



Technical and Vocational Education and Training (TVET) Council



Occupational Standards of Competence

Spa Therapy

Level 3

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Qualification Overview
NVQB
in
Spa Therapy
Level 3

Qualification Overview

The NVQB in Spa Therapy Level 3 is designed to provide training, assessment and recognised certification for persons in the beauty sector. Candidates must be able to deliver a variety of spa services (body treatments, massages, facials and waxing) in a safe and comfortable manner; maintain equipment and sample inventory of products; acknowledge and respond to relevant customer queries, needs and expectations within the beauty sector, where necessary, in accordance with industry standards.

Who is the qualification for?

This qualification is aimed at persons who have a level of autonomy within their job roles in the beauty sector. The base skills are such that progression can be made to higher levels within the beauty sector. The competencies are for persons who are likely to be in roles where, for example, their duties include:

- Delivering spa treatments and techniques
- Applying knowledge of anatomy and physiology to beauty therapy treatments
- Providing skin care
- Providing massages, body scrubs, body wraps
- Maintaining customer relations
- Promoting a sense of relaxation, rejuvenation and well-being

Jobs within the occupational area

Relevant occupations include:

- Aestheticians
- Beauty/spa therapists

This list is not exhaustive and only serves to illustrate the breadth of the qualification.

A012503 APPROVED- NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

SPA THERAPY - LEVEL 3

To achieve the full qualification, candidates must complete **all** twelve (12) mandatory units.

MANDATORY UNITS (ALL MUST BE COMPLETED.)

Code

- | | |
|---|----------------|
| 1. Develop workplace policies and procedures for sustainability | UA55003 |
| 1.1 Establish sustainability policies and procedures | |
| 1.2 Communicate sustainability policies and procedures | |
| 1.3 Implement sustainability policies and procedures | |
| 1.4 Review the implementation of sustainability policies and procedures | |
| 2. Use reflex points techniques in beauty, spa and hair treatments | UA59503 |
| 2.1 Establish client priorities | |
| 2.2 Prepare for reflex points treatments | |
| 2.3 Provide reflex points treatments | |
| 2.4 Review treatment and provide post-treatment advice | |
| 2.5 Clean treatment area | |
| 3. Perform superficial lymph massage treatments | UA59603 |
| 3.1 Establish client priorities | |
| 3.2 Prepare for treatment | |
| 3.3 Provide lymphatic massage | |
| 3.4 Review treatment and provide post-treatment advice | |
| 3.5 Clean treatment area | |
| 4. Provide hair reduction treatments | UA59703 |
| 4.1 Establish client priorities | |
| 4.2 Design hair reduction treatment | |
| 4.3 Plan for hair reduction treatment | |
| 4.4 Conduct patch test | |
| 4.5 Apply hair reduction treatment | |
| 4.6 Review treatment and provide post-treatment advice | |
| 4.7 Clean treatment area | |

MANDATORY UNITS (ALL MUST BE COMPLETED.)

Code

5. Provide diathermy treatments

UA59803

- 5.1 Establish client priorities
- 5.2 Design diathermy treatment
- 5.3 Plan for treatment
- 5.4 Conduct patch test
- 5.5 Perform diathermy treatment
- 5.6 Review treatment and provide post-treatment advice
- 5.7 Clean treatment area

6. Design and apply cosmetic tattooing

UA59903

- 6.1 Establish client priorities
- 6.2 Recommend cosmetic tattooing
- 6.3 Plan for cosmetic tattooing
- 6.4 Perform patch test
- 6.5 Provide cosmetic tattooing
- 6.6 Review treatment and provide post-treatment advice
- 6.7 Clean treatment area

7. Perform micro-dermabrasion treatments

UA60003

- 7.1 Establish client priorities
- 7.2 Provide advice on micro-dermabrasion treatment
- 7.3 Prepare for micro-dermabrasion treatment
- 7.4 Perform patch test
- 7.5 Provide micro-dermabrasion treatment
- 7.6 Review treatment and provide post-treatment advice
- 7.7 Clean treatment area

8. Provide Indian head massage

UA60103

- 8.1 Establish client objectives
- 8.2 Recommend treatment options
- 8.3 Prepare for Indian head massage
- 8.4 Perform Indian head massage
- 8.5 Review treatment and provide post-treatment advice
- 8.6 Clean treatment area

9. Supervise and coordinate teams

UA56003

- 9.1 Identify tasks for the team
- 9.2 Complete tasks
- 9.3 Coach on the job

MANDATORY UNITS (ALL MUST BE COMPLETED.)

Code

10. Manage treatment services and sales delivery

UA60203

- 10.1 Develop and implement quality client services
- 10.2 Maintain and improve sales and profits
- 10.3 Coordinate staff training and support
- 10.4 Manage resources and work operations

11. Plan and facilitate training

UA60303

- 11.1 Establish the learning environment
- 11.2 Develop a work-based learning pathway
- 11.3 Build the learner/facilitator relationship
- 11.4 Implement a work-based learning pathway
- 11.5 Maintain and develop the learner/facilitator relationship
- 11.6 Close and evaluate the learner/facilitator relationship
- 11.7 Evaluate the effectiveness of the work-based learning pathway

12. Schedule and check out clients

UA55103

- 12.1 Schedule clients
- 12.2 Process payments
- 12.3 Supervise staff
- 12.4 Implement stock control measures

UA55003 **Develop workplace policies and procedures for sustainability**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to develop and implement workplace sustainability policies and procedures and modify these to suit changed circumstances.

It applies to individuals with managerial responsibilities who undertake work to develop approaches to create, monitor and improve strategies and policies within organisations and engage with a range of relevant stakeholders and specialists.

ELEMENT

PERFORMANCE CRITERIA

Candidates must be able to:

- | | |
|---|--|
| 1. Establish sustainability policies and procedures | 1.1 Define the scope of sustainability policies and procedures in accordance with organisational policies. |
| | 1.2 Gather information from a range of sources to plan and develop the sustainability policies and procedures. |
| | 1.3 Identify and consult stakeholders as a key component of the policy development process. |
| | 1.4 Include appropriate strategies at all stages of work to minimise resource use, reduce toxic material and hazardous chemical use and employ life cycle management approaches. |
| | 1.5 Make recommendations for policy options based on likely effectiveness, timeframes and cost. |
| | 1.6 Develop policies and procedures that reflect the organisational commitment to sustainability as an integral part of business planning and as a business opportunity. |

- 1.7 Identify and agree on appropriate methods of implementing outcomes and performance indicators based on organisational requirements.
2. Communicate sustainability policies and procedures
 - 2.1 Promote sustainability policy, including its expected outcome, to key stakeholders according to organisational policies and procedures.
 - 2.2 Inform those involved in implementing the policy about expected outcomes, activities to be undertaken and assigned responsibilities according to organisational procedures.
3. Implement sustainability policies and procedures
 - 3.1 Develop and communicate procedures to help implement workplace sustainability policy according to organisational requirements.
 - 3.2 Implement strategies for continuous improvement in resource efficiency according to organisational requirements.
 - 3.3 Establish recording systems for tracking continuous improvements in sustainability approaches and assign responsibility according to organisational policies and procedures.
4. Review the implementation of sustainability policies and procedures
 - 4.1 Document policy outcomes and provide feedback to key personnel and stakeholders according to organisational policies and procedures.
 - 4.2 Investigate successes policy according to organisational policies and procedures.
 - 4.3 Monitor records to identify trends that may require remedial action and use to promote continuous improvement of performance.
 - 4.4 Modify policies and/or procedures as required to ensure improvements are made.

RANGE STATEMENT

All range statements must be assessed:

1. Sources may include but are not limited to:

- Primary
- Secondary
- Tertiary

2. Stakeholders may include but are not limited to:

- Employers
- Customers
- Community
- Government

3. Strategies may include but are not limited to:

- Planning
- Efficiency
- Control
- Competitive advantage

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What is the scope of workplace sustainability policies and procedures.
2. Why it is important to define the scope of workplace sustainability policies and procedures and how to do so.
3. Why it is important to gather information from a range of sources to plan and develop workplace sustainability policies and procedures.
4. Why it is important to identify and consult stakeholders as a key component of the policy development process and how to do so.
5. How to minimise resource use, reduce toxic material and hazardous chemical use and employ life cycle management approaches.
6. What are the different types of strategies.
7. What are the different recommendations for policy options based on likely effectiveness, timeframes and cost.
8. Why it is important to develop policies and procedures that reflect the organisation's commitment to sustainability as an integral part of business planning and as a business opportunity and how to do so.
9. What are appropriate methods for implementing outcomes and performance indicators.
10. What are the organisational requirements for promoting workplace sustainability policies and procedures including their expected outcome to key stakeholders and how to do so.
11. Why it is important to inform those involved in implementing policy about expected outcomes, activities to be undertaken and assigned responsibilities and what are the organisational policies and procedures for doing so.
12. Why it is important to communicate procedures to help implement organisational sustainability policies and how to do so.
13. Why it is important to implement strategies for continuous improvement in resource efficiency and how to do so.
14. Why it is important to record systems for tracking continuous improvements in sustainability approaches and to assign responsibility and how to do so.
15. What are the organisational procedures for recording systems for tracking continuous improvements in sustainability approaches and assigning responsibility.
16. How to document policy outcomes and provide feedback to key personnel and stakeholders.
17. How to investigate the success of the policy according to organisational policies and procedures.
18. Why it is important to investigate policy successes according to organisational requirements.
19. How to monitor and use records to identify trends that may require remedial action to promote continuous improvement of performance.

20. How to modify policies and procedures as required to ensure improvements are made.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA59503**Use reflex points techniques in beauty, spa and hair treatments**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to provide relaxation treatments using reflex points techniques. Candidates must demonstrate the ability to consult with clients, select products and techniques and provide manual reflexology for hands and feet.

ELEMENT**PERFORMANCE CRITERIA***Candidates must be able to:*

- | | |
|---|--|
| 1. Establish client priorities | <ul style="list-style-type: none"> 1.1 Access and review the client treatment plan if available, according to organisational procedures. 1.2 Discuss treatment requirements with the client according to organisational policies. 1.3 Identify contraindications to the treatment and refer the client to an appropriate professional as required. 1.4 Follow the principles of reflex points techniques, sequence and identify factors that may restrict treatment. 1.5 Confirm the revised treatment plan with the client, record updates and obtain the client's consent according to organisational procedures. |
| 2. Prepare for reflex points treatments | <ul style="list-style-type: none"> 2.1 Check the readiness of the treatment area and self, according to the treatment plan, industry and organisational best practices. 2.2 Confirm the efficient use of energy, water and other resources during the preparation and subsequent treatment process according to industry and environmental best practices. 2.3 Prepare the client and select treatment products according to treatment and client treatment plan. |
| 3. Provide reflex points treatments | <ul style="list-style-type: none"> 3.1 Drape the client for warmth, with feet and hands exposed as required. |

- 3.2 Maintain client comfort and modesty throughout the treatment in accordance with industry and organisational procedures.
 - 3.3 Select, apply and sequence reflex points techniques according to the treatment plan.
 - 3.4 Use leverage and pressure to apply reflex points techniques while holding and supporting the foot.
 - 3.5 Work based on reflex points of either hands or feet according to the treatment plan.
 - 3.6 Monitor client reactions and adjust reflex points techniques and duration as required.
 - 3.7 Allow post-treatment recovery time in a relaxing environment according to industry best practices and organisational requirements.
- 4. Review treatment and provide post-treatment advice
 - 4.1 Evaluate the treatment with the client according to organisational procedures and the client treatment plan.
 - 4.2 Record the outcomes of the treatment on the client according to organisational policies and procedures.
 - 4.3 Provide aftercare advice and recommend products and future treatments when necessary based on the client treatment plan.
 - 4.4 Update the treatment plan and re-book the client as required.
- 5. Clean treatment area
 - 5.1 Remove used towels and gown and clean the treatment area and surfaces according to industry best practices and organisational policies and procedures.
 - 5.2 Replenish the treatment area for the next treatment according to organisational policies and procedures.

- 5.3 Dispose of general waste to minimise negative environmental impacts according to industry best practices and organisational policies and procedures.

RANGE STATEMENT

All range statements must be assessed:

1. Contraindications may include but are not limited to:

- Acute congestive heart failure
- Acute renal failure
- Active blood clots/bleeding
- Infection
- Cancers
- Pregnancy

2. Reflex points techniques may include but are not limited to:

- Stroking and effleurage
- Light and deep friction
- Breathing
- Knuckling

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. How to access and review the client treatment plan if available, according to organisational procedures.
2. Why it is important to discuss treatment requirements with clients according to organisational policies and how to do so.
3. Why it is important to identify contraindications to the treatment, refer the client to an appropriate professional as required and how to do so.
4. What are the different contraindications.
5. What are the principles of reflex points techniques, sequence and factors that may restrict the treatment.
6. What are reflex points techniques and how to apply them.
7. Why it is important to allow post-treatment recovery time in a relaxing environment.
8. Why it is important to confirm the revised treatment plan with the client and record updates according to organisational procedures.
9. What are the organisational procedures for obtaining the client's consent and how to do so.
10. Why it is important to prepare the client and select treatment products according to treatment plan.
11. What are the industry, organisational and environmental requirements for using energy, water and other resources efficiently during the preparation and subsequent treatment process.
12. How to prepare the client and select treatment products according to the treatment plan.
13. How to plan and prepare for treatment.
14. How to drape the client for warmth, with feet and hands exposed as required.
15. Why it is important to maintain client comfort and modesty throughout the treatment in accordance with organisational procedures and how to do so.
16. Why it is important to select, apply and sequence reflex points techniques according to the treatment plan.
17. How to use leverage and pressure to apply reflex points techniques while holding and supporting the foot adequately.
18. How to work on reflex points of both hands and feet according to treatment plan.
19. How to monitor client reactions and adjust reflex points techniques and duration as required.
20. How to evaluate the treatment with the client according to organisational procedures and the client treatment plan.

21. Why it is important to record the outcomes of the treatment on the client according to organisational policies and procedures and how to do so.
22. How to provide aftercare advice and recommend products and future treatments when necessary.
23. How to update the treatment plan and re-book the client as required.
24. How to remove used towels and gowns and clean the treatment area and surfaces according to industry best practices and organisational policies and procedures.
25. Why it is important to replenish the treatment area for the next treatment according to organisational policies and procedures.
26. Why it is important to dispose of general waste to minimise negative environmental impacts, according to organisational policies and procedures and how to do so.
27. What are the organisational and environmental policies and procedures for disposing of waste.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion
- Case study

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA59603

Perform superficial lymph massage treatments

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to provide superficial lymph massage for the treatment of specific skin and body conditions. Candidates must demonstrate the ability to interpret a treatment plan, and to select and apply a range of superficial lymph massage techniques.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

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|----|-----------------------------|-----|---|
| 1. | Establish client priorities | 1.1 | Access and review the client treatment plan if available, according to organisational procedures. |
| | | 1.2 | Discuss massage requirements and lifestyle factors with the client and identify treatment priorities. |
| | | 1.3 | Review indications for treatment, contraindications and client feedback and modify the treatment plan as required. |
| | | 1.4 | Identify any contraindications which prevent treatment and recommend suitable alternative treatments or refer the client to an appropriate professional as required. |
| | | 1.5 | Confirm the treatment objectives and revised treatment plan with client. |
| | | 1.6 | Obtain written medical approval as required. |
| 2. | Prepare for treatment | 2.1 | Check the readiness of the treatment area and availability of equipment according to the treatment. |
| | | 2.2 | Prepare the client, equipment and products based on agreed treatment plan. |
| | | 2.3 | Confirm the efficient use of energy, water and other resources during the preparation and subsequent treatment process according to organisational policies. |

3. Provide lymphatic massage
 - 3.1 Position self to minimise fatigue and risk of injury according to your own needs and organisational health and safety requirements.
 - 3.2 Apply superficial lymph massage routine according to treatment plan.
 - 3.3 Confirm that client modesty and comfort are maintained throughout treatment according to spa/salon procedures.
 - 3.4 Adhere to infection control procedures throughout the treatment according to industry requirements.
 - 3.5 Monitor skin effects and modify the massage appropriately according to the client's needs, industry and organisational procedures.
 - 3.6 Apply post-treatment products according to the client's needs and manufacturer's instructions.
4. Review treatment and provide post-treatment advice
 - 4.1 Evaluate the lymph massage treatment with the client according to organisational procedures
 - 4.2 Record the outcomes of the treatment on the treatment plan according to industry and organisational procedures.
 - 4.3 Advise the client on the expected reactions and provide home care and lifestyle advice.
 - 4.4 Discuss the next treatment and re-book the client as required according to industry and organisational procedures.
 - 4.5 Complete and store treatment documentation according to industry and organisational procedures.
5. Clean treatment area
 - 5.1 Remove used linen and clean surfaces and equipment according to organisational policies and procedures.

- 5.2 Restock equipment and products in preparation for the next treatment.
- 5.3 Dispose of general waste to minimise negative environmental impacts according to organisational policies and procedures.

RANGE STATEMENT

All range statements must be assessed:

1. Contraindications may include but not limited to:

- Acute congestive heart failure
- Acute renal failure
- Active blood clots/bleeding
- Infections
- Cancers
- Asthma
- Hyperthyroidism
- Varicose veins
- Blood thinner medication

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are contraindications.
2. How to discuss massage requirements and lifestyle factors with the client and identify treatment priorities.
3. How to review indications for treatment, contraindications and client feedback and modify treatment plan as required.
4. Why it is important to identify contraindications which prevent treatment and to recommend suitable alternative treatments and how to do so.
5. Why it is important to confirm treatment objectives and revised treatment plan with the client and how to do so.
6. Why it is important to obtain written medical approval.
7. Why it is important to use energy, water and other resources efficiently during the preparation and subsequent treatment process.
8. What are the different types of infection control procedures.
9. How to check the readiness of the treatment area and the availability of equipment according to the treatment.
10. How to prepare the client, equipment and products based on agreed treatment plan.
11. How to position self to minimise fatigue and risk of injury according to own needs and what are the organisational health and safety procedures for doing so.
12. How to apply superficial lymph massage routine according to treatment plan.
13. How to apply post-treatment products according to manufacturer's instructions.
14. How to refer the client to an appropriate professional as required.
15. How to monitor effects and modify massage appropriately.
16. How to record outcomes of treatment on client treatment plan according to organisational procedures.
17. How to advise client on expected reactions and provide home care and lifestyle advice.
18. How to complete and store treatment documentation according to organisational procedures.
19. How to communicate effectively.
20. How to read, accurately interpret and apply manufacturer's instructions for products and equipment.

21. Why it is important to discuss next treatment and rebook client as required.
22. Why it is important to remove used linen and clean surfaces and how to do so.
23. How to restock equipment and products in preparation for next treatment.
24. Why it is important to dispose of general waste to minimise negative environmental impacts and what are the organisational policies and procedures for doing so.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion
- Case study

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA59703**Provide hair reduction treatments**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to remove unwanted hair from the face and body using laser and sugaring techniques. Candidates must demonstrate the ability to establish priorities with clients, synthesise knowledge of skin and hair biology and electric currents, and to design and provide effective hair removal treatments.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

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| 1. Establish client priorities | 1.1 | Access and review the client treatment plan if available, according to organisational procedures. |
| | 1.2 | Discuss the client's hair reduction requirements, changes in hair growth and lifestyle factors to establish treatment objectives. |
| | 1.3 | Assess hair in the area according to industry and organisational protocols. |
| | 1.4 | Identify and explain contraindications of the treatment and refer the client to an appropriate professional as required. |
| | 1.5 | Review medical history, medication, and obtain medical approval prior to the treatment, as required. |
| 2. Design hair reduction treatment | 2.1 | Discuss the outcomes of hair assessment with the client according to industry and organisational procedures. |
| | 2.2 | Design treatments for a single session or a series of treatments and discuss the benefits and potential adverse effects with the client. |
| | 2.3 | Discuss with the client, recommendations for the duration, frequency and cost of recommended treatments. |

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|----|-----------------------------------|--|
| | 2.4 | Modify the treatment plan, record updates and obtain the client's consent according to organisational and manufacturer's policies. |
| 3. | Plan for hair reduction treatment | |
| | 3.1 | Prepare the client, self, equipment and products according to the treatment and organisational, local health and safety and manufacturer's requirements. |
| | 3.2 | Complete safety checks on equipment according to manufacturer's instructions and industry policies. |
| | 3.3 | Confirm the efficient use of energy, water and other resources during the preparation and subsequent treatments according to sustainable development policy. |
| 4. | Conduct patch test | |
| | 4.1 | Explain the physical sensations of the treatment to the client and confirm understanding as required. |
| | 4.2 | Conduct a patch test according to industry and manufacturer's procedures. |
| | 4.3 | Select equipment and explain their use to the client in accordance with organisational, industry and manufacturer's procedures. |
| | 4.4 | Assess skin reactions and outcomes with the client and record results according to organisational requirements. |
| | 4.5 | Adjust the treatment parameters on the treatment plan as required. |
| 5. | Apply hair reduction treatment | |
| | 5.1 | Prepare the client for treatment according to organisational and industry requirements. |
| | 5.2 | Select equipment and explain their use to the client in accordance with organisational and manufacturer's procedures. |
| | 5.3 | Select the electrical current type and level, in line with the patch test text parameters. |

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|----|--|---|---|
| | 5.4 | Use body mechanics throughout treatment to minimise fatigue and risk of injury to self and client according to organisational health and safety requirements. | |
| | 5.5 | Treat unwanted hair, applying infection control and skin penetration procedures, ensuring no over-treatment of any area. | |
| | 5.6 | Confirm that client comfort and modesty are maintained throughout the treatment according to organisational procedures. | |
| | 5.7 | Monitor client reactions to adjust the time and intensity of electric current as required. | |
| | 5.8 | Apply post-treatment care and products to minimise any post-treatment skin reactions. | |
| 6. | Review treatment and provide post-treatment advice | 6.1 | Evaluate the treatment with the client according to organisational requirements. |
| | | 6.2 | Record the treatment parameters and outcomes on the treatment plan according to organisational policies and procedures. |
| | | 6.3 | Provide aftercare advice and recommend products and future treatments according to manufacturers' instructions. |
| | | 6.4 | Update the treatment plan and re-book the client as required. |
| 7. | Clean treatment area | 7.1 | Remove used linen and clean treatment surfaces and equipment according to organisational policies and procedures. |
| | | 7.2 | Dispose of probes or needles according to environmental, industry and organisational health and safety requirements. |
| | | 7.3 | Sterilise instruments that have come into contact with bodily fluids according to industry and organisational health and safety procedures. |

- 7.4 Restock equipment and products in preparation for the next treatment.
- 7.5 Dispose of general and hazardous waste to minimise negative environmental impact according to organisational policies and procedures.

RANGE STATEMENT

All range statements must be assessed:

1. Contraindications may include but are not limited to:

- Acute congestive heart failure
- Acute renal failure
- Active blood clots/bleeding
- Infections
- Cancers

2. Hair reduction areas may include but are not limited to:

- Eyebrows
- Face (upper, chin and sideburns)
- Bikini line
- Back
- Legs

3. Hair reduction requirements may include but are not limited to:

- Laser
- Sugaring
- IPL- Intense Pulsed Light

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What is client treatment.
2. How to access and review client treatment plans if available.
3. Why it is important to discuss client hair reduction requirements, changes in hair growth and lifestyle factors to establish treatment objectives.
4. Why it is important to assess hair in treatment site and how to do so.
5. What are contraindications.
6. Why it is important to review medical history, medication, and obtain medical approval prior to treatment, as required.
7. Why it is important to discuss outcomes of hair assessment with the client.
8. Why it is important to use energy, water and other resources efficiently during the preparation and subsequent treatment according to sustainable development policy.
9. Why it is important to sterilise instruments that have come into contact with body fluids and what are the organisational health and safety procedures for doing so.
10. What are the different types of physical sensations of treatment.
11. How to design treatments for a single session or series of treatments and discuss benefits and potential adverse effects with client.
12. How to discuss recommendations for the duration, frequency and cost of recommended treatments with the client.
13. How to modify the treatment plan, record updates and obtain client consent according to spa/salon policies.
14. How to prepare the client, self, equipment and products according to treatment and organisational health and safety requirements.
15. How to complete safety checks on equipment according to manufacturer's instructions.
16. How to conduct patch tests, assess skin reaction and outcomes with the client and record results accurately.
17. How to cleanse skin.
18. How to dispose of general and hazardous waste to minimise negative environmental impact according to organisational policies and procedures.
19. How to remove used linen and clean treatment surfaces and equipment according to organisational policies and procedures.
20. How to dispose of probes or needles in sharps container.
21. How to restock equipment and products in preparation for next treatment.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA59803**Provide diathermy treatments**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to plan and safely use electric currents to treat dilated capillaries. Candidates must demonstrate the ability to establish priorities with clients, synthesise knowledge of skin biology and electric currents to design and provide treatments to reduce the appearance of dilated capillary blood vessels on the face and upper chest.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

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| 1. Establish client priorities | <ul style="list-style-type: none"> 1.1 Access and review the client treatment plan if available, according to organisational procedures. 1.2 Discuss factors that may affect client skin conditions to determine the cause of dilated capillaries. 1.3 Identify and assess dilated capillaries and skin according to organisational procedures. 1.4 Identify and explain contraindications to the client and refer the client to an appropriate professional as required. 1.5 Review medical history and medications and obtain medical approval prior to the treatment as required. 1.6 Classify the client's skin and explain outcomes to the client according to organisational procedures. |
| 2. Design diathermy treatment | <ul style="list-style-type: none"> 2.1 Identify treatment parameters and techniques according to organisational policies and procedures. 2.2 Discuss with the client, potential adverse effects, treatment design and recommendations for duration, frequency and treatment costs. |

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| | 2.3 | Confirm the revised treatment plan, record updates and obtain signed client consent. |
| 3. | Plan for treatment | |
| | 3.1 | Check the readiness of the treatment area and the availability of equipment and products according to manufacturer's instructions. |
| | 3.2 | Prepare the client, ensuring their comfort and modesty throughout the treatment. |
| | 3.3 | Use body mechanics throughout treatment to minimise fatigue and risk of injury according to organisational health and safety requirements. |
| | 3.4 | Confirm the efficient use of energy, water and other resources during preparation and the subsequent treatment process. |
| 4. | Conduct patch test | |
| | 4.1 | Explain physical sensations of the treatment to the client according to industry and manufacturer's procedures. |
| | 4.2 | Cleanse and disinfect the patch test site according to health and safety procedures. |
| | 4.3 | Select the correct tools and equipment and explain their use to the client in accordance with industry procedures. |
| | 4.4 | Assess skin reactions and outcomes with the client and record results according to industry requirements. |
| | 4.5 | Identify skin reactions and advise the client of the suitability for diathermy treatment in accordance with organisational procedures. |
| | 4.6 | Record and adjust the current intensity, mode level, probe or needle size according to organisational, industry and manufacturer's procedures. |
| | 4.7 | Re-book the client to assess the outcomes of the patch test for further treatments in accordance with organisational procedures. |
| 5. | Perform diathermy treatment | |
| | 5.1 | Cleanse and disinfect the treatment area according to health and safety regulations. |

- 5.2 Set the current intensity and select probes or needles according to patch test results.
- 5.3 Select equipment and explain its use to the client in accordance with organisational procedures.
- 5.4 Apply and modify the diathermy treatment, according to the treatment plan, skin reaction and client feedback.
- 5.5 Apply after-care products according to the treatment.
- 6. Review treatment and provide post-treatment advice
 - 6.1 Evaluate the treatment with the client according to organisational procedures.
 - 6.2 Record the treatment parameters and outcomes of the client treatment plan.
 - 6.3 Advise the client on how to care for skin in the treatment site and expectations for wound healing.
 - 6.4 Provide aftercare advice, recommend products and future treatments and re-book the client if required.
- 7. Clean treatment area
 - 7.1 Remove used linen and clean treatment surfaces and equipment according to organisational policies and procedures.
 - 7.2 Dispose of probes or needles in sharps containers according to environmental, industry and organisational health and safety requirements.
 - 7.3 Sterilise instruments that have come into contact with bodily fluids according to organisational, local health and safety and industry requirements.
 - 7.4 Re-stock equipment and products in preparation for the next treatment.

- 7.5 Dispose of general and hazardous waste to minimise negative environmental impact and according to organisational policies and procedures.

RANGE STATEMENT

All range statements must be assessed:

1. Factors may include but are not limited to:

- Diathermy requirements
- Changes in skin over lifetime
- Current skin care regimen
- Lifestyle nutrition

2. Contraindications may include but are not limited to:

- Acute congestive heart failure
- Acute renal failure
- Active blood clots/bleeding
- Infections
- Cancers
- Pregnancy
- Broken skin (recent injury or inflammation , weeping eczema, open psoriasis and diabetes)

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the organisational policies and procedures for providing dietary treatments.
2. Why it is important to discuss client diathermy requirements, changes in client skin during lifetime, current skin care regimen, lifestyle and nutrition influences to determine causes of dilated capillaries.
3. Why it is important to identify and assess dilated capillaries and skin as required and how to do so.
4. What are contraindications to the treatment and refer client to appropriate professional as required.
5. Why it is important to review medical history and medications and obtain medical approval prior to treatment, as required.
6. What are the different types of skin types.
7. What are treatment parameters and techniques.
8. Why it is important to discuss with the client, potential adverse effects, treatment design and recommendations for duration, frequency and treatment costs.
9. Why it is important to use energy, water and other resources efficiently during preparation and subsequent treatment process.
10. What are the different types of physical sensations of treatments.
11. Why it is important to identify skin reactions and advise the client of the suitability for diathermy treatment and how to do so.
12. Why it is important to apply and modify diathermy treatments, according to the treatment plan, skin reactions and client feedback.
13. Why it is important to evaluate the treatment with the client and how to do so.
14. Why it is important to dispose of general waste to minimise negative environmental impact according to organisational policies and procedures.
15. How to conduct treatments following occupational health and safety regulations.
16. How to conduct a patch test.
17. How to cleanse and disinfect a patch test site.
18. How to record the treatment parameters and outcomes of the treatment on the client treatment plan.
19. How to record and adjust the current intensity, mode level, probe or needle size.
20. How to rebook the client to assess the outcomes of patch tests for further treatments.
21. How to confirm the revised treatment plan, record updates and obtain signed client consent.

22. How and when to refer the client to an appropriate professional as required.
23. How to communicate effectively.
24. How to advise the client on how to care for the skin in treatment site and the expectations for wound healing.
25. How to provide aftercare advice, recommend products and future treatments and rebook the client.
26. How to remove used linen and clean surfaces and equipment according to organisational policies and procedures.
27. How to restock equipment and products in preparation for the next treatment.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA59903**Design and apply cosmetic tattooing**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to penetrate the skin to apply pigments to provide cosmetic tattoos on the face or body. Candidates must demonstrate the ability to consult with clients, design the tattoo, select pigments and equipment to tattoo lips, eyebrows, eyelids, face and breast areola.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

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| 1. Establish client priorities | 1.1 Access and review the client treatment plan if available, according to organisational procedures. |
| | 1.2 Discuss cosmetic tattooing requirements and lifestyle factors with the client to identify priorities. |
| | 1.3 Consult with referral sources to clarify and confirm the client request for the tattoo service if required. |
| | 1.4 Assess the skin in the area to be tattooed to determine suitability of cosmetic tattooing to meet client requirements. |
| | 1.5 Identify contraindications to cosmetic tattooing and refer the client to an appropriate professional as required. |
| | 1.6 Identify skin disorders and diseases and possible adverse reactions and discuss with the client. |
| | 1.7 Review client medical history, medications and obtain medical approval prior to treatment as required. |
| 2. Recommend cosmetic tattooing | 2.1 Suggest the tattoo, providing the client with a visual representation of expected outcomes. |

- 2.2 Explain the treatment sequence, duration, frequency and cost to the client according to organisational policies and procedures.
 - 2.3 Modify the treatment plan, record updates and obtain signed client consent according to organisational requirements.
 3. Plan for cosmetic tattooing
 - 3.1 Check the readiness of the treatment area and the availability of equipment according to the service.
 - 3.2 Prepare the client and select pigments and equipment based on agreed treatment plan.
 - 3.3 Use body mechanics throughout the treatment to minimise fatigue and risk of injury according to organisational health and safety requirements.
 - 3.4 Confirm that client comfort and modesty are maintained throughout the treatment according to industry and organisational procedures.
 - 3.5 Confirm the efficient use of energy, water and other resources during the preparation and subsequent treatment process according to sustainable energy policies.
 4. Perform patch test
 - 4.1 Prepare the area to be tattooed according to industry and organisational requirements.
 - 4.2 Select equipment and explain their use to the client in accordance with industry and organisational procedures.
 - 4.3 Conduct a patch test according to industry and organisational procedures.
 - 4.4 Identify skin reactions and advise the client of the suitability for cosmetic tattooing treatment.
 - 4.5 Record details of the patch test according to organisational requirements.
 - 4.6 Re-book the client to assess the outcomes of the patch test for further treatments where required.

5. Provide cosmetic tattooing
 - 5.1 Map out the shape and colour of the cosmetic tattoo according to client preference.
 - 5.2 Photograph the area to be tattooed prior to and after treatment according to industry and organisational policies and procedures.
 - 5.3 Cleanse and anaesthetise the skin in the treatment area according to industry requirements.
 - 5.4 Select equipment and explain their use to the client in accordance with organisational and manufacturer's procedures.
 - 5.5 Select, prepare and record needles and pigments to be used according to industry, manufacturer's and organisational requirements.
 - 5.6 Apply the cosmetic tattooing treatment according to industry, manufacturer's and organisational requirements.
 - 5.7 Apply aftercare products according to industry and organisational requirements.
6. Review treatment and provide post-treatment advice
 - 6.1 Protect the tattoo to ensure wound healing, cosmetic chemistry and achieve treatment outcomes where required.
 - 6.2 Use client feedback to assist in evaluating the treatment according to organisational and manufacturer's policies and procedures.
 - 6.3 Record the treatment parameters and outcomes of the treatment on the client treatment plan according to organisational and manufacturer's policies and procedures.
 - 6.4 Provide aftercare advice and recommend products and future treatments where required.
 - 6.5 Manage client expectations of potential outcomes according to organisational procedures.
 - 6.6 Rebook the client as required according to organisational policies and procedures.

- 6.7 Advise referral source on treatment progress as required.
- 7. Clean treatment area
 - 7.1 Remove used linen and clean treatment surfaces and equipment according to industry, organisational and local health and safety policies and procedures.
 - 7.2 Dispose of probes or needles according to environmental, industry, organisational and health and safety requirements.
 - 7.3 Sterilise instruments that have come into contact with bodily fluids according to industry, environmental and organisational health and safety regulations.
 - 7.4 Restock equipment and products in preparation for the next treatment according to organisational procedures.
 - 7.5 Dispose of hazardous and non-hazardous waste to minimise negative environmental impact according to organisational policies and procedures.

RANGE STATEMENT

All range statements must be assessed:

1. Cosmetic tattooing may include but are not limited to:

- Stretch marks
- Freckles
- Skin tone discoloration
- Lip liner
- Beauty marks
- Eyebrows
- Hair liner

2. Skin disorders may include but are not limited to:

- Acne
- Chicken pox
- Warts
- Vitiligo
- Lupus
- Cellulite
- Blisters
- Hives
- Cold sores

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the organisational policies and procedures for designing and applying cosmetic tattooing.
2. What are contraindications to cosmetic tattooing.
3. How to identify cosmetic tattooing.
4. What are the different types of skin disorders.
5. Why it is important to discuss with the client, cosmetic tattooing requirements and lifestyle factors to identify their priorities.
6. Why it is important to consult with referral sources to clarify and confirm client request for the tattoo service.
7. How to consult with referral sources to clarify and confirm the client request for the tattoo service.
8. Why it is important to assess the skin in the area to be tattooed to determine the suitability of cosmetic tattooing and how to do so.
9. Why it is important to review client medical history, medications and obtain medical approval prior to the treatment.
10. What are the organisational procedures for reviewing client medical history, medications and obtaining medical approval prior to treatment.
11. Why it is important to obtain informed and signed parent or guardian consent if client is a minor.
12. Why it is important to use energy, water and other resources efficiently during preparation and the subsequent treatment process according to the sustainable energy policy and how to do so.
13. Why it is important to sterilise any instrument that has come into contact with body fluids according to health and safety regulations and how to do so.
14. How to conduct the treatment following occupational health and safety regulations.
15. How to design the tattoo and provide the client with a visual representation of the expected outcomes.
16. How to explain to the client, the treatment sequence, duration, frequency and cost according to organisational policies and procedures.
17. How to modify the treatment plan, record updates and obtain signed client consent.
18. What are the different treatment plans.
19. How to check the readiness of the treatment area and availability of equipment according to the required service.

20. How to prepare the client and select pigments and equipment based on the agreed treatment plan.
21. How to ensure client comfort and modesty throughout the treatment according to organisational procedures.
22. How to remove used linen and clean treatment surfaces and equipment according to organisational policies and procedures.
23. Why it is important to remove used linen and clean treatment surfaces and equipment according to organisational policies and procedures and how to do so.
24. What are the environmental, industry and organisational procedures for disposing of probes and needles.
25. How to dispose of probes and needles according to industry and organisational procedures.
26. How to restock equipment and products in preparation for the next treatment.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA60003**Perform micro-dermabrasion treatments**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to use pre-set systems using water, crystals, diamond tips and vacuum suction to exfoliate the skin of the body or face.

Candidates must demonstrate the ability to establish priorities with the client, synthesise knowledge of skin science and the effects of treatments on skin structure and design and provide safe and effective treatments. Micro-dermabrasion treatment can be an individual service or can form part of a series of services.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

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| 1. | Establish client priorities | 1.1 | Access and review the client treatment plan according to spa and salon procedures. |
| | | 1.2 | Discuss skin changes over client lifetime, the current skin care regimen, lifestyle and nutrition influences to establish client requirements according to industry best practices and organisational procedures. |
| | | 1.3 | Conduct skin analysis, assessing the degree of photo-aging and pigmentation, thickness of the epidermis, level of erythema and scar tissue according to industry best practices and organisational procedures. |
| | | 1.4 | Identify and explain contraindications to the treatment and refer clients to an appropriate professional as required. |
| | | 1.5 | Review medical history and medications and obtain medical approval prior to the treatment, according to industry best practices and organisational procedures. |
| | | 1.6 | Classify client's skin, based on Fitzpatrick skin type and explain the outcomes to the client according to industry best practices and organisational procedures. |

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| 2. | Provide advice on micro-dermabrasion treatment | 2.1 | Design micro-dermabrasion for a single treatment or series of treatments and discuss the appropriate device parameters and treatment technique to achieve the desired results according to spa and salon procedures. |
| | | 2.2 | Discuss with the client, recommendations for the duration, frequency and cost of recommended treatments. |
| | | 2.3 | Confirm the revised treatment plan, record updates and obtain signed consent according to organisational procedures. |
| 3. | Prepare for micro-dermabrasion treatment | 3.1 | Check the readiness of the treatment area and availability of equipment according to organisational procedures. |
| | | 3.2 | Prepare the client, self, equipment and products according to the treatment and organisational procedures. |
| | | 3.3 | Prepare the client, ensuring comfort and modesty throughout the treatment in accordance with industry best practices and organisational procedures. |
| | | 3.4 | Arrange position throughout the treatment to minimise fatigue and risk of injury to self and client according to organisational health and safety requirements. |
| | | 3.5 | Use energy, water and other resources efficiently during the preparation and subsequent treatments according to sustainable development policy. |
| 4. | Perform patch test | 4.1 | Explain the physical sensations of the treatment to the client and confirm understanding according to spa and salon procedures. |
| | | 4.2 | Clean skin and ensure the area is dry and hair free according to organisational procedures. |

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| | 4.3 | Conduct a patch test adjacent to the treatment site, assess reaction and record the results according to spa/salon procedures. |
| | 4.4 | Advise the client of their suitability for treatment, pretreatment care, preparation of skin and products to enhance treatment outcomes according to organisational procedures. |
| 5. Provide micro-dermabrasion treatment | 5.1 | Adjust treatment parameters according to patch test results. |
| | 5.2 | Select the treatment procedure and number according to industry and manufacturer's procedures. |
| | 5.3 | Provide micro-dermabrasion for the face or body as required. |
| | 5.4 | Stretch and manipulate the skin to prevent damage according to organisational procedures. |
| | 5.5 | Monitor client reactions and adjust treatment parameters or cease treatment as required. |
| | 5.6 | Apply post-treatment products according to organisational, industry and manufacturer's procedures. |
| 6. Review treatment and provide post-treatment advice | 6.1 | Evaluate the treatment with the client according to organisational procedures. |
| | 6.2 | Review the current skin care regimen and make recommendations to support client priorities to maintain skin between treatments according to industry, manufacturer's and organisational procedures |
| | 6.3 | Advise the client on how to protect the skin from environmental and sun damage as required. |

- 6.4 Record treatment parameters and outcomes of the treatment on the client treatment plan according to organisational procedures.
 - 6.5 Design and recommend future treatments to support client priorities and re-book client as required.
- 7. Clean treatment area
 - 7.1 Remove used linen and clean surfaces and equipment according to industry and organisational health and safety procedures.
 - 7.2 Sterilise any equipment that has come into contact with body fluids according to industry organisational, manufacturer's and health and safety procedures.
 - 7.3 Restock equipment and products in preparation for the next treatment.
 - 7.4 Dispose of general and hazardous waste to minimise negative environmental impact according to organisational policies and procedures.

RANGE STATEMENT

All range statements must be assessed:

1. Contraindications may include but are not limited to:

- Acute congestive heart failure
- Acute renal failure
- Active blood clots/bleeding/skin thinners
- Infections
- Cancers
- Fever
- Under the influence of drugs or alcohol
- Skin disorders and diseases

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. How to access and review the client treatment plan
2. Why it is important to review the client treatment plan.
3. Why it is important to discuss skin changes over client lifetime, current skin care regimen, lifestyle and nutrition influences to establish client micro-dermabrasion requirements.
4. How to conduct skin analysis, assessing degree of photo-aging and pigmentation, thickness of the epidermis, the level of erythema and scar tissue.
5. How to identify and explain contraindications to the treatment and when to refer clients to an appropriate professional as required.
6. What are contraindications.
7. Why it is important to review medical history and medications, and obtain medical approval prior to treatment and how to do so.
8. What is Fitzpatrick skin type and how it is classified.
9. How to classify the client's skin type and explain outcomes to the client.
10. How to design micro-dermabrasion for a single session or a series of treatments and discuss the appropriate device parameters and treatment technique to achieve the desired results.
11. How to discuss with the client, recommendations for the duration, frequency and cost of recommended treatments.
12. Why it is important to revise the treatment plan, record updates and obtain signed consent and how to do so.
13. How to check the readiness of the treatment area and the availability of equipment.
14. Why it is important to prepare the client, self, equipment and products and how to do so.
15. How to prepare the client, ensuring comfort and modesty throughout the treatment.
16. How to position yourself throughout treatment to minimise fatigue and risk of injury to yourself and the client.
17. How to use energy, water and other resources efficiently during the preparation and subsequent treatments.
18. Why it is important to explain the physical sensations of the treatment to the client and confirm understanding.
19. Why it is important to clean the skin and ensure that the area is dry and hair free and how to do so.
20. Why it is important to conduct a patch test adjacent to the treatment site, assess reactions and record results and how to do so.
21. How to advise the client of their suitability for treatment, pre-treatment care, preparation of skin and products to enhance treatment outcomes.

22. How to adjust treatment parameters according to patch test results.
23. How to select the treatment procedure and number according to spa and salon procedures.
24. How to provide micro-dermabrasion for the face or body as required.
25. How to stretch and manipulate the skin to prevent damage.
26. Why it is important to monitor client reactions and adjust treatment parameters or cease treatment and how to do so.
27. How to apply post-treatment products.
28. How to evaluate treatment with the client.
29. How to review the current skin care regimen and make recommendations to support client priorities and maintain skin between treatments.
30. Why it is important to advise clients on how to protect the skin from environmental and sun damage as required and how to do so.
31. How to record treatment parameters and the outcomes of the treatment on the client treatment plan.
32. How to design and recommend future treatments to support client priorities and re-book the client.
33. Why it is important to remove used linen and clean surfaces and equipment according to industry and organisational health and safety procedures and how to do so.
34. Why it is important to sterilise any equipment that has come into contact with body fluids and how to do so.
35. How to restock equipment and products in preparation for the next treatment.
36. How to dispose of general and hazardous waste to minimise negative environmental impact.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion
- Case study

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA60103**Provide Indian head massage**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to provide Indian head massage as part of a spa programme for relaxation. Candidates must demonstrate the ability to consult with clients, plan massage routines and massage arms, neck, shoulders, scalp and face. Indian head massage can be an individual treatment or form part of a series of treatments.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

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| 1. Establish client objectives | 1.1 | Access and review the client treatment plan if available according to organisational procedures. |
| | 1.2 | Discuss with the client, Indian head massage requirements and lifestyle factors to identify treatment priorities. |
| | 1.3 | Identify contraindications to Indian head massage and refer the client to an appropriate professional as required. |
| | 1.4 | Identify scalp condition, disorders and possible adverse reactions and discuss with the client according to industry and organisational procedures. |
| | 1.5 | Establish client medical history and medications and obtain medical approval prior to the treatment according to industry best practices and organisational procedures. |
| | 1.6 | Assess the capacity of Indian head massage to meet client needs according to industry and organisational procedures. |
| 2. Recommend treatment options | 2.1 | Design the proposed treatment for a single session or series of treatments according to industry and organisational procedures. |

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| | 2.2 | Discuss with clients, the benefits and potential adverse effects of the Indian head massage sequence according to industry best practices and organisational procedures. |
| | 2.3 | Discuss with the client, recommendations for the duration, frequency and cost of recommended treatments. |
| | 2.4 | Modify the treatment plan, record updates and obtain client consent according to industry best practices and organisational policies. |
| 3. | Prepare for Indian head massage | |
| | 3.1 | Check the readiness of the treatment area and the availability of equipment according to industry and organisational health and safety procedures. |
| | 3.2 | Prepare the client and select massage products according to the treatment plan and client's skin and hair type. |
| | 3.3 | Arrange position throughout the treatment to minimise fatigue and risk of injury to self and the client according to industry and health and safety requirements. |
| | 3.4 | Confirm the efficient use of energy, water and other resources during the preparation and subsequent treatments according to sustainable development policies. |
| 4. | Perform Indian head massage | |
| | 4.1 | Confirm the intensity of the massage with the client throughout the treatment according to organisational procedures. |
| | 4.2 | Instruct and monitor the client on breathing techniques according to industry and organisational procedures. |
| | 4.3 | Apply massage medium as required to avoid product waste according to industry best practices and organisational procedures. |

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| | 4.4 | Apply Indian head massage techniques according to the treatment plan and client comfort. |
| | 4.5 | Monitor client comfort throughout the treatment and adjust massage techniques and routines as required. |
| | 4.6 | Identify adverse effects and respond according to industry procedures. |
| 5. | Review treatment and provide post-treatment advice | |
| | 5.1 | Evaluate Indian head massage treatment with the client according to industry best practices and organisational procedures. |
| | 5.2 | Manage client expectations of potential outcomes according to organisational procedures. |
| | 5.3 | Recommend home care, lifestyle changes, products and future treatments to improve health according to organisational, health and safety requirements. |
| | 5.4 | Update the treatment plan and rebook client according to organisational procedures. |
| 6. | Clean treatment area | |
| | 6.1 | Remove used linen and clean treatment surfaces and equipment according to industry and local health and safety policies and procedures. |
| | 6.2 | Restock equipment and products in preparation for the next treatment according to organisational procedures. |
| | 6.3 | Dispose of general waste to minimise negative environmental impact and according to industry policies and procedures. |

RANGE STATEMENT

All range statements must be assessed:

1. Contraindications may include but are not limited to:

- Acute congestive heart failure
- Acute renal failure
- Active blood clots/bleeding
- Infections
- Cancers
- Acute infectious diseases
- Surgery around the area
- Migraine (during an attack)
- Undiagnosed lumps and swelling
- Psychosis

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. How to access and review the client treatment plan if available.
2. Why it is important to discuss with the client, Indian head massage requirements and lifestyle factors to identify treatment priorities.
3. What is Indian head massage.
4. What are contraindications.
5. How to identify contraindications to Indian head massage and refer the client to an appropriate professional as required.
6. Why it is important to identify client scalp conditions, scalp disorders and possible adverse reactions and discuss with client and how to do so.
7. Why it is important to identify client medical history, medications and obtain medical approval prior to treatment and how to do so.
8. How to assess the capacity of Indian head massage to meet client needs.
9. How to design the proposed treatment for a single session or series of treatments.
10. Why it is important to discuss with the client, the benefits and potential adverse effects of selected Indian head treatments and how to do so.
11. Why it is important to discuss with the client, recommendations for the duration, frequency and cost of recommended treatments.
12. How to modify the treatment plan, record updates and obtain client consent.
13. How to check the readiness of the treatment area and availability of equipment.
14. How to prepare the client and select massage products according to the treatment plan and client requirements.
15. How to use body mechanics throughout the treatment to minimise fatigue and risk of injury to self and client.
16. How to use energy, water and other resources efficiently during the preparation and subsequent treatments.
17. How to ensure client modesty throughout the treatment and why this is important.
18. Why it is important to instruct and monitor the client on breathing techniques and how to do so.
19. How to apply massage mediums as required to avoid product waste.
20. How to perform Indian head massage techniques according to the treatment plan and client comfort.
21. Why it is important to monitor client comfort throughout the treatment and adjust massage techniques and routines as required and how to do so.

22. How to identify adverse effects and respond according to industry procedures.
23. How to evaluate Indian head massage treatments with the client.
24. How to manage client expectations of potential outcomes according to organisational procedures.
25. Why it is important to recommend home care, lifestyle changes, products and future treatments to improve health and how to do so.
26. How to update the client's treatment plan and rebook the client.
27. Why it is important to remove used linen and clean treatment surfaces and equipment according to industry policies and procedures and how to do so.
28. How to restock equipment and products in preparation for the next treatment.
29. How to dispose of general waste to minimise negative environmental impact and according to industry policies and procedures.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion
- Case study

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA56003**Supervise and coordinate teams**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to effectively supervise, coordinate and communicate with teams. It includes completing individual and team tasks and providing coaching to team members.

ELEMENT**PERFORMANCE CRITERIA***Candidates must be able to:*

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|----|-----------------------------|-----|--|
| 1. | Identify tasks for the team | 1.1 | Establish goals for the team according to operational procedures and requirements. |
| | | 1.2 | Communicate and allocate tasks required to achieve goals according to salon policies and procedures. |
| 2. | Complete tasks | 2.1 | Complete individual tasks as part of the team within designated timelines. |
| | | 2.2 | Negotiate changes to workplace responsibilities to meet reviewed demands. |
| | | 2.3 | Participate in the evaluation of the team's performance in accordance with team goals. |
| | | 2.4 | Provide support to colleagues to ensure designated teams goals are met. |
| 3. | Coach on the job | 3.1 | Train team members who are unfamiliar with specific procedures. |
| | | 3.2 | Inform team members of the application of the work skill or job being taught according to the assigned task. |
| | | 3.3 | Use a systematic approach including explanation and demonstration where appropriate. |
| | | 3.4 | Motivate trainees by providing positive comments and feedback during and after instruction to help them learn from their mistakes. |

- 3.5 Encourage and guide trainees to evaluate their own performance for improvement.
- 3.6 Evaluate trainees' performance according to organisational policies and procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Team** may include but is not limited to:

- Functional
- Cross-functional
- Self-managed
- Virtual

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the organisational policies and procedures and industry codes of practice with regard to the supervision and coordination of staff, communication in the workplace.
2. Why it is important to communicate with staff, coach, and motivate staff according to salon procedures.
3. How to communicate with staff, coach, and motivate staff according to spa/salon procedures.
4. What are the relevant legislation and statutory requirements, including industry awards/agreements and organisational policies in regard to working periods, overtime, breaks.
5. Why it is important to understand the staff roster system.
6. How to roster staff.
7. Why it is important to know and understand employment classifications, full or part-time.
8. Why it is important to know and understand meeting procedures.
9. Why it is important to have group presentation skills and goal setting.
10. Why it is important to know and understand the local industry association code of ethics.
11. What are time and stress management and how these are applied.
12. Why it is important to know and understand internal and external client contact and personal hygiene and department.
13. Why it is important to know and understand the issues regarding equal opportunity grievance procedures and discrimination and how they are applied.
14. What are the current industrial requirements for organisations.
15. What are verbal and non-verbal communication skills.
16. Why it is important to communicate.
17. How to apply policies and procedures in regard to communicating with staff, coaching, and motivating staff according to salon procedures.
18. How to accurately interpret and consistently apply state and local statutory requirements or regulations including relevant industry awards/agreements and to maintain staff records as required.
19. How to identify team goals and the methods of achieving goals and assist and support the team in the achievement of designated goals.
20. How to evaluate team performance in relation to the achievement of goals and offer solutions where goals are not met.
21. How to use training/coaching skills.
22. How to use team building and motivation skills.
23. How to apply planning skills.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion
- Grading sheets/review sheets

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA60203**Manage treatment services and sales delivery**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to monitor, maintain and improve sales and service delivery. Candidates must demonstrate the ability to develop and implement quality client service practices, determine and monitor sales targets, organise staff training and monitor work operations for productivity.

ELEMENT**PERFORMANCE CRITERIA***Candidates must be able to:*

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| 1. Develop and implement quality client services | 1.1 | Develop policies and procedures in line with organisational procedures and personal services values for sales and quality treatment provision and communicate to staff. |
| | 1.2 | Use client feedback to improve sales and service and share information with staff according to organisational procedures. |
| | 1.3 | Encourage staff to take responsibility for meeting client needs and to assist each other in achieving optimum service according to organisational procedures. |
| | 1.4 | Monitor staff efficiency and service to ensure standards are met according to organisational procedures. |
| | 1.5 | Resolve treatment and service-related complaints referred by team members according to organisational procedures. |
| | 1.6 | Identify the effectiveness of client sales and service practices, including corrective actions according to organisational procedures. |
| | 1.7 | Identify, in consultation with staff, systematic problems and adjust practices to improve service quality according to organisational procedures. |

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| 2. | Maintain and improve sales and profits | 2.1 | Analyse client demographics based on hourly expenses, treatment time and target profit margin according to organisational procedures. |
| | | 2.2 | Review staff products, sales targets and periods regularly according to organisational procedures. |
| | | 2.3 | Monitor the progress towards targets, provide feedback on performance and encourage staff to increase their average client bill according to organisational procedures. |
| | | 2.4 | Implement staff incentive schemes to increase product sales and client re-booking according to organisational procedures. |
| 3. | Coordinate staff training and support | 3.1 | Provide opportunities to increase sales, safety and treatment service capabilities and arrange relevant staff training according to organisational procedures. |
| | | 3.2 | Organise staff product and treatment supplier training to support the introduction of new equipment, products and services according to organisational procedures. |
| | | 3.3 | Allocate a mentor or supervisor to staff in training to ensure that on and off-the-job training are blended according to the training plan. |
| 4. | Manage resources and work operations | 4.1 | Maintain staff salaries and working conditions according to industry legislation and organisational policies. |
| | | 4.2 | Maintain adequate resources and stock for optimum sales and service according to organisational procedures. |
| | | 4.3 | Allocate current workloads to utilise the strengths and attributes of individual team members according to organisational procedures. |

- 4.4 Use treatment products to ensure waste minimisation for profitability and environmental sustainability according to organisational procedures.
- 4.5 Provide systems for cleaning, storing and maintaining tools and equipment for optimum use according to manufacturer's instructions, industry and organisational requirements.
- 4.6 Repair or replace faulty equipment as soon as practicable, without disruption to service levels according to manufacturer's instructions and organisational procedures.
- 4.7 Maintain accurate records for sales, service and operational issues according to organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. Communicate may include but is not limited to:

- Questioning
- Listening
- Speaking
- Writing
- Non-verbal communication
- Visual

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. How to develop policies and procedures in line with organisational personal services values for sales and quality treatment provision and communicate to staff.
2. How to use client feedback to improve sales and service and share information with staff.
3. How to encourage staff to take responsibility for meeting client needs and to assist each other in achieving optimum service.
4. Why it is important to monitor staff efficiency and service to ensure standards are met and how to do so.
5. How to resolve treatment and service-related complaints referred by team members.
6. How to identify the effectiveness of client sales and service practices, including corrective actions.
7. How to identify, in consultation with staff, systematic problems and adjust practices to improve service quality.
8. How to analyse client demographics based on hourly expenses, treatment time and target profit margins.
9. How to regularly review staff products, sales targets and periods.
10. Why it is important to monitor the progress towards targets, provide feedback on performance and encourage staff to increase the average client bill and how to do so.
11. How to implement staff incentive schemes to increase product sales and client rebooking.
12. How to provide opportunities to increase sales, safety and treatment service capabilities and arrange relevant staff training.
13. How to organise staff product and treatment supplier training to support the introduction of new equipment, products and services.
14. Why it is important to allocate a mentor or supervisor to staff in training to ensure that on and off-the-job training are blended and how to do so.
15. How to maintain staff salaries and working conditions according to industry legislation and organisational policies.
16. How to maintain adequate resources and stock for optimum sales and service.
17. Why it is important to allocate current workloads to utilise the strengths and attributes of individual team members and how to do so.
18. How to use treatment products to ensure waste minimisation for profitability and environmental sustainability.

19. How to provide systems for cleaning, storing and maintaining tools and equipment for optimum use.
20. How to repair or replace faulty equipment as soon as practicable without disruption to service levels.
21. How to maintain accurate records for sales, service and operational issues.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA60303**Plan and facilitate training**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to plan, organise and facilitate training for individuals in the workplace.

ELEMENT**PERFORMANCE CRITERIA***Candidates must be able to:*

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| 1. Establish the learning environment | 1.1 | Confirm and agree upon the objectives and scope of work-based learning according to organisational procedures. |
| | 1.2 | Analyse work practices and routines to determine their effectiveness according to organisational procedures. |
| | 1.3 | Identify and address occupational health and safety implications according to industry, local legislation and organisational procedures. |
| 2. Develop a work-based learning pathway | 2.1 | Address contractual requirements and responsibilities for learning at work according to industry and organisational procedures. |
| | 2.2 | Arrange for the integration and monitoring of external learning activities into the work-based learning pathway according to workplace procedures. |
| | 2.3 | Obtain agreement from relevant personnel to implement the work-based learning pathway according to organisational procedures. |
| 3. Build the learner/facilitator relationship | 3.1 | Identify the context for learning and individual learning styles according to organisational procedures. |
| | 3.2 | Select the appropriate technique or process to facilitate learning and explain the basis of the technique to learners according to organisational procedures. |

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| | 3.3 | Develop learning tools and discuss individualised learning plans with learners according to organisational procedures. |
| | 3.4 | Access and read documentation outlining the occupational health and safety responsibilities of the various parties in the learning environment according to organisational procedures. |
| | 3.5 | Monitor supervisory arrangements with learners, levels of knowledge, skill and experience to provide support and encouragement. |
| 4. | Implement a work-based learning pathway | |
| | 4.1 | Sequence the introduction of workplace tasks, activities and processes to reflect the agreed work-based learning pathway according to organisational procedures. |
| | 4.2 | Explain the objectives and process of work-based learning according to organisational procedures. |
| | 4.3 | Develop techniques that facilitate the learner's transfer of skills and knowledge according to organisational procedures. |
| 5. | Maintain and develop the learner/facilitator relationship | |
| | 5.1 | Prepare learning materials for each session according to organisational procedures. |
| | 5.2 | Structure learning activities to support and reinforce new learning, build on strengths, and identify areas for further development according to organisational procedures. |
| | 5.3 | Observe learner cues and change approaches where necessary to maintain momentum according to organisational procedures. |
| | 5.4 | Monitor the effectiveness of the learner/facilitator relationship through regular meetings between the parties. |

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| 6. | Close and evaluate the learner/facilitator relationship | 6.1 | Conduct the closure using appropriate interpersonal and communication skills. |
| | | 6.2 | Seek feedback from the learner on the outcomes achieved and value of the relationship according to organisational procedures. |
| | | 6.3 | Evaluate and document the process including impact, self-evaluation and reflection and file according to legal and organisational requirements. |
| 7. | Evaluate the effectiveness of the work-based learning pathway | 7.1 | Document work performance and learning achievement and keep records according to organisational procedures. |
| | | 7.2 | Evaluate the effectiveness of the work-based pathway against the objectives, processes and techniques used. |
| | | 7.3 | Recommend improvements to work-based practice in light of the review process according to organisational procedures. |

RANGE STATEMENT

All range statements must be assessed:

1. **Learning styles** may include but are not limited to:
 - Visual
 - Auditory
 - Kinesthetic
 - Reading/writing

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. How to confirm and agree upon the objectives and scope of the work-based learning.
2. How to analyse work practices and routines to determine their effectiveness.
3. What are occupational health and safety implications and why it is important to identify and address them.
4. How to address contractual requirements and responsibilities for learning at work.
5. How to arrange for the integration and monitoring of external learning activities with the work-based learning pathway.
6. Why it is important to obtain agreement from relevant personnel to implement the work-based learning pathway and how to do so.
7. How to identify the context for learning and individual learning styles.
8. How to select the appropriate technique or process to facilitate learning and explain the basis of the technique to the learner.
9. How to develop learning tools and discuss individualised learning plans with learners.
10. How to access and read documentation outlining the occupational health and safety responsibilities of the various parties in the learning environment.
11. How to monitor supervisory arrangements to learners' levels of knowledge, skill and experience to provide support and encouragement.
12. How to sequence the introduction of workplace tasks, activities and processes to reflect the agreed work-based learning pathway.
13. Why it is important to explain the objectives of work-based learning and the process involved according to organisational procedures.
14. How to develop techniques that facilitate the learner's transfer of skills and knowledge.
15. How to prepare learning materials for each session.
16. How to structure learning activities to support and reinforce new learning, build on strengths, and identify areas for further development.
17. Why it is important to observe learner cues and change approaches where necessary to maintain momentum.
18. How to monitor the effectiveness of the learning and facilitate the relationship through regular meetings between the parties.
19. How to conduct the closure using appropriate interpersonal and communication skills.

20. Why it is important to seek feedback from the learner on the outcomes achieved and the value of the relationship and how to do so.
21. How to evaluate and document the process including impact, self-evaluation and reflection and file according to legal and organisational requirements.
22. How to document work performance and learning achievement and keep records.
23. How to evaluate the effectiveness of the work-based pathway against the objectives, processes and techniques used.
24. Why it is important to recommend improvements to work-based practice in light of the review process and how to do so.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA55103

Schedule and check out clients

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to provide a full receptionist service in a spa or beauty services.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

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|-------------------------------------|---|
| 1. Schedule clients | 1.1 Plan appointments according to the timing of services, availability of operators and salon procedures. |
| | 1.2 Confirm appointment arrangements with clients and record details in accordance with organisational policies. |
| 2. Process payments | 2.1 Calculate clients bills according to organisational financial policies. |
| | 2.2 Record items sold in accordance with organisational procedures. |
| | 2.3 Receive and record payments for goods and services in accordance with organisational financial procedures. |
| | 2.4 Complete relevant credit card sales vouchers and facilitate credit clearance when required according to organisational financial policies and procedures. |
| 3. Supervise staff | 3.1 Provide assistance to staff as necessary with regard to scheduling and checking out clients. |
| | 3.2 Confirm that client service history is recorded according to organisational requirements. |
| 4. Implement stock control measures | 4.1 Count and record existing stock in line with organisational procedures. |

- 4.2 Confirm items against delivery documentation and check for accuracy and damage.
- 4.3 Receive and record items and store in accordance with organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

- 1. Scheduling and checking out techniques** may include but are not limited to:
 - Effective questioning and active listening
 - Negotiating with regular and new clients
 - Accommodating the needs of clients with routine or specialist requests
 - Accommodating a variety of persons from a range of social, cultural or ethnic backgrounds and physical and mental abilities

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. Why it is important to schedule appointments and how to do so.
2. Why it is important to confirm appointment arrangements with clients and record details.
3. How to calculate clients' bills.
4. How to record items sold in accordance with organisational policies.
5. How to receive and record payments for salon goods and services.
6. Why it is important to complete relevant credit card sales vouchers and facilitate credit clearance and what are the organisational financial procedures for doing so.
7. How to provide assistance with regard to scheduling and checking out clients.
8. How to record client service history according to organisational procedures.
9. Which methods to use to count and record existing stock on stock systems in line with organisational policies.
10. How to confirm items against delivery documentations to check for accuracy and damage.
11. How to receive and record items and store in accordance with organisational procedures.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

Assessment Methods

The methods which can be used to determine competence in performance and underpinning knowledge.

Assessors

The Assessor's role is to determine whether evidence presented by a candidate for assessment within the programme meets the required standard of competence in the relevant unit or element. The Assessor needs to be competent to assess to national standards in the area under assessment.

Approved Centre

Organisation/Centre approved by the TVET Council to offer full National Vocational Qualifications.

Case Studies

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the qualification, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge it can generate and the specific nature of the evidence produced.

Competence

In the context of vocational qualifications, competence means the ability to carry out prescribed activities to nationally predetermined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding and the ability to react appropriately in contingency situations.

Element

An element is a description of an activity which a person should be able to do. It is a description of an action, behaviour or outcome which a person should be able to demonstrate.

NVQs cover five (5) levels of competence, from entry level staff at Level 1 through to senior management at Level 5.

Explanation of NVQ Levels**Level 1 - Entry Level**

Recognises competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months, evolving into more autonomy with time.

Level 2 - Skilled Occupations

Recognises competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve some responsibility and autonomy. Collaboration with others through work groups or teams and the guidance of others may be required.

Level 3 - Technical and Supervisory Occupations

Recognises competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

Level 4 - Technical Specialist and Middle Management Occupations

Recognises competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Requires very substantial personal autonomy and often significant responsibility for the work of others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

Level 5 - Chartered, Professional and Senior Management Occupations

Recognises the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognizes technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and have made outstanding contributions to the promotion and practice of their occupation.

External Verifier

The External Verifier is trained and appointed by the TVET Council and is competent to approve and ensure an approved Centre's quality of provision.

Internal Verifier

The Internal Verifier acts in a supporting role for Assessors to ensure the consistent quality of assessment and competence. He/she needs to be competent to assess to national standards in the area under assessment.

National Vocational Qualifications

NVQs are work-based qualifications that assess an individual's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the NVQ covers.

NVQ Coordinator

Within each approved Centre offering NVQs, there is a centre contact who has overall responsibility for the operation and administration of the NVQ system.

Observation

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

Performance Criteria

Performance criteria indicate what is required for the successful achievement of an element. They are descriptions of what you would expect to see in competent performance.

Product of Work

This could be items produced during the normal course of work which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

Questioning

Questioning is one of the most appropriate ways to collect evidence to assess a candidate's underpinning knowledge and understanding.

Questioning can also be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

As an assessment method, questioning ensures that the Assessor has all the evidence about a candidate's performance and allows them to clarify situations.

Range Statements

The range puts the element of competence into context. A range statement is a description of the range of situations to which an element and its performance criteria are intended to apply. Range statements are prescriptive therefore each category must be assessed.

Role-Plays

Role-plays are simulations where the candidate is asked to act out a situation in the way he/she considers "real" people would behave. By using role-play situations to assess a candidate, the Assessor is able to collect evidence and make a judgement about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself in the normal course of their work, or where the candidate needs to develop competence, before being judged competent, for example, in a disciplinary situation.

Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance** however, can be used where specified to collect evidence about an aspect of the candidate's work which occurs infrequently or which is potentially hazardous, for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, the Assessor will be able to elicit evidence which will help him/her judge how a candidate is **most likely** to perform in real life.

Supplementary Evidence

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include witness testimonies, reports, journals or diaries, records of activities, personal statements, simulation (see note in glossary).

Underpinning Knowledge

Underpinning knowledge indicates what knowledge is **essential** for a person to possess in order to successfully achieve an element and prove total competence.

Units

A unit of competence describes one or more activities which form a significant part of an individual's work. Units are accredited separately but in combination can make up a vocational qualification. There are two categories of units:

Mandatory units - are core to a qualification and must be completed.

Optional units - candidates must choose the required number of individual units, specified in the qualification structure, to achieve the qualification.

Work-based Projects

Work-based projects are a useful way for the Assessor to collect evidence to support any decision made about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning or observation.

A project often involves the identification of a solution to a specific problem identified by the Assessor and/or the candidate (such as looking at ways to redress a recent drop in sales) or may be a structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process).