

City & Guilds Level 2 Technical Certificate in Beauty Therapy (450) (6003-20)

May 2023, Version 1.9

(For delivery from September 2023)

Qualification Handbook

Qualification at a glance

Industry area	Beauty
City & Guilds qualification number	6003-20
Age group	16-19 (Key Stage 5), 19+
Entry requirements	Centres must ensure that any pre-requisites stated in the <i>What is this qualification about?</i> section are met.
Assessment	To gain this qualification, candidates must successfully achieve the following assessments: <ul style="list-style-type: none"> • One externally set, internally marked, externally moderated assignment • One externally set, externally marked exam, sat under examination conditions • Optional unit assignments, externally set, internally marked and externally verified
Additional requirements to gain this qualification	Employer involvement in the delivery and/or assessment of this qualification is essential for all candidates and will be externally quality assured.
Grading	This qualification is graded Pass/Merit/Distinction/Distinction* For more information on grading, please see Section 7: Grading.
Approvals	This qualification requires full centre and qualification approval
Support materials	Sample assessments Guidance for delivery Guidance on use of marking grids
Registration and certification	Registration and certification of this qualification is through the Walled Garden, and is subject to end dates.
External quality assurance	This qualification is externally quality assured by City & Guilds, and its internally marked synoptic assignments are subject to external moderation. Additional internally marked units / optional assessments are subject to external verification. There is no direct claim status available for this qualification.

Title and level	GLH	TQT	City & Guilds qualification number	Ofqual accreditation number
City & Guilds Level 2 Technical Certificate in Beauty Therapy	450	720	6003-20	603/0376/1

Version and date	Change detail	Section
V1.2 June 2017	Changes made on Page 32 to the word onyxhintcisis	Under topic 2.4
V1.3 June 2017	Addition of the examination paper based module number	1. Introduction – Assessment requirements and employer involvement 5. Assessment 5. Assessment – exam Specification 7. Grading – Awarding grades and reporting results
	Removal of AO 6-8 from Synoptic Assignments	5. Assessment – Assessment Objectives
	Addition of Provisional Grade Boundaries for the Synoptic Assignment	7. Grading
	Revised Exam Specification and AO weightings	5. Assessment – Exam Specification
	Branding Changes	Front page
V1.4 August 2017	Removal of some topic content in unit 201 (Topic 1.1, 2.1, 2.3, 2.4, 3.2, 4.4, 5.3)	Unit 201
	Updated spelling for 'Retin A' in units 203 and 210	Units 203 & 210
V1.5 September 2017	Unit 211 title has been amended to read 'Spray tanning treatments' (not Tanning treatments)	Unit 211
	Unit 211 Topic 2.2 amended to read 'Provide spray tanning treatment'	Unit 211 (Topic 2.2)
V1.6 October 2017	Unit 205, 206, 207 removed 'dehydrated' from skin type and moved to skin condition	Unit 205, 206, 207 (topic 1.3)
V1.7 March 2018	Revised duration for written examination	5. Assessment – Exam Specification
1.8 August 2018	City & Guilds added to the title	Throughout
1.9 May 2023	Clarified moderation and external verification processes	5 Assessment 6 Moderation and standardisation of assessment
	Updated website links and references	3 Delivering Technicals qualifications - Support materials 8 Administration

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1 Introduction

What is this qualification about?

The following purpose is for the **City & Guilds Level 2 Technical Certificate in Beauty Therapy (603/0376/1)**

Area	Description
OVERVIEW	
Who is this qualification for?	<p>This City & Guilds Level 2 Technical Certificate in Beauty Therapy aims to provide you with a range of essential technical and practical skills and knowledge, which will equip you to seek employment or further training within the beauty Industry. These skills include carrying out treatments such as; manicure, pedicure, hair removal, facial treatments, lash and brow treatments, application of make-up and light cured gel polish.</p> <p>Following successful completion of this qualification you will be qualified to work in a number of employment destinations such as; beauty salons, spas, hotels or health clubs etc.</p> <p>This qualification is suitable for anyone over the age of 16 years. You don't need any previous knowledge or experience to start this qualification.</p>
What does this qualification cover?	<p>This qualification covers all the core skills you will need to progress to further learning and training, or to enter the world of work within the beauty therapy industries. You will study the following mandatory content:</p> <ul style="list-style-type: none">• Anatomy & Physiology• Principles of practice for Beauty Therapists• Hair removal treatments• Facial and skin analysis• Manicure treatments• Pedicure treatments• Light cured gel polish• Lash and Brow treatments• Apply make-up services <p>These are the optional units from which you will choose one: Male skin care Spray tanning treatments Spa treatments</p> <p>The optional units enable you to tailor make your qualification to meet the employment demands in your area of interest.</p>

<p>How does this qualification relate to a wider learning programme?</p>	<p>There are three optional units to choose from, each is written to maximise potential employment possibility and enrich your knowledge and skill.</p> <p>Centres and providers work with local employers who will contribute to the knowledge and delivery of training. The different ways in which centres could support your learning, by working with both local and national beauty therapy businesses, include:</p> <ul style="list-style-type: none"> •structured work-experience or work-placements within their business •your attendance at classes or lectures given by industry experts •employers input into projects and exercises, or are involved with setting assessments and examinations •employers who act as 'expert witnesses' to contribute to the assessment of your work. <p>This practical based training is ideal preparation for gaining employment in the beauty therapy industry or further specialist study.</p> <p>This qualification provides a real opportunity for you to gain work specific skills and knowledge in beauty therapy as well as studying English and maths that would benefit you in your progression opportunities and into employment. It will provide an opportunity to connect your technical learning with real-life work placement through the work experience element of your course. There will be other non-qualification activities which you will engage in whilst studying such as enrichment activities which might include the development of employability skills, team work and problem solving techniques, communications and client care, which are really important when thinking about working in this industry. You will also receive personal tutorials which will provide opportunities to set meaningful targets for yourself and to carryout self-evaluation and reflection.</p>
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WHAT COULD THIS QUALIFICATION LEAD TO?	
<p>Will the qualification lead to employment, and if so, in which job role and at what level?</p>	<p>Achievement of this qualification demonstrates to an employer that you have the essential technical skills, knowledge of health & safety and customer service to be employed as a beauty therapist.</p> <p>This qualification could lead to a job as a beauty therapist working in one of the following establishments:</p> <ul style="list-style-type: none"> • Beauty salon • Spa • Health club • Cruise ship • Hotel

<p>Why choose this qualification over similar qualifications?</p>	<p>City & Guilds offers different technical certificate qualifications at Level 2 covering the skills and knowledge needed to work within the beauty industry within different job roles such as a Beauty Therapist, Nail Technician or Make-up Artist.</p> <p>You are likely to choose this qualification if you want to cover all of the technical skills and knowledge needed to work as a beauty therapist.</p>
<p>Will the qualification lead to further learning?</p>	<p>This qualification will allow you to progress into employment or onto the a Level 3 Technical Diploma qualification such as:</p> <ul style="list-style-type: none"> • City & Guilds Level 3 Advanced Technical Diploma in Beauty and Spa Therapy • City & Guilds Level 3 Advanced technical Diploma in Complementary Therapies • City & Guilds Level 3 Advanced Technical Diploma in Make-up Artistry. <p>Where you can enhance the skills and knowledge that you have gained at level two to progress into senior job roles and wider career choices.</p> <p>This qualification could also lead you to an apprenticeship in Beauty therapy. There are a number of current Advanced Beauty Therapy Apprenticeships that you could progress onto such as;</p> <ul style="list-style-type: none"> • Level 3 Apprenticeship in Beauty Therapy – general • Level 3 Apprenticeship in Nails

WHO SUPPORTS THIS QUALIFICAITON?

<p>Employer/Higher Education Institutions</p>	<p>British Association of Beauty Therapy & Cosmetology (BABTAC) – professional association</p> <p>Federation of Holistic Therapists (FHT)</p> <p>Hale Country Club & Spa</p> <p>Dermalogica</p> <p>Bedford Lodge Hotel Spa</p> <p>Decleor & Carita</p> <p>Guinot</p> <p>Steiner</p> <p>Skin Genius</p> <p>Carlton Professional</p>
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Qualification structure

For the **City & Guilds Level 2 Technical Certificate in Beauty Therapy** the teaching programme must cover the content detailed in the structure below:

Unit number	Unit title	GLH
Mandatory		
201	Anatomy & physiology	60
202	Principles of practice for beauty therapists	30
203	Hair removal treatments	60
204	Facial and skin analysis treatments	60
205	Manicure services	30
206	Pedicure services	30
207	Light cured gel polish	60
208	Lash and brow treatments	60
209	Apply make up	30
Optional – Learners must complete one of the following		
210	Male skin care treatments	30
211	Spray tanning treatments	30
212	Introduction to the spa industry	30

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
City & Guilds Level 2 Technical Certificate in Beauty Therapy	450	720

Assessment requirements and employer involvement

To achieve the **City & Guilds Level 2 Technical Certificate in Beauty Therapy** candidates must successfully complete **both** the mandatory assessment components **as well as** the optional assessment component for their chosen optional unit.

Component number	Title
Mandatory	
020 or 520	Level 2 Beauty Therapy - Theory Exam (1)*
021	Level 2 Beauty Therapy - Synoptic Assignment (1)*
Optional	
210	Male skin care
211	Spray tanning treatments
212	Spa treatments

In addition, candidates **must** achieve the mandatory employer involvement requirement for this qualification **before** they can be awarded a qualification grade. For more information, please see guidance in *Section 4: Employer involvement*.

Employer involvement	
Component number	Title
Mandatory	
820	Employer involvement

**Number of mandatory assessments per assessment types*

2 Centre requirements

Approval

New centres will need to gain centre approval. Existing centres who wish to offer this qualification must go through City & Guilds' **full** Qualification Approval Process. There is no fast track approval for this qualification. Please refer to the City & Guilds website for further information on the approval process: www.cityandguilds.com

Resource requirements

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following requirements:

- be technically competent in the areas in which they are delivering
- be able to deliver across the breadth and depth of the content of the qualification being taught
- have recent relevant teaching and assessment experience in the specific area they will be teaching, or be working towards this
- demonstrate continuing CPD.

Physical resources

Centres must be able to demonstrate that they have access to the equipment and technical resources required to deliver this qualification and its assessment.

Internal Quality Assurance

Internal quality assurance is key to ensuring accuracy and consistency of tutors and markers. Internal Quality Assurers (IQAs) monitor the work of all tutors involved with a qualification to ensure they are applying standards consistently throughout assessment activities. IQAs must have, and maintain, an appropriate level of technical competence and be qualified to make both marking and quality assurance decisions through a teaching qualification or recent, relevant experience.

Learner entry requirements

Centres must ensure that all learners have the opportunity to gain the qualification through appropriate study and training, and that any prerequisites stated in the "*What is this qualification about?*" section are met when registering on this qualification.

Age restrictions

These qualifications are approved for learners aged 16-19, 19+.

3 Delivering Technical qualifications

Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the learner has any specific learning or training needs,
- support and guidance they may need when working towards their qualifications
- the appropriate type and level of qualification.

We recommend that centres provide an introduction so that learners fully understand the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Employer involvement

Employer involvement is essential to maximise the value of each learner's experience. Centres are required to involve employers in the delivery of Technical qualifications at Key Stage 5 and/or their assessment, for every learner. This must be in place or planned before delivery programmes begin in order to gain qualification approval. See *Section 4: Employer involvement* for more detail.

Support materials

The following resources are available for these qualifications:

Description	How to access
Sample assessments	Available on the qualification pages on the City & Guilds Website: www.cityandguilds.com
Technical Qualifications: Guide to Teaching, Learning and Assessment	Available on the City and Guilds website: 14-19-teaching-learning-assessment-guide-pdf.ashx (cityandguilds.com)
Quality Assurance Guide for Centres: Technical Qualifications and the Extended Project Qualification (EPQ)	Available on the City and Guilds website: technicals-quality-assurance-guide-for-centres-pdf.ashx (cityandguilds.com)

4 Employer involvement

Employer involvement is a formal component of Key Stage 5 Technical qualifications. It does not contribute to the overall qualification grading, but is a mandatory requirement that all learners must meet. As such it is subject to external quality assurance by City & Guilds.

Department for Education (DfE) requirements state:

Employer involvement in the delivery and/or assessment of technical qualifications provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and students and furthers collaboration between the learning and skills sector and industry. [Technical qualifications] must:

- *require all students to undertake meaningful activity involving employers during their study; and*
- *be governed by quality assurance procedures run by the awarding organisation to confirm that education providers have secured employer involvement for every student.*

Extract from: ***Vocational qualifications for 16 to 19 year olds, 2017 and 2018 performance tables: technical guidance for awarding organisations, paragraphs 89-90***

City & Guilds will provide support, guidance and quality assurance of employer involvement.

Qualification approval

To be approved to offer City & Guilds Technicals, centres must provide an Employer Involvement planner and tracker showing how every learner will be able to experience meaningful employer involvement, and from where sufficient and suitable employer representatives are expected to be sourced.

Centres must include in their planner a sufficient range of activities throughout the learning programme that provide a range of employer interactions for learners. Centres must also plan contingencies for learners who may be absent for employer involvement activities, so that they are not disadvantaged.

As part of the approval process, City & Guilds will review this planner and tracker. Centres which cannot show sufficient commitment from employers and/or a credible planner and tracker will be given an action for improvement with a realistic timescale for completion. **Approval will not be given** if employer involvement cannot be assured either at the start of the qualification, or through an appropriate plan of action to address this requirement before the learner is certificated.

Monitoring and reporting learner engagement

Employer involvement is a formal component of this qualification and is subject to quality assurance monitoring. Centres must record evidence that demonstrates that each learner has been involved in meaningful employer based activities against the mandatory content before claiming the employer involvement component for learners.

Centres must record the range and type of employer involvement each learner has experienced and submit confirmation that all learners have met the requirements to City & Guilds. If a centre cannot provide evidence that learners have met the requirements to achieve the component, then the learner will not be able to achieve the overall Technical Qualification.

Types of involvement

Centres should note that to be eligible, employer involvement activities must relate to one or more elements of the mandatory content of this qualification.

As the aim of employer involvement is to enrich learning and to give learners a taste of the expectations of employers in the industry area they are studying, centres are encouraged to work creatively with local employers.

Employers can identify the areas of skills and knowledge in their particular industry that they would wish to see emphasised for learners who may apply to work with them in the future. Centres and employers can then establish the type of input, and which employer representative might be able to best support these aims.

To be of most benefit this must add to, rather than replace the centre's programme of learning.

Some examples of meaningful employer involvement are listed below. Employer involvement not related to the mandatory element of the qualification, although valuable in other ways, does not count towards this element of the qualification.

The DfE has provided the following examples of what does and does not count as meaningful employer involvement, as follows^{1,2}:

The following activities meet the requirement for meaningful employer involvement:

- *students undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification³;*
- *students undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s);*
- *students take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures;*
- *industry practitioners operate as 'expert witnesses' that contribute to the assessment of a student's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.*

In all cases participating industry practitioners and employers must be relevant to the industry sector or occupation/occupational group to which the qualification relates.

The following activities, whilst valuable, do not meet the requirement for meaningful employer involvement:

- *employers' or industry practitioners' input to the initial design and content of a qualification;*
- *employers hosting visits, providing premises, facilities or equipment;*
- *employers or industry practitioners providing talks or contributing to delivery on employability, general careers advice, CV writing, interview training etc;*
- *student attendance at career fairs, events or other networking opportunities;*
- *simulated or provider-based working environments eg hairdressing salons, florists, restaurants, travel agents, small manufacturing units, car servicing facilities;*
- *employers providing students with job references.*

Types of evidence

For each employer involvement activity, centres are required to provide evidence of which learners undertook it, eg a candidate attendance register. The types of additional evidence required to support a claim for this component will vary depending on the nature of the involvement. Eg for a guest lecture it is expected that a synopsis of the lecture and register would be taken which each learner and the guest speaker will have signed; expert witnesses will be identified and will have signed

¹ As extracted from: Vocational qualifications for 16 to 19 year olds
2017 and 2018 performance tables: technical guidance for awarding organisations

² This list has been informed by a call for examples of good practice in employer involvement in the delivery and assessment of technical qualifications - [Employer involvement in the delivery and assessment of vocational qualifications](#)

³ [DfE work experience guidance](#)

the relevant assessment paperwork for each learner they have been involved in assessing; evidence of contribution from employers to the development of locally set or adapted assignments.

Quality assurance process

As the employer involvement component is a requirement for achieving the KS5 Technical qualifications, it is subject to external quality assurance by City & Guilds at the approval stage and when centres wish to claim certification for learners.

Evidence will be validated by City & Guilds before learners can achieve the employer involvement component. Where employer involvement is not judged to be sufficient, certificates cannot be claimed for learners.

Sufficiency of involvement for each learner

It is expected that the centre will plan a range of activities that provide sufficient opportunities for each learner to interact directly with a range of individuals employed in the related industry. Centres must also provide contingencies for learners who may be absent for part of their teaching, so they are not disadvantaged. Any absence that results in a learner missing arranged activities must be documented. Where learners are unable to undertake all employer involvement activities due to temporary illness, temporary injury or other indisposition, centres should contact City & Guilds for further guidance.

Live involvement

Learners will gain most benefit from direct interaction with employers and/or their staff; however the use of technology (eg the use of live webinars) is encouraged to maximise the range of interactions. Where learners are able to interact in real time with employers, including through the use of technology, this will be classed as 'live involvement'.

It is considered good practice to record learning activities, where possible, to allow learners to revisit their experience and to provide a contingency for absent learners. This is not classed as live involvement however, and any involvement of this type for a learner must be identified as contingency.

Timing

A learner who has not met the minimum requirements cannot be awarded the component, and will therefore not achieve the qualification. It is therefore important that centres give consideration to scheduling employer involvement activities, and that enough time is allotted throughout delivery and assessment of the qualification to ensure that requirements are fully met.

5 Assessment

Summary of assessment methods and conditions

Component numbers	Assessment method	Description and conditions
020/520	Externally marked exam	<p>The exam is externally set and externally marked and can be taken either online through City & Guilds' computer-based testing platform, or as a paper based test.</p> <p>The exam is designed to assess the candidate's depth and breadth of understanding across content in the qualification at the end of the period of learning, using a range of question types and will be sat under invigilated examination conditions. See JCQ requirements for details: http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations</p> <p>The exam specification shows the coverage of the exam across the qualification content.</p> <p>Candidates who fail the exam at the first sitting will have one opportunity to re-sit. If the re-sit is failed the candidate will fail the qualification. For exam dates, please refer to the Assessment and Examination timetable.</p>
021	Synoptic assignment	<p>The synoptic assignment is externally set, internally marked and externally moderated. The assignment requires candidates to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the content area. Candidates will be judged against the assessment objectives.</p> <p>Assignments will be released to centres as per dates indicated in the Assessment and Examination timetable published on our website.</p> <p>Centres will be required to maintain the security of all live assessment materials. Assignments will be password protected and released to centres through a secure method.</p> <p>There will be one opportunity within each academic year to sit the assignment. Candidates who fail the</p>

Component numbers	Assessment method	Description and conditions
		<p>assignment will have one re-sit opportunity. The re-sit opportunity will be in the next academic year, and will be the assignment set for that academic year once released to centres. If the re-sit is failed, the candidate will fail the qualification.</p> <p>Please note that for externally set assignments City & Guilds provides guidance and support to centres on the marking and moderation process.</p>
210, 211, 212	Unit Assignment	<p>These unit assignments are externally set, internally marked and externally verified. The assignment requires candidates to identify and use effectively skills, knowledge and understanding from across the unit content area. Candidates will be judged against the unit grading criteria.</p> <p>Arrangements for release, security and re-sitting assignments are the same as detailed for the synoptic assignment.</p>

What is synoptic assessment?

Technical qualifications are based around the development of a toolkit of knowledge, understanding and skills that an individual needs in order to have the capability to work in a particular industry or occupational area. Individuals in all technical areas are expected to be able to apply their knowledge, understanding and skills in decision making to solve problems and achieve given outcomes independently and confidently.

City & Guilds Technical qualifications require candidates to draw together their learning from across the qualification to solve problems or achieve specific outcomes by explicitly assessing this through the synoptic assignment component.

In this externally set, internally marked and externally moderated assessment the focus is on bringing together, selecting and applying learning from across the qualification rather than demonstrating achievement against units or subsets of the qualification content. The candidate will be given an appropriately levelled, substantial, occupationally relevant problem to solve or outcome to achieve. For example this might be in the form of a briefing from a client, leaving the candidate with the scope to select and carry out the processes required to achieve the client's wishes, as they would in the workplace.

Candidates will be marked against assessment objectives (AOs) such as their breadth and accuracy of knowledge, understanding of concepts, and the quality of their technical skills as well as their ability to use what they have learned in an integrated way to achieve a considered and high quality outcome.

How the assignment is synoptic for this qualification

The typical assignment brief could be to carry out a range of treatments on a client in a salon environment, over a period of 7 – 8 hours. This will require the candidate to use their skills and

knowledge of a range of treatments from across the qualification. The candidate will be required to draw from their knowledge and understanding across the range of the qualification content to effectively carry out the treatments using appropriate techniques, including client care, promotion and selling, evaluation of service and aftercare advice.

External exam for stretch, challenge and integration

The external assessment will draw from across the mandatory content of the qualification, using a range of shorter questions to confirm breadth of knowledge and understanding. Extended response questions are included to go into more depth, giving candidates the opportunity to demonstrate higher level understanding and integration through discussion, analysis and evaluation, and ensuring the assessment can differentiate between 'just able' and higher achieving candidates.

Optional unit assessments and integration into the synoptic qualification content

While the mandatory units for this qualification provide the main skills and knowledge required to work in nail technology the optional units provided give centres flexibility when devising programmes to meet local employment needs, where the purpose of the qualification demands this.

The assessments for the optional units will require that the candidate has experienced the full breadth of mandatory learning of the qualification in order to better demonstrate the rounded performance expected at higher grades.

Optional unit assessments are externally set, internally marked and externally verified.

Assessment objectives

The assessments for this qualification are set against a set of assessment objectives (AOs) which are used across all City & Guilds Technicals to promote consistency among qualifications of a similar purpose. They are designed to allow judgement of the candidate to be made across a number of different categories of performance.

Each assessment for the qualification has been allocated a set number of marks against these AOs based on weightings recommended by stakeholders of the qualification. This mark allocation remains the same for all versions of the assessments, ensuring consistency across assessment versions and over time.

The following table explains all AOs in detail, including weightings for the synoptic assignments. In some cases, due to the nature of a qualification's content, it is not appropriate to award marks for some AOs. Where this is the case these have been marked as N/A. Weightings for exams (AOs 1, 2 and 4 only) can be found with the exam specification.

Assessment objective	Typical expected evidence of knowledge, understanding and skills	Approximate weighting (Assignment)
AO1 Recalls knowledge from across the breadth of the qualification.	Knowledge of health & safety procedures, hygienic working practices and professional practices	10%
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	Understanding of consultation techniques, skin analysis and specific order of treatment including potential adaptations. Product knowledge and selection of products, tools & equipment, positioning client and therapist.	20%

Assessment objective	Typical expected evidence of knowledge, understanding and skills	Approximate weighting (Assignment)
	After care, advice and recommendations	
AO3 Demonstrates technical skills from across the breadth of the qualification.	Selection and preparation of products, tools & equipment and treatment area for specific treatments. Maintaining personal and professional standards. Interaction with client throughout including; respecting client needs, consultation techniques, analysis of areas to be treated, treatment techniques, providing advice and recommendations	40%
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	Able to link the consultation process with products and treatments and make relevant adaptations. Providing advice and guidance. Working within time frames.	20%
AO5 Demonstrates perseverance in achieving high standards and attention to detail while showing an understanding of wider impact of their actions.	Standards of personal presentation, preparation and maintenance of treatment area, maintaining focus on client throughout treatment, pace and flow of delivery of treatment, timings, recording client records accurately	10%

Exam specification

AO weightings per exam

Assessment objective	Exam 020/520 weighting (approx. %)
AO1 Recalls knowledge from across the breadth of the qualification.	43%
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	37%
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	20%

The way the exam covers the content of the qualification is laid out in the table below:

Assessment type: Examiner marked, written exam*

Assessment conditions: Invigilated examination conditions

Grading: X/P/M/D

020/520		Duration: 2 hours 30 minutes	
Unit	Outcome	Number of marks	%
201	1. Understand the key structures and functions of cells	15	25
	2. Understand the structure, function and growth of the skin, hair and nails		
	3. Understand the locations of the bones and key functions of the skeletal system		
	4. Understand the key structure and functions of the muscular system		
	5. Understand the key structure and functions of the cardiovascular system		
	6. Understand the key structure and functions of the lymphatic system		
202	1. Understand safe working practices and relevant legislation	9	15
	2. Prepare self and workplace to professional standards		
	3. Understand communication processes		
	4. Understand the client journey		
204	1. Prepare and consult with client	10	17
	2. Perform skin analysis and facial services		
	3. Provide advice and recommendations		
205, 206, 207	1. Prepare self, client and work area	8	13
	2. Provide manicure services		
	3. Provide advice and recommendations		
	1. Prepare self, client and work area		
	2. Provide pedicure services		
	3. Provide advice and recommendations		
	1. Understand chemicals and light curing technology		
	2. Prepare self, client and work area for treatment		
3. Apply and remove light cured gel polish treatments			
208	4. Provide advice and recommendations	6	10
	1. Prepare and consult with client		
	2. Carry out lash and brow treatments		
N/A	3. Provide advice and recommendations	12	20
	Integration across units		
Total		60	100

*These exams are sat under invigilated examination conditions, as defined by the JCQ:
<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

Entry for exams can be made through the City & Guilds Walled Garden.

6 Moderation and standardisation of assessment

City & Guilds' externally set synoptic assignments for technical qualifications are designed to draw from across the qualifications' content, and to contribute a significant proportion towards the learner's final qualification grade. They are subject to a rigorous external quality assurance process known as external moderation.

Moderation is the process where external quality assurers are standardised to a national standard in order to review centre marking of internally marked assessments. These external quality assurers are referred to as 'moderators'. Moderators will review a representative sample of 'candidate work' across the mark range from every centre. Their marks act as a benchmark to inform City & Guilds whether centre marking is in line with City & Guilds' standard.

Where moderation shows that the centre is applying the marking criteria within a reasonable range of mark tolerance, centre marks for the whole cohort will be accepted. Where moderation shows that the centre is either consistently too lenient or consistently too harsh in comparison to the national standard, an appropriate adjustment (up or down) will be made to the marks of the whole cohort, retaining the centre's rank ordering. Due to the nature of the assessment and the marking grid across Assessment Objectives (AOs), it is not expected that the tutors mark and the moderators mark will match exactly.

Where centre application of the marking criteria is inconsistent, an appropriate adjustment for the whole cohort may not be possible on the basis of the sample of candidate work. In these instances a complete remark of the candidate work may be necessary.

Additional unit and optional unit assessments are also subject to external quality assurance through a verification process. This involves external quality assurers scrutinising IQA records; sampling candidates' work across a range of units and also sampling across the mark/grade range. Centres are then provided with feedback and actions to ensure that results are valid and reliable.

For more detailed information, on the quality assurance process for synoptic assignments and additional unit and optional unit assessments please refer to 'Quality Assurance Guide for Centres: Technical Qualifications and the EPQ available to download on the City & Guilds website.

It is vital that centres familiarise themselves with this process, and how it impacts on their delivery plan within the academic year.

Supervision and authentication of internally assessed work

The Head of Centre is responsible for ensuring that internally assessed work is conducted in accordance with City & Guilds' requirements.

City & Guilds requires both tutors and candidates to sign declarations of authenticity. If the tutor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

Internal standardisation

For internally marked work⁴ the centre is required to conduct internal standardisation to ensure that all work at the centre has been marked and/or graded to the same standard. It is the Internal Quality

⁴ For any internally assessed optional unit assignments, the same process must be followed where assessors must standardise their interpretation of the assessment and grading criteria.

Assurer's (IOA's) responsibility to ensure that standardisation has taken place, and that the training includes the use of reference and archive materials such as work from previous years as appropriate.

Internal appeal

Centres must have an internal process in place for candidates to appeal the marking of internally marked components, ie the synoptic assignment and any optional unit assignments. This must take place before the submission of marks or grades for external quality assurance. The internal process must include candidates being informed of the marks (or grades) the centre has given for internally assessed components, as they will need these to make the decision about whether or not to appeal.

Post-moderation procedures

Once the external quality assurance processes have been completed, feedback is provided to the centre on the standard of the internal assessment, highlighting areas of good practice, and potential areas for improvement. This will inform future centre assessment, and standardisation activities, as well as external quality assurance and risk management activity.

City & Guilds will then carry out awarding, the process by which grade boundaries are set with reference to the candidate evidence available on the platform.

Centres retaining evidence

Centres must retain assessment records for each candidate for a minimum of three years. To help prevent plagiarism or unfair advantage in future versions, candidate work may not be returned to candidates. Samples may however be retained by the centre as examples for future standardisation of marking.

7 Grading

Awarding individual assessments

Individual assessments will be graded, by City & Guilds, as pass/merit/distinction where relevant. The grade boundaries for pass and distinction for each assessment will be set through a process of professional judgement by technical experts. Merit will usually be set at the midpoint between pass and distinction. The grade descriptors for pass and distinction, and other relevant information (eg archived samples of candidate work and statistical evidence) will be used to determine the mark at which candidate performance in the assessment best aligns with the grade descriptor in the context of the qualification's purpose. Boundaries will be set for each version of each assessment to take into account relative difficulty.

Please note that as the Merit grade will usually be set at the arithmetical midpoint between pass and distinction, there are no descriptors for the Merit grade for the qualification overall.

Grade descriptors

To achieve a pass, a candidate will be able to

- Demonstrate the knowledge and understanding required to work in the occupational area, its principles, practices and legislation.
- Describe some of the main factors impacting on the occupation to show good understanding of how work tasks are shaped by the broader social, environmental and business environment it operates within.
- Use the technical industry specific terminology used in the industry accurately.
- Demonstrate the application of relevant theory and understanding to solve non-routine problems.
- Interpret a brief for complex work related tasks, identifying the key aspects, and showing a secure understanding of the application of concepts to specific work related tasks.
- Carry out planning which shows an ability to identify and analyse the relevant information in the brief and use knowledge and understanding from across the qualification (including complex technical information) to interpret what a fit for purpose outcome would be and develop a plausible plan to achieve it.
- Achieve an outcome which successfully meets the key requirements of the brief.
- Identify and reflect on the most obvious measures of success for the task and evaluate how successful they have been in meeting the intentions of the plan.
- Work safely throughout, independently carrying out tasks and procedures, and having some confidence in attempting the more complex tasks.

To achieve a distinction, a candidate will be able to

- Demonstrate the excellent knowledge and understanding required to work to a high level in the occupational area, its principles, practices and legislation.
- Analyse the impact of different factors on the occupation to show deep understanding of how work tasks are shaped by the broader social, environmental, and business environment it operates within.
- Demonstrate the application of relevant theory and understanding to provide efficient and effective solutions to complex and non-routine problems.

- Analyse the brief in detail, showing confident understanding of concepts and themes from across the qualification content, bringing these together to develop a clear and stretching plan, that would credibly achieve an outcome that is highly fit for purpose.
- Achieve an outcome which shows an attention to detail in its planning, development and completion, so that it completely meets or exceeds the expectations of the brief to a high standard.
- Carry out an evaluation in a systematic way, focussing on relevant quality points, identifying areas of development/ improvement as well as assessing the fitness for purpose of the outcome.

Awarding grades and reporting results

The overall qualification grade will be calculated based on aggregation of the candidate's achievement in each of the assessments for the mandatory units, taking into account the assessments' weighting. The **City & Guilds Level 2 Technical Certificate in Beauty Therapy** will be reported on a four grade scale: Pass, Merit, Distinction, Distinction*.

All assessments **must** be achieved at a minimum of Pass for the qualification to be awarded. Candidates who fail to reach the minimum standard for grade Pass for an assessment(s) will not have a qualification grade awarded and will not receive a qualification certificate.

The approximate pass grade boundary(ies) for the synoptic assignment(s) in this qualification are:

Synoptic Assignment	Pass Mark (%)
021	40%

Please note that each synoptic assignment is subject to an awarding process before final grade boundaries are confirmed.

The contribution of assessments towards the overall qualification grade is as follows:

Assessment method	Grade scale	% contribution
Synoptic Assignment (021)	X/P/M/D	60%
Exam (020/520)	X/P/M/D	40%

Both synoptic assignments and exams are awarded (see 'Awarding individual assessments', at the start of Section 7, above), and candidates' grades converted to points. The minimum points available for each assessment grade is listed in the table below. A range of points between the Pass, Merit and Distinction boundaries will be accessible to candidates. For example a candidate that achieves a middle to high Pass in an assessment will receive between 8 and 10 points, a candidate that achieves a low to middle Merit in an assessment will receive between 12 and 14 points. The points above the minimum for the grade for each assessment are calculated based on the candidate's score in that assessment.

	Pass	Merit	Distinction
Assignment: 60%	6	12	18

The candidate's points for each assessment are multiplied by the % contribution of the assessment and then aggregated. The minimum points required for each qualification grade are as follows:

Qualification Grade	Points
Distinction*	20.5
Distinction	17
Merit	11
Pass	6

Candidates achieving Distinction* will be the highest achieving of the Distinction candidates

8 Administration

Approved centres must have effective quality assurance systems to ensure valid and reliable delivery and assessment of qualifications. Quality assurance includes initial centre registration by City & Guilds and the centre's own internal procedures for monitoring quality assurance procedures.

Consistent quality assurance requires City & Guilds and its associated centres to work together closely; our Quality Assurance Model encompasses both internal quality assurance (activities and processes undertaken within centres) and external quality assurance (activities and processes undertaken by City & Guilds).

For this qualification, standards and rigorous quality assurance are maintained by the use of:

- internal quality assurance
- City & Guilds external moderation (synoptic assessments)
- City & Guilds external verification (additional unit / optional assessments).

In order to carry out the quality assurance role, Internal Quality Assurers (IQAs) must have and maintain an appropriate level of technical competence and have recent relevant assessment experience. For more information on the requirements, refer to Section 2: Centre requirements in this handbook.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:

- suitable training of staff involved in the assessment of the qualification to ensure they understand the process of marking and standardisation
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place
- the completion by candidates and supervisors/tutors of the record form for each candidate's work.

External quality assurance

City & Guilds will undertake external moderation and verification activities to ensure that the quality assurance criteria for this qualification are being met. Centres must ensure that they co-operate with City & Guilds staff and representatives when undertaking these activities.

City & Guilds requires the Head of Centre to:

- facilitate any inspection of the centre which is undertaken on behalf of City & Guilds
- make arrangements to receive, check and keep assessment material secure at all times
- maintain the security of City & Guilds confidential material from receipt to the time when it is no longer confidential and
- keep completed assignment work and examination scripts secure from the time they are collected from the candidates to their dispatch to City & Guilds.

Enquiries about results

The services available for enquiries about results include a review of marking for exam results and review of moderation for synoptic assignments. Requests must be submitted within the specified period after the publication of results for individual assessments. Please see the [City & Guilds website](#) for more information.

Re-sits and shelf-life of assessment results

Candidates who have failed an assessment or wish to re-take it in an attempt to improve their grade, can re-sit assessments once only. The best result will count towards the final qualification. See guidance on individual assessment types in Section 5.

Factors affecting individual learners

If work is lost, City & Guilds should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form, JCQ/LCW, to inform City & Guilds Customer Services of the circumstances.

Learners who move from one centre to another during the course may require individual attention. Possible courses of action depend on the stage at which the move takes place. Centres should contact City & Guilds at the earliest possible stage for advice about appropriate arrangements in individual cases.

Malpractice

Please refer to the City & Guilds guidance notes *Managing cases of suspected malpractice in examinations and assessments*. This document sets out the procedures to be followed in identifying and reporting malpractice by candidates and/or centre staff and the actions which City & Guilds may subsequently take. The document includes examples of candidate and centre malpractice and explains the responsibilities of centre staff to report actual or suspected malpractice. Centres can access this document on the City & Guilds website.

Examples of candidate malpractice are (please note that this is not an exhaustive list):

- falsification of assessment evidence or results documentation
- plagiarism of any nature
- collusion with others
- copying from another candidate (including the use of ICT to aid copying), or allowing work to be copied
- deliberate destruction of another's work
- false declaration of authenticity in relation to assessments
- impersonation.

These actions constitute malpractice, for which a penalty (eg disqualification from the assessment) will be applied.

Where suspected malpractice is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to City & Guilds at the earliest opportunity. Please refer to the form in the document *Managing cases of suspected malpractice in examinations and assessments*.

Access arrangements

Access arrangements are adjustments that allow candidates with disabilities, special educational needs and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the JCQ access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds for more information. Both are available

on the City & Guilds website: <http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments>

Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given after the examination.

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the Examinations Officer at the centre. For more information please consult the current version of the JCQ document, *A guide to the special consideration process*. This document is available on the City & Guilds website: <http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments>

Unit 201 Anatomy and physiology

Unit level:	Level 2
GLH:	60

What is this unit about?

The purpose of this unit is for learners to gain an understanding of the anatomy and physiology of the body and be able to apply this knowledge when carrying out a range of beauty therapy treatments.

The learners will be introduced to the structure and functions of the skin, hair and nails to include the contra-indications that are common to these areas. The learners will also understand the body systems that are fundamental to the hands, feet and head including muscular, skeletal, circulatory and lymphatic.

Learners may be introduced to this unit by asking themselves questions such as:

- How are the nails formed?
 - What is the function of the skin?
 - Why do we have different types of hair over the body?
 - Why do the hands and feet often get cold?
 - What are the different conditions that affect the nails and skin?
 - Do I know the names of any bones of the head, hands and feet?
 - Could I identify any muscles of the head and shoulders?
-

Learning outcomes

In this unit, learners will be able to

- 1 Understand the key structure and functions of cells
- 2 Understand the structure, function and growth of the skin, hair and nails
- 3 Understand the locations of the bones and key functions of the skeletal system
- 4 Understand the key structure and functions of the muscular system
- 5 Understand the key structure and functions of the cardiovascular system
- 6 Understand the key structure and functions of the lymphatic system

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome

- 1 Understand the key structure and functions of cells
-

Topics

- 1.1 Structure of cells
- 1.2 Functions of cells

Depth

Topic 1.1

- Membrane
- Nucleus
- Cytoplasm
- Mitochondria

Topic 1.2

- mitosis
 - Osmosis
 - Diffusion
-

Learning outcome

- 2 Understand the structure, function and growth of the skin, hair and nails
-

Topics

- 2.1 Structure, functions and growth cycle of the skin
 - 2.2 Structure, functions and growth cycle of the hair
 - 2.3 Structure, functions and growth cycle of the nail
 - 2.4 Disorders and diseases of the skin, hair and nails
-

Depth

Topic 2.1

Structure of the skin

Epidermis

- Layers - stratum corneum, stratum lucidum, stratum granulosum, stratum spinosum, stratum germinativum

Dermis

- Layers - papillary, reticular
- Structures - hair follicle, sebaceous glands and sebum, eccrine & apocrine sweat glands, arrector pili muscle, sensory nerve endings, capillary network

Subcutaneous

- Structure – adipose tissue

Functions of the skin

- Sensation - Light touch, pressure, vibration, mechanical, thermal
- Heat regulation - Vasoconstriction, vasodilation, sweating
- Absorption
- Protection
- Excretion
- Secretion
- Synthesis of vitamin D

Functions of cells within the epidermis

- Cells: langerhans, melanocytes, keratinocytes

Functions of the dermis layer

- Reticular layer: fibroblast cells produce collagen, elastin & glycosaminoglycans
- Papillary layer: blood supply, mast cells, histamine, macrophages, lymphatic vessels

Functions of the subcutaneous layer

- Adipose tissue: insulation, protection

Growth cycle of the skin

- Continuous cell formation
- Cell maturation
- Desquamation

Topic 2.2

Structure of the hair

Hair shaft structure

- Cuticle
- Cortex
- Medulla

Hair follicle structure

- Dermal papilla
- Hair bulb
- Arrector pili muscle
- Sebaceous gland
- Capillary loop

Hair types

- Lanugo
- Vellus
- Terminal

Hair textures

- Fine
- Coarse

Functions of the hair

- Protection
- Insulation

Growth cycle of the hair

- Anagen
- Catagen
- Telogen

Topic 2.3

Structure of the nails

- Nail bed
- Matrix
- Nail grooves
- Cuticle
- Lunula
- Eponychium
- Hyponychium
- Perionychium
- Proximal nail fold
- Nail plate
- Free edge

Common nail shapes

- Fan
- Square
- Oval
- Round
- Narrow
- Pointed
- Hook
- Ski jump
- Involved/ingrowing

Functions of the nail

- Protection of tips of fingers and toes

Factors affecting nail growth

Growth cycle

- Mitosis, keratinisation

Growth rates

- Natural growth rate
- Effect of damage e.g. Sport, health/medication, lifestyle
- Age
- Occupation

Topic 2.4

Common disorders and diseases of the skin, nails and hair

Skin

Bacterial infections

- Impetigo, conjunctivitis, hordeolum/stye, furuncles/boils, carbuncles, folliculitis, paronychia

Viral infections

- Herpes simplex, herpes zoster/shingles, verrucae/warts

Fungal infections

- Tinea corporis, tinea unguium, tinea pedis, onychomycosis (tinea unguium)

Infestations

- Scabies, pediculosis corporis, pediculosis capitis

Sebaceous glands disorders

- Milia, comedones, seborrhoea, steatomas, sebaceous cysts, acne vulgaris

Pigmentation disorders

- Ephelides, lentigines, chloasma, vitiligo, albinism, vascular naevi, dilated capillaries

Skin disorders involving abnormal growth

- Psoriasis, seborrhoeic warts, keloids, verrucae filliformis, hyperkeratosis

- Dermatitis, eczema, urticaria

- Malignant tumours

- Rosacea

Nails and cuticles

Nails

- Paronychia, beau's lines, koilonychia, leuconychia, longitudinal furrows, lamellar dystrophy, onychophagy, onycholysis, onychocryptosis, onychogryphosis, onychomadesis, onychoptosis, eggshell nails, severely bruised nail

Cuticles

- Pterygium, hang nail

Hair

- Alopecia

Learning outcome

3 Understand the locations of the bones and key functions of the skeletal system

Topics

- 3.1 Functions of the bones of the head
- 3.2 Location of the bones of the head and upper torso
- 3.3 Location of the bones of the arms and hands
- 3.4 Location of the bones of the leg and foot
- 3.5 Types of joints and range of movement

Depth

Topic 3.1

- Protect the brain
- Provide facial structure

Topic 3.2

Bones of the head

- Frontal, parietal, temporal, occipital, sphenoid, ethmoid, nasal, zygomatic, maxillae, mandible

Bones of upper spine

- Cervical vertebrae i.e. atlas & axis, thoracic vertebrae

Bones of the upper torso

- Ribs, sternum, clavicle, scapula

Topic 3.3

Bones of arms

- Humerus, radius, ulna

Bones of hands

- Carpals (scaphoid, lunate, triquetrum, pisiform, trapezium, trapezoid, capitate, hamate), metacarpals, phalanges

Topic 3.4

Bones of the leg

- Femur, patella, tibia, fibula

Bones of the feet

- Tarsals (talus, calcaneus, navicular, medial cuneiform, intermediate cuneiform, lateral cuneiform, cuboid), metatarsals, phalanges

Topic 3.5

Basic types of joints

- Fixed - fibrous
- Semi-movable - cartilaginous
- Freely moveable - synovial

Location and types of synovial joints

- Gliding
- Hinge
- Pivot
- Ball and socket
- Condylloid
- Saddle

Ranges of joint movement

- Flexion, extension, pronation, supination, planter flexion, dorsi flexion, inversion, eversion, circumduction, rotation (medial, lateral), abduction, adduction

Learning outcome

- 4 Understand the key structure and functions of the muscular system
-

Topics

- 4.1 Structure and functions of the muscular system
- 4.2 Primary muscles of head and upper torso
- 4.3 Primary muscles of arm and hand
- 4.4 Primary muscles of lower leg and foot

Depth

Topic 4.1

Structure

- Myoblasts
- Actin
- Myosin
- Myofibrils

Functions

- Movement
- Maintaining posture
- Production of heat

Topic 4.2

The location and actions of muscles of the head and upper torso

Muscles of head

- Frontalis, occipito-frontalis, temporalis, procerus, corrugators, orbicularis oculi, nasalis, orbicularis oris, risorius, buccinator, quadrates labii superioris, depressor labii, mentalis, triangularis, masseter, platysma, sternocleido-mastoid, zygomatic

Muscles of upper torso

- Trapezius, deltoid, levator scapulae, pectoralis major/minor

Topic 4.3

The location and actions of muscles of the arm and hand

Muscles of arm

- Biceps, triceps, brachioradialis, flexor carpi radialis, flexor carpi ulnaris, extensor carpi radialis –, extensor carpi ulnaris

Muscles of wrist and hand

- Flexor digitorum, extensor digitorum, thenar eminence

Topic 4.4

The location and actions of muscles of the lower leg and foot

Muscles of lower leg

- Gastrocnemius, soleus, tibialis anterior, tibialis posterior

Muscles of ankle and foot

- Digitorum longus – extensor / flexor

5 Understand the key structure and functions of the cardiovascular system

Topics

5.1 Structure of cardiovascular system

5.2 Functions of blood

5.3 Primary vessels of head, arm and lower leg

Depth

Topic 5.1

The components that form the cardiovascular system

Structure of the heart

- Atrium, ventricle, aorta, pulmonary artery, pulmonary vein, superior/inferior vena cava

Composition of the blood

- Erythrocytes, leucocytes, thrombocytes, plasma

Types of blood vessels

- Arteries, arterioles, veins, venules, capillaries

Topic 5.2

Main functions of the blood

- Transport
- Heat regulation
- Defence
- Clotting

Topic 5.3

Location of the primary blood vessels

Head

- Carotid artery- common/external/ internal
- Jugular vein- internal / external

Arm and hand

- Brachial artery, brachial vein, radial artery, radial vein, ulnar artery, ulnar vein, palmar arches, digital artery, digital vein

Lower leg and foot

- Anterior tibial artery, anterior tibial vein, posterior tibial artery, posterior tibial vein, dorsal digital artery, dorsal digital vein

Learning outcome

6 Understand the key structure and functions of the lymphatic system

Topics

6.1 Structure of the lymphatic system

6.2 Functions of the lymphatic system

6.3 Location of lymph nodes in head, lower arm and lower leg

Depth

Topic 6.1

- Lymph composition
- Lymphatic capillaries
- Lymphatic vessels
- Lymphatic nodes

Topic 6.2

- Transport
- Fight infection
- Absorption

Topic 6.3

Location of lymph nodes in the head

- Head - buccal, sub-mental, sub-mandibular, anterior auricular (mastoid), posterior auricular (parotid), occipital, superficial cervical, deep cervical, axillary

Location of lymph nodes in the lower arm

- Supratrochlear /cubital

Location of lymph nodes in the lower leg

- Popliteal

Guidance for delivery

The knowledge contained in this unit is applied in all the technical practical units and it is advisable that it is taught at the beginning of the course and reinforced during the various practical sessions.

When teaching in a practical salon the tutors should be encouraged to refer to anatomical and physiological terms to enable the learners to become familiar with the terminology. Learners could be encouraged to carry out surface marking of the body with washable marker pens to reinforce the location of bones and muscles.

It is recommended that learners have access to visual aids that are available such as skeletons, 3D models, interactive video clips. It is also recommended that the tutors create quizzes, games and banks of questions to be used regularly as formative assessment to check progress. Decorating the salon wall with pictures of the various skin, hair and nail conditions will also reinforce the learning.

Throughout the delivery of anatomy and physiology tutors should introduce terminology such as use of the overarching term "pathologies" when referring to diseases and disorders in order to support progression into level 3 or apprenticeships.

Unit 202 Principles of practice for beauty therapists

Unit level:	Level 2
GLH:	30

What is this unit about?

The purpose of this unit is to provide learners with an understanding of working practices within the beauty industry. They will be able to comply with relevant legislation and work professionally, following safe working practices.

When working within the beauty industry, it is important to recognise that the way in which therapists present themselves and conduct their behaviour becomes representative of both the beauty profession and their employer and place of work. When a client seeks the expertise of a beauty therapist, they are placing their personal health and wellbeing into the hands of a person that they expect to be professional throughout their treatment.

Learners will develop the skills required to work in industry in a professional manner. They will know how to communicate throughout the whole client journey in order to provide the best possible treatment outcome for their clients, adopting professional behaviours and standards at all times. They will also be encouraged to identify the attributes that can be used to make themselves more desirable to future employers. Learners will understand the importance of the client consultation process and how the preparation of the treatment area will influence their view of the establishment.

Learners may be introduced to the unit by asking themselves questions such as:

- Can I keep myself and others safe whilst at work?
- How does my personal appearance effect the reputation of the business?
- What does the term professionalism mean within the beauty industry?
- What can I do to ensure I am displaying a professional attitude at all times?
- How can I ensure the salon environment meets with the client's expectations?
- What do I have to consider in order to make my client's experience a positive one?

Learning outcomes

In this unit, learners will be able to

- 1 Understand safe working practices and relevant legislation
- 2 Understand professional beauty standards
- 3 Understand communication processes
- 4 Understand the client journey

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved

Learning outcome

- 1 Understand safe working practices and relevant legislation
-

Topics

- 1.1 Safe working practices
- 1.2 Legislation relevant to the beauty industry

Depth

Topic 1.1

The importance of following health and safety and working safely in order to prevent injuries, accidents and cross infection

Safe working practices

- Recognise hazards and risks which exist in the work area
- Understand the importance of risk assessments
- Follow procedures for storage and handling of chemical products
- Follow industry hygiene and safety practices to include sterilisation, sanitisation, cleaning and disinfection
- Maintain safe environmental conditions - lighting, ventilation, temperature, positioning of equipment
- Follow sustainable working practices - minimising pollution, reducing and managing waste, reducing energy usage
- Check equipment to ensure clean and safe to use such as PAT testing, trailing wires, secure plugs
- Follow workplace, manufacturer or supplier instructions for the safe use of equipment, materials and products
- The importance of correct posture and working techniques to minimize fatigue and risk of injury
- Follow procedures for dealing with spillages such as water, chemicals
- Dispose of waste products safely to include contaminated and non-contaminated waste
- Storage and handling of products containing chemicals
- Use of PPE such as goggles, mask, gloves, aprons

Topic 1.2

The impact of legislation on working practices in the beauty industry

Health & safety legislation

- Health and Safety at Work Act (HASAWA)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- Material Safety Data Sheet Regulations (MSDS)
- PPE at Work Regulations

- The Health and Safety (First Aid) Regulations
- The Manual Handling Operations Regulations
- The Control of Substances Hazardous to Health Regulations (COSHH)
- The Electricity at Work Regulations
- The Environmental Protection Act
- The Management of Health and Safety at Work Regulations
- Workplace regulations (Health, Safety & Welfare)
- The Provisions & Use of Work Equipment
- The Health and Safety (Information for Employees) Regulations
- Regulatory Reform Order (Fire Safety) Consumer/employee legislation

Consumer/employee legislation

- The Equality Act
- The Data Protection Act
- Consumer Rights Act
- Working Time Regulations

Learning outcome

2 Understand professional beauty standards

Topics

2.1 Standards of personal appearance

2.2 Standards relating to the work environment

Depth

Topic 2.1

Characteristics that determine a professional appearance and the importance of the therapist's appearance in promoting treatments

Personal hygiene

- Body odour
- Teeth/breath
- Hair
- Nails

Uniform

- Tunic - clean, pressed, fits correctly, access to spare uniform in case of spills
- Socks/stockings/tights e.g. natural colour or similar colour to uniform
- Flat shoes e.g. closed toe and heel, practical, comfortable

Personal appearance

- Day make-up professionally applied
- Hair – clean, tied up and away from face
- Hands – should be clean, cuts, abrasions and broken skin to be covered, nails should be short and manicured, no jewellery

Topic 2.2

Methods of maintaining professional standards in the work environment

- Hygiene
 - Hard surfaces disinfected
 - Clean stain free sheets, blankets, pillows
 - Fresh bed roll and towels for every client
- Health and safety procedures in place
- Basic risk assessment carried out
- Work economically to minimise waste and manage resources effectively

Preparation of treatment area

- Sight
 - Décor and layout of work area, lighting
- Sound
 - Background noise
 - Ambient music/sounds
- Smell
 - Clean and fresh
 - Oils/burners - relaxing, rejuvenating, soothing
- Equipment for the treatment
 - Sterilised / disinfected
 - In working order
- Consumables and products for clients and treatments

Purpose of preparing treatment areas and maintaining the work environment

- Positive experience for the client
- Positive reputation for the business

The importance of team working and demonstrating respect and consideration for others

- Colleagues
- Employers
- Management
- Other practitioners within the beauty industry

Professional behaviour required in the workplace

- Attitude - positive attitude demonstrated through posture, eye contact, polite, attentive
- Respect for the client's needs and the needs of colleagues, visitors and the business
- Follow salon requirements
- Display professional attitude - respect, reliability, honesty, ethical, supportive
- Effective time management including attendance and punctuality
- Use initiative
- Self-evaluation

Learning outcome

3 Understand communication processes

Topics

3.1 Communication methods

3.2 Questioning techniques

Depth

Topic 3.1

Methods of communicating with the client and the impact of poor communication

Methods

- Verbal communication
 - o language used
 - o confident attitude
 - o tone of voice
 - o telephone manner - greeting, providing information, making appointments, concluding call
- Listening techniques
- Questioning techniques
- Body language
 - o posture
 - o eye contact
 - o facial expressions
- Visual aids
 - o treatment records
 - o leaflets
 - o portfolio of work
 - o nail polish wheel

Impact of poor communication

- Complaints
- Loss of business
- Loss of reputation
- Staff demotivation

Topic 3.2

The purpose of questioning techniques

- Gather information from client regarding their health and preferences
- Build a healthy client and therapist relationship
- Avoid misunderstandings
- Persuasion

Methods of questioning clients

- Asking quality questions to gather information
- Open questions - who, what, why, when, how
- Probing questions - gathering specific information, drawing information out of a client who is not forthcoming
- Closed questioning - explore own or client understanding of a subject, concluding the conversation

Learning outcome

4 Understand the client journey

Topics

- 4.1 Prepare for the client appointment
- 4.2 Provide professional client care
- 4.3 Create and promote retail opportunities

Depth

Topic 4.1

Pre-appointment considerations

- Providing treatment information
- Booking enquiries and appointments
- Providing advice prior to appointment
- Courtesy phone call/messaging service

Meeting and greeting clients

- Check-in clients e.g. positive facial expressions/body language, eye contact, friendly, open attitude
- Customer services e.g. providing refreshments, reading material
- Bookings - knowledge of the clients booked in to the therapists' columns
- Handling transactions
- Handling complaints – referral
- Communicating with therapists, visitors, suppliers

Topic 4.2

Provide professional and effective client care prior to treatment

Escorting the client to the treatment area

- Exchange polite conversation
- Secure personal belongings
- Offer refreshments

Purpose of the consultation process

- Establish a suitable area to discreetly consult with clients
- Position the client for consultation e.g. face to face, no barriers
- Identify factors that will influence the treatment objectives - contraindications, previous contra actions
- Provide recommendations for the client treatment
- Select materials and equipment required
- Determine areas to be treated
- Select equipment and procedures to be used
- Accurately record client information

Provide professional and effective client care throughout treatments

- Manage client expectations
- Be considerate of client requirements
- Engage with client to make them feel comfortable
- Take into account client privacy and modesty
- Avoid making false claims e.g. Misleading product/service information, misleading pricing/discounts
- Providing referral information
- Provide advice and recommendations
- Note any contra actions
- Evaluate the treatment
- Seek and record any client feedback

Topic 4.3

Create and promote retail and treatment opportunities

- Identify the needs of the client and which products and treatments will meet those needs
- Describe the features and benefits of a range of products and treatments
- Provide a demonstration of products and treatments where possible
- Interpret buying signals - when the client is not ready to buy
 - o avoiding eye contact
 - o quick movements
 - o handling products with little interest
 - o making excuses why they don't want to buy yet
 - o studying lots of different products
- Interpret buying signals - when the client is ready to buy
 - o spending time focusing on one product or treatment
 - o asking specific questions about a product or treatment
 - o discussing a price
 - o holding money/purse/wallet
 - o displaying positive body language
- Follow up appointment to retain clients
- Promotion of further treatments to increase sales
- Close the sale

Guidance for delivery

This is mainly a theory unit which must be embedded across all the practical units in this qualification. Learning outcomes 2 and 4 incorporate practical skills relating to the therapists professionalism which must be taught alongside all the practical units. It covers all aspects relating to preparation of the environment, therapist and clients, health and safety, communication, and working to high professional industry standards.

For this unit it is important that the learners are quickly introduced to working with members of the public/potential clients so that they may become confident in their approach and have opportunity to practice and perfect their client care techniques.

This unit is designed to provide the learner with an understanding of the expected industry standards and acceptable behaviours such as punctuality, positive attitude and enthusiasm.

Topic 2.1

This topic provides the detail relating to expectations regarding professional appearance of learners however it is left to the discretion of the centres teaching team to determine whether wedding bands and stud earrings are acceptable jewellery. This is the only jewellery permitted for assessment purposes in order to maintain professional standards in preparation for industry.

Tutors should also discuss what is unacceptable in the workplace including chewing gum or sweets, attending work under the influence of alcohol or drugs, socialising with the client and smoking. There are a number of resources that tutors could use to provide examples of these such as websites and videos.

Learners should be encouraged to work independently, in partnerships and in groups to complete tasks. This will ensure that learners will be able to work as an individual and as part of a team to fulfil employer expectations for a rounded employee. Learners will require guidance and support through this unit to ensure that they can provide professional client treatments and can follow safe practices and current relevant legislation.

Stressing the importance of using a wide range of study material when completing research and assignments is essential in ensuring the most competent therapists. Gaining a variety of views, opinions and experiences from media such as books, magazines, newspapers, the internet, television programs and research papers allows the learner opportunity to engage in CPD.

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted wherever possible and it would be helpful for tutors to develop a method of maintaining contact with a range of employers in the sector who may be able to provide support on matters such as legislation, policies and codes of practice.

Unit 203 Hair removal treatments

Unit level:	Level 2
GLH:	60

What is this unit about?

The purpose of this unit is for learners to understand the processes and techniques involved in preparing clients and the work area for waxing treatments. They will be able to carry out waxing techniques to meet the client's treatment objectives.

Learners will be able to consult with the clients and provide them with suitable recommendations to deal with unwanted hair between treatments and minimise any unwanted and avoidable contractions

Learners will carry out a variety of waxing treatments on a wide range of clients to suit their diverse needs and expectations. In order to do this they will need to be aware of the capabilities, and the limitations of the treatments they are providing and it is essential that they are aware of up to date techniques and current trends. In any hair removal treatment, it is imperative that the learners are able to follow safe, hygienic working practices. They must be able to recognise contraindications know how they may impact upon the treatment.

Learners may be introduced to this unit by asking themselves questions such as:

- What are the different hair removal methods?
 - Will the hair grow back thicker after treatment?
 - How long does a wax treatment last?
 - What equipment is available for waxing?
-

Learning outcomes

In this unit, learners will be able to

- 1 Prepare and consult with client
- 2 Provide hair removal treatments
- 3 Provide advice and recommendations to clients

Scope of content

Throughout this unit the learners should maintain effective health, safety and hygiene procedures to include the use of appropriate PPE where required. They will be required to communicate and behave in a professional manner.

Learning outcome

- 1 Prepare and consult with client

Topics

- 1.1 Prepare self and the treatment area
- 1.2 Consult with client
- 1.3 Analyse areas to be treated
- 1.4 Prepare client for treatment

Depth

Topic 1.1

Prepare self and the treatment area taking into account health, safety and hygienic practices and ensuring suitable environmental conditions for client and treatment

Environmental conditions

- Lighting
- Heating
- Ventilation
- Atmosphere - music

Hygiene

- Sterilisation - tweezers, spatulas
- Sanitise work area, hands
- PPE - disposable gloves, apron

Positioning of equipment

- Trolley
- Magnifying lamp
- Couch

Prepare products, consumables and tools for carrying out hair removal treatments

Products

- Sterilising solution, pre-wax lotion, talc-free powder, antiseptic lotion, wax products (warm and hot), after wax lotion/oil, soothing product

Tools and equipment

- Protective sheet, wax heater, contamination bin, wax strips (fabric and paper), spatulas, tweezers, sterilising equipment e.g. autoclave, skin sensitivity test equipment e.g. thermal (hot and cold)

Consumables

- Tissues, gloves, apron, cotton wool, couch roll

Topic 1.2

Consult with client using various techniques to determine treatment objectives

- Questioning
- Listening
- Verbal/non verbal - eye contact, body language
- Visual aids
- Reference to client records
- Discuss treatment objectives and obtain signed consent prior to treatment

Types of contra-indications that would prevent or restrict hair removal treatments

Prevent treatment

- Bacterial infection, fungal infection, viral infection, infestations, severe skin conditions, Medication (Retin A, Roaccutane, Steroids), recent laser treatment, recent microdermabrasion, chemical peels.

Restrict treatment

- Bruising, varicose veins, skins conditions, verrucae filliformis (skin tag)
- skin tags, cuts and abrasions, moles, allergies, recent scar tissue, diabetes

Confirm treatment plan with client taking into consideration client characteristics and preferences and complete records

Topic 1.3

Prior to treatment, analyse the areas to be treated, the skin condition and hair growth in order to adapt the treatment

Areas to be treated

- Facial - sides of face, lip, chin
- Full and half leg including toes and feet where hair growth is present
- Bikini
 - o lower abdomen
 - o high bikini line
 - o inner thighs
- Underarm
- Forearm

Skin condition

- elasticity
- texture
- sensitivity

Hair growth

- texture - fine, coarse, dense, sparse
- previously waxed, ingrowing hairs

- direction of hair growth

Topic 1.4

Prepare the client and therapist for hair removal treatment

- Remove appropriate clothing
- Protect remaining clothing/hair
- Maintain client modesty and privacy
- Ensure client comfort and correct positioning
- Position of therapist

Carry out sensitivity tests

- Thermal (hot and cold)

Prepare the skin

- Sanitise skin
- Apply talc-free powder or pre-wax lotion

Learning outcome

- 2 Provide hair removal treatments

Topics

- 2.1 Waxing products
- 2.2 Provide waxing treatment

Depth

Topic 2.1

Differences between products and the application processes of products

- Warm wax
- Hot wax

Topic 2.2

Carry out pre-wax test procedures on self and client

Provide a hair removal treatment explaining the treatment procedure to the client

Waxing method

- Warm wax
- Hot wax

Safe working practices

- Position of client and therapist
- Skin support

- Direction of application and removal
 - Disposal of waste including contaminated waste
-

Learning outcome

3 Provide advice and recommendations to clients

Topics

3.1 Contra-actions

3.2 Provide advice and recommendations

Depth

Topic 3.1

Contra-actions to the treatment and contra-actions which are the result of poor practice

- Swelling
- Allergic reaction
- Itchiness/irritation
- Severe erythema
- Removal of skin/tissue damage
- Bruising

Importance of remedial action to be taken to alleviate symptoms that can occur during/after treatments

- Stop treatment
- Remove product
- Apply cold compress
- Refer to GP/pharmacist if necessary
- Record on client record card

Topic 3.2

Provide advice and recommendations

- Avoidance of activities which may cause contra-actions
 - avoidance of UV exposure or tanning preparations
 - heat treatments
 - strenuous exercise
 - swimming
- Post treatment restrictions
 - avoid make-up
 - perfumed products
 - touching the area
 - avoid tight clothing

- Specific product recommendations and use including promotion of products to enhance treatment objectives
 - o soothing lotion/gel
- Treatment planning
 - o discuss hair growth cycle
 - o agree frequency of return visits
- Promotion of additional link treatments to benefit clients

Update client records following treatment, recording client feedback, effects of treatment and advice provided

Guidance for delivery

Unit 201 Anatomy and Physiology and unit 202 Principles of Beauty Therapy provide the underpinning knowledge which must be embedded across all units in this qualification. These units should be taught alongside all the practical units. It should be noted that waxing eyebrows has been included in unit 208 Lash and Brow treatments and ideally these units should be delivered together.

Unit 201 provides the knowledge related to the structure and function of the skin and hair and growth cycle of the hair. Unit 202 covers all aspects relating to preparation of the environment, therapist and clients, health and safety, communication, and working to high professional industry standards. Tutors must ensure that underpinning knowledge for the learning outcomes and topic areas listed below is also covered:

Learning Outcome 1

Learners must be able to distinguish between sterilisation and sanitisation and the effectiveness of the different methods available

Learners must be able to explain the reasons for carrying out a sensitivity test and the actions to follow if a positive reaction occurs.

Topic 1.2

This area relates to unit 202 (LO3) and learners must be familiar with the full range of communication and questioning techniques. However, these should be adapted for each client and treatment being carried out

Learning Outcome 2

Learners should understand the importance of following health and safety procedures and safe working practices when carrying out treatments. They should be aware of current health and safety regulations and legislation as referenced in Unit 202 and must apply this to everyday practice.

It is important that learners understand both practical and theory aspects of this unit and it should be taught mainly in a salon environment in order to develop practical skills. This should be supported by classroom delivery in order to reinforce the theory requirements. It is recommended that tutors provide full procedural demonstrations, including indications for benefits and uses of appropriate products. Learners should be given the opportunity to practice the techniques on one another to gain confidence before progressing onto clients. Wherever possible learners should be encouraged to rebook clients.

A wide range of clients is essential to enable learners to cover the variations of hair growth patterns and density. It is essential that learners work on the range of areas identified in learning outcome two and they should be encouraged to work on other areas to include forearm, hand, fingers and lower back.

In order to broaden the learners' knowledge of hair removal they should be given the opportunity to research the various methods of hair removal and equipment available including the advantages and disadvantages of each e.g. depilatory creams, shaving, epilation, roll on wax and tweezing

Learners should also be encouraged to research waxing trends through a range of methods such as attendance at industry exhibitions, guest speakers from product companies and salons, professional journeys.

Employer engagement

Learners would benefit from a centre's relationship with product houses and local employers. The former may be able to offer support by demonstrating different waxing methods and products whilst local salon owners could be encouraged to visit centres or small groups of learners in order to discuss practices within their own establishments.

Unit 204 Facial and skin analysis treatments

Unit level:	Level 2
GLH:	60

What is this unit about?

The purpose of this unit is to give learners the knowledge, understanding and practical techniques involved in preparing clients and the work area for skin analysis and a facial treatment.

Learners will understand how to diagnose skin types and perform a facial treatment to improve the appearance of the skin.

This unit will help the learner to understand how to perform a client consultation and be able to recognise the different types of contraindications and take the necessary action to deal with them. The learner will use their communication skills to document client's needs and recommend an on-going treatment plan.

Learners will follow safe hygienic working practices and will recognise the importance of appearance and conducting themselves professionally to meet expected industry standards.

Learners may be introduced to the unit by asking themselves questions such as:

- How do you assess the client's skin to determine which products should be used and why?
 - What are the benefits of a facial treatment to a client and how often can they be performed?
 - What advice can I give to clients for them to gain the best outcome of their treatment and future treatments?
 - How does offering a facial service benefit a beauty business?
-

Learning outcomes

In this unit, learners will be able to

- 1 Prepare and consult with client
- 2 Provide facial and skin analysis treatment
- 3 Provide advice and recommendations to clients

Scope of content

Throughout this unit the learners should maintain effective health, safety and hygiene procedures to include the use of appropriate PPE where required. They will be required to communicate and behave in a professional manner.

Learning outcome

- 1 Prepare and consult with client

Topics

- 1.1 Prepare self and the treatment area
- 1.2 Consult with client
- 1.3 Prepare client for treatment

Depth

Topic 1.1

Prepare self and the treatment area taking into account health, safety and hygienic practices and ensuring suitable environmental conditions for client and treatment

Environmental conditions

- Lighting
- Heating
- Ventilation
- Atmosphere - music

Hygiene

- Sterilisation - brushes, sponges
- Sanitise work area, hands

Positioning of equipment

- Trolley, couch, stool
- Magnifying lamp
- Steamer/hot towels
- Mirror and skin analysis equipment

Prepare products, tools and consumables for carrying out facial and skin analysis

Products

- Eye make-up remover, cleanser, toner, exfoliator, massage medium, mask (setting and non-setting), eye care, lip care, serums, moisturisers, sun screen

Tools

- mask brushes, bowls, scissors, cleansing brush, hot towels, mitts

Consumables

- spatulas, cotton wool, tissues, bed roll, gauze

Topic 1.2

Consult with client using various techniques to determine treatment objectives

- Questioning
- Listening
- Verbal/non verbal - eye contact, body language
- Visual aids
- Reference to client records
- Discuss treatment objectives and obtain signed consent prior to treatment

Types of contra-indications that would prevent or restrict facial treatments

Prevent treatment

- Fungal infection, bacterial infection, viral infection, severe eczema, severe psoriasis, dermatological skin conditions, contagious eye infections, chemotherapy, radiotherapy

Restrict treatment

- Broken bones, recent scar tissue, skin allergies, cuts and abrasions, epilepsy, diabetes, skin disorders, undiagnosed skin lesions and swellings, ingredient allergies, medication, prior advanced procedures such as injectables or peeling

Confirm treatment plan with client taking into consideration client characteristics and preferences and complete records

Topic 1.3

Prepare the client and therapist for a facial treatment

- Client removal of clothes and jewellery and storage
- Position client to meet needs of treatment
- Position of therapist
- Maintain client modesty and privacy
- Protect client's hair
- Check client comfort

Learning outcome

- 2 Provide facial and skin analysis treatment
-

Topics

- 2.1 Skin types and conditions
- 2.2 Classifications of massage
- 2.3 Carry out skin analysis
- 2.4 Provide a facial treatment

Depth

Topic 2.1

The different skin types and key features of common skin conditions

Skin types

- Dry
- Oily
- Combination

Conditions

- Sensitivity - broken capillaries, redness
- Pigmentation - hyper and hypo pigmentation
- Ageing - lack of muscle tone, wrinkles
- Dehydration - lacking in water, fine lines, tightness
- Congestion - open/blocked pores, comedones, milia, pustules, papules

Topic 2.2

Benefits and effects of massage classifications

- Effleurage
- Petrissage
- Vibration
- Tapotement

Topic 2.3

Analyse client skin type and conditions to identify the treatment objectives

- improve skin condition
- aid relaxation
- adapt treatment

Topic 2.4

Provide a facial treatment explaining the treatment procedure to the client

Skin preparation and cleansing

- Eye cleanse, lip cleanse, décolleté cleanse, first cleanse, second cleanse, tone
- Skin warming - hot towels, steamers

Exfoliation techniques and effects

- Physical/mechanical
- Enzyme digesting

Extractions

- Open and closed comedone - manual or comedone extractor

Massage to face, neck, décolleté and shoulders

- Massage media - warm oil, pre blended facial oils, cream

Massage techniques

- Inhalations - to relax and prepare client for massage

- Stimulating - lifting, firming techniques to increase circulation and create warmth
- Pressure points - to aid relaxation
- Lymphatic drainage - to drain fluid and toxins to the lymphatic nodes

Apply mask

- Types of mask - setting / peel off, non-setting (cream)

Completion of facial

- Tone, eye care, lip care, treatment serums, moisturizer, sunscreen

Learning outcome

3 Provide advice and recommendations to clients

Topics

3.1 Contra-actions

3.2 Provide advice and recommendations

Depth

Topic 3.1

Contra-actions to the treatment and contra actions which are the result of poor practice

- Swelling
- Allergic reaction
- Itchiness/irritation
- Severe erythema
- Tissue damage
- Watery eyes

Importance of remedial action to be taken to alleviate symptoms that can occur during/after treatments

Remedial actions

- Stop treatment
- Remove product
- Apply cold compress/eye bath if necessary
- Refer to GP/pharmacist if necessary
- Record on client record card

Topic 3.2

Provide advice and recommendations

- Avoidance of activities which may cause contra-actions
 - o avoidance of UV exposure or tanning preparations

- o heat treatments
- o strenuous exercise
- Post treatment restrictions
 - o avoid make-up
 - o avoid touching the area
- Specific product recommendations and use including promotion of products to enhance treatment objectives
- Promotion of additional link treatments to benefit clients
- Treatment planning
 - o agree frequency of return visits
- Lifestyle factors
 - o water intake
 - o healthy diet
 - o avoid direct sunlight

Update client records following treatment, recording client feedback, effects of treatment and advice provided

Guidance for delivery

Unit 201 Anatomy and Physiology and unit 202 Principles of beauty therapy provide the underpinning knowledge which must be embedded across all units in this qualification. These units should be taught alongside all the practical units.

Unit 201 provides the knowledge related to the structure and function of the skin, bones and muscles of the face, neck and décolleté, primary blood vessels of the area and lymph nodes of the head, neck and shoulders. Unit 202 covers all aspects relating to preparation of the environment, therapist and clients, health and safety, communication and working to high professional industry standards. Tutors must ensure that underpinning knowledge for the learning outcomes and topic areas listed below is also covered:

Learning Outcome 1

Learners must be able to distinguish between sterilisation and sanitisation and the effectiveness of the different methods available

Learners must be able to differentiate between facial products and understand how the product and skin type determines the application process

Learners should understand the importance of following health and safety procedures and safe working practices when carrying out treatments. They should be aware of current health and safety regulations and legislation as referenced in Unit 202 and must apply this to everyday practice.

Topic 1.2

This area relates to unit 202 (LO3) and learners must be familiar with the full range of communication and questioning techniques. However, these should be adapted for each client and treatment being carried out

Learning Outcome 2

Learners should be taught about the effects of key ingredients contained in different exfoliating and mask products. They should understand the selection and application processes dependant on the skin type.

Learners should be taught both extraction techniques (manual and comedone extractor) and should be able to justify the reasons for selection of one method over another.

Completion of the facial includes application of sunscreen. Learners must understand the benefits of using sun protection factor in order to protect the skin and reduce the risk of skin damage. They should be able to explain these factors as part of the client treatment procedure

It is important that learners understand both practical and theory aspects of this unit and it should be taught mainly in a salon environment in order to develop practical skills. This should be supported by classroom delivery in order to reinforce the theory requirements. It is recommended that tutors provide full procedural demonstrations, including indications for benefits and uses of appropriate products

Learners should be given the opportunity to practice the techniques on one another to gain confidence before progressing onto clients. A wide range of clients is essential to enable the learners to cover the variations in skin types and conditions covered in the unit. Wherever possible learners should be encouraged to rebook clients for follow on treatments to observe the long term effects.

Learners are advised to research different types of skincare brands and treatments currently offered in salons, spas and skin clinics. Visits to salons, skin clinics and spas are encouraged to enable the learner to experience a client journey, consultation techniques used and a facial service.

Learners should use available resources to support their study and develop their knowledge, which may include the use of libraries, learning resource centre, websites, social networks, subscribing to industry magazines to access research articles.

Suggested learning resources

Books

Journals and magazines

- Professional beauty
- The Salon Magazine
- Vitality – BABTAC The British Association of Beauty Therapy and Cosmetology Guild news

Websites

City and Guilds Smartscreen	www.cityguilds.com/smartscreen
Professional beauty	www.professionanlbeauty.com
HABIA	www.habia.org
BABTAC	www.babtac.com
Beautymagonline	www.beautymagoline.com

Unit 205 Manicure services

Unit level:	Level 2
GLH:	30

What is this unit about?

The purpose of this unit is for learners to understand the processes and techniques involved in preparing clients and the work area for manicure. Learners will be able to carry out manicure techniques to improve the appearance of hands and nails, in addition to this learners will be able to consult with clients and provide them with relevant advice and recommendations.

Learners will carry out a variety of manicure services to suit different client's needs and expectations. Learners will follow safe hygienic working practices. They will be able to recognise the different types of contraindications and take the necessary action to deal with them.

Learners know how to deal with various contra-actions if they occur and be aware of the importance of maintaining up to date client records. This unit is based on developing the skills and techniques needed to carry out different manicure services to industry standards.

Learners may be introduced to this unit by asking themselves questions such as:

- How can I improve my technique when applying nail polish?
- How can I improve the condition of my own nails?
- Why have my nails got ridges?
- Why do my nails split?

Learning outcomes

In this unit, learners will be able to

- 1 Prepare self, client and work area
- 2 Provide manicure treatments
- 3 Provide advice and recommendations to clients

Scope of content

Throughout this unit the learners should maintain effective health, safety and hygiene procedures to include the use of appropriate PPE where required. They will be required to communicate and behave in a professional manner.

Learning outcome

- 1 Prepare self, client and work area

Topics

- 1.1 Prepare self and working area
- 1.2 Prepare tools, equipment and products
- 1.3 Consult with client
- 1.4 Prepare client for treatment

Depth

Topic 1.1

Prepare self and working area taking into account health and safety requirements and environmental conditions

- Lighting
- Ventilation
- Climate control
- Monitoring of music & noise levels
- Ambience
- Work space
 - o Clean and tidy
 - o Hygienic – sterilisation, sanitisation
- Methods of waste disposal
- Personal work space - seating and nail station
- Use of PPE - face masks

Position of

- Trolley
- Nail station
- Client chair
- Therapist stool

Topic 1.2

Select appropriate tools, equipment, consumables and products for manicure services

- Products - sanitiser, polish remover, exfoliator, cuticle cream/oil, hand soak, cuticle remover, massage medium (creams, lotions, oils), hand mask, paraffin wax, base coat (ridge fillers, conditioning treatments), top coat (quick dry, high shine), nail polish, specialist products (anti-ageing products, AHA peels)
- Tools - nail file, nail clippers, nail scissors, buffer, hoof stick, cuticle knife, cuticle nippers, orange wood stick, spatula
- Equipment - bowl, paraffin wax heater, thermal mitts
- Consumables - nail/lint free wipes, towels, couch roll
- Tissues, cotton wool discs

Topic 1.3

Consult with client prior to manicure services

- Questioning - lifestyle, occupation
- Listening
- Visual - carry out skin and nail analysis
 - o Skin types - normal, dry
 - o Skin conditions - mature, pigmentation, moles, scar tissue, dehydrated
 - o Nail condition - brittle, damaged, bitten, weak, oily, hang nails, ridges, split
 - o Nail shape - oval, tapered, square, squoval, claw, fan, pointed
- Client records/update records - previous service results, client signatures
- Discuss and agree treatment objectives
 - o Reduce nail length
 - o Smooth irregularities
 - o Improve cuticles
 - o Improve skin condition
- Discuss and agree required finish
 - o Basic manicure
 - o Luxury manicure
 - o Finish – French, dark, light

Inspect client hands and nails to identify contra indications

Contra indications which prevent treatment

- Fungal infection
- Bacterial infection
- Viral infection
- Severe nail separation
- Severe eczema
- Severe psoriasis

Conditions which restrict treatment

- Broken bones and sprains
- Recent scar tissue
- Allergies
- Open wounds
- Diabetes
- Skin disorders
- Undiagnosed lumps and swellings

Confirm treatment plan with client taking into consideration client characteristics and preferences and complete records

Topic 1.4

Prepare client for treatment

- Remove jewellery
- Check position of client and therapist
- Ensure client comfort
- Sanitise clients' hands

Learning outcome

2 Provide manicure treatments

Topics

2.1 Provide manicure treatments

2.2 Apply nail finish

Depth

Topic 2.1

Provide a range of manicure services

- Basic manicure services
 - o Filing and shaping
 - o Cuticle work
 - o Massage classifications - effleurage, petrissage, rotation, friction
- Luxury manicure treatments
 - o Exfoliating – chemical, mechanical
 - o Heat treatments - thermal mitts, paraffin wax
 - o Masks - nourishing, moisturising, warming, anti-ageing treatments

Topic 2.2

Apply nail finish

- Base coat - ridge filler, conditioning treatments
- French
- Light
- Dark
- Top coat - quick dry, high gloss

Learning outcome

3 Provide advice and recommendations to clients

Topics

3.1 Contra-actions

3.2 Provide advice and recommendations

Depth

Topic 3.1

Contra-actions to the service and contra-actions which are the result of poor practice

- Swelling and allergic reaction
- Itching
- Severe erythema
- Tissue damage

Importance of remedial action to be taken to alleviate symptoms that can occur during/after manicure services

Remedial actions

- Stop treatment
- Refer to GP/pharmacist
- Record on client record card

Topic 3.2

Provide advice and recommendations

- Recommend time intervals between services
- Recommend a course of services
- Advance or upgraded services
- Homecare advice and retail recommendations

Guidance for delivery

Unit 201 and Unit 202 provide the underpinning knowledge which must be embedded across all units in this qualification. These units should be taught alongside all the practical units. It provides the knowledge related to the structure and function of the skin, nails, hands, and feet.

Unit 201 provides the knowledge related to the structure and function of the skin, nails, hands, feet and common nail shapes. Unit 202 covers all aspects relating to preparation of the working environment, health and safety, communication and working to industry standards.

All learning outcomes will need to be taught between a mixture of practical and classroom based delivery. Learners are encouraged to visit to spas, salons, nail bars, industry exhibitions, competitions or seminars in order to research new products and techniques within the industry. They could also explore local salons and suppliers to gather information about products and services.

When delivering this unit tutors are encouraged to use a range of teaching and learning techniques including – discussion, demonstration, interactive and visual resources such as books, images, IT, group work e.g. role play.

Learners are required to carry out a range of manicure services to suit different clients' needs and they should be able to provide both basic and luxury services. They must also be able to provide an alternative finish such as buffing the natural nail to a high shine.

Tutors should encourage learners to take photographs of their work on completion to enhance their employability skills

Unit 206 Pedicure services

Unit level:	Level 2
GLH:	30

What is this unit about?

The purpose of this unit is for learners to understand the processes and techniques involved in preparing clients and the work area for pedicure. A pedicure is a superficial cosmetic treatment to the feet, learners will be aware of the limitations of treatment in terms of understanding what they can and cannot treat and refer to an appropriate professional where necessary. They should be able to analyse the feet and nails.

Learners will be able to carry out pedicure services to improve the appearance and condition of the foot and lower leg, in addition to this learners will also be able to consult with clients and provide them with relevant advice and recommendations on general foot and nail care.

Learners will carry out a range of pedicure services to suit the needs and expectations of different clients. Learners will follow safe hygienic working practices. They will be able to recognise different types of contraindications and take the necessary action to deal with them.

Learners will also know how to deal with contra-actions if they occur and be aware of the importance of maintaining up to date client records.

Learners may be introduced to this unit by asking themselves questions such as:

- Why are my toenails discoloured?
 - How can I prevent ingrowing toenails?
 - How can I manage hard skin?
 - What is a fungal infection?
-

Learning outcomes

In this unit, learners will be able to

- 1 Prepare self, client and working area
- 2 Provide a range of pedicure services
- 3 Provide advice and recommendations to clients

Scope of content

Throughout this unit the learners should maintain effective health, safety and hygiene procedures and will be required to communicate and behave in a professional manner

Learning outcome

- 1 Prepare self, client and working area
-

Topics

- 1.1 Prepare self and working area
- 1.2 Prepare tools, equipment and products
- 1.3 Consult with client
- 1.4 Prepare client for treatment

Depth

Topic 1.1

Prepare self and working area taking into account health and safety requirements and environmental conditions

- Lighting
- Ventilation
- Climate control
- Monitoring of music & noise levels
- Ambience
- Work space
 - o Clean and tidy
 - o Hygienic – sterilisation, sanitisation
- Methods of waste disposal
- Personal work space - seating and nail station
- Use of PPE - face masks

Position of

- Trolley
- Nail station
- Client chair/client pedicure chair
- Therapist stool
- Foot spa

Topic 1.2

Select appropriate tools, equipment, consumables and products for pedicure services

- Products – sanitiser, polish remover, exfoliator, cuticle cream, cuticle remover, massage medium (creams, lotions, oils), foot mask (warming, cooling), base coat (ridge fillers, conditioning)

treatments), top coat (quick dry, high shine), varnish, specialist products (anti-fungal spray, callous remover)

- Tools - nail file and buffers, nail clippers, nail scissors, rasp, hoof stick, cuticle knife, cuticle nippers, orange wood stick, spatula
- Equipment - paraffin wax heater, thermal booties
- Consumables - nail/lint free wipes, towels, couch roll
- Tissues, cotton wool discs

Topic 1.3

Consult with client prior to pedicure services

- Questioning - lifestyle, occupation
- Listening
- Visual - carry out skin and nail analysis
 - o Skin types - normal, dry
 - o Skin conditions - mature, pigmentation, moles, scar tissue, dehydrated
 - o Nail condition - brittle, damaged, weak, ridges, split
 - o Nail shape - oval, square, claw, fan, involuted, ingrown
- Client records/update records - previous service results, client signatures
- Discuss and agree treatment objectives
 - o Reduce nail length
 - o Smooth irregularities
 - o Improve cuticles
 - o Improve skin condition
- Discuss and agree required finish
 - o Basic pedicure
 - o Luxury pedicure
 - o Finish – French, dark, light

Inspect client feet and nails to identify contra indications

Contra indications which prevent treatment

- Fungal infection
- Bacterial infection
- Viral infection
- Severe nail separation
- Severe eczema
- Severe psoriasis

Conditions which restrict treatment

- Broken bones and sprains
- Recent scar tissue
- Allergies
- Open wounds
- Diabetes
- Skin disorders
- Undiagnosed lumps and swellings

Confirm treatment plan with client taking into consideration client characteristics and preferences and complete records

Topic 1.4

Prepare client for treatment

- Remove appropriate clothing
- Remove jewellery
- Protect clothing
- Check position of client and therapist
- Ensure client comfort/modesty
- Prepare skin - sanitise feet
- Clean and dry feet

Learning outcome

2 Provide a range of pedicure services

Topics

2.1 Provide pedicure services

2.2 Apply nail finish

Depth

Topic 2.1

Provide a range of pedicure services

- Basic pedicure services
 - o Soak feet
 - o Filing and shaping
 - o Cuticle work
- Hard skin removal
- Massage classifications - effleurage, petrissage, rotation, friction
- Luxury pedicure treatments
 - o Exfoliating – chemical, mechanical
 - o Heat treatments - thermal booties, paraffin wax
 - o Masks - nourishing, moisturising, warming, cooling

Topic 2.2

Apply nail finish

- Base coat - ridge filler, conditioning treatments
- French
- Light

- Dark
 - Top coat - quick dry, high gloss, matt
-

Learning outcome

3 Provide advice and recommendations to clients

Topics

3.1 Contra-actions

3.2 Provide advice and recommendations

Depth

Topic 3.1

Contra-actions to the service and contra-actions which are the result of poor practice

- Itching
- Swelling and allergic reaction
- Severe erythema
- Tissue damage
- Ingrown toenails

Importance of remedial action to be taken to alleviate symptoms that can occur during/after pedicure services

Remedial actions

- Stop treatment
- Refer to GP/pharmacist
- Record on client record card

Topic 3.2

Provide advice and recommendations

- Recommend time intervals between services
- Recommend a course of services
- Advance or upgraded services
- Homecare advice and retail recommendations

Guidance for delivery

Unit 201 and Unit 202 provide the underpinning knowledge which must be embedded across all units in this qualification. These units should be taught alongside all the practical units. It provides the knowledge related to the structure and function of the skin, nails, hands, and feet.

Unit 201 provides the knowledge related to the structure and function of the skin, nails, hands, feet and common nail shapes. Unit 202 covers all aspects relating to preparation of the working environment, health and safety, communication and working to industry standards.

All learning outcomes will need to be taught between a mixture of practical and classroom based delivery. Learners are encouraged to visit to spas, salons, nail bars, industry exhibitions, competitions or seminars in order to research new products and techniques within the industry. They could also explore local salons and suppliers to gather information about products and services.

When delivering this unit tutors are encouraged to use a range of teaching and learning techniques including – discussion, demonstration, interactive and visual resources such as books, images, IT, group work e.g. role play.

Learners are required to carry out a range of manicure services to suit different clients' needs and they should be able to provide both basic and luxury services. They must also be able to provide an alternative finish such as buffing the natural nail to a high shine.

Tutors should encourage learners to take photographs of their work on completion to enhance their employability skills

Unit 207 Light cured gel polish

Unit level:	Level 2
GLH:	30

What is this unit about?

The purpose of this unit is for learners to confidently apply light cured gel polish and understand the technology that underpins the process. They will understand the difference in different lamps and curing times, and how this might affect the outcome of the treatment.

The nail industry is a fast paced, trend led industry and light cured gel polish has revolutionised manicure and pedicure treatments. Many nail salons rely extensively on light cured gel polish. This unit will allow learners to develop transferable skills which will be valuable to the nail and beauty industry. Learners will work directly with clients. This will allow them to demonstrate their communication skills and design a treatment plan suitable for their individual client. They will be able to apply and remove light cured gel polishes to clients' hands and feet.

The learners will take responsibility for health and safety, personal presentation, hygiene and safe working practices which are transferable to other industries.

Learners may be introduced to the unit by asking themselves questions such as:

- What is the difference between polish and light cured gel polish?
 - How does light cured gel polish work?
 - Why has light cured gel polish become so popular in the nail industry?
-

Learning outcomes

In this unit, learners will be able to

- 1 Understand chemicals and light curing technology
- 2 Prepare self, client and work area for treatment
- 3 Apply and remove light cured gel polish treatments
- 4 Provide advice and recommendations to clients

Learning outcome

- 1 Understand chemicals and light curing technology
-

Topics

- 1.1 Chemicals in gel polish products
- 1.2 Light curing technology

Depth

Topic 1.1

Types of chemicals used in UV/LED gel polish

- Oligomers
- Photo initiators
- Bonders/dehydrators
- Solvents - acetone, isopropyl alcohol (IPA)

Define the terms polymerisation and exothermic reaction

Topic 1.2

The technologies relating to the light curing process and the selection of lamps according to manufacturer's instructions

Main differences between LED and UV lamps used for light curing gel polish

- Different light sources
 - Lamp wattage
 - Curing times - flash curing, over curing
 - Light spectrum
 - Lamp maintenance - cleaning, replacing bulbs
 - Lamp adaptation for hands and feet
-

Learning outcome

- 2 Prepare self, client and work area for treatment
-

Topics

- 2.1 Prepare self and the work area
 - 2.2 Prepare tools, equipment and products
 - 2.3 Consult with clients
-

2.4 Prepare client for treatment

Depth

Topic 2.1

Prepare the work area taking into account health and safety requirements and environmental conditions

- Lighting
- Ventilation
- Climate control
- Monitoring of music and noise levels
- Ambience
- Clients comfort and privacy
- Personal and work space hygiene
- Methods of waste disposal
- Use of PPE - face masks

Position of

- Trolley
- Nail station
- Client chair
- Therapist stool

Topic 2.2

Select tools, consumables and products

Tools

- UV/LED lamp
- Nail clippers/Nail scissors
- Selection of nail files and buffers
- Cuticle tools

Consumables

- Orange wood sticks
- Disposable paper towels
- Towels
- Tissues
- Lint free pads/cotton wool
- Removal wraps
- Toe separators

Products

- Nail prep products - natural nail cleanser, dehydrator
- Light cured gel polish colours
- Base gel/ bonder
- Gel top coat

- Gel cleanser
- Hand sanitisers
- Cuticle oil
- Product remover
- Nail enamel remover

Topic 2.3

Consult with client prior to light cured gel polish treatment

- Questioning - lifestyle, occupation
- Listening
- Visual - carry out skin and nail analysis
 - o Skin types - normal, dry
 - o Skin conditions - mature, pigmentation, moles, scar tissue, dehydrated
 - o Nail condition - brittle, damaged, bitten, weak, oily, hang nails, ridges, split
 - o Nail shape - oval, tapered, square, squoval, claw, fan, pointed
- Client records/update records - previous service results, client signatures
- Discuss and agree treatment objectives
- Discuss and agree required finish

Inspect client hands and nails to identify contra indications

- Contra indications which prevent treatment
 - o Fungal infection
 - o Bacterial infection
 - o Viral infection
 - o Severe nail separation
 - o Severe eczema
 - o Severe psoriasis
- Conditions which restrict treatment
 - o Broken bones and sprains
 - o Recent scar tissue
 - o Allergies
 - o Open wounds
 - o Diabetes
 - o Skin disorders
 - o Undiagnosed lumps and swellings
 - o Excessive perspiration

Confirm treatment plan with client taking into consideration client characteristics and preferences and complete records

Topic 2.4

Prepare client for treatment

- Remove jewellery
- Check position of client and therapist
- Ensure client comfort

- Sanitise clients' hands and feet

Learning outcome

3 Apply and remove light cured gel polish treatments

Topics

- 3.1 Prepare nails
- 3.2 Apply light cured gel polish
- 3.3 Remove light cured gel polish

Depth

Topic 3.1

Prepare the natural nail plate following manufacturers' instructions

- Sanitise
- File and shape
- Cuticle work
- Reduce surface shine
- Dehydrate nail plate

Topic 3.2

Prepare lamp for treatments to hands and feet and apply light cured gel polish following manufacturer's instructions

- Apply base gel/bonder
- Ensure thin, even consistent colour application
 - o Dark colour
 - o French
- Apply top coat to cover colour evenly
- Remove inhibition (sticky) layer
- Apply cuticle oil

Topic 3.3

Consequences of incorrect removal of light cured gel polish

Remove light cured gel polish from natural nail

- Buff topcoat prior to soaking
- Chemical - individual nail wraps on natural nail
- Remove gel ensuring nails and skin are free of product and undamaged

Learning outcome

4 Provide advice and recommendations to clients

Topics

4.1 Contra-actions

4.2 Provide advice and recommendations

Depth

Topic 4.1

Contra-actions to the service and contra-actions which are the result of poor practice

- Lifting/chipping or premature loss of the colour
- Damage to nail plate i.e. splitting and thinning of natural nail
- Sensitising skin or nail bed
- Allergic reactions/over exposure
- Bacterial infection
- Fungal infection

Importance of remedial action to be taken to alleviate symptoms that can occur during/after gel polish services

- Removal of nail enhancement
- Advise client to abstain from further treatments
- Refer to GP/pharmacist if necessary
- Record on client record card

Topic 4.2

Provide advice and recommendations

- Retail and treatment recommendations - cuticle oil, nail treatment, hand/foot cream
- Frequency of return
- Care of gel polish for longevity

Guidance for delivery

Unit 201 and Unit 202 provide the underpinning knowledge which must be embedded across all units in this qualification. These units should be taught alongside all the practical units. It provides the knowledge related to the structure and function of the skin, nails, hands, and feet.

Unit 201 provides the knowledge related to the structure and function of the skin, nails, hands, feet and common nail shapes. Unit 202 covers all aspects relating to preparation of the working environment, health and safety, communication and working to industry standards.

Learners should work in a salon environment working with a range of clients and be able to manage client expectations. They could be encouraged to practise their techniques outside the learning environment on their peers, family and friends.

As part of the assessment for this unit, learners will be expected to apply and remove light cured gel polish to natural nails only. However, throughout the teaching process they should practise their application and removal techniques on natural or nail enhancements.

Tutors should ensure that learners have an awareness of different professional brands. Learners must show that they understand and can use specific terminology, be able to describe the function, features, benefits and sustainability of products, tools equipment and services available.

Tutors must ensure that learners are able to describe factors that may prevent or restrict the light cured gel polish service and how to deal with them.

Visits to industry exhibitions or seminars will reinforce the importance of researching products, trends and communicating with industry professional and suppliers. The learner's product knowledge could be enhanced through visits from product suppliers and local employers.

Tutors should also use a wide range of teaching and learning techniques including demonstration of practical skills, group work and discussion

Unit 208 Lash and brow treatments

Unit level:	Level 2
GLH:	60

What is this unit about?

The purpose of this unit is for learners to understand the processes involved in preparing both clients and the work area for eyelash and eyebrow treatments. They will be able to consult and do a patch test prior to treatment and provide clients with advice to achieve the desired outcomes.

Both lash and brow treatments should be delivered safely to clients. Learners should provide advice and recommendations to the client and rebook the next appointment to maintain the look of lashes and brows.

They will be working safely and following hygienic working practices. They will understand the types of contra indications that may occur and know contra actions. They will be aware of the importance of maintaining up to date client records and codes of safe practice.

Learners may be introduced to this unit by asking themselves questions such as:

- Is the tint used for eyebrows and lashes the same as hair dye?
- What are the current trends and colours for eyebrow shapes?
- How long does the tint last?
- What is lash lifting?

Learning outcomes

In this unit, learners will be able to

- 1 Prepare and consult with client
- 2 Provide lash and brow treatments
- 3 Provide advice and recommendations to client

Scope of content

Throughout this unit the learners should maintain effective health, safety and hygiene procedures to include the use of appropriate PPE where required. They will be required to communicate and behave in a professional manner.

Learning outcome

- 1 Prepare and consult with client

Topics

- 1.1 Prepare self and the treatment area
- 1.2 Consult with client
- 1.3 Prepare client for treatment

Depth

Topic 1.1

Prepare self and the treatment area taking into account health, safety and hygienic practices and ensuring suitable environmental conditions

Environmental conditions

- Lighting
- Heating
- Ventilation
- Atmosphere - music

Hygiene

- Sterilisation - tweezers, brushes, equipment
- Sanitise work area, hands

Positioning of equipment

- Couch/chair
- Therapist stool
- Trolley
- Magnifying lamp

Prepare relevant products, tools and consumables for carrying out lash and brow treatments

Products

- Tinting products – hydrogen peroxide, tint, stain remover
- Lifting products
- Strip lashes
- Hair removal products
- Aftercare products

Consumables

- Brushes
- Cotton wool pads
- Head band
- Eye shields
- Disposable gloves for waxing

Tools

- Tweezer
- Timer
- Bowl
- Tinting dish
- Orange sticks
- Mirror
- Scissors
- Brushes – disposable lash brushes, eyebrow brush

Topic 1.2

The importance of pre-treatment preparation to include skin sensitivity patch test and pre-treatment advice

- To the client
- To the therapist

Consult with client using various techniques to determine treatment objectives

- Questioning - confirm that client has a negative reaction to patch testing
- Listening
- Visual
- Reference to client records
- Discuss treatment objectives and obtain signed consent prior to treatment
 - o Brow Shape
 - o Brow and Lash Tint
 - o Lash Lift
 - o Lash extensions

Types of contra-indications that would prevent or restrict lash and brow treatments

Prevent

- Bacterial - conjunctivitis, blepharitis, fungal – ringworm, viral – styes, infestations - headlice, lash lice, scabies, allergies, positive reaction to skin patch test

Restrict

- medications - topical vitamin a, roaccutane, steroids, skin tags, moles, non-infectious conditions - eczema, cataracts, psoriasis, dermatitis, watery eyes, contact lens wearers should be able to remove them prior to treatment

Confirm treatment plan with client taking into consideration client characteristics and preferences and complete records

Topic 1.3

Prepare the client and therapist for lash and brow treatments

- Protect client's clothing and hair
- Position client to ensure comfort
- Position of therapist
- Prepare the eye area according to the treatment plan - protect eye and skin

Carry out sensitivity tests

- Skin test for eyelash/brow tint
- Glue test prior to applying strip lashes

Learning outcome

2 Provide lash and brow treatments

Topics

- 2.1 Types of eyelash and eyebrow treatments
- 2.2 Provide eyelash tint
- 2.3 Provide eyebrow tint
- 2.4 Carry out eyebrow shaping
- 2.5 Carry out lash lifting
- 2.6 Apply strip lashes

Depth

Topic 2.1

Different types of eyelash and eyebrow treatments

- Depilatory waxing
- Electrolysis
- IPL (intense pulse light)
- Threading
- Semi-permanent make-up
- Lash extensions
- Perming

Topic 2.2

Provide eyelash tint taking into account client characteristics and preferences

- Prepare and apply tint according to manufacturers' instructions
- Remove tint with no unnecessary staining of the skin

Show client the results to confirm treatment objectives have been met

Topic 2.3

Provide eyebrow tint taking into account client characteristics and preferences

- Prepare brow area - protection of surrounding skin
- Prepare and apply tint according to manufacturers' instructions to enhance brow colour
- Remove tint with no unnecessary staining of the skin

Show client the results to confirm treatment objectives have been met

Topic 2.4

Carry out eyebrow shaping taking into account client characteristics and preferences

- Prepare brow area for shaping
- Remove hair to suit client treatment needs supporting the surrounding skin
 - o wax
 - o tweezer
- Check eyebrow shape during and after treatment
- Apply aftercare product

Show client the results to confirm treatment objectives have been met

Topic 2.5

Carry out eyelash lifting taking into account client characteristics

Prepare lashes and eye area

- Prepare eyelashes and eye area - protect lower lashes
- Select shields according to the length of natural lashes and client preference
- Position shields on upper lid

Apply lash lift products following manufacturers' instructions

- Apply upper lashes individually onto shield
- Lifting
- Fixing
- Moisturising
- Monitor timings according to manufacturers' instructions
- Remove products at each stage of the lifting and fixing process
- Remove lashes from shields avoiding loss of lashes

Show client the results to confirm treatment objectives have been met

Topic 2.6

Apply strip lashes taking into account client characteristics and preferences

- Prepare eyelashes and eye area
- Select lashes according to clients natural lash length and preferences
- Apply lashes
- Ensure lashes are set and even

Show client the results to confirm treatment objectives have been met

Learning outcome

3 Provide advice and recommendations to client

Topics

3.1 Contra-actions

3.2 Provide advice and recommendations

Depth

Topic 3.1

Contra-actions to the treatment and contra-actions which are the result of poor practice

- Severe erythema
- Watery eyes
- Itchiness
- Swelling and allergic reaction

Importance of remedial action to be taken to alleviate symptoms that can occur during/after treatments

Remedial actions

- Stop treatment
- Remove product
- Apply cold compress/eye bath if necessary
- Refer to GP/pharmacist if necessary
- Record on client record card

Topic 3.2

Provide advice and recommendations

- Avoid activities that may affect the finished result
 - avoid direct sunlight
 - avoid getting water on lashes
- Guidance on correct procedure for removal of strip lashes
- Specific product recommendations and use including promotion of products to enhance treatment objectives
 - mascara
 - lash and brow enhancer serums
 - brow powder or pencil to fill in any natural gaps
- Promotion of additional link treatments to benefit clients
- Treatment planning

- o agree frequency of return visits

Update client records following treatment, recording client feedback, effects of treatment and advice provided

Guidance for delivery

Unit 201 Anatomy and Physiology and unit 202 Principles of beauty therapy provide the underpinning knowledge which must be embedded across all units in this qualification. These units should be taught alongside all the practical units. It should be noted that waxing eyebrows has been included in this unit rather than unit 203 hair removal treatments and ideally these units should be delivered together.

Unit 201 provides the knowledge related to the hair structure and growth cycle. Unit 202 covers all aspects relating to preparation of the environment, therapist and clients, health and safety, professional practices, communication and working to high professional industry standards. Tutors must ensure that underpinning knowledge for the learning outcomes and topic areas listed below is also covered:

Learning Outcome 1

Learners must be able to distinguish between sterilisation and sanitisation and the effectiveness of the different methods available

Learners must be able to explain the reasons for carrying out a sensitivity patch test and the actions to follow if a positive reaction occurs

Tutors should ensure that learners understand the chemical processes that take place in lash and brow tinting including development times, oxidation process and the lifespan of the combined products

Learners should understand the importance of following health and safety procedures and safe working practices when carrying out treatments. They should be aware of current health and safety regulations and legislation as referenced in Unit 202 and must apply this to everyday practice.

Topic 1.2

This area relates to unit 202 (LO3) and learners must be familiar with the full range of communication and questioning techniques. However, these should be adapted for each client and treatment being carried out

Learning Outcome 2

Learners should be encouraged to research different lash lift brands and why lash lift is more popular than lash perms. They should understand how client characteristics such as skin sensitivity, loss of elasticity, thinning of the skin, skin colouring, hair colouring and bone structure can have an effect on the treatment outcome. For example, when applying brow tint learners should consider client facial features and any corrective techniques required.

It is important that learners understand both practical and theory aspects of this unit and it should be taught mainly in a salon environment in order to develop practical skills. This should be supported by classroom delivery in order to reinforce the theory requirements. It is recommended that tutors provide full procedural demonstrations, including indications for benefits and uses of appropriate products. Learners should be given the opportunity to practice the techniques on one another to gain confidence before progressing onto clients. A wide range of clients is essential to enable the learners to cover the variations in skin types and conditions covered in the unit. Wherever possible learners should be encouraged to rebook clients for follow on treatments to observe the long term effects.

In order to broaden the learners' knowledge of hair removal methods for the brows they should be given the opportunity to research and practice threading to include the advantages, disadvantages and the types of establishments that commonly offer this form of hair removal.

They should also undertake research to understand historical influences and current trends on eyebrow shapes and lash enhancements. Learners could produce a photographic portfolio of their practical work on applying lashes and brows.

Unit 209 Apply make-up

Unit level:	Level 2
GLH:	30

What is this unit about?

The purpose of this unit is for learners to understand the processes involved in preparing clients and the work area for make-up treatments. They will be able to consult with clients and provide them with advice and recommendations about maintenance of the look, make-up products and removal products and methods.

They will also apply make-up for specific occasions working safely and following hygienic working practices. They will understand the types of contra indications that may occur and know contra actions when applying make-up. They will be aware of the importance of maintaining up to date client records.

Learners may be introduced to the unit by asking themselves questions such as:

- How do I create smoky eyes?
 - How do I create the perfect flick with my eyeliner?
 - Why does my make-up go shiny?
 - Why should I remove my make-up?
-

Learning outcomes

In this unit, learners will be able to

- 1 Prepare and consult with client
- 2 Apply make-up
- 3 Provide advice and recommendations

Scope of content

Throughout this unit the learners should maintain effective health, safety and hygiene procedures to include the use of appropriate PPE where required. They will be required to communicate and behave in a professional manner.

Learning outcome

- 1 Prepare and consult with client

Topics

- 1.1 Prepare self and treatment area
- 1.2 Consultation techniques
- 1.3 Prepare client for treatment

Depth

Topic 1.1

Prepare self and the treatment area taking into account health, safety and hygienic practices and ensuring suitable environmental conditions for client and treatment

Environmental conditions

- Lighting
- Heating
- Ventilation
- Atmosphere - music

Hygiene

- Sterilisation - brushes, sponges
- Sanitise work area, hands

Positioning of equipment

- Trolley, couch, stool/chair
- Magnifying lamp

Prepare products, tools and consumables for applying make up

Products

- cleanser, toner, moisturiser, exfoliator, concealers/colour correctors, foundation, powder, contouring products, blusher/bronzers, eye products such as eye shadows, eye liner, mascara, lip products, brow products

Tools

- brushes, sponges, headbands, palette

Consumables

- disposable applicators, spatulas, tissues, cotton wool, cotton buds, couch roll

Topic 1.2

Consult with client using various techniques to determine treatment objectives

- Questioning
- Listening
- Verbal/non verbal - eye contact, body language
- Visual aids
- Reference to client records
- Discuss treatment objectives and obtain signed consent prior to treatment
 - o Day make up
 - o Evening make up

Products required for different skin types and conditions

- Dry - cream foundation
- Oily - powder based , light lotion gel, fixing products
- Sensitive - hypo allergenic products
- Mature - cream foundation, use of powder

Types of contra-indications that would prevent or restrict make up

Prevent treatment

- Fungal infection, bacterial infection, viral infection, severe eczema, severe psoriasis, dermatological skin conditions, contagious eye infections

Restrict treatment

- Recent scar tissue, skin allergies, cuts and abrasions, skin disorders, undiagnosed skin lesions and swellings, ingredient allergies, medication, prior advanced procedures such as injectables, peeling

Confirm treatment plan with client taking into consideration client characteristics and preferences and complete records

Topic 1.3

Prepare the client and therapist for make-up treatment

- Remove glasses, piercings, jewellery
- Protect client clothing
- Protect client hair
- Position of therapist
- Position client to ensure client comfort
- Prepare the skin
 - o Cleanse
 - o Exfoliate if necessary
 - o Tone/blot
 - o Moisturise/blot/make-up primer

Learning outcome

2 Apply make-up

Topics

- 2.1 Face shapes
- 2.2 Apply make-up

Depth

Topic 2.1

Different face shapes

- Oval
- Square
- Oblong
- Round
- Triangle
- Heart
- Pear

Topic 2.2

Apply make-up for day and evening wear

Face make-up

- Concealer/colour correctors - green, lilac, yellow
- Foundation
 - o Colour match e.g. Fair, olive, dark skin tones
 - o Apply foundation
 - o Blend edges into the hair line
 - o Blend into jawline
 - o Apply powder
 - o Highlight and shade to enhance face shape

Eye make-up

- Eye shadow
 - o Blend over eye socket
 - o Apply and blend colour through socket line
- Eye liner
 - o Liner top and bottom lashes
- Mascara
 - o Apply mascara to top and bottom lashes
- Enhance brows - Eyebrow palette, pencil

Cheek make-up

- Apply blusher - Powder, cream

Lip make-up

- Line
- Shape
- Brush on lip colour

Learning outcome

3 Provide advice and recommendations

Topics

3.1 Contra-actions

3.2 Provide advice and recommendations

Depth

Topic 3.1

Contra-actions to the treatment and contra-actions which are the result of poor practice

- Severe erythema
- Watery eyes
- Itchiness
- Swelling and allergic reaction

Importance of remedial action to be taken to alleviate symptoms that can occur during/after treatments

Remedial action

- Stop treatment
- Remove product
- Apply cold compress/eye bath if necessary
- Refer to GP/pharmacist if necessary
- Record on client record card

Topic 3.2

Provide advice and recommendations

- Specific product recommendations and use including promotion of products to enhance treatment objectives
 - o Products - concealers, foundations, powder, contouring products, blusher, eye products (mascara, shadow, liner), lashes, lip products, brow products
- Maintain look
 - o Re-application of products
 - o Set make-up
- Removal of make-up
 - o Product suitable for removal
 - o Method of removal

- Promotion of additional link treatments to benefit clients

Update client records including client make-up charts, recording client feedback, and advice provided

Guidance for delivery

Unit 201 Anatomy and Physiology and unit 202 Principles of beauty therapy provide the underpinning knowledge which must be embedded across all units in this qualification. These units should be taught alongside all the practical units.

Unit 201 provides the knowledge related to the structure and function of the skin. Unit 202 covers all aspects relating to preparation of the environment, therapist and clients, health and safety, communication and working to high professional industry standards. Tutors must ensure that underpinning knowledge for the learning outcomes and topic areas listed below is also covered:

Learning Outcome 1

Learners must be able to distinguish between sterilisation and sanitisation and the effectiveness of the different methods available

Topic 1.2

This area relates to unit 202 (LO3) and learners must be familiar with the full range of communication and questioning techniques. However, these should be adapted for each client and treatment being carried out

Learning Outcome 2

Learners should understand the importance of following health and safety procedures and safe working practices. They should ensure hygienic working practices such as cleanliness of brushes when applying make-up. They should be aware of current health and safety regulations and legislation as referenced in Unit 202 and must apply this to everyday practice.

It is important that learners understand both practical and theory aspects of this unit and it should be taught mainly in a salon environment in order to develop practical skills. This should be supported by classroom delivery in order to reinforce the theory requirements. It is recommended that tutors provide full procedural demonstrations, including indications for benefits and uses of appropriate products. Learners should be given the opportunity to practice the techniques on one another to gain confidence before progressing onto clients. A range of clients is essential to enable the learners to cover the variations in client characteristics covered in the unit.

It is recommended that during the practical practice learners experience different lighting techniques and note the impact on the finished result. Learners need to understand and practice the use of mirrors in order to check make-up application throughout the process. Learners should be encouraged to experiment with a variety of application techniques for example use of brush or sponge for foundation application, use of powder and cream blushers, the use of mineral powder products and the use of bronzers.

Learners are required to apply make up for day and evening wear and they should be encouraged throughout the delivery of this unit to produce a make-up portfolio containing photographs of their clients and make-up applications.

Learners could research different types of make-up fashions and trends in order to compare different styles of make-up.

Unit 210 Male skin care treatments

Unit level:	Level 2
GLH:	30

What is this unit about?

The purpose of this unit is for learners to understand the processes and techniques involved in preparing clients and the work area for male skincare treatments. They will be able to carry out a variety of services to meet the client's treatment objectives. Learners will be able to consult with the clients and provide them with suitable recommendations to maintain optimum skin condition between treatments.

In any skincare treatment or hair removal treatment, it is imperative that the learners are able to follow safe, hygienic working practices in line with health and safety regulations. They must be able to recognise the contraindications and how they may impact upon the treatment. Learners will be aware of the contra-actions that can occur and how to deal with them.

Learners may be introduced to this unit by asking themselves questions such as:

- How do I carry out a facial treatment on a male client?
- What if my client has facial hair?
- How will waxing treatments differ on a male client?
- How do I shape eyebrows on a male?

Learning outcomes

In this unit, learners will be able to

- 1 Prepare and consult with client
- 2 Provide male skincare services
- 3 Provide advice and recommendations to the client

Scope of content

Throughout this unit the learners should maintain effective health, safety and hygiene procedures to include the use of appropriate PPE where required. They will be required to communicate and behave in a professional manner

Learning outcome

- 1 Prepare and consult with client

Topics

- 1.1 Prepare self and treatment area
- 1.2 Consult with the client
- 1.3 Prepare client for treatment

Depth

Topic 1.1

Prepare self and the treatment area taking into account health, safety and hygienic practices and ensuring suitable environmental conditions

Environmental conditions

- Lighting
- Heating
- Ventilation
- Atmosphere - music, aroma

Hygiene

- Sterilisation - tweezers, brushes, sponges, equipment
- Sanitise work area, hands

Positioning of equipment

- Trolley, couch, stool
- Magnifying lamp
- Steamer/Hot towels
- Wax heater
- Mirror and skin analysis equipment

Prepare products, consumables and equipment for carrying out male skincare services

Facial

Products

- Cleanser, toner, exfoliator, massage medium, mask (setting and non setting), eye care, lip care, serums, moisturisers, sun screen

Tools

- Mask brushes, bowls, scissors, cleansing brush, hot towels, mitts

Consumables

- Spatulas, cotton wool, tissues, couch roll, gauze

Brow shaping

Products

- pre-cleanser, soothing cream/gel

Tools

- Tweezers, scissors

Consumables

- Brushes, cotton wool pads

Waxing

Products

- Sterilising solution, pre-wax lotion, talc-free powder, antiseptic lotion, wax products (warm and hot) warm wax, after wax lotion/oil, soothing product

Tools

- Protective sheet, wax heater, contamination bin, tweezers, scissors, sterilising equipment, skin sensitivity test equipment (hot and cold)

Consumables

- Apron, tissues, gloves, cotton wool, couch roll, wax strips (fabric and paper), spatulas

Topic 1.2

Consult with client using various techniques to determine treatment objectives

- Questioning
- Listening
- Verbal/non verbal - eye contact, body language
- Visual aids
- Reference to client records
- Discuss treatment objectives and obtain signed consent prior to treatment

Types of contra-indications that would prevent or restrict treatments

Prevent treatment

- Bacterial infection, fungal infection, viral infection, infestations, severe skin conditions, Medication (Retin A, Roaccutane, Steroids), recent laser treatment, recent microdermabrasion, chemical peels, sunburn

Restrict treatment

- Bruising, skin conditions, allergies, recent scar tissue, diabetes, skin tags, cuts and abrasions, moles, undiagnosed swellings

Confirm treatment plan with client taking into consideration client characteristics and preferences and complete records

Topic 1.3

Prepare client and therapist for treatments

- Remove appropriate clothing
- Protect remaining clothing/hair
- Maintain client modesty and privacy
- Ensure client comfort and correct positioning
- Position of therapist

Preparation for eye treatments

- Prepare the eye area according to the treatment plan

Preparation for hair removal treatment

Carry out sensitivity tests

- Thermal (hot and cold)

Prepare the skin

- Sanitise skin
- Apply talc-free powder or pre-wax lotion

Learning outcome

- 2 Provide male skincare services

Topics

- 2.1 Skin types and conditions
- 2.2 Classifications of massage
- 2.3 Analyse areas to be treated
- 2.4 Provide facial treatment
- 2.5 Provide waxing treatment
- 2.6 Provide brow shaping

Depth

Topic 2.1

The different skin types and key features of common skin conditions

- Skin types
 - o Dry
 - o Oily
 - o Combination
- Conditions
 - o Sensitivity - broken capillaries, redness
 - o Pigmentation - hyper and hypo pigmentation

- o Ageing - lack of muscle tone, wrinkles
- o Dehydration - lacking in water, fine lines, tightness
- o Congestion - open/blocked pores, comedones, milia, pustules, papules

Topic 2.2

Benefits and effects of different massage classifications

- Effleurage
- Petrissage
- Vibration
- Tapotement

Topic 2.3

Prior to treatment, analyse skin type and conditions in order to adapt treatment

Topic 2.4

Provide a facial treatment explaining the treatment procedure to the client

- Skin preparation and cleansing using skin warming
 - o First cleanse, second cleanse, tone
 - o Skin warming - hot towels, steamers
- Exfoliation techniques and effects
 - o Physical/mechanical
 - o Enzyme digesting
- Extractions
 - o Open and closed comedone - manual or comedone extractor
- Massage to face, neck, décolleté and shoulders
 - o Massage medium: Warm oil or cream
- Massage techniques
 - o Inhalations - to relax and prepare client for massage
 - o Stimulating - lifting, firming techniques to increase circulation and create warmth
 - o Pressure points - to aid relaxation
 - o Lymphatic drainage - to drain fluid and toxins to the lymphatic nodes
- Apply mask
 - o Types of mask - setting (peel off), non-setting (cream)
- Completion of facial
 - o Tone, eye care, lip care, treatment serums, moisturiser, sunscreen

Topic 2.5

Differences between products and the application processes of products

- Warm wax
- Hot wax

Prior to treatment, analyse the areas to be treated, the skin condition and hair growth in order to adapt the treatment

Areas to be treated

- Back
- Chest

Skin condition

- Elasticity
- Texture
- Sensitivity

Hair growth

- Texture - Fine, coarse, dense, sparse
- Previously waxed, ingrowing hairs
- Direction of hair growth

Provide a hair removal treatment explaining the treatment procedure to the client

Waxing method

- Warm wax
- Hot wax

Safe working practices

- Position of client
- Skin support
- Application following direction of hair growth
- Removal against the direction of hair growth
- Check temperature of wax throughout the treatment
- Disposal of waste including contaminated waste

Show client the results to confirm treatment objectives have been met

Topic 2.6

Carry out eyebrow shaping taking into account client characteristics and preferences

- Prepare brow area for shaping
- Remove hair to suit client treatment needs supporting the surrounding skin
- Wax
- Tweezer
- Check eyebrow shape during and after treatment
- Apply aftercare product

Show client the results to confirm treatment objectives have been met

Learning outcome

3 Provide advice and recommendations to the client

Topics

- 3.1 Contra-actions
- 3.2 Provide advice and recommendations

Depth

Topic 3.1

Contra-actions to the treatment and contra-actions which are the result of poor practice

- Allergic reaction
- Severe erythema
- Swelling
- Bruising
- Tissue damage/removal of skin
- Watery eyes

Importance of remedial action to be taken to alleviate symptoms that can occur during/after treatments

- Stop treatment
- Remove product
- Apply cold compress
- Refer to GP/pharmacist if necessary
- Record on client record card

Topic 3.2

Provide advice and recommendations to client

Skin care

- Avoidance of activities which may cause contra-actions
 - Avoid exposure to UV light
 - heat treatments
 - strenuous exercise
 - touching the area
- Specific product recommendations and use including promotion of products to enhance treatment objectives
 - facial wash
 - exfoliators
 - after shave balm
 - moisturiser
 - sun protection factor
- Promotion of additional link treatments to benefit clients
- Treatment planning
 - agree frequency of return visits
- Lifestyle factors
 - Water intake

- o Exercise
- o healthy diet
- o protection from UV

Waxing/Brow shaping

- Avoidance of activities which may cause contra-actions
 - o Avoid heat treatment
 - o no swimming or exercise
 - o avoid perfumed products
 - o apply a soothing lotion/gel to alleviate redness
 - o avoid UV or tanning preparations
- Specific product recommendations and use including promotion of products to enhance treatment objectives
 - o soothing gel
 - o moisturiser
 - o exfoliator
- Promotion of additional link treatments to benefit clients
- Treatment planning
 - o discuss hair growth cycle
 - o agree frequency of return visits

Update client records following treatment, recording client feedback, effects of treatment and advice provided

Guidance for delivery

Unit 201 Anatomy and Physiology and unit 202 Principles of beauty therapy provide the underpinning knowledge which must be embedded across all units in this qualification. These units should be taught alongside all the practical units.

Unit 201 provides the knowledge related to the structure and function of the skin and the growth cycle and structure of the hair. They will also need to be familiar with common skin diseases and disorders that may be relevant to the treatment. Unit 202 covers all aspects relating to preparation of the environment, therapist and clients, health and safety, communication and working to high professional industry standards. Tutors must ensure that underpinning knowledge for the learning outcomes and topic areas listed below is also covered:

Learning Outcome 1

Learners must be able to distinguish between sterilisation and sanitisation and the effectiveness of the different methods available.

Learners must be able to differentiate between facial products and understand how the product and skin type determines the application process.

Learners must be able to explain the reasons for carrying out a sensitivity test and the actions to follow if a positive reaction occurs.

Learners should understand the importance of following health and safety procedures and safe working practices when carrying out treatments. They should be aware of current health and safety regulations and legislation as referenced in Unit 202 and must apply this to everyday practice.

Topic 1.2

This area relates to unit 202 (LO3) and learners must be familiar with the full range of communication and questioning techniques. However, these should be adapted for each client and treatment being carried out

Learning Outcome 2

Learners should be taught about the effects of key ingredients contained in different exfoliating and mask products. They should understand the selection and application processes dependant on the skin type.

Learners should be taught both extraction techniques (manual and comedone extractor) and should be able to justify the reasons for selection of one method over another.

Completion of the facial includes application of sunscreen. Learners must understand the benefits of using sun protection factor in order to protect the skin and reduce the risk of skin damage. They should be able to explain these factors as part of the client treatment procedure

It is important that learners understand both practical and theory aspects of this unit and it should be taught mainly in a salon environment in order to develop practical skills. This should be supported by classroom delivery in order to reinforce the theory requirements. It is recommended that tutors provide full procedural demonstrations, including indications for benefits and uses of appropriate products. A range of clients is essential to enable the learners to cover the variations in skin types and conditions covered in the unit. Wherever possible learners should be encouraged to rebook clients for follow on treatments to observe the long term effects.

Particular attention should be paid to the different techniques required when applying and removing products and massaging the skin for male clients. Tutors should encourage learners to consider

adaptations to the facial massage. They should take into consideration client preferences such as applying firmer pressure, use of pressure points and particular focus on the neck and shoulders

Unit 211 Spray tanning treatments

Unit level:	Level 2
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GLH:	30
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What is this unit about?

The purpose of this unit is for learners to carry out spray tanning treatments to suit a range of different client needs and expectations. They will be able to advise clients about preparing for the treatment and how to maintain the tan between treatments.

They will also develop an awareness of the dangers associated with UV tanning and how to protect against sun damage by wearing a Sun Protection Factor (SPF).

Learners may be introduced to the unit by asking themselves questions such as:

- Have I used self-tan in the past?
 - Am I aware of the dangers associated with UV tanning?
 - What are the visual sign of sunburnt skin?
 - What is my own skin tone?
-

Learning outcomes

In this unit, learners will be able to

- 1 Prepare and consult with client
- 2 Provide tanning treatment
- 3 Provide advice and recommendations to the client
- 4 Understand the risks associated with UV rays

Scope of content

Throughout this unit the learners should maintain effective health, safety and hygiene procedures to include the use of appropriate PPE where required. They will be required to communicate and behave in a professional manner

Learning outcome

- 1 Prepare and consult with client
-

Topics

- 1.1 Prepare self and treatment area
- 1.2 Consult with client
- 1.3 Prepare client for treatment

Depth

Topic 1.1

Prepare self and the treatment area taking into account health, safety and hygienic practices and ensuring suitable environmental conditions for client and treatment

- Lighting
- Heating
- Ventilation
- Hygiene
 - Disinfect tanning tent
 - Sanitise work area and hands
- Positioning of tanning equipment
 - Tanning tent
 - Trolley
 - Tanning machine
 - Extractor

Prepare relevant products, tools and consumables for spray tanning

- Products
 - Sanitiser
 - Oil free moisturiser
 - Tanning lotion
- Tools
 - Tanning machine
 - Tent
- Consumables
 - Disposable footwear

- o Disposable underwear
- o Hair protection
- o Face mask

Topic 1.2

Communicate with client prior to treatment

- To arrange a skin sensitivity patch test
- To provide pre-treatment advice
 - o exfoliate full body
 - o no make-up
 - o no deodorants
 - o no body lotions
- precautions to be taken if client has had depilatory treatments prior to treatment

Consult with client using various techniques to determine treatment objectives

- Questioning – confirm that client has a negative reaction to patch testing
- Listening
- Visual - Hyperpigmentation, hypopigmentation
- Reference to client records
- Discuss treatment objectives and obtain signed consent prior to treatment

Types of contra-indications that would prevent or restrict tanning treatments

- Prevent
 - o Bacterial
 - o Fungal
 - o Viral
 - o Infestations
 - o product allergy
 - o recent microdermabrasion
 - o Laser/IPL treatments
- Restrict
 - o Eczema
 - o Psoriasis
 - o dry sensitive skin
 - o cuts and abrasions
 - o recent scar tissue
 - o sunburn
 - o dermatitis

Confirm treatment plan with client taking into consideration client characteristics and preferences and complete records

Topic 1.3

Prepare client for spray tanning

- Remove appropriate clothing and jewellery
- Protect hair

- Sanitise feet
 - Position client to meet needs of treatment
 - Maintain client modesty and privacy
 - Check client comfort
-

Learning outcome

2 Provide tanning treatment

Topics

- 2.1 Prepare client skin for tanning
- 2.2 Provide spray tanning treatment

Depth

Topic 2.1

Check that skin has been adequately prepared

- Confirm area to be treated has been cleansed and exfoliated
- Select products and technique to suit clients characteristics and preferences
 - o Clients skin tone
 - o Clients colouring characteristics
- Moisturise dry areas such as knees, elbows
- Protect palms of hands , soles of feet, nails and cuticles

Topic 2.2

Provide spray tanning treatment

- Position self and client correctly
 - Explain the sensation and noise of the machine to the client
 - Apply tan in sequence to ensure even coverage following manufacturers guidelines
 - Remove excess tan from palms of hands, toes, fingernails
 - Check the application is even
 - Allow sufficient drying time
 - Clean area and dispose of waste
-

Learning outcome

3 Provide advice and recommendations to the client

Topics

- 3.1 Types of contra-actions
- 3.2 Provide advice and recommendations

Depth

Topic 3.1

Contra-actions to the treatment and contra-actions which are a result of poor practice

- Allergic reaction
- Itching
- Severe erythema
- Swelling
- Coughing/wheezing
- Watery eyes

Importance of remedial actions to be taken to alleviate symptoms that can occur during/after treatments

- Stop treatment
- Remove product
- Apply cold compress/eye bath if necessary
- Refer to GP/pharmacist if necessary
- Record on client record card

Topic 3.2

Provide advice and recommendations

- Avoid activities that may affect the finished result
 - avoid tight clothing
 - do not bath/shower for at least 8 hours
 - avoid chlorinated pools, sauna, steam rooms
 - avoid use of Alpha Hydroxy Acids (AHA)
- Specific product recommendations and use including promotion of products to enhance treatment objectives
 - use of exfoliator
 - moisturising products
 - tanning products and SPF advice
- Promotion of additional link treatments to benefit clients
- Treatment planning
 - agree frequency of return visits

Update client records following treatment, recording client feedback, effects of treatment and advice provided

Learning outcome

4 Understand the risks associated with UV rays

Topics

- 4.1 Types and effects of UV rays
- 4.2 Risks of UV tanning
- 4.3 Sun protection factor (SPF)

Depth

Topic 4.1

Types of UV rays that affect the skin

- Effects of UVA
 - o Ageing
 - o Skin cancer
- Effects of UVB
 - o Heat
 - o Sunburn

Topic 4.2

The risks of UV tanning

- Different types of skin cancer
 - o Melanoma, basal cell cancer, squamous cell cancer
- Photo-ageing
 - o Loose skin, wrinkling, thickening, age spots

Topic 4.3

UV protection methods

- Use of SPF
- Wearing protective clothing eg hats, sunglasses
- Avoid direct UV rays in the middle of the day

Benefits of using SPF

- Avoid burning
- Prevent premature ageing of the skin
- Reduce risk of skin cancer

Guidance for delivery

Unit 201 Anatomy and Physiology and unit 202 Principles of beauty therapy provide the underpinning knowledge which must be embedded across all units in this qualification. These units should be taught alongside all the practical units.

Unit 201 provides the knowledge related to the structure and function of the skin. Unit 202 covers all aspects relating to preparation of the environment, therapist and clients, health and safety, communication and working to high professional industry standards. Tutors must ensure that underpinning knowledge for the learning outcomes and topic areas listed below is also covered:

Learning Outcome 1

Learners must be able to distinguish between sterilisation and sanitisation and the effectiveness of the different methods available

Learners must be able to explain the reasons for carrying out a sensitivity patch test and the actions to follow if a positive reaction occurs.

Topic 1.2

This area relates to unit 202 (LO3) and learners must be familiar with the full range of communication and questioning techniques. However, these should be adapted for each client and treatment being carried out

Learning Outcome 2

Learners should understand the importance of following health and safety procedures and safe working practices when carrying out treatments. They should be aware of current health and safety regulations and legislation as referenced in Unit 202 and must apply this to everyday practice.

Learning Outcome 4

This is a theory outcome designed to provide learners with an understanding of the effects of UV rays and the associated risks. This subject area could be delivered through a research project highlighting common myths around UVA/UVB rays and SPF factors. Learners could be encouraged to investigate recommended government guidelines and the importance of using a broad spectrum SPF.

It is important that learners understand both practical and theory aspects of this unit and it should be taught mainly in a salon environment in order to develop practical skills. This should be supported by classroom delivery in order to reinforce the theory requirements. It is recommended that tutors provide full procedural demonstrations, including indications for benefits and uses of appropriate products. Learners should be given the opportunity to practice the techniques on one another to gain confidence before progressing onto clients. Whilst learners will be assessed on providing a full body spray tan tutors should be mindful that learners may want to cover up certain areas whilst training. A range of clients is essential to enable the learners to experience different skin characteristics and body types.

Whilst this unit is about spray tanning, learners could benefit from understanding the range of alternative tanning products on the market and the advantages and disadvantages of each.

Unit 212 Introduction to the spa industry

Unit level:	Level 2
GLH:	30

What is this unit about?

The purpose of this unit is for learners be able to identify the effects and benefits of spa treatments and how the skills developed as beauty therapists can be utilised when working in a spa environment.

The spa industry can be traced back for thousands of years, developing from the early civilisations uses of mineral enriched waters to heal and treat a variety of ailments. Learners should be able to identify the origins of spa therapies, their historic benefits and their influence on the modern spa. Throughout this unit learners will gain an understanding of the range of employment opportunities available in the spa industry, types of spa experiences and the requirements for operating a spa.

Learners may be introduced to the unit by asking themselves questions such as:

- How will learning about the spa industry benefit me?
- What is a spa?
- How do spa treatments differ from beauty treatments?
- Could I have a pedicure before using a whirlpool?
- Will I still be able to work in a spa with a beauty qualification?
- Are spa treatments regulated?

Learning outcomes

In this unit, learners will be able to

- 1 Understand the history and development of the modern day spa
- 2 Understand a range of spa treatments
- 3 Understand spa operations
- 4 Understand legislation required for the spa industry

Learning outcome

- 1 Understand the history and development of the modern day spa
-

Topics

- 1.1 Impact of key civilisations in the development of spas
- 1.2 Types of spa experiences

Depth

Topic 1.1

Impact of key civilisations that have influenced the development of spa treatments

- Babylonians
- Ancient Greeks - recognised the benefits of regular bathing and massage
- Roman Empire - hygiene and health, recreation, rehabilitation of wounded soldiers
- Dark ages and Middle ages - bathing prohibited, spas used as churches
- Renaissance - research into mineral content of spa waters used for medicinal purposes
- Current (19th – 21st century) Development of massage and spa treatments, introduction of spa therapy qualification

Topic 1.2

Compare a range of spa experiences

- Day spa - health, beauty, relaxation, fitness
 - Resort and cruise ship spa – holiday, relaxation, fitness
 - Destination spa - holistic treatments and activities, lectures, nutrition
 - Medical spa - medical and holistic services
 - Spiritual/Ayurvedic spa - Balancing the mind, body and spirit
 - Thermal spa - Built around a natural hot spring with mineral and sulphur rich waters
-

Learning outcome

- 2 Understand a range of spa treatments
-

Topics

- 2.1 Heat treatments and their benefits
 - 2.2 Chill treatments and their benefits
 - 2.3 Hydrotherapy treatments and their benefits
 - 2.4 Treatments provided by therapists
-

Depth

Topic 2.1

Types of heat treatments

- Sauna bath - Finnish or Tyrolean, dry heat alternating with cooler shower, 70-100 °C
- Steam cabinet - steam alternating with cooler shower, 50-55 °C, can be used as a pre heat treatment
- Steam Rooms - Caldarium, Tepidarium, Hammam, Rasul and Serail
- Japanese salt room - Combines steam, essential oils and salt, 45-48 °C

General benefits

- Improved circulation
- Vasodilation
- Improved skin texture and colour
- Increased lymphatic circulation
- Relaxes tight muscles in preparation for massage
- Removal of toxins
- Prevents the build-up of lactic acid following exercise
- Provides a deep cleansing detoxifying experience

Topic 2.2

Types of chill treatments

- Ice treatments - Ice room - application of crushed ice to the body, ice cave
- Cold water treatments - cold bath, cold affusions, cryotherapy, plunge pool, cold footbath, alternating showers, cold compress

General benefits

- Circulation slowed
- Vasoconstriction
- Analgesic (numbs pain)
- Tightens and tones skin
- Increased metabolism
- Invigoration
- Cools body between heat treatments
- Reduces inflammation in joints and muscle tissue

Topic 2.3

Types of hydrotherapy treatments

- Spa pool - hot water circulated using high power air jets
- Hydrotherapy bath - high power jets directed at specific areas
- Flotation - enclosed tank, warm, salt and mineral enriched water
- Vichy shower – also known as a rain shower
- Kneipp therapy – hot and cold water treatment using minerals and plant herbs
- Watsu – Shiatsu movements performed while floating in water

General Benefits

- Relaxation
- Improved muscle condition
- Increased metabolism
- Increased lymphatic circulation
- Improves flexibility
- Improved skin condition
- Improved sleep
- Increased energy levels
- Induces a sense of wellbeing

Topic 2.4

Treatments provided by therapists within a spa environment

- Body massage
- Aromatherapy
- Indian head massage
- Exfoliation
- Wraps
- Facials
- Hand and foot treatment

Learning outcome

3 Understand spa operations

Topics

3.1 Staff roles and responsibilities

3.2 Stages of the client journey

Depth

Topic 3.1

Roles and responsibilities of those working in a spa

- Spa Director - head of operations, facilities, in charge of budgets
- Spa Manager - overall day to day operations, staff management
- Senior therapists - mentoring, developing treatments
- Spa therapists - provide treatments, information on products
- Spa receptionist/Treatment co-ordinator - bookings, timetabling, memberships
- Spa product trainer - product house

Topic 3.2

Stages of the client's spa journey

- Client anticipation and expectations
 - o Pre booking information
 - o Spa location
 - Reception meet and greet
 - Consultation
 - Spa facilities - use of spa, treatments
 - Aftercare and recommendations - products, post treatment advice
 - The journeys end
 - o follow up contact - compliments card, phone call, email
 - o newsletters and promotions
-

Learning outcome

- 4 Understand legislation required for the spa industry
-

Topics

- 4.1 Health and safety legislation
- 4.2 Spa industry regulating bodies

Depth

Topic 4.1

Health & safety legislation applicable to the spa environment

- Health and safety at work act
- Personal Protective Equipment at Work regulations
- Control of Substances Hazardous to Health Regulations
- Workplace Health, Safety and Welfare Regulations

Topic 4.2

Spa industry regulators

- International spa association (ISPA)
- European spa Association (ESPA)
- UK-SPA

Guidance for delivery

This is a theory unit that will underpin the learner's extended knowledge of the beauty industry and inform them of employment opportunities that are available to them on completion of their training.

For this unit it is important that learners become familiar with the concepts of the spa experience and recognise how the spa industry has developed through the ages. On successful completion of this unit learners could progress onto the level 3 Advanced Technical Diploma in Beauty and Spa Therapy where they will be able to develop practical spa skills.

Learners should be encouraged to work independently, in partnerships and in groups to complete tasks in order to work as an individual or part of a team. They will require guidance and support through this unit to ensure that they have developed a comprehensive understanding of the spa industry and recognise the regulation involved in ensuring that the industry stays safe by following current relevant legislation.

Learners should be encouraged to use a wide range of study material such as books, magazines, newspapers, the internet, television programs and research papers in order to complete research and assignments.

Some topics may lend themselves to extended activities which will allow deeper exploration of the spa industry for example research into different types of spa treatments and experiences. Wherever possible learners should be encouraged to experience a spa environment either individually or as part of a group visit to a spa.

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the Centres and Training Providers homepage on www.cityandguilds.com.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues.

Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification.

Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates

- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Appendix 2 Useful contacts

UK learners General qualification information	E: learnersupport@cityandguilds.com
International learners General qualification information	E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	E: business@cityandguilds.com

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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