)

Communication:

Verbal – speaking manner and tone, professional, supportive, respectful, sensitive to client, appropriate vocabulary and open questioning related to treatment.

Non-verbal – eye contact, body language, listening.

Written – electronic, digital or paper-based, clear and concise, attention to spelling, grammar and presentation of written information.

Visual aids – photographs, colour charts, digital media, magazines and images, can provide inspiration and assist the client's understanding.

Adapting and tailoring approaches – for different clients, for example, new and existing clients, according to age, health conditions.

Clarification – checking client understanding of proposed treatment and expected outcomes, checking client's comfort and wellbeing throughout the treatment.

Record keeping: Accurate appointment systems, stationery, loyalty rewards, acknowledgement of occasions, consultation record keeping, refer to existing records, ensure information is concise, accurate and in logical order (name, address, contact details, age range, lifestyle profile – work status, medical history, contra-indications, general health and wellbeing, diet and fluid intake, sleep patterns, stress levels, sport/hobbies, recent activities, reason for treatment, treatment history, allergies/hypersensitivity, contra-actions, skin sensitivity tests (allergy alert tests), current skincare regime, treatment requirements, client preferences and expectations, skin analysis, adaptations and modifications, recommendations, treatment plan including products, expected outcomes, alternative treatment options, client informed consent and signature), update record at the end of the treatment, update at each visit, maintained electronically/digitally/paper-based, documented and stored in compliance with current data protection legislation, for example General Data Protection Regulations (GDPR).

Professional appearance: Clean professional uniform, no jewellery, no piercings, hair neatly tied back (fringe secured), closed in footwear, personal hygiene and cleanliness (shower/bath, cover cuts and abrasions, deodorant or antiperspirant, avoid use of overpowering fragrance), oral hygiene (clean teeth, fresh breath), nails (clean, short, polish-free, good condition and maintained).

Learning outcome 1: Be able to prepare for facial skin care treatments (continued)

Professional ethical conduct: Follow health and safety and organisational policies and procedures and code of conduct, demonstrate integrity, respect, flexibility and adaptability, co-operate with others, value client(s), use appropriate language, maintain a polite, cheerful and welcoming manner (friendly facial expressions, positive attitude, eye contact, open body language), maintain confidentiality, demonstrate respect for clients, colleagues and competitors, avoid gossip, take pride in work, maintain punctuality, uphold employer and client loyalty, work within limits of own authority and competence, engage in and document Continuous Professional Development (CPD) to maintain best practice.

Consultation techniques: Consultation environment (face to face or digital), client requirements, client satisfaction, client expectations and aftercare, informed consent and signatures, visual, manual, questioning, listen, client information reference.

Treatment objectives: Improved skin condition, lymphatic drainage, relaxation, client needs and suitability.

Recommendations to client: Pre-treatment instructions on treatment process, expected physical sensations, expected and adverse reactions/contra-actions, outcomes, further treatments, fees and treatment options, adaptations and modifications, post-treatment advice/aftercare, lifestyle changes to maintain or improve health.

Skin analysis: Carry out using a magnifying lamp, protect client's eyes, check all areas of the face and neck for skin type, condition and characteristics, record results on record card.

Skin classifications: Fitzpatrick scale, phenotype and genotype, Lancer scale

Skin types: Normal (balanced), oily, dry, combination.

Skin conditions: Congested, dehydrated, fragile, hyper/hypo pigmentation, lack lustre, lax elasticity, mature, photo-aged, photo-sensitive, pustular, sensitised, sensitive, vascular.

Examples of skin characteristics: Broken capillaries, pustules, papules, milia, comedones, open pores, fine lines and wrinkles.

The importance of recognising suspicious skin irregularities and lesions and referral to a relevant healthcare professional.

Products:

The pH scale – relevance to skin sensitivity, actions of acid and alkaline concentrations on the skin.

Cleansing products:

Oily eye make-up remover – to remove waterproof mascara, oil-based eye make-up.

Non-oily eye make-up remover – sensitive eyes, for general use.

Cleansing milk – dry/sensitive/sensitised/normal (balanced)/combination skin.

Cleansing cream – ultra dry skin, deep cleansing.



Learning outcome 1: Be able to prepare for facial skin care treatments (continued)

Cleansing lotion – oily/congested/pustular/combination skin.

Facial wash/cleansing gel – oily/congested/pustular skin, client's that prefer to wash their skin, suited to skin type/condition.

Toners:

Toner (freshener) – dry/sensitive/sensitised/mature skin.

Toner (astringent) – oily/congested/pustular skin.

Toner (tonic) – normal (balanced) skin.

Moisturising products:

Moisturiser – day cream, night cream, product designed for skin type/condition.

Eye creams – mature skin.

Eye gel – cooling/soothing.

Neck creams – dry/mature skin.

Sun protection factor – to protect against UVA and UVB rays, all skin types and conditions.

Exfoliating products:

Scrub/grains – uses natural products (for example, nuts) or cereals (for example, porridge).

Clay – gentler to skin.

Physical:

Mechanical – facial brush/brush cleanse machine.

Very superficial skin peels as per the stratum corneum, and their risks and restrictions.

Chemical:

Awareness of acid peels – glycolic acid, alpha hydroxyl acid, for mature and photo-aged skin.

Massage mediums:

Cream – promote longer lasting slip, good for clients who do not like oil, can be washed off,

Oil – for example, plant oils – sweet almond, grapeseed, jojoba, sunflower provide slip, absorbed slowly,

Oil-free – non-greasy, provide slip, used for clients with naturally oily skin, easily absorbed, can be washed off,

Gel – provide slip, used for clients with naturally oily skin, easily absorbed,

Serum – provide slip, contains active ingredients beneficial to the skin, easily absorbed.

Self-heating masks and their risks and limitations: Normal (balanced)/oily/congested skins.

Setting masks:

Clay masks – can be mixed suitable to skin type.

Peel off masks – suitable for skin type.

Non-setting masks:

Warm oil masks – dry/mature.

Natural masks – ingredients suitable for skin type (examples of possible ingredients – avocado, yoghurt, oats, citrus fruits, eggs, honey, oats).

Cream masks – pre-prepared, suitable for skin type.

Learning outcome 1: Be able to prepare for facial skin care treatments (continued)

Cooling masks: Pre-prepared, suitable for sensitive, sensitised, vascular skins.

Selection process: Product choice based on skin type, condition, target areas of treatment.

Products for cleaning: Disinfecting fluid, sterilising solution, sanitiser

Tools and equipment: Couch – adjustable, couch cover, couch roll, trolley, chair/stool – adjustable, magnifying lamp, digital technologies (optional), skin warming devices, towels, blanket, additional support/props, headband, gown/robe, tissues, cotton wool, spatulas, bowls, facial sponges, mask brush, lined waste bin, tools and equipment for cleaning, disinfection, sanitisation, sterilisation as appropriate to treatment.

Environmental conditions:

Heating – warm, comfortable.

Lighting – soft.

Noise level and music selection – relaxing/calming.

Ventilation – sufficient air, pleasant aroma.

Work area – client comfort, privacy, clean and hygienic.

Contra-indications:

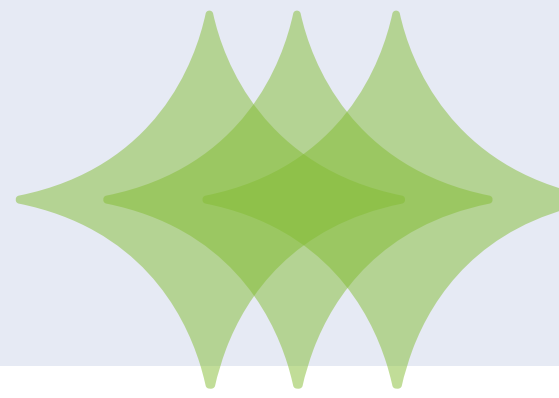
Absolute contra-indication – an absolute contra-indication is a condition that prevents the treatment from being carried out and may require referral.

Examples of contra-indications that may prevent treatment (absolute contra-indications) – contagious skin disorders- bacterial (impetigo), viral (herpes simplex, herpes zoster), fungal (tinea corporis), systemic medical conditions, cancer, during chemotherapy and radiotherapy, conjunctivitis, severe skin conditions and eye infections, acne, boils and warts, parasitic infestations (for example, scabies), known allergies, medical oedema, fever, recent operations, first trimester of pregnancy, recent head and neck injury, meningitis, nervous system disorders, undiagnosed lumps/pain, on medication.

Relative contra-indication – a relative contra-indication is a condition that requires an assessment of suitability for the treatment and/or if adaptations are required.

Examples of contra-indications that may restrict treatment (relative contra-indications) – recent scar tissue, eczema, psoriasis, hyperkeratosis, skin allergies, cuts, abrasions, bruising, styes.

Examples of possible contra-indications to skin warming techniques that may prevent (absolute contra-indications) or restrict (relative contra-indications) use: Vascular skin disorders, respiratory problems, claustrophobia, broken capillaries, diabetes (loss of sensation).



Learning Outcome 2: Be able to provide facial skin care treatments

Manual techniques:

1. Skin analysis
2. Cleansing
3. Exfoliating
4. Skin warming (steam, hot towel)
5. Comedone extraction
6. Massage (effleurage, petrissage, tapotement, friction, vibration, pressure point, lymphatic drainage)
7. Mask application
8. Moisturiser application
9. Sun protection factor application

Evaluation and client satisfaction: Agree result verbally and in writing through client feedback on record card, client objective, results of treatment, before and after photos, future treatments, record adaptations for next treatment.

Aftercare advice: Post-treatment instructions/recommendations, verbal and written, for immediate aftercare – water intake, rest; avoidance of activities that may cause contra-actions or reduce treatment benefits, for example, no make-up for 24 hrs, no further facial treatments for 24 hrs, avoid UV light/heat for 24 hrs, contra-actions and how to deal with them, suitable skin care regime and home treatments, lifestyle changes/improvements, for example stress management techniques, healthy eating and fluid intake, further treatments and frequency, alternative treatment options, retail products.

Contra-actions: Establish if it is an expected reaction or an unexpected/adverse reaction.

In the case of expected reactions – provide immediate post-treatment aftercare and advice for homecare, for example increase water intake, avoid the use of perfumed products.

In the case of unexpected/adverse reactions – discontinue treatment, take remedial action, record unexpected/adverse reaction, advise on homecare and how to access remedial medical care if required.

Possible expected reactions – for example, erythema.

Possible unexpected/adverse reactions – for example, allergic reaction, excessive erythema.

Learning Outcome 2: Be able to provide facial skin care treatments (continued)

Skin:

Epidermis – basal cell layer (stratum germinativum), prickle cell layer (stratum spinosum), granular layer (stratum granulosum), clear layer (stratum lucidum), horny layer (stratum corneum).

Dermis – blood and lymph supply, fibroblasts, collagen, elastin, hair, sebaceous glands, arrector pili muscle, dermal papilla, sweat glands (eccrine and apocrine), sensory nerve endings.

Hypodermis – subcutaneous layer, adipose tissue, adipocytes.

Functions of the skin – protection, heat regulation, absorption, secretion, elimination, sensation, formation of Vitamin D, melanin production, process of keratinisation, skin barrier function.

Bones:

Skeletal functions – support, joints, movement, protection, attachment, mineral source, blood cell formation.

Position of bones – shoulder girdle (clavicle, scapula), skull (frontal, occipital, parietal, sphenoid, ethmoid, temporal, nasal, zygomatic, maxilla, mandible, lacrimal, turbinate, palatine, vomer, hyoid).

Muscles:

Muscle functions – contraction, relaxation, attachment, movement, posture/stability.

Position and action of the muscles of the head, face and neck – buccinator, corrugator, depressor anguli oris, depressor labii inferioris, frontalis, levator anguli oris, levator labii superioris, levator palpebrae superioris, levator scapulae, masseter, mentalis, nasalis, occipitalis, orbicularis oculi, orbicularis oris, platysma, procerus, pterygoids, risorius, sternocleidomastoid, temporalis, zygomaticus.

Circulatory system:

Functions of blood – transport, regulation, protection, clotting.

Arteries – internal and external carotid, occipital, temporal, facial.

Veins – internal and external jugular, occipital, temporal, subclavian.

Blood composition – erythrocytes, leucocytes, thrombocytes, plasma.

Circulation – heart, pulmonary circulation, capillaries, systemic circulation.

Lymphatic system:

Functions of the lymphatic system – fluid distribution, fighting infection, transport of fat.

Functions of lymph nodes – filter toxins, clean lymphatic fluid, antibodies and antitoxins, produce lymphocytes.

Position of lymph nodes – occipital, mastoid, superficial cervical, deep cervical, parotid, buccal, submental, submandibular.

Learning Outcome 2: Be able to provide facial skin care treatments (continued)

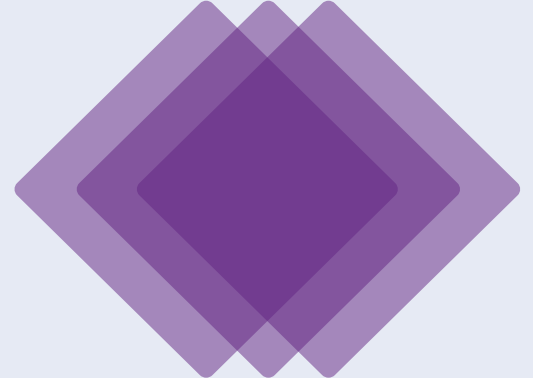
Examples of diseases and disorders of the skin:

Impetigo, conjunctivitis, styes, boils, carbuncles, herpes simplex, herpes zoster, scabies, pediculosis, tinea corporis, milia, eczema, psoriasis, dermatitis, acne vulgaris, acne rosacea, acne keloidalis nuchae (AKN), cysts, moles, skin tags, keloid scar, malignant melanoma/carcinoma, urticaria, seborrhoea, post inflammatory hyperpigmentation (PIH), hyperpigmentation, hypopigmentation, melasma, dermatosis papulosa nigra (DPN), vitiligo, naevus, xanthomas, pseudo folliculitis barbae, keratosis pilaris, hyperkeratosis.

Ageing process: Loss of elasticity, dryness of skin, cell regeneration slows, thinning of skin, broken capillaries, slack muscle tone/lax elasticity, lack lustre, photo-aged, poor circulation, waste product removal slows, less fatty tissue, irregular pigmentation.

Lifestyle and environmental factors that affect skin:

Occupation, diet and fluid intake, sleep patterns, smoking, exercise, hobbies, home situation, stress levels, medication, illness, premature ageing, lack of effective skin care, UV exposure, hot and cold temperatures, air pollution.



Notes

Use this area for notes and diagrams.

UV20437

Apply make-up

This unit is about providing make-up for a variety of occasions, including day, evening and special occasions. You will be able to work with a variety of skin types and apply a wide range of make-up products to different skin tones and age groups. You will need to maintain effective health, safety and hygiene throughout your work.

Level

2

Credit value

5

GLH

41

Observation(s)

3

External paper(s)

2



Apply make-up

Learning outcomes

On completion of this unit you will:

1. Be able to prepare for make-up application
2. Be able to apply make-up

Evidence requirements

1. **Environment**
Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. **Simulation**
Simulation is not allowed in this unit.
3. **Observation outcomes**
Competent performance of Observation outcomes must be demonstrated on at **least three occasions**.
4. **Range**
All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. **Knowledge outcomes**
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
6. **Tutor/Assessor guidance**
You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.
7. **External paper**
Knowledge and understanding in this unit will be assessed by an external paper. There are **two external papers** that must be achieved. The criteria that make up the paper are highlighted throughout this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.

Maximum service times

The following maximum service times apply to this unit:

Natural make-up – 30 minutes

Evening make-up – 45 minutes

Special occasion make-up – 45 minutes
(for example, bridal)



Observations

Learning outcome 1

Be able to prepare for make-up application

You can:

- a. Prepare yourself, client and work area for make-up
- b. Use suitable consultation techniques to identify treatment objectives
- c. Carry out a skin analysis
- d. Provide clear recommendations to the client
- e. Select products, tools and equipment to suit client treatment needs, skin types and conditions, and facial features

*May be assessed through oral questioning.

Observation	1	2	3	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				



Learning outcome 2

Be able to apply make-up

You can:

- a. Communicate and behave in a professional manner
- b. Follow health and safety working practices
- c. Position yourself and client correctly throughout the treatment
- d. Use products, tools, equipment and techniques to suit clients treatment needs, skin type and conditions, and facial features
- e. Complete the treatment to the satisfaction of the client to suit a range of occasions
- f. Record the results of the treatment
- g. Provide suitable aftercare advice

*May be assessed through oral questioning.

Observation	1	2	3	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				

Range

***You must practically demonstrate that you have:**

Used all consultation techniques	Portfolio reference
Questioning	
Visual	
Manual	
Reference to client records	

Dealt with a minimum of 1 of the necessary actions	Portfolio reference
Encouraging clients to seek medical advice	
Explaining why the service cannot be carried out	
Modification of the service	

Applied make-up to all client age groups	Portfolio reference
16-30	
31-50	
Over 50	

Identified a minimum of 3 skin types	Portfolio reference
Oily	
Dry	
Combination	
Normal (balanced)	

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

***You must practically demonstrate that you have:**

Identified a minimum of 2 skin conditions	Portfolio reference
Congested	
Dehydrated	
Fragile	
Hyper/hypopigmentation	
Lack lustre	
Lax elasticity	
Mature	
Photo-aged	
Photo-sensitive	
Pustular	
Sensitised	
Sensitive	
Vascular	

Applied make-up considering all facial features	Portfolio reference
Eye shape	
Eye colour	
Face shape	
Lip shape	

Applied make-up for all styles/occasions	Portfolio reference
Natural	
Evening	
Special occasion	

* It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.



***You must practically demonstrate that you have:**

Used all make-up products	Portfolio reference
Primers	
Foundations	
Setting powders	
Bronzing products	
Concealer creams	
Brightening creams	
Cream and powder highlighters	
Cream and powder shades	
Blusher	
Eye brow products	
Eye shadows	
Eye liners	
Mascara	
Lip products	
Strip eyelashes	
Strip eyelash adhesive	
Setting/finishing spray	

Provided all types of advice/instructions	Portfolio reference
The individual and practitioner's legal rights and responsibilities	
Pre and post-treatment instructions and care	
Restrictions and associated risks – avoidance of activities which may cause contra-actions	
Future treatment needs	

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*This is not an exhaustive list.

Achieving the external paper

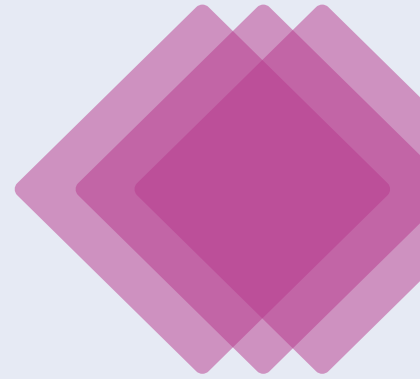
The external paper will test your knowledge of the criteria highlighted. A **pass mark of 70%** must be achieved.

Your assessor will complete the following table when the 70% pass mark has been achieved.

Paper	Date achieved	Assessor initials
1 of 2		
2 of 2		



Knowledge



Learning outcome 1

Be able to prepare for make-up application

You can:	Portfolio reference/ Assessor initials*
f. Describe workplace requirements for preparing yourself, the client and work area	
g. State the environmental conditions suitable for make-up	
h. Describe different consultation techniques used to identify treatment objectives	
i. Explain the importance of carrying out a detailed skin analysis	
j. Describe how to select products, tools and equipment to suit client treatment needs, skin classifications, skin types and conditions, and facial features.	
k. Describe how to identify skin classifications, skin types and conditions, skin characteristics and facial features.	
l. Describe the contra-indications which prevent or restrict make-up application	

* Assessor initials to be inserted if orally questioned.
Requirements highlighted are assessed in the external paper.



Learning outcome 2

Be able to apply make-up

You can:	Portfolio reference/ Assessor initials*
h. State how to communicate and behave in a professional manner	
i. Describe health and safety working practices	
j. State the importance of positioning yourself and the client correctly throughout the treatment	
k. State the importance of using products, tools, equipment and techniques to suit clients treatment needs, skin classifications, skin type and conditions, and facial features	
l. Explain how to use corrective methods to suit client treatment needs, skin classifications, skin types and conditions, and facial features.	
m. State the contra-actions that may occur during and following treatments and how to respond	
n. State the importance of completing the treatment to the satisfaction of the client	
o. State the importance of completing treatment records	
p. State the aftercare advice that should be provided	
q. Describe the structure and functions of the skin	
r. Describe diseases and disorders of the skin	
s. Explain how natural ageing, lifestyle and environmental factors affect the condition of the skin and muscle tone	

*Assessor initials to be inserted if orally questioned.
Requirements highlighted are assessed in the external paper.

Learning outcome 2 (continued)

Be able to apply make-up

You can:	Portfolio reference/ Assessor initials*
t. State the position and action of the muscles of the head, neck and shoulders	
u. State the names and position of the bones of the head, neck and shoulders	
v. Describe the structure and function of the blood and lymphatic system for the head, neck and shoulders	

* Assessor initials to be inserted if orally questioned.

Requirements highlighted are assessed in the external paper.

Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to prepare for make-up application

Management of health and safety at work:

Clean, tidy, safe standards of working, remove spillages, report slippery surfaces, remove/report obstacles, clear access to trolleys and equipment, clean/disinfect/sanitise/sterilise work areas/surfaces, equipment and tools as appropriate, no smoking/vaping, eating, drinking or drugs.

Infection prevention: Infection prevention and control measures, universal and standard precautions, for example, hand hygiene – handwashing, hand sanitising, respiratory hygiene, cough etiquette, use of PPE, safe management of working environment and treatment resources, for example, cleaning, disinfection, sanitisation, sterilisation of working areas/surfaces, equipment and tools, safe management of linen, safe disposal of waste.

Personal protective equipment (PPE): Use appropriate personal protective equipment for self and client, for example, the use of gloves when using cleaning chemicals.

Client preparation and care: Preparing for and performing a treatment taking into account any specific requirements and diverse needs the client may have, for example, culture, religion, health conditions, working in accordance with current equality legislation.

Towels: Wash regularly and efficiently, use fresh/single use towels for every client, place dirty towels in a covered bin.

Regulations: Working in accordance with current health and safety legislation: Health and Safety at Work Act, Management of Health and Safety at Work Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Health and Safety (First Aid) Regulations, Manual Handling Operations Regulations, Control of Substances Hazardous to Health Regulations (COSHH), Personal Protective Equipment at Work Regulations (PPE), Electricity at Work Regulations, Workplace (Health, Safety and Welfare) Regulations, Provision and Use of Work Equipment Regulations, Equality Act, Data Protection Act, UK General Data Protection Regulations (GDPR), Environmental Protection Act.

Electricity at work: Checking/visual check of equipment, no trailing wires, portable appliance testing.

Manual handling: Moving stock, lifting, working heights, unpacking, posture, deportment, balance weight, protect back, prevent slouching, avoid straining or overreaching.

Learning outcome 1: Be able to prepare for make-up application (continued)

Reporting of injuries, diseases and dangerous occurrences regulations:

Accident book, reporting diseases, local byelaws, code of conduct, risk assessment.

Control of substances hazardous to health regulations:

Replace lids, ventilation for vapour and dust, avoid overexposure to chemicals, correct use of chemicals, follow storage, handling, use and disposal, correct disposal of contaminated waste, products, check end date, packaging, store away from heat, damp and direct sunlight, dispose of contaminated waste in a closed top bin, relevant manufacturer's instructions, no smoking, eating, drinking.

Hazards and risks: A hazard is something that has the potential to cause harm, a risk is the likelihood of a hazard happening.

Hazards: Require immediate attention, level of responsibility, report, nominated personnel, duty to recognise/deal with hazards.

Reasons for risk assessment: Staff, visitor, client health and safety, minimise hazards and risks, maintain safe environment, requirement of legislation.

Employer responsibility: Current and valid liability insurance, display health and safety rules covering staff, employees, clients, fire evacuation, provide regular training, accurate record keeping, monitoring.

Liability insurance: Employers, public, professional indemnity.

Equipment: Follow organisational/manufacturers'/suppliers' instructions for safe use, only used for intended purpose, usage, handling, storage, cleaning, lifting, visual checks, worn, faulty, repairs, maintenance.

Security (cash): Staff training, point of sale, regular banking, in transit.

Security (people): Staff, clients, visitors, children, personal belongings, systems – security, emergency evacuation, storage, client records, business information.

Hygiene:

General – clean/disinfect work area/surfaces, clean/sterilise/sanitise tools and equipment, fresh towels for each client, place dirty towels in covered bin, dispense products with a spatula, pump or spray, use disposables as appropriate to service, no smoking/vaping, maintain personal hygiene, replace loose lids (uncapped bottles and pots) sanitise own hands before, during and after services.

Sterilisation – autoclave, glass bead, chemical, UV cabinet for storage only.

Disinfection – heat or chemical methods, bactericides, fungicides, viricides, UV cabinet for storage only.

Disposal of waste: Lined waste bin, organisational policies and procedures for disposal of waste – non-hazardous, clinical, sharps, mixed municipal, general and confidential, recyclable; environmental protection, single use items, dispose of all waste in accordance with manufacturers' instructions.

Learning outcome 1: Be able to prepare for make-up application (continued)

Environmental working practices:

Effective and energy efficient working practices, for example lighting, heating and ventilation to meet the Workplace (Health, Safety and Welfare) Regulations (or local regulation requirements to the country being delivered in) for client and employees, water conservation, environmental waste management.

Sustainable working practices: For example, use products with ingredients from sustainable sources, minimal and sustainable packaging, recyclable, bio-degradable or compostable options for products, disposable and single-use items, record product usage, paper-free appointment systems and pricelists.

Make-up artist health and wellbeing:

Maintain correct posture when performing service, sitting, lifting and carrying, use working methods to avoid work related injuries, for example, Repetitive Strain Injury (RSI), perform regular hand exercises, maintain correct standing posture, even weight distribution, ensure own positioning delivers appropriate techniques, prevents injury, promotes optimum results, allows for visual checks, maintain appropriate space between client and self. Regular water/rest breaks to prevent dehydration and fatigue. Prevent contact dermatitis – wear gloves when using chemicals, wash and dry hands regularly and use moisturiser/barrier cream as appropriate.

Work area: Prepare in accordance with organisational requirements and health and safety standards, clean and hygienic – clean/disinfect/sanitise/sterilise work area, tools and equipment, sufficient ventilation,

appropriate room temperature, lighting, ambience, music, hygienic set up of couch/ chair and trolley, effective, ergonomic positioning of necessary products, tools and equipment to allow for ease of access, movement and safe practice, preparation of props for client support.

Client preparation: Consult with client, perform any necessary pre-treatment skin tests, provide modesty robe/gown, advise client on clothing to remove/keep on, maintain client comfort, privacy and modesty, client positioned correctly.

Communication:

Verbal – speaking manner and tone, professional, supportive, respectful, sensitive to client, appropriate vocabulary and open questioning related to service.

Non-verbal – eye contact, body language, listening.

Written – electronic, digital or paper-based, clear and concise, attention to spelling, grammar and presentation of written information.

Visual aids – photographs, colour charts, digital media, magazines and images, can provide inspiration and assist the client's understanding.

Adapting and tailoring approaches – for different clients, for example, new and existing clients, according to age, health conditions.

Clarification – checking client understanding of proposed service and expected outcomes, checking client's comfort and wellbeing throughout the service.



Learning outcome 1: Be able to prepare for make-up application (continued)

Record keeping: Accurate appointment systems, stationery, loyalty rewards, acknowledgement of occasions, consultation record keeping, refer to existing records, ensure information is concise, accurate and in logical order (name, address, contact details, age range, lifestyle profile – work status, medical history, contra-indications, general health and wellbeing, diet and fluid intake, sleep patterns, stress levels, sport/hobbies, recent activities, reason for service, service history, allergies/hypersensitivity, contra-actions, skin sensitivity tests (allergy alert tests), current skincare regime, service requirements, client preferences and expectations, skin analysis, adaptations and modifications, recommendations, service plan including products, expected outcomes, alternative service options, client informed consent and signature), update record at the end of the service, update at each visit, maintained electronically/digitally/paper-based, documented and stored in compliance with current data protection legislation, for example General Data Protection Regulations (GDPR).

Professional appearance: Clean professional uniform, no jewellery, no piercings, hair neatly tied back (fringe secured), closed in footwear, personal hygiene and cleanliness (shower/bath, cover cuts and abrasions, deodorant or antiperspirant, avoid use of overpowering fragrance), oral hygiene (clean teeth, fresh breath), nails (clean, short, polish-free, good condition and maintained).

Professional ethical conduct: Follow health and safety and organisational policies and procedures and code of conduct, demonstrate integrity, respect, flexibility and adaptability, co-operate with others, value client(s), use appropriate language, maintain a polite, cheerful and welcoming manner (friendly facial expressions, positive attitude, eye contact, open body language), maintain confidentiality, demonstrate respect for clients, colleagues and competitors, avoid gossip, take pride in work, maintain punctuality, uphold employer and client loyalty, work within limits of own authority and competence, engage in and document Continuous Professional Development (CPD) to maintain best practice.

The legal requirements for providing treatments to minors and/or vulnerable clients: Parental/guardian consent and presence during treatment/service, insurance.

Consultation techniques: Consultation environment (face to face or digital), client requirements, client satisfaction, client expectations and aftercare, informed consent and signatures, visual, manual, questioning, listen, client information reference.

Learning outcome 1: Be able to prepare for make-up application (continued)

Contra-indications:

Absolute contra-indication – an absolute contra-indication is a condition that prevents the service from being carried out and may require referral.

Examples of contra-indications that may prevent service (absolute contra-indications) – contagious skin disorders – bacterial (impetigo), viral (herpes simplex, herpes zoster), fungal (tinea corporis), systemic medical conditions, conjunctivitis, severe skin conditions and eye infections, acne, boils and warts, parasitic infestations (for example, scabies), known allergies, hypersensitive skin, recent operations in area, open wounds/cuts/abrasions, undiagnosed lumps/pain, positive skin test (allergy alert test).

Relative contra-indication – a relative contra-indication is a condition that requires an assessment of suitability for the service and/or if adaptations are required.

Examples of contra-indications that may restrict service (relative contra-indications) – recent scar tissue, minor eczema, minor psoriasis, minor cuts, minor abrasions, minor bruising, hyperkeratosis, skin allergies, styes, facial piercing, watery eyes.

The importance of recognising suspicious skin irregularities and lesions and referral to a relevant healthcare professional.

Products: Skin preparation products (eye make-up remover, cleanser, toner, moisturiser, SPF), primers (facial, eyelid), foundations (SPF, oil based, water based, mineral based, medicated foundations), setting powders (banana, translucent, colourless, high definition), bronzing products, concealer creams, brightening cream, cream and powder highlighters, cream and powder shades, blush (cream and powder), eyebrow products (pomade, pencil, powder, gels), eye shadows (cream, powder, pigment, glitters), eye liners (liquid, gel, kohl pencil), mascara (waterproof, non-waterproof, fibre building), lip products (exfoliator, colours, gloss, liner), strip eyelashes, strip eyelash glue, setting/finishing spray, products for cleaning (disinfecting fluid, sterilising solution, sanitiser).

Tools and equipment: Couch/chair – adjustable, couch/chair cover, couch roll, trolley, magnifying lamp, additional support/props, hair protection, tissues, cotton wool, spatulas, bowls, facial sponges, lined waste bin, tools and equipment for cleaning, disinfection, sanitisation, sterilisation as appropriate to treatment, make-up brushes, make-up palette, single use items, mirror, sterile eyelash curlers, sterile tweezers.

Recommendations to client: Pre-treatment instructions on service process, expected physical sensations, expected and adverse reactions/contra-actions, outcomes, further services, fees and treatment options, adaptations and modifications, post-service advice/aftercare, lifestyle changes to maintain or improve health.



Learning outcome 1: Be able to prepare for make-up application (continued)

Skin analysis: Carry out using a magnifying lamp, protect client's eyes, check all areas of the face and neck for skin type, condition, characteristics and facial features, record results on record card.

Skin classifications: Fitzpatrick scale, Lancer scale.

Skin types: Normal (balanced), oily, dry, combination.

Skin conditions: Congested, dehydrated, fragile, hyper/hypopigmentation, lack lustre, lax elasticity, mature, photo-aged, photo-sensitive, pustular, sensitised, sensitive, vascular.

Facial features: Eye shape, eye colour, face shape, lip shape.

Examples of skin characteristics: Broken capillaries, pustules, papules, milia, comedones, open pores, fine lines and wrinkles, dark circles.

Learning outcome 2: Be able to apply make-up

Make-up style/occasion:

Natural (for example, daytime wear), evening (for example, party), special occasion (for example, wedding).

Product selection and techniques:

In accordance with client needs and requirements, make-up style/occasion, skin type, skin condition and facial features.

Skin preparation: Eye make-up removal, cleansing, toning, moisturising, SPF, skin primer.

Application of make-up products: Use of cut out method for hygiene, decant products onto make-up palette, use of disposable/single use items, follow manufacturers' instructions.

- foundation (SPF, oil based, water based, mineral based, medicated foundations)
- setting powder (banana, translucent, colourless, high definition)
- bronzing product
- concealer creams
- brightening cream
- cream and powder highlighters
- cream and powder shades
- blush (cream and powder)
- eyebrow products (pomade, pencil, powder, gels)
- eye shadow (cream, powder, pigment, glitters)
- eye liner (liquid, gel, kohl pencil)
- mascara (waterproof, non-waterproof, fibre building)
- lip products (exfoliator, colours, gloss, liner)

Corrective techniques: Highlighting, shading, colour correction, face shape, eye shape, lip shape, brow definition.

Selection of strip eyelashes: Select strip eyelashes and adhesive in accordance with client needs and requirements (for example, strip eyelash length, density, style, and colour).

Application of strip eyelashes: Measure the strip eyelashes to the client's eye shape and trim if required with sterile scissors, apply adhesive to the base of strip eyelashes and allow to become tacky, apply the strip eyelash to the centre of the eyelash line, securing the inner and outer corners.

Evaluation and client satisfaction: Agree result verbally and in writing through client feedback on record card, client objective, results of service, before and after photos, future services, record adaptations for next service.

Aftercare advice: Post-service instructions/recommendations, verbal and written, for immediate aftercare, avoidance of activities that may cause contra-actions, for example, heat treatments, touching the skin, contra-actions and how to deal with them, suitable skin care regime and home treatments, make-up removal techniques, make-up reapplication techniques, lifestyle changes/improvements, for example stress management techniques, healthy eating and fluid intake, further services and frequency, alternative service options, retail products.



Learning outcome 2: Be able to apply make-up (continued)

Contra-actions: Establish if it is an expected reaction or an unexpected/adverse reaction.

In the case of expected reactions – provide immediate post-service aftercare and advice for homecare, for example increase water intake, use of hypo-allergenic products.

In the case of unexpected/adverse reactions – discontinue service, take remedial action, record unexpected/adverse reaction, advise on homecare and how to access remedial medical care if required.

Possible expected reactions – for example, erythema, watery eyes.

Possible unexpected/adverse reactions – for example, hyperaemia, allergic reaction, oedema.

Skin:

Epidermis – basal cell layer (stratum germinativum), prickle cell layer (stratum spinosum), granular layer (stratum granulosum), clear layer (stratum lucidum), horny layer (stratum corneum).

Dermis – blood and lymph supply, fibroblasts, collagen, elastin, hair, sebaceous glands, arrector pili muscle, dermal papilla, sweat glands (eccrine and apocrine), sensory nerve endings.

Hypodermis – subcutaneous layer, adipose tissue, adipocytes.

Functions of the skin – protection, heat regulation, absorption, secretion, elimination, sensation, formation of Vitamin D, melanin production, process of keratinisation, skin barrier function.

Example of diseases and disorders of the skin: Impetigo, boils, carbuncles, herpes simplex, herpes zoster, scabies, pediculosis, tinea corporis, eczema, psoriasis, dermatitis, acne vulgaris, acne rosacea, milia, comedones, pustules, papules, open pores, cysts, moles, skin tags, keloid scar, malignant melanoma/carcinoma, urticaria, seborrhoea, hyperpigmentation, hypopigmentation, chloasma, vitiligo, dermatosis papulosa nigra (DPN), vitiligo, naevi, broken capillaries, dark circles, xanthomas.

Muscles:

Position and action of the muscles of the head, neck and shoulders – sternocleidomastoid, platysma, buccinator, orbicularis oris, orbicularis oculi, mentalis, corrugator, frontalis.

Bones:

Names and position of the bones of the head, neck and shoulders – frontal, parietal, temporal, occipital, nasal, zygomatic, maxilla, mandible, cervical vertebrae, shoulder girdle (clavicle, scapula).

Circulatory system:

Functions of blood – transport, regulation, protection, clotting.

Arteries – internal and external carotid, occipital, temporal, facial.

Veins – internal and external jugular, occipital, temporal, subclavian.

Circulation – heart, pulmonary circulation, capillaries, systemic circulation.

Learning outcome 2: Be able to apply make-up

Lymphatic system:

Functions of the lymphatic system – fluid distribution, fighting infection, transport of fat.

Functions of lymph nodes – filter toxins, clean lymphatic fluid, antibodies and antitoxins, produce lymphocytes.

Position of lymph nodes – occipital, mastoid, superficial cervical, deep cervical, parotid, buccal, submental, submandibular.

Ageing process: Loss of elasticity, dryness of skin, cell regeneration slows, thinning of skin, broken capillaries, slack muscle tone/ lax elasticity, lack lustre, photo-aged, poor circulation, waste product removal slows, less fatty tissue, irregular pigmentation.

Lifestyle and environmental factors that affect skin: Occupation, diet and fluid intake, sleep patterns, smoking, exercise, hobbies, home situation, stress levels, medication, illness, premature ageing, lack of effective skin care, UV exposure, hot and cold temperatures, air pollution.