



Competency Standards for Caribbean Vocational Qualifications (CVQ)

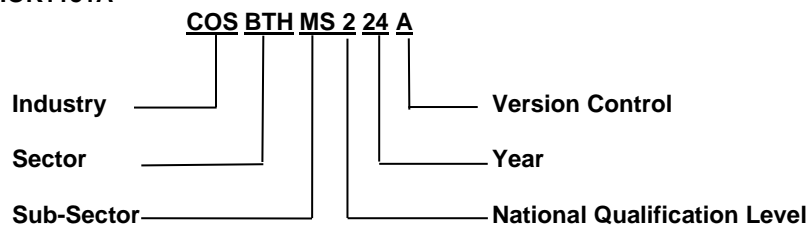
UNIT CODE – CCCOSBTHMS224A CVQ Level 2 in Make-up and Skin Care

Unit Number	Unit Title	Requirement
U92502	Maintain safe and effective working practices	Mandatory
U53802	Participate in workplace communication	Mandatory
U12902	Deliver reliable customer service	Mandatory
UA40002	Support the protection of the environment	Mandatory
UA11802	Perform facial treatments	Mandatory
UA40102	Provide lash and brow treatments	Mandatory
UA40202	Design skin preparation routine and make-up plan	Mandatory
U92602	Sell products and services	Mandatory
UA40302	Contribute to receiving and handling retail stock	Mandatory
UA40402	Contribute to assembling merchandise displays	Mandatory
UA40502	Organise personal work requirements	Mandatory
UA40602	Consult with client and analyse client's needs	Mandatory
UA40702	Advise on make-up products and services	Mandatory
UA40802	Develop a treatment plan for make-up and beauty therapy	Mandatory
UA11602	Conduct financial transactions	Mandatory

To obtain a Caribbean Vocational Qualification (CVQ) all Mandatory Units must be achieved.

Legend to Unit Code

Example: THHHOK1181A



Key: COS – Cosmetology, BTH – Beauty Therapy, MS – Make-up and Skin Care

ACKNOWLEDGEMENTS

The Technical and Vocational Education and Training Council thanks the following for their contribution to the development of this document.

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Country of Origin

Barbados

Qualification Overview

The CVQ in Make-Up and Skin Care Level 2 further develops the skills of the make-up artist and skin care specialist gained from the CVQ in Cosmetology Level 2. Candidates will develop skills in applying make-up for weddings, carnivals, photo shoots and advising clients on types of make-up and skin care products and services.

Who is this qualification for?

This qualification is for persons who have a desire to learn new skills and are motivated and enthusiastic about working in the make-up and skin care industry. On completing this course, candidates can progress onto higher level qualifications in this area.

Jobs in the occupational sector:

- Make-up artist
- Aesthetician
- Assistant dermatologist
- Spa therapist/Beauty therapist/consultant

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

Occupational Standards can also be used to:

- Prepare job descriptions and specifications
- Determine recruitment criteria
- Appraise staff performance objectively
- Identify skill and training gaps and needs
- Conduct labour market analyses
- Develop curriculum
- Assess the effectiveness of training programmes
- Determine compensation and rewards

The benefits of acquiring the CVQ to Candidates

- Provide a basis for articulation and accreditation
- Provides a broad-based preparation for employment
- Is an alternative route to further / higher education
- Complements and has parallel standing with academic qualifications
- Provides enhanced employability and higher earning potential
- Facilitates an apprenticeship with actual work experience
- Equips candidates with the knowledge, skills and attitudes for the workplace
- Past work experience and skills can count towards achieving the CVQ

- Allows for continuity whereby if a candidate cannot complete the CVQ at a centre or school, they can continue at another approved centre
- CVQ's are recognized qualifications and facilitates free movement of labour throughout CARICOM

The benefits of the CVQ to Employers

- Provides a larger cadre of skilled employees/candidates to choose from
- Reduces cost of recruiting and selecting the ideal job candidate
- Reduces cost for training workers
- Ensures higher levels of productivity

The benefits of the CVQ to the Caribbean region:

- Produces a higher skilled workforce that is ready to adapt to ever-changing global demands
- Provides greater access for persons to achieve higher qualifications
- Contributes to the region's human resource capacity development

U92502**Maintain safe and effective working practices**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to function within health and safety standards. Candidates are required to demonstrate that they are able to work effectively and efficiently with colleagues, supervisors and customers. It also highlights the need for individuals to take responsibility for self-development in the workplace.

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

- | | |
|---|---|
| 1. Protect self and others in the workplace | 1.1 Work according to training and instructions received to avoid risk to self and others. |
| | 1.2 Wear the appropriate personal protective equipment according to organisational procedures. |
| | 1.3 Use approved methods for handling equipment when moving and lifting items. |
| | 1.4 Use appropriate equipment and materials according to organisational requirements and manufacturer's instructions. |
| | 1.5 Return equipment and materials to designated storage areas when not in use in accordance with organisational requirements. |
| | 1.6 Keep the immediate work area tidy and free from hazards in accordance with established procedures. |
| | 1.7 Dispose of waste in a designated area, in accordance with organisational procedures, and environmental and industry regulations. |
| | 1.8 Perform work in a manner which minimises environmental damage and contributes to the improvement of environmental work practices. |

- 1.9 Report accidents, incidents or problems to appropriate persons and take immediate action to reduce further danger in accordance with organisational procedures.
- 1.10 Conduct work in an organised and efficient manner in accordance with specified procedures.
- 2. Preserve working relationships with others
 - 2.1 Develop appropriate and effective working relationships with others in accordance with established procedures.
 - 2.2 Perform activities requiring cooperation with others in accordance with required procedures.
 - 2.3 Handle disagreements and in accordance with organisational procedures.
 - 2.4 Communicate and in a manner which promotes effective working relationships in accordance with required procedures.
- 3. Develop personal performance
 - 3.1 Take responsibility for tasks and activities in accordance with organisational requirements, either alone as part of a team.
 - 3.2 Seek advice from the appropriate person if clarification is required concerning specific tasks in accordance with established procedures.
 - 3.3 Review personal performance and development with the appropriate person at suitable times in accordance with organisational procedures.

RANGE STATEMENT

All range statement items must be assessed:

- 1. Personal protective equipment** may include but is not limited to:
 - Ear protection
 - Gloves
 - Footwear
 - Overalls/coveralls
 - Helmets/hats
 - Eye protection
- 2. Equipment** may include but is not limited to:
 - Manual
 - Electronic
- 3. Waste** may include but is not limited to:
 - Solid
 - Liquids
 - Hazardous/toxic
- 4. Others** may include but are not limited to:
 - Colleagues
 - Supervisors
 - Customers
- 5. Personal performance and development** may include but is not limited to:
 - Productivity
 - Quality of work

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. How to carry out work activities avoiding risk to self and others.
2. What are the basic requirements of the health and safety, other legislation and regulations that apply to the workplace.
3. What are the organisational requirements for the use of personal protective equipment.
4. How to select and use the correct personal protective equipment.
5. What is the relevant, up-to-date information on health, safety and security and how it applies in the workplace.
6. Why it is important to be alert to health, safety and security hazards.
7. What are the common health, safety and security hazards that affect persons working in this role and how these should be identified.
8. Why it is important to warn others about hazards and how to do so until the hazard is dealt with.
8. Why it is important to use safe lifting techniques.
9. What are the correct and safe ways to use equipment and materials required for the work.
10. What are safe methods and areas for the storage of equipment and materials.
11. What are the organisational and legislative requirements for disposing of waste safely.
12. What health and safety records may need to be kept and how to do so.
13. How the conditions under which you work can affect the efficiency and effectiveness of yourself and those around you.
14. What methods should be used to promote good environmental practice and to minimise environmental damage while working.
15. What procedures should be used for different types of emergencies in the industry.
16. Why it is important to develop and maintain effective working relationships and how to do so.
17. What procedures should be used in dealing with workplace disagreements.
18. Why it is important to communicate effectively and what are the available methods to do so.
19. How to maintain security in the work area.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Methods 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
- Witness testimony
- Written evidence (work records, reports)
- Professional discussion

(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 may be used to cover **PCs 1.9 and 2.3**.

U53802

Participate in workplace communication

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | |
|---|---|
| 1. Gather and convey workplace information | 1.1 Access relevant and up-to-date information from appropriate sources.
1.2 Use effective communication strategies to gather and convey information.
1.3 Use appropriate medium to transfer information and ideas.
1.4 Identify and follow lines of communication with management and colleagues.
1.5 Define procedures for the location and storage of information.
1.6 Record information according to organisational procedures. |
| 2. Contribute to workplace meetings and discussions | 2.1 Make useful contributions in meetings and discussions in accordance with meeting agenda and proposed outcomes.
2.2 Express opinions in a clear and courteous and respectful manner in accordance with organisational procedures.
2.3 Confirm that discussions are appropriate to the purpose and proposed outcome of the meeting.
2.4 Interpret and implement meeting outcomes based on discussions and proposed outcomes. |
| 3. Complete work-related documents | 3.1 Select correct documentation and complete according to organisational requirements. |

- 3.2 Identify and correct errors on forms and documents in accordance with organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Appropriate sources** may include but are not limited to:
 - Team members
 - Suppliers
 - Trade personnel
 - Public sector (government)
 - Industry
2. **Communication strategies** may include but are not limited to:
 - Questioning
 - Listening
 - Speaking
 - Writing
 - Non-verbal communication
3. **Medium** may include but is not limited to:
 - Memorandum
 - Circular
 - Notice
 - Information discussion
 - Follow-up or verbal instruction
 - Face to face communication
4. **Storage** may include but is not limited to:
 - Manual filing system
 - Electronic filing system

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the organisational policies and procedures that relate to the communication of information.
2. How to locate, interpret and provide information in response to organisational requirements or customer requests.
3. What are appropriate sources of information.
4. What is effective communication.
5. What are the different modes of communication and how to use them.
6. What are the different communication strategies and how to use them.
7. How to communicate effectively with management, colleagues and clients to provide information and feedback.
8. How to participate in workplace meetings and discussions.
9. How to identify the purpose and proposed outcomes of a meeting and make positive contributions to achieve them.
10. How to express opinions in a clear and courteous manner.
11. How to use basic ICT resources (fax, telephone, computer).
12. What is the range of work-related documentation and how this should be completed.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Methods 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 **must not** be used, except in exceptional circumstances where natural work evidence is unlikely to occur.

U12902**Deliver reliable customer service**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to deliver consistent reliable service to customers as part of the job. As well as working with customers, candidates need to work within organisational service systems to meet and wherever possible, exceed customer expectations. In the job there will be many examples of how to combine approach and behaviour within organisational systems to ensure preparation for each transaction, deal with different types of customers under different circumstances and that the service delivered is effective. On completion of this unit, candidates will have demonstrated the ability to continuously deliver excellent customer service.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | |
|---|---|
| 1. Prepare to deal with your customers. | 1.1 Maintain knowledge of organisational products or services up to date using information from colleagues and organisational literature. |
| | 1.2 Confirm that equipment used is in good and safe working order in accordance with organisational procedures. |
| | 1.3 Confirm that the work area is tidy and the space is used in an efficient manner in accordance with established procedures. |
| | 1.4 Prepare and arrange required work materials to deal with your customers before the shift or period of work commences. |
| 2. Give consistent service to customers | 2.1 Make realistic commitments to customers regarding products or services during service delivery. |
| | 2.2 Make extra efforts to keep commitments to customers in accordance with established procedures. |

- 2.3 Inform customers when commitments cannot be kept due to unforeseen developments in accordance with organisational procedures.
 - 2.4 Identify and acknowledge when your customer's needs or expectations have changed and adjust service to meet their new requirements

Refer customers to relevant persons or organisation if unable to deal with their needs and expectations and keep customers advised about what is happening.
- 3. Monitor customer service delivery
 - 3.1 Confirm that the service given meets customers' needs and expectations in accordance with organisational procedures.
 - 3.2 Identify where service provided could have been better and how it can be improved in accordance with established procedures.
 - 3.2 Share relevant information with others to maintain organisational standards for service delivery.

RANGE STATEMENT

All range statements must be assessed:

1. Prepare and arrange may include but is not limited to:

- Tools and equipment
- Consumables (wrapping papers, bags etc.)
- Documentation

2. Customers may include but are not limited to:

- Those with clearly stated needs
- Those who are unclear about their needs and expectations
- Those who are unhappy with the level of service being provided

3. Service may include but is not limited to:

- During busy periods
- During quiet periods
- At times when people, systems or services have let you down
- When working with colleagues
- When dealing with difficult customers or situations

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are customer's rights.
2. What are the specific aspects of health and safety, data protection, equal opportunity, disability discrimination, legislation and regulations that affect the way the products and services dealt with can be delivered to customers.
3. What are the industry, organisational and professional codes of practice and ethical standards that affect the way the products or services dealt with can be delivered to customers.
4. What are the contractual agreements, if any, customers have with the organisation.
5. What are the products or services of the organisation relevant to the customer service role.
6. What are the guidelines laid down by the organisation that limit what can be done within own job role.
7. What are the limits of own authority and when to seek agreement with or permission from others.
8. What are the organisational targets relevant to the job, own role in meeting them and the implications for the organisation if those targets are not met.
9. What are the organisational procedures and systems for delivering customer service.
10. What are the methods that the organisation uses or might use to measure effectiveness in delivering customer service.
11. What are the systems in place for checking service delivery.
12. How to communicate in a clear, polite confident way and why this is important.
13. How to deal with persons with diverse backgrounds and abilities (e.g. age, cultural, social and religious backgrounds).

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Methods 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 is not allowed.

UA40002**Support the protection of the environment**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to conduct work activities in a manner that protects the environment. Candidates should take steps to minimise any negative impact on the environment by completing tasks and activities in a way which causes as little damage or disturbance as possible to the environment while following organisational procedures.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | | | |
|----|---|-----|---|
| 1. | Work in an environmentally conscious way | 1.1 | Perform duties in accordance with relevant policies and legislation. |
| | | 1.2 | Execute duties in a manner which minimises environmental damage. |
| | | 1.3 | Operate and handle equipment and materials in a manner that minimises environmental damage. |
| 2. | Support continuous improvements in protecting the environment | 2.1 | Identify instances of likely or actual environmental damage and take appropriate action in accordance with organisational and environmental requirements. |
| | | 2.2 | Identify improvements to procedures and practices in terms of good environmental practice and report to relevant persons in accordance with organ. |
| | | 2.3 | Dispose of hazardous and non-hazardous waste according to approved legislative procedures and practices. |
| | | 2.4 | Contribute to sustainable development particularly in the conservation of energy, water, use of resources and equipment to minimise environmental damage. |

RANGE STATEMENTS

All range statements must be assessed:

1. **Relevant policies and legislation** may include but are not limited to:
 - Organisational policies
 - Health and safety at work
 - Environmental legislation
 - Solid waste management policies
 - Recycling policies
 - COVID 19 protocols
2. **Manner which minimises environmental damage** may include but is not limited to:
 - Using recycled/reused items and materials where appropriate
 - Disposing of polluting substances safely
 - Reducing the volume of waste
 - Using biodegradable and eco-friendly chemicals
 - Planning tasks to reduce the use of fuel and electricity
3. **Equipment and materials** may include but are not limited to:
 - Skin care equipment (steamer, light tweezers, etc.)
 - Skin care tools (applicator sticks, silicone brushes, etc.)
 - Make-up equipment (make-up chair, light, etc.)
 - Make-up tools (brushes, pallets, etc.)
 - Personal protective equipment
 - Cleaning chemicals
 - Soaps and sanitisers
 - Cloths/paper towels
 - Disposables (sponges, mascara and lips wands, etc.)
 - Garbage disposal bags
 - Containers
4. **Hazardous waste** may include but are not limited to:
 - Oils
 - Chemicals and solutions
 - Electronic equipment
 - Skin care applicators

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the relevant policies and legislation governing environmental protection.
2. How to recognise any likely or actual environmental damage
3. What are the appropriate actions to take in the discovery of likely or actual environmental damage.
4. What are the ways in which tools and materials should be used in order to minimise environmental damage.
5. What are the different types of pollution.
6. What are the consequences of pollution.
7. How to recognise wastage of energy, water, equipment and materials.
8. What are the methods of working that will minimise pollution and wastage of resources.
9. What are the types of damage which may occur, the impact these can have on the environment and corrective actions to be taken.
10. What are the methods of waste disposal which will minimise the risk to the environment.
11. What are the organisational requirements to prevent wastage.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on no less than three (3) occasions**. This evidence must come from a real working environment.

(2) Methods 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
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or using 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, products and manufacturing specifications, codes, standards, manuals and reference materials.

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

UA11802

Perform facial treatments

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to perform a range of facial and skin treatments.

ELEMENT **PERFORMANCE CRITERIA**

Candidates must be able to:

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|---|------------|--|
| <p>1. Prepare client for facial treatment</p> | <p>1.1</p> | <p>Consult with clients and analyse client’s skin type and requirements according to industry practice and organisational policy.</p> |
| | <p>1.2</p> | <p>Arrange treatment area and client for treatment according to health and hygiene requirements and organisational procedures.</p> |
| | <p>1.3</p> | <p>Remove metallic jewelry from client treatment area where required and store according to organisational policy.</p> |
| | <p>1.4</p> | <p>Place protective covering and headband over client’s hair and clothes according to industry requirements.</p> |
| | <p>1.5</p> | <p>Adjust the room temperature to suit client’s preferences and treatment plan.</p> |
| | <p>1.6</p> | <p>Select and sequence treatment routine according to client’s treatment plan.</p> |
| | <p>1.7</p> | <p>Identify areas of the skin requiring special treatment and note any abnormal conditions or contra-indications according to organisational procedures.</p> |
| | <p>1.8</p> | <p>Consult with clients to ensure that procedures are explained and understood according to organisational procedures.</p> |
| <p>2. Plan for facial treatment</p> | <p>2.1</p> | <p>Cleanse the client’s skin and remove all make-up according to client’s skin type, condition, treatment plan.</p> |
| | <p>2.2</p> | <p>Exfoliate and steam client’s skin according to client’s skin type and agreed treatment plan.</p> |

- 2.3 Extract/remove comedones according to treatment plan, skin piercing regulations and health and hygiene requirements.
 - 2.4 Conduct treatment procedures with extreme care in sensitive facial areas, especially around the eyes and ears to minimise skin trauma and avoid infection.
- 3. Massage skin
 - 3.1 Apply appropriate massage medium according to treatment requirements.
 - 3.2 Perform massage on required areas using appropriate amount of pressure according to treatment and clients' comfort.
 - 3.3 Apply rhythm, repetition and a variation of massage movements suited to the elasticity of skin, degree of subcutaneous fat, treatment products and clients' needs.
 - 3.4 Confirm that the length of the massage routine is suited to the client's needs and treatment plan.
- 4. Apply skin care products
 - 4.1 Select a suitable mask to achieve the identified treatment outcomes.
 - 4.2 Put on mask in sequence according to manufacturer's recommendations and industry and organisational health and hygiene requirements.
 - 4.3 Remove mask as required without causing discomfort to the client according to manufacturers' recommendations and industry and organisational health and hygiene requirements.
 - 4.4 Confirm that the treatment result matches the client's expectations and specified outcomes according to the treatment plan and organisational procedures.
 - 4.5 Use after-treatment products to ensure the skin is clean and protected according to industry and organisational procedures.

- 5. Advise on further treatments
 - 5.1 Evaluate and note the relevant outcomes of the treatment and make recommendations for further treatments according to client needs.
 - 5.2 Revise the relevant treatment plan according to the evaluation outcome.
 - 5.3 Recommend suitable home care products, treatments and appropriate lifestyle changes to the client of according to the treatment plan.
 - 5.4 Instruct the client on product use and application according to manufacturer's instructions.
 - 5.5 Inform the client of the expected outcomes of present and future treatments including contra-indications and actions according to organisational procedures.
 - 5.6 Recommend products according to client requirements and the agreed treatment plan.
 - 5.7 Re-book the client according to the agreed treatment plan.
 - 5.8 Make appropriate referrals where necessary according to organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Client's skin type** may include but is not limited to:
 - Normal
 - Oily
 - Dry
 - Combination
 - Sensitive
 - Mature
 - Couperose
2. **Abnormal conditions** may include but are not limited to:
 - Bacterial/viral or fungal infections (e.g. Herpes, scabies, boils/carbuncles, impetigo, warts, candidiasis)
 - Skin disorders (e.g. erysipelas, various types of acne, rosacea/couperose, pigmentation disorders, psoriasis, eczema, hypertrichosis, erysipelas)
 - Hair disorders (e.g. pediculosis)
 - Sensitivity of skin (e.g. prone to rashes, itching etc.)
 - Age related disorders (e.g. varicose veins)
3. **Contra-indications** may include but are not limited to:
 - Contagious skin disorders
 - Damaged/fragile skin (e.g. cuts, bruises, swelling, trauma, significant scarring, moles, ephelides lesions, sunburn)
 - Allergies/sensitivities (e.g. to skin products)
 - Milia, open pores, comedones, pityriasis rosea, dilated capillaries/couperose
 - Disorders of aging skin
 - Skin changes due to puberty, menopause, premature aging
4. **Massage medium** may include but is not limited to:
 - Oil
 - Cream
5. **Massage movements** may include but are not limited to:
 - Rhythm
 - Repetition

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the effects and benefits of a defined range of salon skin care and facial treatment products.
2. What are the organisational policies and procedures for performing facial treatments.
3. What are the industry codes of practice in regards to the performance of facial treatments.
4. What are the occupational health, safety and hygiene regulations/requirements and safe work practices, including first aid procedures with regards to the provision of facial treatments services and safe use of products
5. Why is it important to know and understand the transmission routes of infectious conditions.
6. What is the variety of treatment products, massage mediums and lubricants according to the range of variables
7. What is the variety of facial treatment routines and procedures according to the range of variables.
8. How to apply organisational policies and procedures and industry codes of practice in regard to the performance of facial treatments
9. What are the factors likely to affect the suitability of each treatment to clients' needs and the effects and benefits of each step in facial treatments.
10. How to apply safe work practices in regards to the provision of facial treatments services and safe use of products according to occupational health and safety regulations/requirements, including first aid procedures as required
13. How to massage using the correct amount of pressure (i.e. not applying too much pressure to trachea etc.)
14. How to identify and manage local and general contra-indications, special precautions for treatments and specific treatment complications/contra-actions according to the range of variables
15. What are standard infection control precautions.
16. How to read, accurately interpret and consistently apply manufacturer's instructions for products, tools and equipment.
17. What are factors likely to affect the suitability of each treatment to clients' needs and the effects and benefits of each step in facial treatments.
18. How to consistently use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must 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.

UA40102**Provide lash and brow treatment**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to analyse the lash and brow needs of clients and provide a range of complementary services.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|----------------------------|-----|---|
| 1. | Prepare client for service | 1.1 | Organise treatment area, client and operator according to health and hygiene requirements and organisational procedures. |
| | | 1.2 | Perform a patch test to determine possible allergic product reaction according to manufacturer requirements. |
| | | 1.3 | Check the patch test, where required to ensure client's skin did not demonstrate an allergic reaction. |
| | | 1.4 | Identify the client's characteristics according to organisational procedures. |
| | | 1.5 | Evaluate the client's needs to enable accurate advice and recommendations according to the treatment plan. |
| | | 1.6 | Place protective covering to protect client's hair and clothes according to organisational procedures. |
| | | 1.7 | Confirm client comfort and relaxation throughout the service according to organisational procedures. |
| | | 1.8 | Select and confirm the procedure, product or materials with the client according to the treatment plan. |
| | | 1.9 | Identify and note any areas of the skin or abnormal conditions requiring special treatment according to the treatment plan. |

- 1.10 Identify and explain any contra-indications, precautions and specific treatment to the client and refer to the appropriate professional where required according to health and hygiene requirements.
- 1.11 Cleanse client's skin and remove all make-up from the area according to organisational procedures and client's skin type and condition.
- 1.12 Reassure client during the service and answer all questions and according to treatment plan.
- 1.13 Prepare working materials before the beginning of the task according to organisational procedures.
2. Chemically treat eyelash and eyebrows
 - 2.1 Request client to remove contact lenses, according to health and safety requirements.
 - 2.2 Prepare, apply and remove products according to client's requirements, manufacturer's instructions, health and hygiene requirements and organisational procedures.
 - 2.3 Protect skin in the eyes and treatment area at all times throughout the service according to product manufactures instructions and health and hygiene requirements.
 - 2.4 Perform chemical treatment procedures in sequence as recommended by the manufacturer.
 - 2.5 Apply after-care products according to client requirements.
 - 2.6 Clean skin, lashes and eyebrows and remove all excess products following the treatment plan according to organisational procedures.
 - 2.7 Confirm that the result matches the client's agreed treatment plan.

3. Shape eyebrows
 - 3.1 Prepare, apply and remove products according to client's requirements, manufacturer's instructions, health and hygiene requirements and organisational procedures.
 - 3.2 Remove all unwanted hair with minimum trauma to the skin according to client's treatment plan.
 - 3.3 Apply soothing product according to client's skin type and condition.
 - 3.4 Use portion control to minimise wastage according to organisational procedures.
 - 3.5 Clean tweezers or implements after use or dispose of wax according to health and hygiene requirements and organisational procedures.
 - 3.6 Dispose of hair according to health regulations and organisational procedures.
 - 3.7 Confirm that the eyebrow shape matches the client's requirements.
 - 3.8 Complete the treatment within the designated salon time frames according to organisational procedures.
4. Apply false eyelashes
 - 4.1 Perform patch test for eyelash **adhesive** and note adverse reactions according to product manufacturer's requirements.
 - 4.2 Check the patch test to ensure client's skin did not demonstrate an allergic reaction according to organisational procedures.
 - 4.3 Advise client of suitability for application of false lashes according to make-up plan.
 - 4.4 Use strip or individual eyelashes according to manufacturer instructions.
 - 4.5 Use materials in the sequence recommended by manufacturer and organisational procedures.

- 4.6 Confirm that the service result matches the client's agreed treatment plan.
- 5. Provide aftercare advice
 - 5.1 Use questioning and active listening to obtain client's feedback according to organisational procedures.
 - 5.2 Record the relevant outcomes of treatment according to organisational procedures.
 - 5.3 Recommend future treatment programs according to client's needs.
 - 5.4 Revise the treatment plan as required according to client requirements.
 - 5.5 Give after care advice and guidelines according to client's needs.
 - 5.6 Make production recommendations according to client requirements and treatment plan.
 - 5.7 Re-book client according to agreed treatment plan.

RANGE STATEMENT

All range statements must be assessed:

1. **Contra-indications** may include but are not limited to
 - Allergic reactions
 - Trauma to skin
 - Skin diseases
 - Excessively dry flaky skin
 - Eczema (normal/weeping)
 - Hypersensitive skin
 - Eye infections
 - infectious and non-infectious skin diseases or disorders
2. **Chemical treatment** may include but is not limited to:
 - Eyelash or eyebrow colouring or perming
 - Abnormal conditions may be contagious or non-contagious
3. **Products** may include but are not limited to:
 - Cleanser
 - Moisturiser
 - Remedial products
4. **Treatment** may include but is not limited to:
 - Eyebrow shaping including waxing or tweezing
 - Eyelash or eyebrow colouring
 - Application of false eyelashes
 - Lash perming
5. **Characteristics** may include but are not limited to:
 - Age
 - Race
 - Skin condition
 - Skin type
6. **Lashes** may include but are not limited to:
 - Strip
 - Individual
 - Adhesive

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. Why it is important to prepare the treatment area, client and operator before treatment and how to do so.
2. Why it is important to perform a patch test and how to do so.
3. Why it is important to accurately identify the client's characteristics and how to do so.
4. Why it is important to evaluate the client's needs and how to do so.
5. Why it is important to place protective covering on client's hair and clothes and what are the organisational requirements for doing so.
6. How to ensure client comfort and relaxation throughout the service.
7. How to select the procedure, product or materials for the treatment plan.
8. How to identify the areas of the skin requiring special treatment and any abnormal skin conditions and why it is important to do so.
9. How to identify contra-indications or precautions including infectious and non- infectious skin diseases or disorders and specific treatment contra-actions.
10. Why it is important to cleanse client's skin and remove all make-up thoroughly from the skin and how to do so.
11. Why it is important to reassure the client during the service and answer all questions fully and accurately and what are the organisational requirements for doing so.
12. Why it is important to prepare all necessary working materials before the beginning of the task and how to do so.
13. Why it is important the client remove contact lenses, if worn before the service.
14. Why it is important to prepare, apply and remove products and how to do so.
15. Why it is important to protect skin in the treatment area and eyes throughout the service and how to do so.
16. Why it is important to perform chemical treatment procedures in sequence and how to do so.
17. Why it is important to apply after-care product to the skin and how to do so.
18. Why it is important to clean skin, lashes and eyebrow of excess products following the treatment and how to do so.
19. How to confirm that the results matches the client's agreed treatment plan and why it is important to do so.

20. How to prepare, apply and remove products from the skin according to the client's skin type and condition.
21. Why it is important to remove unwanted hair with minimum trauma to the skin and how to do so.
22. Why it is important to apply a soothing product to the skin and how to do so.
23. Why it is important to use portion control and how to do so.
24. What is the procedure for cleaning tweezers and implements and disposing of wax after use and why it is important to do so.
25. What is the correct procedure for the disposing of hair.
26. How to confirm that the eyebrow shape matches the client requirements and why it is important to do so.
27. Why it is important to complete the treatment within the designated time frame and what are the organisational requirements for doing so.
28. Why it is important to obtain feedback from the client.
29. Why it is important to record the relevant outcomes of the treatment.
30. How to recommend future treatment programs to clients and why it is important to do so.
31. Why it is important to provide accurate after care advice and guidelines to the client.
32. What is the procedure for recommending products to clients.
33. What is the organisational procedure for re-booking clients

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must 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.

UA40202**Design skin preparation routine and make up plan**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to design a skin preparation routine and make up plan. Candidates will be required to consult with the client to determine the skin preparation routine and make-up application based on client requirements, skin type and condition.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | |
|------------------------------------|---|
| 1. Establish make-up requirements | 1.1 Confirm make-up requirements and occasion with client. |
| | 1.2 Identify contra-indications to make-up service and refer client to appropriate professional as required according to organisational procedures and health and hygiene requirements. |
| | 1.3 Prepare service area, equipment and self, according to the make-up plan. |
| 2. Design and confirm make-up plan | 2.1 Develop make-up plan according to analysis, occasion and colour design principles. |
| | 2.2 Confirm make-up plan with client according to organisational procedures. |
| 3. Prepare client skin | 3.1 Cleanse face and neck thoroughly according to product manufacturer's instructions, client's skin type and condition. |
| | 3.2 Identify skin type, colour, tone and undertone to select foundation according to make-up plan. |
| | 3.3 Identify facial shape and areas requiring corrective make-up according to client's features. |
| | 3.4 Apply skin care and primer products according to manufacturer's instructions client's skin type and condition. |

4. Apply make-up
 - 4.1 Use make-up products sequentially according to the make-up plan and client's skin type.
 - 4.2 Explain products and application to client throughout the make-up service and confirm understanding according to organisational procedures.
 - 4.3 Seek client feedback to evaluate the make-up application and adjust according to client requirements.
5. Provide post service advice
 - 5.1 Advise clients on make-up products and techniques to maintain make-up throughout the occasion.
 - 5.2 Advise on make-up removal and recommend make-up removal products according to client's skin condition.
 - 5.3 Seek client feedback and update the make-up plan according to client requirements.
 - 5.4 Consult with client to explain possible adverse reactions to the client according to organisational procedures.
 - 5.5 Demonstrate the application of make-up products to the client for maintenance of make-up look throughout the occasion according to organisational procedures.
 - 5.6 Recommend and sell products to maintain the make-up look throughout the occasion and discuss future services according to organisational procedures.
6. Clean service area
 - 6.1 Sanitise non-disposable make-up equipment and tools according to manufacturer's instructions and health and hygiene requirements.
 - 6.2 Re-stock equipment and products to prepare for the next service according to organisational procedures.

- 6.3 Dispose of general waste to minimise negative environmental impact according to the health and safety requirements.

RANGE STATEMENT

All range statements must be assessed:

1. **Contra-indications** may include but are not limited to:
 - Cuts/abrasions/broken skin
 - Scar tissues (less than six months old)
 - Eczema
 - Dermatitis
 - Psoriasis
 - Acne: vulgaris, rosacea
 - Skin tags/moles
 - Sun burn

2. **Occasion** may include but is not limited to:
 - Graduation
 - Weddings
 - Carnival
 - Fantasy
 - Birthday
 - Photoshoot

3. **Skin type** may include but is not limited to:
 - Normal
 - Dry
 - Oily
 - Combination
 - Sensitive

4. **Make-up equipment** may include but is not limited to:
 - Brushes
 - Sponges
 - Steriliser
 - Face masks
 - Gloves

mascara etc.)

5. **Make-up products** may include but are not limited to:
 - Concealers
 - Contour powders and creams
 - Face powders
 - Face primers (face, lip, lash, setting spray, etc.)
 - Foundations (cream, stick, liquid, etc.)
 - Highlights and cheek (cheek, under eye, etc.)
 - Lip products (lip stick, liners, gloss, primer, etc.)
 - Eye products (shadows, eye liners,

6. **Lashes** may include but are not limited to:
 - Strip
 - Individual
 - Adhesive

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. Why it is important to confirm skin type and sensitive areas with the client.
2. Why it is important to confirm the make-up requirements and occasion with the client.
How to identify contra-indications and why it is important to refer the client to the appropriate professional.
How to prepare the service area, equipment and self and why it is important to do so.
4. How to design a make-up plan according to analysis, occasion and colour design principles and why it is important to do so.
5. Why it is important to confirm the make-up with the client and why it is important to do so.
6. Why it is important to cleanse face and neck thoroughly and prepare the skin for make-up.
7. Why it is important to identify and select the correct skin care and primers for the appropriate skin type, colour, tone and undertone and how to do so.
8. Why it is important to identify and select the correct foundation for the appropriate skin type, colour, tone and undertone and how to do so.
9. How to identify facial shape and the areas requiring corrective make-up.
10. How to select the appropriate make-up products and equipment for the make-up plan.
11. Why it is important to apply make-up productions sequentially and how to do so.
12. Why it is important to explain the products and demonstrate the application process and what are the organisational procedures for doing so.
13. Why it is important to seek client feedback to evaluate the make-up application and how to do so.
14. Why it is important to conduct a patch test for eyelash adhesive and how to do so.
15. Why it is important to note any adverse reactions to adhesives and how to do so.
16. Why it is important to advise the client of the suitability for the application of false eyelashes.
17. What is the procedure for applying strip or individual eyelashes.
18. Why it is important to provide advice on make-up products and techniques on make-up maintenance and what are the organisational procedures for doing so.
19. Why it is important to provide advice for make-up removal techniques and products and what are the organisational procedures for doing so.
20. Why it is important to seek client feedback and update make-up plan and how to do so.

21. Why it is important to explain possible adverse reactions to clients and what are the organisational requirements for doing so.
22. Why it is important to demonstrate the application of make-up products to clients and how to do so.
23. How to recommend and sell products to clients to maintain the make-up look.
24. How to clean and sanitise non-disposable make-up equipment and tools and why it is important to do so.
25. Why it is important to restock equipment and products to prepare for the next service and how to do so.
26. How to dispose of general waste and why it is important to do so.

EVIDENCE GUIDE

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(1) Critical Aspects of Evidence

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(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.

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Simulation **may be used**.

U92602**Sell products and services**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to use sales techniques and encompasses the key selling skills from approaching the customer to closing the sale. It requires a basic level of product knowledge.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | |
|----------------------------|---|
| 1. Apply product knowledge | 1.1 Use and apply knowledge of relevant products and services to assist customers in accordance with organisational requirements. |
| | 1.2 Consult with experienced sales staff or product information guide to increase product knowledge. |
| 2. Approach customers | 2.1 Identify, determine and apply timing of effective sales approaches in accordance with organisational procedures. |
| | 2.2 Convey a positive impression to arouse customer interest. |
| | 2.3 Demonstrate knowledge of customer buying behavior to determine needs. |
| | 2.4 Focus customer on specific merchandise using appropriate communication skills. |
| 3. Gather information | 3.1 Use questioning techniques to determine customer buying motives. |
| | 3.2 Demonstrate effective listening skills to determine customer requirements. |
| | 3.3 Respond to non-verbal communication cues to identify the needs of customers. |
| 4. Offer benefits | 4.1 Match products and services to needs in accordance with customer requirements. |
| | 4.2 Communicate knowledge of features of products and benefits to customers |

- 4.3 Describe product use and safety requirements to customers in accordance with manufacturer's recommendations.
- 4.4 Refer customers to appropriate product specialist as required in accordance with established procedures.
- 4.5 Answer routine customer questions or refer to more experienced senior sales staff in accordance with organisational procedures.
- 5. Overcome objections
 - 5.1 Identify and accept customer objections in a courteous and respectful manner according to organisational procedures.
 - 5.2 Categorise objections into price, time and merchandise characteristics to assist in encouraging sales.
 - 5.3 Apply problem solving techniques to overcome customer objections in accordance with organisational procedures.
 - 5.4 Offer appropriate solutions according to organisational policies.
- 6. Close sale
 - 6.1 Monitor, identify and respond to customer buying signals according to organisational procedures.
 - 6.2 Use appropriate communication skills to encourage customers to make purchase decisions.
 - 6.3 Select and apply appropriate method of closing sale according to organisational procedures.
- 7. Maximise sales opportunities
 - 7.1 Identify and apply opportunities for making additional sales to encourage further sales.

- 7.2 Advise customers on complimentary products or services according to customer's identified need and organisational policies.
- 7.3 Review personal sales outcomes to maximise future sales.

RANGE STATEMENT

All range statements must be assessed:

1. Communication skills may include but are not limited to:

- Body language
- Active listening
- Tone of voice
- Questioning
- Providing feedback

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the store policies and procedures in regard to:
 - Selling products and services
 - Allocated duties and responsibilities
2. What is the store merchandise and service range.
3. How to explain product knowledge for area/section.
4. What is the basic operational knowledge of relevant:
 - Statutory requirements including consumer protection law
 - Industry codes of practice
 - Non-Governmental consumer organization
5. How to identify verbal and non-verbal communication cues.
6. How to apply questioning or listening skills.
7. How to handle difficult customers.
8. How to negotiate with customers.
9. How to identify and solve problems.
10. How to respond to sales performance appreciation.
11. What are buying behaviors and motives.

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(2) Methods 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
- Research/project work

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UA40302**Contribute to receiving and handling retail stock**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to assist with receiving and storing retail stock. It requires the ability to check stock quality and quantity against order requirements; store or present stock correctly and maintain cleanliness of stock-handling areas.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | |
|--|--|
| 1. Maintain stock handling and storage areas | <ul style="list-style-type: none"> 1.1 Confirm the cleanliness of stock handling and storage areas according to organisational procedures and health and safety requirements. 1.2 Confirm the correct environmental conditions for storage of perishable and other stock to prevent loss or damage as required according to manufacturer and organisational procedures. 1.3 Remove and dispose of waste to minimise safety risks and environmental impact according to waste management guidelines. 1.4 Report hazards and potential hazards to relevant personnel to minimise safety risks according to health and safety requirements. |
| 2. Accept stock delivery | <ul style="list-style-type: none"> 2.1 Check and inspect incoming stock quantities and quality against order documentation and report quality issues or damage to relevant personnel according to organisational procedures. 2.2 Record stock delivery and report discrepancies with orders as required according to organisational procedures. 2.3 Unpack and handle stock according to manufacturer's instructions and safe manual handling techniques to avoid personal health risks and stock damage. |

- 2.4 Store display stock in designated location according to organisational procedures.
- 3. Replenish stock levels
 - 3.1 Rotate, refill and present stock according to organisational requirements for stock levels.
 - 3.2 Record stock waste or shrinkage according to organisational procedures.
 - 3.3 Maintain optimal stock levels on retail shop floor according to organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

No range items

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. Why it is important to maintain the cleanliness of stock handling and storage areas and how to do so.
2. How to confirm the correct environmental conditions for the storage of perishable and other stock.
3. How to prevent loss or damage to stock.
4. How to remove and dispose of waste and why it is important to do so.
5. What is the procedure for reporting hazards.
6. Who are the persons to whom hazards or potential hazards should be reported.
7. How to check and inspect incoming stock quantities and why it is important to do so.
8. How to record stock delivery.
9. How to report discrepancies with orders and why it is important to do so.
10. How to unpack and handle stock to avoid personal health risk and damage to stock.
11. How to store or display stock.
12. How to rotate, replenish and present stock and why it is important to do so.
13. How to record stock waste or shrinkage and why it is important to do so.
14. Why it is important to maintain optimal stock levels on the retail shop floor and how to do so.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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(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.

UA40402

Contribute to assembling merchandise displays

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to contribute to the assembly and display of retail merchandise. It requires the ability to prepare, produce and maintain merchandise displays in accordance with visual merchandising requirements.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | |
|--|---|
| 1. Prepare to assemble visual merchandise displays | <ul style="list-style-type: none"> 1.1 Review visual merchandising display guidelines and seek clarification as required from appropriate personnel in accordance with organisational procedures. 1.2 Obtain required merchandise, materials and equipment for the display according to organisational procedures and brand requirements. 1.3 Obtain and use product labels and price tickets from in-house documents according to organisational procedures. 1.4 Unpack merchandise according to manufacturer's instructions. |
| 2. Display merchandise | <ul style="list-style-type: none"> 2.1 Produce display following visual merchandising display guidelines. 2.2 Confirm that merchandise is displayed according to manufacturer's instructions where specific requirements for display and storage exist. 2.3 Exhibit merchandise labels and price tickers according to organisational procedures. 2.4 Handle and move stock and equipment according to safe manual handling guidelines to prevent injury to self. 2.5 Return excess stock to storage area and store according to organisational procedures. |

3. Maintain displays

- 2.6 Check and ensure the area around the display remains clear of debris according to health and safety guidelines.
- 3.1 Review displays against visual merchandising display guidelines and refine as required.
- 3.2 Confirm clear and correct product and pricing information for merchandise according to organisational procedures.
- 3.3 Identify damaged or out of date stock and remove from the display as required according to organisational procedures.
- 3.4 Rotate and replenish merchandise to maintain optimum stock levels according to organisational procedures.
- 3.5 Monitor the display to maintain appearance and cleanliness of display and display area according to organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

No range items

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. Why it is important to review the visual merchandising display guidelines and from whom you should seek advice if required.
2. How to obtain required merchandise, materials and equipment for the display.
3. How to prepare the product labels and price tickets.
4. Why it is important to follow the manufacturer's instructions when unpacking merchandise and how to do so.
5. Why it is important to follow the merchandising display guidelines and how to do so.
6. How to ensure that the merchandise is displayed according to manufacturer's instructions and why it is important to do so.
7. How to display merchandise labels and price tickets and why it is important to do so.
8. How to handle and move stock and equipment safely and why it is important to do so.
9. Why it is important to return excess stock to the storage area and what are the organisational requirements for doing so.
10. Why it is important that the area around the display remains clear of debris and what are the organisational requirements for doing so.
11. Why it is important to review the displays against the visual merchandising display and how to do so.
12. Why it is important to maintain clear and correct product and pricing information and how to do so.
13. How to identify damaged or out of date stock and why it is important to do so.
14. Why it is important to rotate and replenish merchandise and how to do so.
15. Why it is important to monitor the display regularly and what are the organisational requirements for doing so.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must 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.

UA40502**Organise personal work requirements**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to organise and prioritise individual work requirements and requires the ability to identify tasks for completion.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | |
|---|---|
| 1. Establish personal work requirements | 1.1 Identify allocated tasks to be completed and seek advice to clarify organisational procedures as required. |
| | 1.2 Plan and organise daily work activities within the scope of own responsibility according to task requirements. |
| | 1.3 Access and follow organisational procedures relating to tasks. |
| | 1.4 Break down tasks into manageable components for completion according to organisational procedures. |
| 2. Complete personal work requirements | 2.1 Prioritise tasks according to organisational procedures. |
| | 2.2 Finalise tasks within specified timelines and to required quality standard. |
| 3. Respond to changes in personal work requirements | 3.1 Identify changes to personal work requirements and re-prioritise tasks according to organisational procedures. |
| | 3.2 Seek assistance from relevant personnel to confirm change in priorities according to organisational procedures. |
| | 3.3 Communicate changes impacting current task completion to relevant personnel according to organisational procedures. |

RANGE STATEMENT

All range statements must be assessed:

1. **Daily work routine** may include but is not limited to:
 - Clocking in/out
 - Checking daily schedule
 - Sanitising/cleaning work tools/area
 - Preparing area for clients based on schedule specifications
 - Replenishing stock in work kit
 - Handling customer queries
 - Performing make-up/skin-care demonstrations
 - Advising clients on beauty services and products
 - Finalising point of sale transaction
 - Reconciling end of day transactions

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. How to identify allocated tasks for completion and why it is important to do so.
2. Who should you seek advice from if you are unclear.
3. How to plan and organise daily work activities and why it is important to do so.
4. How to access and follow organisational procedures relating to tasks and why it is important to do so.
5. How to break down tasks into manageable components and why it is important to do so.
6. Why it is important to prioritise tasks and how to do so.
7. Why it is important to complete tasks within specified timelines and what are the organisations requirements for doing so.
8. How to identify changes to personal work requirements, re-prioritise tasks and why it is important to do so.
9. Why it is important to seek assistance and confirm change in priorities with relevant personnel and what are the organisational requirements for doing so.
10. Why it is important to communicate changes impacting current tasks and how to do so

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must 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.

UA40602**Consult with and analyse client needs**

Unit Descriptor:

This unit describes the knowledge, skills and attitude required to consult with client and analyse client's needs.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | |
|---|---|
| 1. Perform basic consultation | <ul style="list-style-type: none"> 1.1 Greet the client in a polite and professional manner according to organisational procedures. 1.2 Converse with client to explain the purpose and goal of the consultation to the client according to organisational procedures. 1.3 Maintain effective communication according to organisational procedures. 1.4 Use visual aids if available and appropriate according to client requirements. 1.5 Use consultation sheets to steer the process and record findings and agreements according to organisational procedures. |
| 2. Identify and discuss client's needs and obtain information | <ul style="list-style-type: none"> 2.1 Ascertain the client's personal information discreetly according to organisational policy. 2.2 Note the client's physical characteristics according to industry policy and procedures. 2.3 Obtain the client's personal preferences according to the make-up plan. |
| 3. Identify client's skin type and condition | <ul style="list-style-type: none"> 3.1 Ascertain the client's skin type and condition according to organisational procedures. 3.2 Establish client's body or skin type condition according to industry policy and procedures. 3.3 Consult with client to identify contra-indications that may limit or affect the services and products that may be used on the client. |

- 3.4 Conduct tests to ensure safe practices and the client's well-being according to manufacturer's instructions.
- 4. Discuss findings
 - 4.1 Consult with client to discuss findings with according to organisational procedures.
 - 4.2 Encourage the client to ask about areas which they are unsure of according to organisational procedures.
- 5. Agree on course of action
 - 5.1 Discuss and agree on the course of action/treatment according to client notes.
 - 5.2 Offer advice on make-up products and aftercare according to manufacturer's instructions.
- 6. Provide advanced consultation
 - 6.1 Listen to and interpret client's expectations according to the make-up plan and skin care routine.
 - 6.2 Note the client's physical features according to context.
 - 6.3 Discuss with the client the expected outcome/product performance for desired specification.
 - 6.4 Confirm the make-up plan and context according to client specifications.

RANGE STATEMENT

All range statements must be assessed:

1. Make-up products may include but are not limited to:

- Concealers
- Contour powders and creams
- Face powders
- Face primers (face, lip, lash, setting spray, etc.)
- Foundations (cream, stick, liquid, etc.)
- Highlights and cheek (cheek, under eye, etc.)
- Lip products (lip stick, liners, gloss, primer, etc.)
- Eye products (shadows, eye liners, mascara etc.)

2. Contra-indications may include but are not limited to:

- Cuts/abrasions/broken skin
- Scar tissue (less than six months old)
- Eczema
- Dermatitis
- Psoriasis
- Acne vulgaris
- Acne rosacea
- Sun burn

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. How to greet client politely and professionally.
2. Why it is important to explain the purpose and goal of the consultation to the client and how to do so.
3. What is effective communication and how to maintain it.
4. How to use visual aids if available and appropriate.
5. How to use consultation sheets to steer the process and how to record findings and agreements.
6. How to ascertain client's personal information discreetly.
7. Why it is important to note client's physical characteristics and how to do.
8. Why it is important to obtain the client's personal preferences and how to do so.
9. How to identify the client's skin type and condition.
10. Why it is important to identify client's body or skin condition and how to do so.
11. Why it is important to identify the skin care products for your clients skin type.
12. How to identify contra-indications that may limit or affect the services and products that may be used on a client.
13. How to conduct tests to ensure safe practices and client's well-being.
14. Why it is important to discuss findings with the client and what are the organisational requirements for doing so.
15. Why it is important to encourage client to ask about areas which they are unsure about and how to do so.
16. Why it is important to discuss and agree on the course of action/treatment.
17. Why it is important to offer advice on make-up products and aftercare and how to do so.
18. Why it is important to listen to and interpret client's expectations.
19. Why it is important to observe the client's physical features.
20. Why it is important to discuss the expected performance of the product.
21. Why it is important to confirm that the make-up plan and context meets the client's specifications and how to do so.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must 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 **may be used**.

UA40702**Advise on beauty products and services**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to advise clients on a range of professional make-up and skin care products and services.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | |
|---|--|
| 1. Develop product knowledge | <ul style="list-style-type: none"> 1.1 Source, interpret and maintain current information on make-up and skin care products and services according to industry standards. 1.2 Compare competitors' and own salon's make-up and skin care products, treatments, services and pricing structure. 1.3 Expand knowledge of product and service range and prices according to organisational procedures. |
| 2. Recommend salon services | <ul style="list-style-type: none"> 2.1 Discuss make-up, skin care products, skin care routine or services with the client according to client requirements. 2.2 Identify and note factors that affect the client's suitability for services according to client characteristics. 2.3 Advise on salon services and book client appointment according to organisational procedures. |
| 3. Prepare client for product demonstration | <ul style="list-style-type: none"> 3.1 Check the readiness of the service area and availability of product stock according to service to be provided. 3.2 Select suitable products according to client requirements and characteristics. 3.3 Protect client clothing from product spillage during demonstration according to industry standards and organisational requirements. |

- 4. Demonstrate make-up and skin care products
 - 3.4 Cleanse the skin area for demonstration if required according to industry standards.
 - 4.1 Apply selected products according to manufacturer's instructions, explaining product application, benefits and features to the client. .
 - 4.2 Respond to client queries according to organisational procedures.
 - 4.3 Evaluate recommended products with the client according to client satisfaction.
 - 4.4 Follow up on product performance or the treatment outcome with the client according to organisational procedures.
 - 4.5 Clean and restock the service area for the next service according to health and hygiene regulations and organisational requirements.

RANGE STATEMENT

All range statements must be assessed:

1. Make-up products may include but are not limited to:

- Concealers
- Contour powders and creams
- Face powders
- Face primers (face, lip, lash, setting spray, etc.)
- Foundations (cream, stick, liquid, etc.)
- Highlights and cheek (cheek, under eye, etc.)
- Lip products (lip stick, liners, gloss, primer, etc.)
- Eye products (shadows, eye liners, mascara etc.)

2. Skin-care products may include but are not limited to:

- Cleansers
- Toners
- Moisturisers/hydrants
- Serums
- Exfoliators
- Face oils
- Sunscreen
- Face masks/chemical peels
- Eye cream

3. Cleanse may include but is not limited to:

- Double cleanse
- Triple cleanse

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. How to source, interpret and maintain current information on beauty products and services.
2. Why it is important to compare competitors' and own salon's beauty products, treatments, services and pricing structure and how to do so and what are the organisational requirements for doing this.
3. Why it is important to develop knowledge of organisational product and service ranges and prices and keep knowledge up to date.
4. Why it is important to discuss beauty requirements with client.
5. What are the factors that can affect a client's ability for services.
6. How to recommend salon services and book client appointment.
7. How to check the readiness of the service area and availability of stock.
8. Why it is important to identify client requirements and select suitable products and how to do so.
9. How to protect client clothing from product spillage during demonstration.
10. Why it is important to cleanse skin area for demonstration.
11. What are the different ways of cleansing the skin area.
12. How to apply selected products explaining product application, benefits and features.
13. How to respond to client queries.
14. Why it is important to evaluate recommended product with client.
15. Why it is important to follow up on product performance or treatment outcome with client as required.
16. How to clean and restock service area for next service.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must 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 **may be used**.

UA40802**Develop a plan for beauty therapy treatments**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to consult with clients, assess treatment needs and develop a treatment plan for single or multiple treatment sessions for one or more services.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | |
|-----------------------------------|--|
| 1. Establish client requirements | 1.1 Obtain relevant information from the client to determine expectations or requirements according to client needs. |
| | 1.2 Encourage and actively respond to client feedback based on client needs. |
| | 1.3 Evaluate client needs to provide advice for recommended products and services. |
| 2. Analyse client characteristics | 2.1 Identify client characteristics and medical history to determine the treatment plan. |
| | 2.3 Discuss client lifestyle and recommend future treatments according to client needs. |
| | 2.4 Advise the client on any possible physical effects from treatments according to industry and organisational procedures. |
| | 2.5 Record and document details of client history and assessment according to organisational procedures. |
| 3. Identify contra-indications | 3.1 Establish contra-indications with the client and refer to an appropriate professional according to industry and organisational procedures. |
| | 3.2 Establish any prior medically related contra-indications from the client and obtain medical approval according to industry and organisational procedures and policies. |
| | 3.3 Assess and discuss with the client, options or limitations for future treatments based on contra-indications. |

4. Establish a treatment plan
 - 4.1 Identify a treatment plan for relevant treatments according to client analysis and relevant legislation.
 - 4.2 Inform the client of the estimated treatment time, frequency and cost according to organisational procedures.
 - 4.3 Negotiate and agree with client on proposed treatment plan according to client requirements.
 - 4.4 Discuss recommended homecare and lifestyle changes to the client according to the treatment plan and client medical history.
 - 4.5 Record and document details of client treatment according to organisational procedures.
 - 4.6 Obtain signed client permission for treatment plan according to organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. Client characteristics may include but are not limited to:

- Skin type and condition (i.e. normal, dry, oily combination)
- Body type
- Age
- Gender
- Race

2. Treatment may include but is not limited to:

- Products
- Techniques
- Frequency/duration

3. Contra-indications may include but are not limited to:

- Bacterial, viral or fungal infections i.e. scabies
- Boils/carbuncles, lesions and moles
- Pigmentation disorders
- Hirsutism
- Biological changes, (i.e. puberty, menopause, premature aging, anorexia, anemia and pregnancy)
- Skin trauma i.e. sunburn
- Metal implants/pacemakers
- Heart conditions
- Circulatory disorders

4. Homecare and lifestyle changes may include but are not limited to:

- Nutrition
- Sleeping patterns
- Sun protection
- Alcohol/tobacco reduction
- Exercise/meditation
- Hobbies

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. How to obtain relevant information from the client to determine specified requirements.
2. Why it is important to obtain the relevant information and how to do so.
3. How and why it is important to encourage and actively respond to client feedback.
5. How to advise clients of recommended products and services.
6. What are the different types of treatment plans.
7. What are client characteristics
8. How to identify client characteristics for treatment plans
9. How to obtain client medical history to determine treatment plans.
10. Why is it important to discuss client lifestyles and recommend future treatments.
11. What are the different types of physical effects from treatments.
12. Why it is important to record and document details of client history and assessment.
13. What are the different methods for recording and documenting client history.
14. What are the different types of contra-indications.
15. How to identify contra-indications with the client.
16. How to determine medical related contra-indications from clients.
17. Why is it important to obtain medical approval according to medical procedures.
18. How to assess options for future treatments based on contra-indications and discuss with the client.
19. Why is it important to develop treatment plans for related treatments and how to do so.
20. Why it is important to inform the client of estimated treatment time, frequency and cost.
21. How to inform the client of estimated treatment time, frequency and cost.
22. How to negotiate and agree with the client on proposed treatment plan according to client requirements
23. What are homecare and lifestyle changes and why it is important to discuss these with the client.
24. What are the different methods for homecare and lifestyle changes.
25. Why is it important to record and document details of client treatments accurately and what are the organisational procedures for doing so.
26. Why it is important to obtain signed client permission for treatment plan and how to do so.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must 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 **may be used**.

UA11602

Conduct financial transactions

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to operate at the point-of-sale areas. It encompasses procedures for the use of point-of-sale equipment, maintaining a cash float, reconciling takings and completing sales transactions.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | | | |
|----|------------------------------------|-----|---|
| 1. | Operate point of sale equipment | 1.1 | Use point of sale equipment according to manufacturer's specifications. |
| | | 1.2 | Open and close point of sale terminal according to organisational procedures. |
| | | 1.3 | Clear point of sale terminal and transfer tender according to organisational procedures. |
| | | 1.4 | Handle cash according to organisational financial security procedures. |
| | | 1.5 | Maintain supplies of change/cash float in point-of-sale terminal according to established financial procedures. |
| | | 1.6 | Manage active point of sale terminals according to established job requirements. |
| | | 1.7 | Complete records for transaction errors according to organisational financial regulations. |
| | | 1.8 | Maintain adequate supplies of docket, vouchers and point of sale documents. |
| 2. | Perform point of sale transactions | 2.1 | Complete point of sale transactions according to financial policies and procedures. |
| | | 2.2 | Identify and apply financial procedures in respect of transactions. |

-
- 2.3 Handle foreign currency according to organisational financial requirements.
 - 2.4 Identify and apply organisational procedures with regards to exchanges and returns.
 - 2.5 Confirm the cost of services and amount of cash received to client according to organisational policies and procedures.
 - 2.6 Tender the correct change according to the amount received and cost of products or services.
 - 3. Finalise sales
 - Complete client order forms, invoices, receipts according to organisational financial policies or procedures.
 - 3.2 Process sales transactions without undue delay or direct clients to point of sale terminals according to organisational requirements.
 - 4. Wrap and pack goods
 - 4.1 Maintain adequate supplies of wrapping material or bags and replenish when necessary.
 - 4.2 Select appropriate packaging material according to organisational procedures.
 - 4.3 Package merchandise as required according to organisational requirements.
 - 4.4 Pack items to avoid damage in transit and attach labels where required according to manufacturer's instructions and organisational requirements.
 - 5. Reconcile takings
 - 5.1 Count cash according to organisational policies and financial requirements.
 - 5.2 Calculate noncash documents according to organisational financial policies and procedures.
 - 5.3 Determine the balance between the register/terminal reading and transactions accurately according to transaction receipts.

- 5.4 Record takings according to organisational financial policies and procedures.

RANGE STATEMENT

All range statements must be assessed:

1. Point of sale equipment may include but is not limited to:

- Manual
- Electronic

2. Point-of-sale transactions may include but are not limited to:

- Cards (debit/credit/smart)
- Cheques
- Customer refunds
- Gift vouchers

3. Transactions may include but are not limited to:

- Cash
- Non-cash

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the organisational policies and procedures and industry codes of practice with regards to client service and point of sale techniques
2. What are the local health and hygiene requirements/regulations of relevant government legislation and statutory requirements including Consumer Law, Trade Practices Act and Fair Trading Acts.
3. What are safe work practices and emergency procedures with regards to the provision of client service and point of sale techniques according to occupational health and safety regulations/requirements, including first aid procedures.
4. What are the organisational policies and procedures with regards to cash handling and point of sale transactions according to the range of variables.
5. What are the organisational policies and procedures with regards to wrapping and packing items according to the range of variables.
6. Why is it important to know and understand techniques and skills in relation to provision of client service and point of sale techniques and how these are applied.
7. Why is it important to read, accurately interpret and consistently apply manufacturer's instructions in regard to point-of-sale techniques/procedures and how to do so.
8. How to consistently operate point of sale equipment according to design specifications
9. How to apply organisational policies/procedures in regard to cash handling and point of sale transactions according to the range of variables
10. How to apply organisational policies and procedures with regards to wrapping and packing items, according to the range of variables
11. Why is it important to consistently use time effectively and how to do so.
12. How to wrap and pack goods effectively.
13. How to consistently operate point of sale equipment according to design specifications.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must 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 determined 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 they 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 pre-determined 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.

Explanation of NVQ Levels

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

Level 1 - Entry Level

Recognizes 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:

Recognizes 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 guidance of others may be required.

Level 3 - Technician and Supervisory Occupations:

Recognizes 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:

Recognizes 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:

Recognizes 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 made outstanding contribution 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 consistent quality of assessment and competence. They need to be competent to assess to national standards in the area under assessment.

NVQ

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 you have all of the evidence about a candidate's performance. It also allows you 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 is 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 you are able to collect evidence and make a judgment 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 competently, 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 is potentially hazardous; for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, you will be able to elicit evidence which will help you 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 three categories of units:

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

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

Work base projects

Work-based projects are a useful way for you to collect evidence to support any decision you make 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 observation.

A project often involves the identification of a solution to a specific problem identified by you 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).