

# Levels 1-3 NVQs/SVQs in Beauty Therapy, Nail Services and Spa Therapy (3007/3011)

Assessors' handbook



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# Levels 1-3 NVQs/SVQs in Beauty Therapy, Nail Services and Spa Therapy (3007/3011)

## 3007

- Level 1 NVQ Certificate in Beauty Therapy
- Level 2 NVQ Diploma in Beauty Therapy –General
- Level 2 NVQ Diploma in Beauty Therapy – Make-up
- Level 2 NVQ Diploma in Nail Services
- Level 3 NVQ Diploma in Beauty Therapy – General
- Level 3 NVQ Diploma in Beauty Therapy – Massage
- Level 3 NVQ Diploma in Beauty Therapy – Make-up
- Level 3 NVQ Diploma in Spa Therapy
- Level 3 NVQ Diploma in Nail Services

## 3008

- Level 1 NVQ Diploma in Hairdressing and Beauty Therapy

## 3011

- SVQ 1 in Beauty Therapy at SCQF level 4
- SVQ 2 in Beauty Therapy – General at SCQF level 5
- SVQ 2 in Beauty Therapy – Make-up at SCQF level 5
- SVQ 2 in Nail Services at SCQF level 5
- SVQ 3 in Beauty Therapy – General at SCQF level 6
- SVQ 3 in Beauty Therapy – Massage at SCQF level 6
- SVQ 3 in Beauty Therapy – Make-up at SCQF level 6
- SVQ 3 in Spa Therapy at SCQF level 6
- SVQ 3 in Nail Services at SCQF level 6

Version and date	Change detail	Section
V5.4 March 2014	Amended title of: 600/2491/4 - 3007-83 600/2497/5 - 3007-83 600/2511/6 - 3007-83  Registration and certification end dates deleted.	Introduction and qualification structure  Introduction
V5.5 March 2022	TQT & GLH clarification	Added TQT GLH tables

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# Contents

<b>1</b>	<b>About the qualifications</b>	<b>4</b>
<b>2</b>	<b>Qualifications structure</b>	<b>9</b>
2.1	Rules of combination	10
<b>3</b>	<b>Centre requirements</b>	<b>24</b>
<b>4</b>	<b>Assessment</b>	<b>25</b>
4.1	The assessment process	25
4.2	Summary of assessment methods	30
4.3	Building a portfolio of evidence (Logbook)	37
<b>5</b>	<b>Evidence requirements</b>	<b>40</b>
<b>Appendix A 93</b>		
Appendix A1 – Cross-unit knowledge test mapping		94
Appendix A2 – Overview of essential knowledge assessment materials		112
<b>Level 1 Beauty Therapy</b>		<b>112</b>
<b>Level 1 Cross unit knowledge test 501</b>		<b>112</b>
<b>Level 2 Cross unit knowledge test 502</b>		<b>112</b>
<b>Level 3 Beauty Therapy, Nail Services and Spa Therapy</b>		<b>113</b>
<b>Level 3 Cross unit knowledge test 503</b>		<b>113</b>
<b>Appendix B 116</b>		
Appendix B1 – Initial assessment form (Skillscan)		117
Appendix B2 – Assessor and witness status list		118
Appendix B3 – Candidate work log/witness testimony		119
Appendix B4 – Sample marking written header sheet		120
Appendix B5 – Sample completed logbook unit		121
Appendix C1 – Explanation of some specific words and phrases		139
Appendix C2 – Frequently asked questions		141
Appendix C3 – Glossary of beauty therapy, nail services and spa therapy terms		147
Appendix C4 – General guidance on health and safety legislation applicable to beauty therapy, nail services and spa therapy		161
<b>Appendix D –Assessment Strategy</b>		<b>163</b>
Appendix D1A 165		
Appendix D1B 169		
Appendix D2 174		
Appendix D3 176		
Appendix D4 181		
Appendix D5 182		
Appendix D6 210		
Appendix D7 215		

# 1 About the qualifications

This document contains the information that centres need to offer for the following qualifications:

<b>Qualification title and level</b>	<b>City &amp; Guilds qualification number(s)</b>	<b>GLH</b>	<b>TQT</b>	<b>Ofqual/SVQ accreditation number(s)</b>
Level 1 NVQ Certificate in Beauty Therapy	3007-01/51	183	190	500/9284/4
Level 2 NVQ Diploma in Beauty Therapy – General	3007-02/52	458	540	500/8765/4
Level 2 NVQ Diploma in Beauty Therapy – Make-up	3007-03/53	No longer available		500/8767/8
Level 2 NVQ Diploma in Nail Services	3007-04/54	329	400	500/8766/6
Level 3 NVQ Diploma in Beauty Therapy – General	3007-05/55	545	650	500/8761/7
Level 3 NVQ Diploma in Beauty Therapy – Massage	3007-06/56	403	510	500/8783/6
Level 3 NVQ Diploma in Beauty Therapy – Make-up	3007-07/57	No longer available		500/8760/5
Level 3 NVQ Diploma in Spa Therapy	3007-08/58	502	630	500/8758/7
Level 3 NVQ Diploma in Nail Services	3007-09/59	356	480	500/8780/0
Level 2 NVQ Award in Facial Skin Care	3007-82			600/2377/6
Level 2 NVQ Award in Lash and Eyebrow Treatments	3007-82			600/2427/6
Level 2 NVQ Award in Waxing Services	3007-82			600/2439/2
Level 2 NVQ Award in Ear Piercing	3007-82			600/2443/4
Level 2 NVQ Award in Make-up Services	3007-82			600/2444/6
Level 2 NVQ Award in Instruct Clients in the Use and Application of Skin Care Products	3007-82	No longer available		600/2449/5
Level 2 NVQ Award in Applying Skin Camouflage	3007-82			600/2445/8
Level 2 NVQ Award in Salon Reception	3007-82			600/2442/2
Level 2 NVQ Award in Develop and Maintain Effectiveness at Work	3007-82			600/2337/5
Level 2 NVQ Award in Manicure	3007-82	No longer available		600/2441/0

<b>Qualification title and level</b>	<b>City &amp; Guilds qualification number(s)</b>	<b>GLH</b>	<b>TQT</b>	<b>Ofqual/SVQ accreditation number(s)</b>
Services				
Level 2 NVQ Award in Pedicure Services	3007-82			600/2417/3
Level 2 NVQ Award in Nail Art Services	3007-82			600/2452/5
Level 2 NVQ Award in Nail Enhancements	3007-82			600/2453/7
Level 2 NVQ Award in Assist with Spa Therapy	3007-82			600/2447/1
Level 2 NVQ Award in Threading Services	3007-82			600/2448/3
Level 3 NVQ Award in Design and Create Fashion and Photographic Make-up	3007-83			600/2513/X
Level 3 NVQ Award in Plan and Provide Airbrush Make-up	3007-83			600/2484/7
Level 3 NVQ Award in Body Electrical Treatments	3007-83			600/2455/0
Level 3 NVQ Award in Facial Electrical Treatments	3007-83			600/2460/4
Level 3 NVQ Award in Single Eyelash Extensions	3007-83			600/2487/2
Level 3 NVQ Award in Body Massage Treatments	3007-83			600/2479/3
Level 3 NVQ Award in UV Tanning Services	3007-83			600/2485/9
Level 3 NVQ Award in Provide Specialist Skin Camouflage Services	3007-83		No longer available	600/2514/1
Level 3 NVQ Award in Indian Head Massage	3007-83			600/2496/3
Level 3 NVQ Award in Massage using Pre-blended Aromatherapy Oils	3007-83			600/2495/1
Level 3 NVQ Award in Self Tanning Services	3007-83			600/2489/6
Level 3 NVQ Award in Female Intimate Waxing Services	3007-83			600/2491/4
Level 3 NVQ Award in Male Intimate Waxing Services	3007-83			600/2497/5
Level 3 NVQ Award in Stone Therapy	3007-83			600/2500/1
Level 3 NVQ Award in Epilation	3007-83			600/2482/3
Level 3 NVQ Award in Enhance and Maintain Nails using UV Gel	3007-83			600/2506/2
Level 3 NVQ Award in Enhance and Maintain Nails Using Liquid and	3007-83			600/2457/4

Qualification title and level	City & Guilds qualification number(s)	GLH	TQT	Ofqual/SVQ accreditation number(s)
GLHPowder				
Level 3 NVQ Award in Enhance and Maintain Nails using Wraps	3007-83			600/2508/6
Level 3 NVQ Award in Creative Nail Art Design	3007-83			600/2509/8
Level 3 NVQ Award in Contributing to the Financial Effectiveness of the Business	3007-83			600/2507/4
Level 3 NVQ Award in Creative Nail Images	3007-83			600/2510/4
Level 3 NVQ Award in Plan and Provide Airbrush Design for Nails	3007-83		No longer available	600/2512/8
Level 3 NVQ Award in Prepare and Finish Nails Using Electric Files	3007-83			600/2511/6
Level 3 NVQ Award in Monitor Clients and Operate Sauna, Steam and Hydrotherapy	3007-83			600/2498/7
Level 3 NVQ Award in Body Wrapping and Flotation Treatments	3007-83			600/2505/0
Level 3 NVQ Award in Contribute to Planning and Implementation of Promotional Activities	3007-83			600/2454/9
Level 1 NVQ Diploma in Hairdressing and Beauty Therapy	<b>3008-11</b>			500/9285/6
SVQ 1 in Beauty Therapy at SCQF level 4	3011-01			
SVQ 2 in Beauty Therapy – General at SCQF level 5	3011-02			
SVQ 2 in Beauty Therapy – Make-up at SCQF level 5	3011-03			
SVQ 2 in Nail Services at SCQF level 5	3011-04			
SVQ 3 in Beauty Therapy – General at SCQF level 6	3011-05		No longer available	
SVQ 3 Diploma in Beauty Therapy – Massage at SCQF level 6	3011-06			
SVQ 3 Diploma in Beauty Therapy – Make-up at SCQF level 6	3011-07			
SVQ 3 Diploma in Spa Therapy at SCQF level 6	3011-08			
SVQ 3 Diploma in Nail Services at SCQF level 6	3011-09			



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

**Centre Guide – Delivering International Qualifications** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

**Providing City & Guilds qualifications – a guide to centre and qualification approval** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

**Ensuring quality** contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

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

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

- **Walled Garden**

Find out how to register and certificate candidates on line

- **Events**

Contains dates and information on the latest Centre events

- **Online assessment**

Contains information on how to register for GOLLA assessments.

### **Qualifications summary**

These qualifications are based on the National Occupational Standards. They are job-ready qualifications which require learners to demonstrate in the workplace the skills and knowledge required in the hair industry.

The Level 1 NVQ Certificate in Beauty Therapy and the SVQ 1 in Beauty Therapy at SCQF level 4 attest to occupational competence in assisting technical staff in the workplace and the job readiness of the learner.

The Level 2 NVQ Diplomas in Beauty Therapy/Nail Services, and the SVQs 2 in Beauty Therapy/Nail Services at SCQF level 5 attest to occupational competence and the job readiness of the learner.

The Level 3 NVQ Diplomas in Beauty Therapy/Nail Services/Spa Therapy and the SVQs 3 in Beauty Therapy/Nail Services/Spa Therapy at SCQF level 6 attest to a high level of occupational competence and the job readiness of the learner.

### **Opportunities for progression**

The Level 2 NVQ Diplomas in Beauty Therapy/Nail Services and the SVQs 2 in Beauty Therapy/Nail Services at SCQF level 5 are suitable for people who have taken a level 2 or level 1 qualification, and/or have been working in the industry and are looking to accredit their skills and knowledge. These qualifications provide progression opportunities for those with intentions of progressing into a supervisory or more technical role or onto a level 3 qualification.

The Level 3 NVQ Diplomas in Beauty Therapy/Nail Services/Spa Therapy and the SVQs 3 in Beauty Therapy/Nail Services/Spa Therapy at SCQF level 6 are suitable for people who have taken a related level 3 or level 2 qualification, and/or have been working in the industry and are looking to accredit their skills and knowledge. These qualifications provide progression opportunities for those with intentions of progressing into management or onto a higher level qualification.

### **Age restrictions**

Level 2 and 3 NVQ Diplomas in Beauty Therapy/Nail Services/Spa Therapy and SVQs 2 and 3 at SCQF level 5 and 6 in Beauty Therapy/Nail Services/Spa Therapy are **not** approved for use by candidates **under the age of 16**, and City & Guilds **cannot** accept any registrations for candidates in this age group.

Centres and candidates should be fully aware of minimum age requirements and any implications on completing assessments.

## 2 Qualifications structure

The qualifications comprise of a number of **units**. A **unit** describes what is expected of a competent person in particular aspects of his/her job; it is considered to be the smallest part of an award worthy of a separate credit.

Each unit is divided into **learning outcomes** which describe in further detail the skills and knowledge that a candidate should possess.

Each **learning outcome** has a set of **assessment criteria** (performance, and knowledge and understanding) which specify the desired criteria that have to be satisfied before an individual can be said to have performed to the agreed standard.

**Range** statements define the breadth or scope of a **learning outcome** and its **assessment criteria** by setting out the various circumstances in which they are to be applied.

### **Unit numbering**

Habia unit numbers in the National Occupational Standards begin with either 'G' for General, 'B' for Beauty, 'N' for Nails or 'S' for Spa. City & Guilds unit numbers (in brackets after unit titles in candidate logbooks) are to be used for candidate registration and certification entries.

## 2 Qualifications structure

### 2.1 Rules of combination

For SVQ Structures please refer to the separate document titled SVQ Structures in Beauty Therapy, Nail Services and Spa Therapies that is downloadable from 3011 webpage on [www.cityandguilds.com](http://www.cityandguilds.com)

#### The **Level 1 NVQ Certificate in Beauty Therapy**

A minimum of **19** credits is required to achieve the Level 1 in Beauty Therapy, all mandatory units must be achieved which is **11** credits and a minimum of **8** credits from the optional units.

<b>City &amp; Guilds unit number</b>	<b>Title</b>	<b>NOS unit number</b>	<b>Credits</b>
<b>Mandatory units</b>			
001	Ensure responsibility for actions to reduce risks to health and safety	G20	4
002	Contribute to the development of effective working relationships	G3	4
061	Prepare and maintain salon treatment work areas	B1	3
<b>A minimum of 8 credits from the following optional units</b>			
005	Assist with salon reception duties	G2	4
062	Assist with facial skin care treatments	B2	4
063	Assist with day make-up	B3	4
064	Assist with nail services	N1	4

## 2 Qualifications structure

### 2.1 Rules of combination

#### The **Level 2 NVQ Diploma in Beauty Therapy – General**

A minimum of **54** credits is required to achieve the Level 2 in Beauty Therapy - General, all mandatory units must be achieved which is **45** credits and a minimum of **9** credits from the optional units.

<b>City &amp; Guilds unit number</b>	<b>Title</b>	<b>NOS unit number</b>	<b>Credits</b>
<b>Mandatory units</b>			
001	Ensure responsibility for actions to reduce risks to health and safety	G20	4
020	Promote additional services or products to clients	G18	6
021	Develop and maintain your effectiveness at work	G8	3
007	Provide facial skin care treatment	B4	8
008	Enhance the appearance of eyebrows and lashes	B5	5
009	Carry out waxing services	B6	7
038	Provide manicure services	N2	6
039	Provide pedicure services	N3	6
<b>A minimum of 9 credits from the following optional units</b>			
019	Fulfil salon reception duties	G4	3
010	Carry out ear piercing	B7	2
011	Provide make-up services	B8	6
013	Enhance appearance using skin camouflage	B10	6
051	Assist with spa operations	S1	4
055	Provide threading services	B34	4

## 2 Qualifications structure

### 2.1 Rules of combination

#### The **Level 2 NVQ Diploma in Beauty Therapy – Make-up**

A minimum of **44** credits is required to achieve the Level 2 in Beauty Therapy – make-up, all mandatory units must be achieved which is **39** credits and a minimum of **5** credits from the optional units

<b>City &amp; Guilds unit number</b>	<b>Title</b>	<b>NOS unit number</b>	<b>Credits</b>
<b>Mandatory units</b>			
001	Ensure responsibility for actions to reduce risks to health and safety	G20	4
020	Promote additional services or products to clients	G18	6
021	Develop and maintain your effectiveness at work	G8	3
007	Provide facial skin care treatment	B4	8
008	Enhance the appearance of eyebrows and lashes	B5	5
011	Provide make-up services	B8	6
012	Instruct clients in the use and application of skin care products and make-up	B9	7
<b>A minimum of 5 credits from the following optional units</b>			
019	Fulfil salon reception duties	G4	3
010	Carry out ear piercing	B7	2
013	Enhance appearance using skin camouflage	B10	6
051	Assist with spa operations	S1	4
055	Provide threading services	B34	4

## 2 Qualifications structure

### 2.1 Rules of combination

#### The **Level 2 NVQ Diploma in Nail Services**

A minimum of **40** credits is required to achieve the Level 2 Nail Services, all mandatory units must be achieved which is **40** credits.

<b>City &amp; Guilds unit number</b>	<b>Title</b>	<b>NOS unit number</b>	<b>Credits</b>
<b>Mandatory units</b>			
001	Ensure responsibility for actions to reduce risks to health and safety	G20	4
019	Fulfil salon reception duties	G4	3
020	Promote additional services or products to clients	G18	6
021	Develop and maintain your effectiveness at work	G8	3
038	Provide manicure services	N2	6
039	Provide pedicure services	N3	6
040	Carry out nail art services	N4	4
041	Apply and maintain nail enhancements to create a natural finish	N5	8

## 2 Qualifications structure

### 2.1 Rules of combination

#### The **Level 3 NVQ Diploma in Beauty Therapy – General**

A minimum of **65** credits is required to achieve the Level 3 in Beauty Therapy, all mandatory units must be achieved which is **55** credits and a minimum of **10** credits from the optional units.

<b>City &amp; Guilds unit number</b>	<b>Title</b>	<b>NOS unit number</b>	<b>Credits</b>
<b>Mandatory units</b>			
036	Monitor procedures to safely control work operations	G22	4
048	Contribute to the planning and implementation of promotional activities	H32	5
016	Provide body electrical treatments	B13	12
017	Provide facial electrical treatments	B14	12
026	Provide body massage treatments	B20	10
035	Provide electrical epilation treatments	B29	12
<b>A minimum of 10 credits from the following optional units</b>			
046	Contribute to the financial effectiveness of the business	G11	4
015	Plan and provide airbrush make-up	B12	8
018	Provide single eyelash extension treatments	B15	5
030	Carry out massage using pre-blended aromatherapy oils	B24	8
029	Provide Indian Head massage	B23	7
027	Provide UV tanning services	B21	2
031	Provide self tanning services	B25	3
032	Provide female intimate waxing services	B26	5
033	Provide male intimate waxing services	B27	5
034	Provide stone therapy treatments	B28	10



## 2 Qualifications structure

### 2.1 Rules of combination

#### The **Level 3 NVQ Diploma in Beauty Therapy – Massage**

A minimum of **51** credits is required to achieve the Level 3 in Beauty Therapy - Massage, all mandatory units must be achieved which is **44** credits and a minimum of **7** credits from the optional units

<b>City &amp; Guilds unit number</b>	<b>Title</b>	<b>NOS unit number</b>	<b>Credits</b>
<b>Mandatory units</b>			
036	Monitor procedures to safely control work operations	G22	4
048	Contribute to the planning and implementation of promotional activities	H32	5
026	Provide body massage treatments	B20	10
029	Provide Indian Head massage	B23	7
030	Carry out massage using pre-blended aromatherapy oils	B24	8
034	Provide stone therapy treatments	B28	10
<b>A minimum of 7 credits from the following optional units</b>			
046	Contribute to the financial effectiveness of the business	G11	4
015	Plan and provide airbrush make-up	B12	8
016	Provide body electrical treatments	B13	12
017	Provide facial electrical treatments	B14	12
018	Provide single eyelash extension treatments	B15	5
027	Provide UV tanning services	B21	2
031	Provide self tanning services	B25	3
032	Provide female intimate waxing services	B26	5
033	Provide male intimate waxing services	B27	5

## 2 Qualifications structure

### 2.1 Rules of combination

#### The **Level 3 NVQ Diploma in Beauty Therapy - Make-up**

A minimum of **45** credits is required to achieve the Level 3 in Beauty Therapy – Make-up, all mandatory units must be achieved which is **25** credits and a minimum of **20** credits from the optional units

<b>City &amp; Guilds unit number</b>	<b>Title</b>	<b>NOS unit number</b>	<b>Credits</b>
<b>Mandatory units</b>			
036	Monitor procedures to safely control work operations	G22	4
048	Contribute to the planning and implementation of promotional activities	H32	5
014	Design and create fashion and photographic make-up	B11	8
028	Provide specialist skin camouflage services	B22	8
<b>A minimum of 20 credits from the following optional units</b>			
046	Contribute to the financial effectiveness of the business	G11	4
015	Plan and provide airbrush make-up	B12	8
016	Provide body electrical treatments	B13	12
017	Provide facial electrical treatments	B14	12
018	Provide single eyelash extension treatments	B15	5
027	Provide UV tanning services	B21	2
029	Provide Indian Head massage	B23	7
030	Carry out massage using pre-blended aromatherapy oils	B24	8
031	Provide self tanning services	B25	3
032	Provide female intimate waxing services	B26	5
033	Provide male intimate waxing services	B27	5
034	Provide stone therapy treatments	B28	10

## 2 Qualifications structure

### 2.1 Rules of combination

#### The **Level 3 NVQ Diploma in Spa Therapy**

A minimum of **63** credits is required to achieve the Level 3 in Spa Therapy, all mandatory units must be achieved which is **44** credits and a minimum of **19** credits from the optional units

<b>City &amp; Guilds unit number</b>	<b>Title</b>	<b>NOS unit number</b>	<b>Credits</b>
<b>Mandatory units</b>			
020	Promote additional services or products to clients	G18	6
036	Monitor procedures to safely control work operations	G22	4
026	Provide body massage treatments	B20	10
034	Provide stone therapy treatments	B28	10
052	Monitor clients and the operation of sauna, steam and hydrotherapy treatments	S2	7
053	Provide body wrapping and flotation treatments	S3	7
<b>A minimum of 19 credits from the following optional units</b>			
046	Contribute to the financial effectiveness of the business	G11	4
016	Provide body electrical treatments	B13	12
017	Provide facial electrical treatments	B14	12
029	Provide Indian Head massage	B23	7
030	Carry out massage using pre-blended aromatherapy oils	B24	8
048	Contribute to the planning and implementation of promotional activities	H23	5

## 2 Qualifications structure

### 2.1 Rules of combination

#### The **Level 3 NVQ Diploma in Nail Services**

A minimum of **48** credits is required to achieve the Level 3 in Nail Services, all mandatory units must be achieved which is **24** credits and a minimum of **24** credits from the optional units

<b>City &amp; Guilds unit number</b>	<b>Title</b>	<b>NOS unit number</b>	<b>Credits</b>
<b>Mandatory units</b>			
036	Monitor procedures to safely control work operations	G22	4
042	Enhance and maintain nails using UV gel	N6	10
043	Enhance and maintain nails using liquid and powder	N7	10
<b>A minimum of 24 credits from the following optional units</b>			
046	Contribute to the financial effectiveness of the business	G11	4
044	Enhance and maintain nails using wraps	N8	8
045	Plan and create nail art designs	N9	6
047	Develop a range of creative nail images	N10	5
049	Plan and provide airbrush designs for nails	N11	5
050	Prepare and finish nail overlays using electric files	N12	4
048	Contribute to the planning and implementation of promotional activities	H32	5

## 2 Qualifications structure

### 2.1 Rules of combination

Please note this qualification is only available within the **3008**

#### The **Level 1 NVQ Diploma in Hairdressing and Beauty Therapy**

A minimum of **41** credits is required to achieve the Level 1 in Hairdressing and Beauty Therapy, all mandatory units must be achieved which is **17** credits and a minimum of **24** credits from the optional units.

<b>City &amp; Guilds unit number</b>	<b>Title</b>	<b>NOS unit number</b>	<b>Credits</b>
<b>Mandatory units</b>			
001	Ensure responsibility for actions to reduce risks to health and safety	G20	4
002	Contribute to the development of effective working relationships	G3	4
003	Shampoo and condition hair	GH1	4
004	Prepare for hair services and maintain work areas	GH3	2
061	Prepare and maintain salon treatment work areas	B1	3
<b>A minimum of 24 credits from the following optional units</b>			
005	Assist with salon reception duties	G2	4
006	Blow dry hair	GH2	4
007	Assist with hair colouring services	GH4	4
008	Assist with perming hair services	GH5	3
009	Plait and twist hair using basic techniques	GH6	4
010	Remove hair extensions	GH7	3
062	Assist with facial skin care treatments	B2	4
063	Assist with day make-up	B3	4
064	Assist with nail services	N1	4

## 3007-82 Level 2 Awards in Beauty

## 3007-83 Level 3 Awards in Beauty

The unit included in each qualification is shown below.

If a candidate has not completed any previous accredited related qualification or has not got prior work experience within the beauty therapy/nail services industry then the Level 2 Award in Health and Safety must be taken along side the technical award.

<b>Level 2</b>	<b>Level 2 NVQ Award in Facial Skin Care</b>	<b>GLH</b>	<b>Credits</b>
<b>Unit 007</b>	Provide facial skin care treatment	<b>68</b>	<b>8</b>
<b>Level 2 NVQ Award in Lash and Eyebrow Treatments</b>			
<b>Unit 008</b>	Enhance the appearance of eyebrows and lashes	<b>45</b>	<b>5</b>
<b>Level 2 NVQ Award in Waxing Services</b>			
<b>Unit 009</b>	Carry out waxing services	<b>61</b>	<b>7</b>
<b>Level 2 NVQ Award in Ear Piercing</b>			
<b>Unit 010</b>	Carry out ear piercing	<b>20</b>	<b>2</b>
<b>Level 2 NVQ Award in Make-up Services</b>			
<b>Unit 011</b>	Provide make-up services	<b>47</b>	<b>6</b>
<b>Level 2 NVQ Award in Instruct Clients in the Use and Application of Skin Care Products</b>			
<b>Unit 012</b>	instruct clients in the use and application of skin care products and make-up	<b>53</b>	<b>7</b>
<b>Level 2 NVQ Award in Applying Skin Camouflage</b>			
<b>Unit 013</b>	Enhance appearance using skin camouflage	<b>46</b>	<b>6</b>
<b>Level 2 NVQ Award in Salon Reception</b>			
<b>Unit 019</b>	Fulfil salon reception duties	<b>24</b>	<b>3</b>
<b>Level 2 NVQ Award in Develop and Maintain Effectiveness at Work</b>			
<b>Unit 021</b>	Develop and maintain effectiveness at work	<b>30</b>	<b>3</b>
<b>Level 2 NVQ Award in Manicure Services</b>			
<b>038</b>	Provide manicure services	<b>53</b>	<b>6</b>
<b>Level 2 NVQ Award in Pedicure Services</b>			
<b>039</b>	Provide pedicure services	<b>53</b>	<b>6</b>

<b>Level 2 NVQ Award in Nail Art Services</b>		
<b>040</b> Carry out nail art services	<b>30</b>	<b>4</b>
<b>Level 2 NVQ Award in Nail Enhancements</b>		
<b>041</b> Apply and maintain Nail Enhancements to create a natural finish	<b>61</b>	<b>8</b>
<b>Level 2 NVQ Award in Assist with Spa Therapy</b>		
<b>051</b> Assist with spa operations	<b>37</b>	<b>4</b>
<b>Level 2 NVQ Award in Threading Services</b>		
<b>055</b> Provide Threading services	<b>29</b>	<b>4</b>
<b>Level 3 NVQ Award in Design and Create Fashion and Photographic Make-up</b>		
<b>014</b> Design and create fashion and photographic make-up	<b>68</b>	<b>8</b>
<b>Level 3 NVQ Award in Plan and Provide Airbrush Make-up</b>		
<b>015</b> Plan and provide airbrush make-up	<b>62</b>	<b>8</b>
<b>Level 3 NVQ Award in Body Electrical Treatments</b>		
<b>016</b> Provide Body Electrical Treatments	<b>106</b>	<b>12</b>
<b>Level 3 NVQ Award in Facial Electrical Treatments</b>		
<b>017</b> Provide facial electrical treatments	<b>106</b>	<b>12</b>
<b>Level 3 NVQ Award in Single Eyelash Extensions</b>		
<b>018</b> Provide single eyelash extension treatments	<b>44</b>	<b>5</b>
<b>Level 3 NVQ Award in Body Massage Treatments</b>		
<b>026</b> Provide body massage treatments	<b>79</b>	<b>10</b>
<b>Level 3 NVQ Award in UV Tanning Services</b>		
<b>027</b> Provide UV tanning services	<b>16</b>	<b>2</b>
<b>Level 3 NVQ Award in Provide Specialist Skin Camouflage Services</b>		
<b>028</b> Provide specialist skin camouflage services	<b>68</b>	<b>8</b>
<b>Level 3 NVQ Award in Indian Head Massage</b>		
<b>029</b> Provide Indian head Massage	<b>54</b>	<b>7</b>

<b>Level 3 NVQ Award in Massage using Pre-blended Aromatherapy Oils</b>		
<b>030</b> Carry out massage using pre-blended aromatherapy oils	<b>67</b>	<b>8</b>
<b>Level 3 NVQ Award in Self Tanning Services</b>		
<b>031</b> Provide self-tanning services	<b>27</b>	<b>3</b>
<b>Level 3 NVQ Award in Female Intimate Waxing</b>		
<b>032</b> Provide female intimate waxing services	<b>44</b>	<b>5</b>
<b>Level 3 NVQ Award in Male Intimate Waxing</b>		
<b>033</b> Provide male intimate waxing services	<b>44</b>	<b>5</b>
<b>Level 3 NVQ Award in Stone Therapy</b>		
<b>034</b> Provide stone therapy treatments	<b>88</b>	<b>10</b>
<b>Level 3 NVQ Award in Epilation</b>		
<b>035</b> Provide electrical epilation treatments	<b>109</b>	<b>12</b>
<b>Level 3 NVQ Award in Enhance and Maintain Nails using UV Gel</b>		
<b>042</b> Enhance and maintain nails using UV gel	<b>80</b>	<b>10</b>
<b>Level 3 NVQ Award in Enhance and Maintain Nails Using Liquid and Powder</b>		
<b>043</b> Enhance and Maintain Nails Using Liquid and Powder	<b>80</b>	<b>10</b>
<b>Level 3 NVQ Award in Enhance and Maintain Nails using Wraps</b>		
<b>044</b> Enhance and Maintain Nails Using Wraps	<b>61</b>	<b>8</b>
<b>Level 3 NVQ Award in Creative Nail Art Design</b>		
<b>045</b> Plan and create nail art designs	<b>40</b>	<b>6</b>
<b>Level 3 NVQ Award in Contributing to the Financial Effectiveness of the Business</b>		
<b>046</b> Contributing to the Financial Effectiveness of the Business	<b>26</b>	<b>4</b>
<b>Level 3 NVQ Award in Creative Nail Images</b>		
<b>047</b> Develop a range of creative nail images	<b>33</b>	<b>5</b>
<b>Contribute to the planning and implementation of promotional activities</b>		



<b>048</b> Contribute to the planning and implementation of promotional activities	<b>32</b>	<b>5</b>
<b>Level 3 NVQ Award in Plan and Provide Airbrush Design for Nails</b>		
<b>049</b> Plan and provide airbrush design for nails	<b>33</b>	<b>5</b>
<b>Level 3 NVQ Award in Prepare and Finish Nail Using Electric Files</b>		
<b>050</b> Prepare and Finish Nails Using Electric Files	<b>45</b>	<b>5</b>
<b>Level 3 NVQ Award in Monitor Clients and Operate Sauna, Steam and Hydrotherapy</b>		
<b>052</b> Monitor Clients and Operate Sauna, Steam and Hydrotherapy	<b>59</b>	<b>7</b>
<b>Level 3 NVQ Award in Body Wrapping and Flotation Treatments</b>		
<b>053</b> Provide Body Wrapping and Flotation Treatments	<b>59</b>	<b>7</b>

## Total Qualification Time

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

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
Level 1 NVQ Certificate in Beauty Therapy	183	190
Level 2 NVQ Diploma in Beauty Therapy – General	458	540
Level 2 NVQ Diploma in Nail Services	329	400
Level 3 NVQ Diploma in Beauty Therapy – General	545	650
Level 3 NVQ Diploma in Beauty Therapy – Massage	403	510
Level 3 NVQ Diploma in Spa Therapy	502	630
Level 3 NVQ Diploma in Nail Services	356	480

### 3 Centre requirements

This section outlines the approval processes for centres to offer this qualification and any resources that centres will need in place to offer the qualifications including qualification specific requirements for centre staff.

#### **Centres already offering City & Guilds qualifications in this subject area**

Centres approved to offer the NVQs in Beauty Therapy, Nail Services and Spa Therapy (3023, 3024, 3025) may apply for approval for the new qualifications in Beauty Therapy, Nail Services and Spa Therapy (3007/3011) using the **fast-track approval form**, available from [www.cityandguilds.com/hairandbeauty](http://www.cityandguilds.com/hairandbeauty).

Centres may apply to offer the new qualification using the fast track form

- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast-track approval is available for **12 months** from the launch of the qualification. After this time, the qualification is subject to the **standard** Qualification Approval Process. It is the centre's responsibility to check that fast-track approval is still current at the time of application.

#### **Centres not already offering City & Guilds qualifications in this subject area**

Centres that do not already have 'approved centre' status or do not offer a qualification suitable for fast-track approval should refer to *Providing City & Guilds Qualifications*, which is available on-line from [www.cityandguilds.com](http://www.cityandguilds.com).

#### **Resource requirements**

Details of the following resource requirements can be found in the Assessment Strategy in Appendix D:

- occupational expertise for assessors and verifiers
- performance in the workplace; use of realistic working environment and simulated activities
- continuing professional development for assessors and verifiers.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must **not** internally verify their own assessments.

## 4 Assessment

### 4.1 The assessment process

Before starting work towards the qualification, candidates will need support and guidance to enable them to

- identify which level of, in some cases which route within, the qualification is best suited to their needs
- understand what the chosen qualification covers
- understand what will be required of them
- identify any training needs and how to access development
- understand the assessment process and identify the people who will be involved
- understand how to identify evidence from their performance at work
- understand how to compile their portfolio of evidence
- understand relevant centre policies and procedures, including health and safety, equal opportunities, appeals and, if appropriate, alternative assessment arrangements.

Effective induction and initial assessment will ensure that candidates get the very best start and will set them on the path towards a successful and rewarding development experience resulting in the achievement of their City & Guilds qualification. Planned and comprehensive induction programmes will also help centres to deliver and assess to the quality standards required by City & Guilds. Candidates who are well informed from the outset are much more likely to progress quickly and achieve agreed targets.

#### The importance of initial assessment

Initial assessment is essential in order to ensure that centres place candidates on appropriate programmes. Candidates will assess their skills and knowledge against the requirements of the national occupational standards and the assessment requirements of their chosen qualification. The process may involve a skills audit, where basic skills and other skills and knowledge related to the qualification are assessed. An example of Skillscan form can be found in Appendix B. After initial assessment candidates will know whether they are

- **competent** – they are able to generate evidence to meet the assessment requirements and should be registered for the qualification and begin the assessment planning process
- **partially competent** – they are able to meet many of the assessment requirements and can access development and evidence-generating opportunities to enable them to meet the remaining ones. In this case they should be registered for the qualification and begin a development planning process at the same time as embarking upon the assessment planning process for those units in which they feel confident
- **not competent or do not have the opportunities to perform the tasks involved** – they may need to select a different level against which to be assessed or even a different qualification. The centre should either agree a programme of development for the potential candidate, to enable them to register for the qualification at a later date, or provide them with information on an award that is likely to be more suited to their current level of competence and work opportunities.

The centre must record the results of the initial assessment as part of an initial assessment and personal action plan, including any alternative assessment needs which are identified.

### **Induction**

Induction is the process by which candidates are introduced to all the relevant information that will enable them to successfully achieve their chosen qualification. Centres should make arrangements to induct candidates either individually or as a group following initial assessment. Candidates should be briefed (either face-to-face, and/or using written or online information) to ensure that they understand what they can expect of the centre and what is expected of them.

The regular reviews of action and assessment plans provide opportunities for topping up induction information and checking that candidates are aware of the support available to them.

At the end of the induction process, the centre should have all the necessary information for its candidate tracking system and all the details required to register candidates with City & Guilds.

### **Action plan**

If induction and initial assessment are not recorded on a learning contract, then the centre must provide each candidate with an action plan which records as a minimum

- the outcome of the initial assessment process or discussions of assessment of prior experience and learning (APEL)
- the learning and development needs identified and how and when they will be met
- a target date for completion and interim target dates for the completion of units.

The action plan should be reviewed regularly.

Support for candidates throughout the learning and assessment process is crucial if candidates are to achieve. This section outlines the assessment process and the support that centres must provide.

The purpose of assessment is to judge whether a candidate can consistently perform to the standard specified in the national occupational standards and meet the assessment requirements. The qualifications may be candidate-led, assessor-led or a combination of the two, in order to decide when candidates have gathered sufficient evidence to demonstrate that they can competently perform a particular task and are therefore ready to be assessed.

### **Assessment planning and review**

Effective planning for assessment by the candidate and their assessor is essential if the candidate is to succeed within an appropriate timescale. The purpose of assessment planning is to help candidates identify how and when they will provide the evidence required to demonstrate their competence. Planning should be a joint activity between the candidate and the assessor.

During initial assessment, the candidate will have developed an understanding of what each unit is about and the assessment requirements. If assessors did not conduct the initial assessment, they need to develop a shared understanding with the candidate of what the units are about. This will enable them to identify the best types of evidence to meet the evidence requirements, if these are not specified in the national occupational standards.

Assessment planning will identify opportunities for evidence generation and assessment that occur naturally as the candidate carries out work and where opportunities might need to be created to allow the candidate to demonstrate competence. This could mean arranging with their manager for a candidate to exchange tasks with a colleague. The assessor will negotiate and agree with the candidate the types of work-based activity that will be observed and the products of that activity (eg articles, forms, reports) that will be presented as evidence. It is important that a realistic timescale is set for achievement of the first units or elements.

When planning assessments, the assessor should aim to identify opportunities for holistic assessment, that is, to assess across elements, a full unit or clusters of units. Assessing criterion by criterion is not good practice.

Although assessment plans are primarily the responsibility of the assessor, candidates must be involved in identifying opportunities to gather evidence. The candidate's manager or supervisor will be a valuable resource in the assessment planning process as they can validate the information provided by the candidate and assist in preparing the candidate for development and assessment. They are also able to assist in setting up opportunities for candidates to widen their role, if this will enable them to meet all the assessment requirements.

The assessment plan must include:

- the units to be assessed
- the method of assessment that will be undertaken (further information on types of assessment follow in this section)
- the types of evidence to be collected
- the place, date and times of the assessments
- a note of any other people who need to be informed about or involved in the planned assessment
- space to review each assessment
- signatures of candidate and assessor.

## **Key people involved in supporting and assessing candidates**

### **Assessors**

The assessor assigned to a candidate is responsible for formally judging the candidate's evidence against the national occupational standards and assessment requirements. Assessors help candidates identify opportunities to demonstrate their competence and to produce evidence. Candidates may have more than one assessor, each assessing different units or aspects of those units.

The assessor is responsible for

- managing the assessment process
- agreeing, recording and reviewing assessment plans with the candidate
- judging the evidence against the national occupational standards
- using appropriate assessment methods
- ensuring that assessments are safe and fair
- recording the assessment process and all assessment outcomes
- providing feedback to the candidate following each assessment
- passing all assessment records, with recorded outcomes, to the internal verifier
- contributing to continuous improvements within the assessment process
- continually updating their occupational competence and assessment skills

- contributing to the evaluation of the assessment process
- contributing to standardisation meetings.

Assessors will need to achieve the relevant qualification for their role before they can be regarded as a qualified assessor. There are two assessor qualifications:

- A1 – Assess candidates using a range of methods
- A2 – Assess candidates' performance through observation.

The assessor qualifications must be achieved within 18 months of registering for the qualification.

Assessors working towards their qualification must have their assessment judgements checked and countersigned by a qualified assessor. Further guidance on the countersigning of assessments is given in *Ensuring quality*.

The Habia Assessment Strategy (Appendix D) specifies the qualifications and/or experience that assessors must have in order to demonstrate their occupational competence.

In some organisations, a candidate may not have access to a work-based assessor. In this case, a **peripatetic** assessor will move between different assessment sites to carry out assessments.

### Witnesses

It may not always be possible for the assessor to be present to observe a candidate's performance. For example, where their presence might be intrusive to the work being assessed or where an emergency incident occurs outside a planned assessment. If it is permitted by the standards, witness testimony may be used as an alternative means of collecting evidence.

Witness status lists should be provided by centres as a standard part of the candidate portfolio. Witness testimonies should identify the unit/learning outcome/assessment criteria being claimed.

Expert witnesses can also provide evidence of working processes, where an assessor is not able to be present. Ideally, a witness should be familiar with the standards and able to judge whether the candidate's performance meets their requirements. A sample witness testimony form is included in Appendix B.

The status of the witness is important to consider as this determines how much weight their statement has and what other supplementary evidence might be needed to infer competence. Appendix B provides an example that identifies the status of the witnesses against the following criteria:

- 1 = qualified assessor and occupational expert who is familiar with award standards
- 2 = occupational expert and familiar with standards
- 3 = occupational expert not familiar with standards
- 4 = non-expert A status 1 or 2 witness is more able to make an accurate

Judgement about a candidate's competence than a status 3 or 4 witness; therefore their testimonies would usually require less additional evidence to allow the assessor to infer competence.

### **Internal verifiers**

The internal verifier appointed by the centre will sample the work of the assessor throughout the assessment process. Internal verifiers will conduct observations of assessors working with candidates and will need access to the candidate's workplace. They will internally verify the summative assessments carried out by the assessor.

### **External verifiers**

The City & Guilds external verifier is responsible for ensuring that assessment and quality assurance undertaken within a City & Guilds centre is fair, consistent and meets the requirements of the national occupational standards. External verifiers will sample decisions taken by the centre staff and also observe assessors carrying out assessments in the workplace as part of their sampling plan. Some candidates may meet the external verifier on these occasions.

On approval to offer qualifications the centre will be notified of the name of the external verifier, who will liaise with the internal verifier/co-coordinator on all matters relating to the scheme.

Following approval, the external verifier will visit the centre on a regular basis to ensure that centre and/or qualifications operation continues to meet the required standards. The visit schedule will be determined by the centre's individual circumstances, taking into account quality, cost effectiveness and the rigour of the centre's internal processes. It should be noted, however, that external verification visits will usually be undertaken only if candidates have been registered for the qualification concerned.

On each verification visit, the external verifier will:

- check whether there have been any changes affecting centre information previously
- check the action plan agreed on the previous visit has been implemented
- review internal verification practice and procedures
- observe assessments in progress and/or sample candidates' assessment evidence
- advise on interpretation/implementation of the scheme standards (where necessary)
- develop a new action plan and complete a report, a copy will be sent electronically.

It is particularly important that there should be good communication between the centre and external verifier.

The external verifier will tell the centre how and where s/he can be notified of any changes in the operation of the scheme as soon as possible. For further details on external verification please refer to *Providing City and Guilds Qualifications* and *Ensuring Quality*.

## 4 Assessment

### 4.2 Summary of assessment methods

For the qualifications, candidates will be required to complete:

- a portfolio of evidence for each unit (logbook)
- the essential knowledge and understanding requirements.

These qualifications are likely to call for a variety of assessment methods and the national occupational standards define what is to be assessed. The evidence requirements will detail how many performances and aspects of the range must be demonstrated.

Methods of assessment include:

#### **Observation of performance**

This is the main method of assessment for qualifications that involve practical activity and tends to generate the most valid type of evidence. Observation of the candidate performing normal work activities should be carried out in the workplace over a period of time and make use of assessment opportunities as they occur naturally. Observation should be unobtrusive. The assessor should not interrupt the work flow but rather make a note of any questions they may wish to ask to amplify what has been observed. Observation should be in the workplace unless the use of a realistic working environment is specified.

Observation is always followed by a feedback session (see the paragraph on Providing feedback).

Observation of a simulated performance may only be used when the national occupational standards permit its use (eg when it is difficult to collect evidence in a real work situation, such as an emergency, unexpected problem or an activity that may give rise to a potentially dangerous or harmful situation). Simulation should never be the only method of assessment. The Assessment Strategy in Appendix D details where simulated activities are allowed.

#### **Inspection of products**

This method supports the observation of performance by providing additional performance evidence. Products may include:

- objects created or repaired
- work diaries
- photographs of finished work
- documents produced during the normal course of work activity
- reflective accounts
- work produced prior to starting the qualification and presented for assessment of prior experience and learning (APEL).

Products must be endorsed by a reliable person in the workplace who is able to confirm that they were produced by the candidate.



In an instance where a candidate is required to work as part of a team the individual contribution and performance must be both significantly and clearly defined.

### **Historical evidence**

Although historical evidence will usually relate to performance, it may have no clear relationship with the standards and may require some organisation and cross-referencing. It will also have to be authenticated. The assessor will have to consider historical evidence in the light of current practice and may identify areas for further assessment. It is **not** acceptable for a candidate to base submission for a unit solely on historical evidence; the assessor will always wish to be reassured that competence is current. The use of historical evidence is also known as Accreditation of Prior Learning (APL).

Habia has set out specific requirements for the use of **APEL evidence** as follows:

The outcome-specific evidence requirements identify the minimum number of observations required for each learning outcome. If much suitable evidence of prior experience is available the number of observations may be reduced, as required. However, to ensure the currency of technical skills a minimum of **one observation** must still be recorded.

**All the mandatory written (E4)** questions must still be completed as specified.

### **Questioning**

Questioning is used to assess the knowledge and understanding that underpin competent performance, to review observed performance or to supplement the performance, thus filling any gaps between what was observed and the evidence requirements. For example, to extend the evidence across the range an assessor may ask 'What would you do if...?'

The benefit of asking questions orally is that they can be asked immediately, in a less formal situation. Assessors can rephrase questions to ensure that the candidate has understood or can ask subsidiary questions. Assessors may seek clarification or reassurance; for example 'Why did you do it that way?'

Questions should relate only to the standards being assessed. Open questions should be used to elicit full answers from the candidate and should start with 'Why?', 'What?', 'How?', 'Tell me about'.

Assessors can record brief notes on the oral questions they ask and on the answers given where the **questions are assessor-devised** – these should be recorded in the relevant comments areas in the candidate logbook. Where the oral questions are set and an answer guide is provided, assessors usually need only record the date and outcome of the oral questions. However, for verification purposes assessors should periodically make brief notes on the type of answers accepted, particularly when assessing new areas and if they are inexperienced or working in sites away from the main centre.

Please see *Ensuring Quality* for additional guidance on **recording candidate responses to oral assessor questions**.

## **Projects or Assignments**

Assignments specially set by the assessor are generally carried out over a period of time and will not be continuously observed. A project may cover aspects of work outside the candidate's responsibility such as assessing health and safety hazards in the workplace (Levels 1 or 2) or reviewing a department's operating procedures and making recommendations to management (Level 3 or 4). Assignments can be developed by centres for some areas of the essential knowledge and understanding component of the standards that are not required to be covered through mandatory written questions (see Appendix D for details of the mandatory written areas). Centres wishing to develop their own assignments to cover E3 knowledge must ensure they are checked by their external verifier before using and produce a mapping document which outlines how it meets the non mandatory (E3) knowledge requirements. Centres should be careful not to develop additional assessment materials for judging competency where other forms of assessment may more readily and efficiently provide this.

## **Professional discussion**

This method may be used to encourage a candidate to explain how they carry out their work. It is also a means of getting the candidate to explain certain behaviours and values relating to their work. Further guidance on the use of this assessment method is given in *Ensuring quality*.

## **Mandatory (E4) and non-mandatory (E3) knowledge assessments**

The assessment strategy (see Appendix D) identifies critical knowledge and understanding for each unit. Awarding organisations are required to produce externally set assessments to cover the critical knowledge (E4) and understanding for each unit.

In the candidate logbook each unit includes a section that clearly identifies the essential knowledge and understanding requirements and a pre-entered code to indicate the type of evidence required. E3 is the code used for areas of knowledge that do not require mandatory externally set questions. E4 is the code for the areas requiring mandatory externally set questions, which awarding organisations are required to produce.

City and Guilds has produced assessment materials for both mandatory (E4) and non-mandatory (E3) areas. It is important that these assessment materials are used for summative assessment and it is recommended that the candidates take the tests after they have begun to demonstrate competence in the relevant unit.

## **On-line (GOLA) and paper tests**

City & Guilds have produced on-line tests and paper tests for each unit to cover the E3 and E4 knowledge assessment requirements. The on-line assessments are available via the Global On-line Assessment (GOLA) system. Information on how to become a GOLA centre can be found on our website [www.cityandguilds.com/gola](http://www.cityandguilds.com/gola).

To register your candidates on the qualification and GOLA, it is important to use the correct number. Please refer to the Walled Garden for these numbers. It is important to remember that once a candidate has registered onto the qualification (including GOLA) there is flexibility to use either GOLA or the paper test of the mandatory and non-mandatory tests. A combination of both is acceptable.

## **Mandatory tests (E4)**

GOLA and paper versions are provided and cover all the essential knowledge and understanding for each unit as set by the assessment strategy. The invigilation of these tests is the same for both GOLA and the paper tests. They can be invigilated by a tutor/assessor

that the candidate knows and do not require an independent invigilator. They are closed-book tests so notes or text books **cannot** be used. 100% achievement is required, however, once 70% has been achieved in one sitting, alternative methods of assessment may be used to demonstrate the remaining knowledge. It is advisable that the candidate has sufficient time to prepare for these tests. If a candidate completes a mandatory test (E4) and achieves **under** 70%, then they must re-sit the **full test**. If a candidate achieves **over** 70%, the remaining knowledge can be through oral questioning, written questioning or GOLA.

### **Non-mandatory tests (E3)**

GOLA and paper tests are provided and cover all the essential knowledge and understanding for each unit as set by the assessment strategy. The invigilation of these tests is the same for both GOLA and the paper tests. They can be invigilated by a tutor/assessor that the candidate knows and do not require an independent invigilator. They are open-book tests, so notes or text books may be used. 100% achievement is required for these tests. A candidate who does not achieve 100% will need to complete the remaining knowledge. The remaining knowledge can be covered by GOLA or paper tests, oral questioning or via practical observation.

Non-mandatory knowledge can also be covered by oral assessment or naturally occurring evidence.

### **Non-mandatory (E3) cross-unit tests**

Cross-unit knowledge tests have been devised to reduce the burden of over-assessment and repetition for candidates. They have been produced for both GOLA and paper tests and cover non-mandatory tests only. It is recommended that the cross-unit knowledge test is taken **before** any other technical non-mandatory E3 test. A separate cross-unit test has been produced for each level and once achieved will remove the necessity to reproduce the same knowledge over and over again. The cross-unit tests at level 2 can be used for Nail Services as well as Beauty Therapy and at level 3 it can be used for Nail Services and Spa therapy as well as Beauty Therapy.

For GOLA these tests are 501 for level 1, 502 for level 2 and 503 for level 3. The paper cross-unit knowledge tests are included in the E3 question packs. If candidates are using GOLA only they **must** complete the cross-unit knowledge test as well as the E3 and E4 tests for each unit.

The paper E3 knowledge tests include all knowledge questions for each unit. These have been included for any candidates that have **not** sat the cross-unit knowledge test, eg a candidate that wants to take just one unit. These tests have been split into two sections, Section A and Section B. Section A contains the technical non-mandatory knowledge for that unit and **must be** completed to achieve that unit. Section B contains the knowledge for the unit that is included in the cross-unit test. Any candidate that has completed the cross-unit test does **not** need to complete Section B of the test.

### **How to use E3 and E4 GOLA and paper tests**

The E3 paper tests are intended to be completed by the candidate in writing; however at the assessor's discretion the questions may be completed through oral questioning where this method of assessment is more suitable for the candidate. E3 questions may be taken over a period of time when completed through oral questioning.

The paper tests should be photocopied along with their marking header sheet and be handed out to candidates immediately before they take the test. An example of a marking header sheet can be found in Appendix B. Centres can photocopy the paper test and hold a stock securely within the centre.

New assessors using oral questioning to cover the written questions must make brief notes directly onto the answer paper in order to record the quality of the candidate's responses. The GOLA score report can also be used to record evidence of oral questioning.

Candidates should be provided with a quiet area in which to write their responses to the questions. Writing materials and a supply of A4 size paper must be made available in case they need additional space to record their answers.

The paper tests do not contain specific time allowances; however it is recommended that assessors allow a candidate an average of four to five minutes per question for a written assessment. This time allowance may vary at the assessor's discretion.

A suitable invigilator must be present throughout to guarantee the integrity of the assessment, hand out papers, monitor the time taken and ensure that all tests and completed answers are collected. (Suitable people include trainers, tutors, assessors and internal verifiers who are part of the centre's quality assurance systems).

E3 tests can be taken as open book. This allows access to books, materials, photographs, posters, diagrams, notes, however candidates **cannot** discuss the question with each other or the tutor/assessor.

Centre quality assurance coordinators are responsible for ensuring that all these assessment materials and answer guides are held securely before and after the date of the assessment.

### **Marking the knowledge assessments**

The GOLA tests do not require the assessor to do any marking. The GOLA tests are marked instantly and two score reports are produced. The first score report details the knowledge and understanding the candidate has been successful in, and the second score report details the knowledge and understanding the candidate has still to achieve.

The model answers for the paper tests, which are supplied in the question packs, are not exhaustive and whilst assessors should try to follow the guide as much as possible, they should use their discretion as to whether an answer given by a candidate is acceptable. This is particularly so where questions demand an answer that involves salon policy. Assessors should consult their Internal Verifier for guidance in cases of doubt, who in turn should consult their external verifier, as required.

For each E4 mandatory paper test weighting of questions has been incorporated, however it is important to note 70% bench mark still remains; any candidates not achieving 70% must still retake the full paper.

In cases where the candidate's response to the question is unclear, the assessor may use oral questioning as a means to clarify the candidate's response. The assessor must record brief notes of any questioning used on the candidate's answer paper.

### **Recording results**

Assessors should tick the first box on the marking header sheet to record candidate's success, and in the second box indicate whether the assessment method was written or oral assessment. The date of any re-assessments **must** be entered in the space provided for each question completed during those re-assessments. A tick should be awarded for every **complete** question that has been answered correctly. The completed header sheets should be attached to the candidate's answers and be stored as specified.

Candidate's success in an assessment should be recorded in the candidate's logbook as soon as possible to ensure that the record is kept up to date. If GOLA is used, a tick and date when all knowledge has been met is sufficient. This is found at the end of each individual unit. If oral questions have been used for some knowledge then the date that this has been met may be entered next to the knowledge statement.

### **Candidate appeals**

Candidates who are dissatisfied with their assessment result should invoke their centre's candidate appeals procedure in the first instance. Centres **must** inform their external verifier of any candidate appeals they receive. Please see *Providing City & Guilds Qualifications* and *Ensuring Quality* for further information on requirements for candidate appeals.

### **Security and storage of completed assessment materials**

To preserve the integrity and useful life of the questions, candidates must not be given their answer sheets for paper tests for inclusion into their portfolios, even if they leave or have completed their intended qualification.

When a candidate transfers to another centre, their completed written questions for any units where a certificate or unit credit have been claimed must be retained. The centre receiving the candidate does **not** need to obtain this evidence as they are not responsible for this claim. A copy of the certificate of unit credit should be included in the candidate's portfolio when it becomes available.

If the candidate has not completed the unit, eg a certificate or unit credit has not been claimed, the new centre **must** be provided with the candidate's completed paper test for the unit(s) on request. These materials should be sent promptly to avoid undue disruption to the candidate's work. However, to preserve the security of the questions, the paper **must not** be included in the candidate's portfolio and should be sent separately to the centre making the request.

Candidate's completed written answer sheets for E4 and E3 questions **must** be retained securely by centres for verification purposes following certification. Currently this is for a period of **three** years from the date of certification – please see *Ensuring Quality* for more information on the type of records and length of time they should be retained. After this time the papers may be securely destroyed. They **must** not be given to the candidate.

### **Assessment decisions**

In reaching an assessment decision, the assessor must assess **all** evidence presented against the relevant units and the assessment specifications to decide if the evidence meets the VACS rule, in other words whether it is:

**Valid** – does it actually demonstrate what is claimed? Does it meet the minimum required standard? Does the evidence demonstrate competence? Has the knowledge and understanding been covered?

**Authentic** – is it the real work of the candidate?

**Current** – can it be inferred that the candidate would perform in this manner at the present time? This is particularly important with evidence that is presented for APEL.

**Sufficient** – does it cover all of the performance criteria, evidence requirements and knowledge requirements? Does it demonstrate that the candidate can, over time satisfy all the requirements of the national occupational standards? Sufficiency of evidence will largely depend on the quality of the individual items of evidence.

Evidence of knowledge and understanding may be derived from any of the assessment methods outlined above; although, performance evidence should be the prime source.

Formative assessment is judging each piece of evidence on its own. Assessors should regularly inspect the candidate's portfolio of evidence, conducting assessments to check progress and using the outcomes to support further assessment planning. By doing this, the assessor can ensure that any gaps in the evidence are filled.

Summative assessment is judging the whole evidence for a unit for sufficiency. During this assessment, the assessor makes the final judgement on the competence of the candidate to perform to the national occupational standards. It is helpful to have the candidate available during this assessment to answer questions and clarify issues.

Assessment decisions will be either that the candidate is competent or not yet competent.

### **Providing feedback**

Throughout the development and assessment processes candidates will need feedback on their development and competence. Candidates will not be motivated to make progress to meet their target completion date unless they receive regular feedback.

Feedback should be given immediately following an observation, wherever possible, and time for this should be built into the assessment plan.

Feedback should be

- **specific** – relating to the standards that have been assessed
- **holistic** – indicating where there are other evidence opportunities
- **constructive** – giving information on how the standards were met or not met. If the standards were not met, the assessor should be clear about what future developments are required and the actions that the candidate must take before repeat assessment to ensure that they are competent when next assessed.

Assessment feedback should result in the review and updating of the current assessment plan, with projected dates for further or repeat assessments or a request for final internal and external verification. All these aspects of the assessment process should be recorded.

## 4 Assessment

### 4.3 Building a portfolio of evidence (Logbook)

The term portfolio is used to describe the organised collection of a candidate's evidence for assessment. Although candidates are generally responsible for gathering the evidence to demonstrate their competence, centres will need to provide guidance and support to help candidates develop the necessary skills to gather evidence. During induction, candidates will be taken through the process of building a portfolio of evidence, including the documentation that the centre is using. They will be shown how to log evidence and reference it to the national occupational standards.

The level of involvement a candidate will have for gathering evidence will vary.

- At Level 1, the candidate's responsibility for the collection of evidence may involve little more than agreeing the action and assessment plans and making sure that their evidence includes appropriate signatures. The main method of assessment is likely to be observation by the assessor. In this case, it is the assessor who is responsible for recording observations and any questioning as evidence for the portfolio.
- At Level 2, the candidate will have more responsibility for identifying evidence. The main method of assessment will still be observation by the assessor, who will be responsible for recording observations and questioning.
- At Level 3 and above, the technical competence and skills, knowledge and understanding required are more demanding. At these levels, the candidate must take a greater share of the responsibility for identifying and gathering evidence.

As well as the evidence, the portfolio must contain full candidate details and those of the people involved in supporting and assessing or providing testimonies.

City & Guilds supplies a specific candidate logbook for each qualification that contains evidence recording and summary sheets. An example of completed logbook pages can be found in Appendix B. Centres may develop and use an alternative logbook, but it must include information equivalent to that recorded in the City & Guilds logbook, and must be approved by the centre's external verifier before use.

#### **Who owns the portfolio and how long should it be kept?**

The candidate owns the portfolio throughout the assessment and quality assurance process and after certification. Assessors may review the portfolio at the centre following an assessment, returning it later to the candidate. It will be held at the centre for internal verification.

It is good practice to set up a signing in and out system for portfolios during the assessment and verification processes. This can help reduce the risk of portfolios being mislaid and any confusion about the location of a candidate's work at any given point in the process.

Portfolios of evidence may be returned to candidates after certification. The City & Guilds external verifier may however wish to see the portfolio during the visit that follows the award

of the certificate. The centre must tell candidates that their portfolio may need to be retained by the centre or made available to the centre for this visit. See *Ensuring quality* for further details.

Although the evidence belongs to candidates, centres are responsible for the assessment records and auditable records should be kept for 3 years after certification, see *Ensuring Quality*.

### **Confidentiality**

Some candidates may need to provide information on the location of pieces of relevant evidence instead of placing the actual documents in their portfolio. For example, they may use confidential work records to provide evidence. To safeguard organisational or client confidentiality, these records should **not** be included in the portfolio of evidence.

If evidence is not placed in the portfolio, access to the evidence must be made available to assessors, Internal Verifiers and, on a sample basis, to external verifiers. The portfolio should indicate where such evidence is located.

Centres should consult with their external verifier before approving these arrangements.

### **Evidence recording pages in the City & Guilds logbook**

These are provided for each learning outcome (see the sample completed logbook on p118). It must be recorded here how competence was inferred for each part of the standard. Wherever possible the columns should be completed during the observation and signed immediately after when the feedback is provided (see Appendix D).

Habia has identified the number of observations required for each of the learning outcomes in the **evidence requirements**; you will notice that columns are provided; this does not mean all must be completed only the required amount as specified. Additional columns are provided in the case where the range has not been covered within the minimum observations. The required number of observations is also identified by the numbers at the top of each column, e.g. 1, 2 etc with the remaining columns as spares, if required. If the candidate requires additional spare columns because a mistake was made or if a formative outcome has been recorded, a photocopy of the Evidence Recording Page should be used.

### **Formative performances**

While the evidence recording pages and logbook are primarily for recording summative outcomes, the spare columns may be used to record formative outcomes, if required, eg if the centre uses this as one of their methods of tracking the candidate's progress.

Any formative records made must be clearly marked as such and no part of this formative record can be used to meet the evidence requirements of the unit.

### **Contingency performance criteria**

Some performance criteria are less likely to occur during a normal performance. These are referred to as contingency PCs and are identified with an asterisk (\*).

Assessors should clearly indicate whether contingency PCs have been covered through performance during an observation or by oral questioning. Contingency PCs are displayed on each outcome. The assessor must date the appropriate space provided. A comment can also be made in the comments section to identify which contingency PCs were or were not covered during each observation.

Assessors must wait until the opportunities for contingency PCs to be covered through naturally occurring performance evidence have been used, before covering the contingency PCs through the alternative assessment methods stated in the evidence requirements, eg the



required observations should be completed before contingency PCs are covered through written/oral questions.

### **Assessor and witness status list**

All those involved in the candidate's assessment should be listed and their status explained on this form. This helps internal and external verification.

Assessors are all those who are appointed by the centre to assess any part of the candidates work. They must be qualified to meet the occupational expertise and continuing professional development (CPD) requirements as set out by Habia. Inexperienced assessors who are still working towards A units must also be recorded on this form using the correct code.

**Note:** Inexperienced assessors working towards the A units may participate in assessments as long as their decisions are countersigned by a qualified assessor (in the specific subject area). Please see the guidance in *Ensuring Quality* for more information.

Qualified assessors who are not appointed by the candidates centre and are not part of its quality assurance systems must be entered as Code 1 witnesses e.g. decisions taken by assessors at Centre A are treated as Code 1 witness statements in Centre B when a candidate transfers.

### **Candidate work log/witness testimony**

When it is not possible to observe candidates, they should use a work log. The work log should be initialled by an experienced therapist, eg a supervisor, who is aware that the candidate performed the activity and is familiar with the National Occupational Standards. The assessor should question the candidate on their work logs. The work log should be used to provide additional performance evidence and the minimum number of observations for each unit as specified by the evidence requirements should still be met.

Though much of the evidence of competence is drawn from direct observation of work activities, there will also be a need for additional supplementary evidence. This should be kept in a portfolio or file and would contain, for example, copies of messages and annotated stock records, records of observation, recent appraisals, personal diaries and logs, completed client record cards etc. This should be managed and organised in such a way that it is easily accessible to the assessor, internal and external verifiers.

The material contained in the portfolio/file should arise **directly** out of the practical activities undertaken and observed. It should be arranged showing how the evidence meets the evidence requirements. It normally takes the form of a folder or a group of related files, but most candidates find it convenient to use a ring binder.

The portfolio is **not** intended to contain coursework or other materials unless they have a direct bearing on the activities carried out as part of the overall assessment, eg a candidate may create a plan of the salon showing the responsibilities and location of other staff members.

## 5 Evidence requirements

Evidence requirements detail the types of, and a minimum amount of, evidence candidates must produce to demonstrate that they are competent, and the areas of the standards in which performance evidence is essential. The evidence requirements also explain when and under what conditions simulation may be used to generate evidence of performance.

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## Unit G2 (005)

### Assist with salon reception duties

#### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your work situation that you have met the standards for fulfilling salon reception duties.

You must practically demonstrate in your everyday work that you have met the standard for assisting with salon reception duties.

Your Assessor will observe these aspects of your performance **on at least 3 occasions**, 2 of which will cover making appointments.

From the range you must show that you have:

- handled face to face and telephone enquiries
- made appointments over the telephone and face to face with clients
- recorded all the appointment details listed.

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

## Unit G3 (002)

### Contribute to the development of effective relationships

#### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your work situation that you have met the standards for contributing to effective working relationships.

Your Assessor will observe these aspects of your performance **on at least 3 occasions**, 2 of which will cover your interaction with clients and 1 of which will cover your interaction with colleagues.

From the range you must show that you have:

- participated in all the types of learning opportunities listed.

Although a large part of the evidence of your performance will be gathered from the observations made by your assessor, you will need to produce other evidence to support your performance as described below:

To support observations, you should provide supplementary evidence to support consistency of your performance with colleagues and clients.

For Outcome 3, you should collect documentary evidence to show you have participated in self development activities over a period of time.

## Unit G4 (019)

### Fulfil salon reception duties

#### Evidence requirements

Evidence from simulated activities may be used to produce performance evidence for the following **but only when naturally occurring performance evidence cannot be obtained for:**

#### Methods of Payment Range Variables - 'cash equivalents', 'cheque' and 'payment cards' and handling the types of payment discrepancies listed.

You must practically demonstrate in your work situation that you have met the standards for fulfilling salon reception duties.

Your Assessor will observe these aspects of your performance **on at least 3 occasions.** These observations must cover all 4 main outcomes of this unit.

From the range statement, you must show that you have:

- handled **3 of the 4\*** types of people
- handled **2 of the 3\*** types of enquiries
- handled both types of appointment
- obtained all the appointment details
- handled all the methods of payment
- dealt with all the types of discrepancy.

However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

## Unit G8 (021)

### Develop and maintain your effectiveness at work

#### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You will need to demonstrate in your everyday work that you have met the standard for developing and maintaining your effectiveness at work.

You will need to collect 'paper evidence' (also known as documentary evidence) to show that you have participated in development activities at work.

Your Assessor will observe your contributions to effective teamwork on **at least 1 occasion** which will be recorded.

From the range statement, you must show that you:

- have participated in all the listed opportunities to learn
- have agreed and reviewed your progress towards both productivity and personal development targets
- have offered assistance to both an individual colleague and in a group of your colleagues.

Although some of the evidence of your performance will be gathered from observations made by your assessor, you will need to put together more documentary evidence in your portfolio to support your achievement of this unit.

## Unit G11 (046)

### Contribute to the financial effectiveness of the business

#### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for contributing to the financial effectiveness of the business.

Your Assessor will make **1 observation** of your contribution to the monitoring and effective use of resources. In addition, you will need to collect documentary evidence to show you have met all the requirements of the standard. It is unlikely that you will be able to collect sufficient documentary evidence in less than 3 months.

From the range, you must show that you have:

- monitored and effectively used all the resources listed
- set and achieved your productivity targets for technical services and retail sales

For this particular unit, it is most likely the evidence of your performance will be gathered from relevant documentary evidence you have assembled in your portfolio.



## Unit G18 (020)

### Promote additional services or products to clients (ICS Unit 10)

#### Evidence requirements

Your evidence should be collected when carrying out a real job, whether paid or voluntary and when dealing with real clients, whether internal or external to the salon. However, for this unit, evidence collected in a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence with this unit. *(Guidelines for the assessment of a Realistic Working Environment can be found in the Client Service Assessment Strategy for NVQ/SVQ Levels 2, 3 and 4 – January 2006)*

You may collect the evidence for the unit through work in a private sector salon, a not-for-profit salon or a public services salon.

You must provide evidence that shows you have done this over a sufficient period of time with different clients on different occasions for your assessor to be confident that you are competent.

You must provide evidence that the additional services or products offered include:

- use of services or products that are new to your client
- additional use of services or products that your client has used before.

Your evidence must show that you:

- follow salon procedures for offering additional services or products to your clients
- create opportunities for encouraging your clients to use additional services or products
- identify what your client wants by seeking information directly
- identify what your client wants from spontaneous client comments.

Your communication with clients may be face to face, in writing, by telephone, text message, email, internet, intranet or by any other method you would be expected to use within your job role.

## Unit G20 (001)

# Ensure responsibility for actions to reduce risks to health and safety

### Evidence requirements

The Common Evidence Requirements below are in addition to the ENTO Assessment Strategies approved by UKCG in February 2008.

The standards require evidence of consistent occupational competence, as defined by the standards, to be demonstrated through relevant work activities. A variety of assessment methods should be used to confirm competence. Assessment of knowledge should be integrated with the assessment of performance wherever possible and appropriate.

### Assessment of performance and knowledge in the workplace

All evidence must be derived from performance in the workplace with no exceptions. Therefore **no simulated working conditions** have been specified in this Assessment Strategy as the outcomes can be demonstrated by a combination of other assessment methods drawn from:

- Direct observation of the candidate in the workplace
- Witness testimony by colleagues and line managers of the candidate's successful performance of activities in the workplace
- Documentary and other product-based evidence
- A personal report by the candidate endorsed by colleagues
- Questions
- Discussion
- Professional discussion

This is not an exhaustive list and the Common Evidence Requirements are owned by the Awarding Bodies which will develop their own guidance documentation on evidence requirements.

## Unit G22 (036)

# Monitor procedures to safely control work operations (HSS 3)

### Evidence requirements

The Common Evidence Requirements below are in addition to the ENTO Assessment Strategies approved by UKCG in February 2008.

The standards require evidence of consistent occupational competence, as defined by the standards, to be demonstrated through relevant work activities. A variety of assessment methods should be used to confirm competence. Assessment of knowledge should be integrated with the assessment of performance wherever possible and appropriate.

### Assessment of performance and knowledge in the workplace

*Monitoring the operation of workplace health and safety procedures is the legal responsibility of all senior staff in a salon, not just that of the manager or proprietor. These responsibilities extend beyond salon staff to all people entering the business e.g. clients, suppliers, contract cleaners, etc. Therefore, in the context of this unit, 'other people' includes not only other employees, but all those who have a reason to be on salon premises at any time.*

*Evidence for outcomes relating to 'other people', therefore, may be drawn from a wide base of possibilities e.g. politely instructing clients to hang coats in the place provided and stow their bags at reception to comply with workplace procedures to avoid obstructions and accidents in salon work areas; briefing a new starter on some aspect of workplace health & safety procedures. (Outcome 1e)*

*All evidence must be derived from performance in the workplace or approved Realistic Working Environment conforming to current Habia criteria.*

*Simulation is not allowed for any performance evidence within this unit as the outcomes can be demonstrated by a combination of assessment methods drawn from:*

- Direct observation of the candidate in the workplace
- Witness testimony by colleagues and line managers of the candidate's successful performance of activities in the workplace
- Documentary and other product-based evidence
- A personal report by the candidate endorsed by colleagues
- Questions
- Discussion
- Professional discussion

*This is not an exhaustive list and the Common Evidence Requirements are owned by the Awarding Bodies which will develop their own guidance documentation on evidence requirements. However, given the nature of the outcomes required, it is likely various types of documentary evidence, questioning and discussion will form the main assessment methods for the hair and beauty industries.*

## Unit H32 (048)

# Contribute to the planning and implementation of promotional activities

### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for contributing to the planning and implementation of promotional activities.

Your Assessor will make **1 observation** of your performance when planning and implementing promotional activities. In addition, you will need to collect further documentary evidence to show you have met all the requirements of the standard.

From the range, you must show that you have:

- developed both types of objectives
- undertaken all the types of promotional activities listed

Although some evidence of your performance will be gathered from the observations made by your assessor, it is likely you will need to assemble relevant documentary evidence in your portfolio to meet the requirements of the standard and qualification.

## Unit B1 (061)

### Prepare and maintain salon treatment work areas

#### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for preparing and maintaining the beauty therapy work area.

Your assessor will observe your performance on **at least 3 separate occasions**

From the range, you must show that you:

- prepared and maintained work areas for 6 out of the 8\* treatments
- have prepared all types of environmental conditions

\* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

## Unit B2 (062)

### Assist with facial skin care treatments

#### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for assisting with facial treatments.

Your assessor will observe your performance on **at least 3 occasions**.

From the range, you must practically demonstrate that you:

- have used all consultation techniques
- have identified all skin types
- *have carried out all types of preparation of the client*
- have used all types of facial products
- *given all the types of advice*

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

## Unit B3 (063)

### Assist with day make-up

#### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

*You must practically demonstrate in your everyday work that you have met the standard for providing day make-up.*

Your assessor will observe your performance **on at least 3 occasions, each involving a different client.**

*From the range statement, you must practically demonstrate that you:*

- *have used all the consultation techniques*
- *have identified all skin types*
- *have carried out all forms of preparation of the client*
- *have used all types of make-up products*
- *have provided all types of advice.*

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

## Unit B4 (007)

### Provide facial skin care treatment

#### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for improving and maintaining facial skin condition.

Your assessor will observe your performance on **at least 3 occasions, each involving a different client.**

From the range statement, you must practically demonstrate that you:

- have used all consultation techniques
- have carried out at least one of the necessary actions\*
- treated all skin types
- treated **2 out of 3** skin conditions\*
- have used all types of equipment
- have used all the types of facial products
- have used all massage mediums
- have used all the massage techniques
- have used all the mask treatments
- have provided all types of advice

\* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in these ranges.

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.



## Unit B5 (008)

# Enhance the appearance of eyebrows and eyelashes

### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for enhancing the appearance of eyebrows and eyelashes.

Your assessor will observe your performance **on at least 3 occasions involving 3 different clients. Your assessor will want to see you apply a partial set of artificial eyelashes and tinting eyebrows and eyelashes.**

From the range statement, you must practically demonstrate that you:

- have used all the consultation techniques
- have dealt with at least 1 of the necessary actions\*
- have covered both types of eyebrow shaping
- have worked with 2 of the 4 colouring characteristics\*
- have applied both types of artificial eyelashes
- have used both types of products
- have provided all types of aftercare advice

\* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in these ranges.

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

## Unit B6 (009)

### Carry out waxing services

#### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for removing hair using waxing techniques.

Your assessor will observe your performance **on at least 4 occasions, each involving a different client.**

From the range statement, you must practically demonstrate that you:

- have used all consultation techniques
- have carried out all the waxing treatments
- have dealt with at least one of the necessary actions\*
- have used all the types of waxing products on the appropriate part of the body
- have used all the work techniques
- have provided all the types of advice.

\* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

5. It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

## Unit B7 (010)

### Carry out ear piercing

#### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for ear lobe piercing.

Your assessor will observe your performance **on at least 2 occasions**. Your assessor will want to see preparation activities for **2 different clients**.

From the range statement, you must practically demonstrate that you:

- have used all the consultation techniques
- have used all types of equipment, materials and products
- have provided all types of treatment advice.

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

## Unit B8 (011)

### Provide make-up services

#### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for providing make-up services.

Your assessor will observe your performance **on at least 3 occasions, each involving a different client, on a range of different skin tones.**

From the range statement, you must practically demonstrate that you:

- have used all the consultation techniques
- have applied make-up to all client age groups
- have identified all skin types
- have applied make-up for all the occasions
- have dealt with **at least one** of the necessary actions\*
- have used all the types of make-up products
- have provided all types of advice.

\* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in these ranges.

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

## Unit B9 (012)

# Instruct clients in the use and application of skin care products and make-up

### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for instructing clients in the use of skin care and make-up application.

Your assessor will observe your performance **on at least 3 occasions, each involving instruction for a different look on a different client.**

From the range, you must practically demonstrate that you have:

- used all of the consultation techniques
- identified all the skin types
- have dealt with **at least one** of the necessary actions\*
- given all types of instruction
- used all the instructional techniques
- used all the types of resources.

\* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in these ranges.

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

## Unit B10 (013)

### Enhance appearance using skin camouflage

#### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for enhancing appearance using cosmetic camouflage.

Your assessor will observe your performance **on at least 4 occasions, each involving a different client**

From the range statement, you must practically demonstrate that you:

- Use all the consultation techniques
- Worked on all the camouflage needs
- Dealt with one of the necessary actions\*
- Used all application tools
- Used all camouflage products
- Carried out camouflage application on all areas
- Provided all types of advice

\* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in these ranges.

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

## Unit B11 (014)

# Design and create fashion and photographic make-up

### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for *designing and creating fashion and photographic make-up*.

Your assessor will observe your performance *when creating fashion and photographic make-up looks* **on at least 4 separate occasions**.

From the range, you must show that you have:

- *produced looks for all the types of activities*
- *created all the types of looks*
- *addressed all the resource needs*
- *involved at least **2 of the 7** relevant persons\**
- *used all the make-up application techniques*
- *considered **all of the** additional media\**

**NOTE: For this particular unit, knowledge evidence need not be produced for the remaining items in the range.**

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

## Unit B12 (015)

### Plan and provide airbrush make-up

#### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate that you have met the standard for planning and providing airbrush make-up.

Your assessor will observe your performance **on at least 4 separate occasions, which must include a full, straight face airbrush make-up.**

From the range, you must show that you have:

- *used all types of airbrush make-up*
- *used all the consultation techniques*
- *created all the types of airbrush designs*
- *covered all areas of application*
- *dealt with **at least 1** of the necessary actions\**
- *used all the types of resources*
- *used all the airbrushing techniques*
- *given all the types of advice*

\* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in these ranges.

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.



## Unit B13 (016)

### Provide body electrical treatments

#### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for *providing body electrical treatments*.

Your assessor will observe your performance on **at least 5 separate occasions, which must involve at least 3 different clients**.

From the range, you must practically demonstrate that you have:

- *used all the types of equipment*
- *used all the consultation techniques*
- *treated all the body types*
- *treated all the body conditions*
- *treated all the skin conditions*
- *have carried out at least **1 of the 3** necessary actions\**
- *met all the treatment objectives*
- *provided all types of advice*

\* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

## Unit B14 (017)

### Provide facial electrical treatments

#### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for *providing facial electrical treatments*.

Your assessor will observe your performance on **at least 5 separate occasions, which must involve at least 3 different clients**.

From the range, you must practically demonstrate that you have:

- *used all the types of equipment*
- *used all the consultation techniques*
- *treated all the skin types*
- *treated all the skin conditions*
- *have carried out **at least 1 of the 3** necessary actions\**
- *met all the treatment objectives*
- *provided all types of advice*

\* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

## Unit B15 (018)

### Provide single eyelash extension treatments

#### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for providing single eyelash extension treatments.

Your assessor will observe your performance on **at least 3 occasions, each involving a different client, which must include:**

- a full set of single lash extensions
- a partial set of single lash extensions

From the range statement, you must practically demonstrate that you:

- have used all consultation techniques
- have carried out **at least one\*** of the necessary actions
- have provided all types of advice

\* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in these ranges.

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

## Unit B20 (026)

### Provide body massage treatments

#### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for providing body massage treatments.

Your assessor will observe your performance **on at least 4 separate occasions, each on 4 different clients, which must include 2 full body massage treatments, incorporating the face. One of the full body massages must incorporate the use of mechanical massage and infra-red treatment.**

From the range, you must practically demonstrate that you have:

- used all types of equipment on suitable treatment areas
- used all of the massage mediums
- used all consultation techniques
- dealt with all the client's physical characteristics
- dealt with **at least one** of the necessary actions\*
- met all treatment objectives
- used all massage techniques
- covered all treatment areas
- given all types of advice.

\* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in these ranges.

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

## Unit B21 (027)

### Provide UV tanning services

#### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for providing UV tanning services.

Your assessor will observe your performance **on at least 3 separate occasions, each on a different client.**

From the range, you must practically demonstrate that you have:

- used all the consultation techniques
- dealt with at least one of the necessary actions\*
- provided all types of advice

\* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

## Unit B22 (028)

### Provide specialist skin camouflage services

#### Evidence requirements

Simulation may be used for this unit in accordance with item 3 (below).

You must practically demonstrate in your everyday work that you have met the standard for enhancing appearance using skin camouflage for *providing specialist skin camouflage services*.

Your assessor will observe your performance **on at least 4 occasions, involving 4 different clients**, with the permission of the client.

From the range, you must practically demonstrate that you have:

- *used 3 out of the 5 camouflage products\**
- *used all of the application tools*
- *used all the consultation methods*
- *addressed all camouflage needs*
- *dealt with one of the necessary actions\**
- *carried out camouflage application on all areas*
- *used all camouflage instructional techniques*
- *provided all types of aftercare advice.*

\* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all items in these ranges.

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present, e.g. video and stills photography.

## Unit B23 (029)

### Provide Indian Head massage

#### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for providing Indian Head massage treatment.

Your assessor will observe your performance on **at least 3 separate occasions, each on 3 different clients, 1 massage must include the use of massage oil and 1 massage which must exclude the use of oil.**

From the range, you must practically demonstrate that you have:

- *used all consultation techniques*
- *dealt with all the client's physical characteristics*
- *dealt with **at least one** of the necessary actions\**
- *met all treatment objectives*
- *used all massage techniques*
- *covered all treatment areas*
- *given all types of advice.*

\* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in these ranges.

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

## Unit B24 (030)

### Carry out massage using pre-blended aromatherapy oils

#### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for providing massage using pre-blended aromatherapy oils.

Your assessor will observe your performance on **at least 4 separate occasions, each on 4 different clients, which must include 2 full body massage treatments, incorporating the face.**

From the range, you must practically demonstrate that you have:

- used all consultation techniques
- dealt with all the client's physical characteristics
- dealt with **at least one** of the necessary actions\*
- met all treatment objectives
- used all massage techniques
- covered all treatment areas
- given all types of advice.

\* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in these ranges.

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.



## Unit B25 (031)

### Provide self tanning services

#### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for providing self tanning treatments.

Your assessor will observe your performance **on at least 3 separate occasions, each on a different client**. *Observations must include a spray tan and a manually applied self tan.*

From the range, you must practically demonstrate that you have:

- *used all the types of equipment*
- *used **at least four out of the six** products\**
- *used all the consultation techniques*
- *dealt with **at least one** of the necessary actions\**
- *provided all types of advice*

\* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

## Unit B26 (032)

### Provide female intimate waxing services

#### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for providing female intimate waxing services.

Your assessor will observe your performance **on 4 occasions, each involving a different waxing service and on different clients.**

From the range statement, you must practically demonstrate that you:

- have used all consultation techniques
- have carried out all the waxing services listed
- have dealt with **at least 1** of the necessary actions\*
- have carried out all types of preparation of the client
- used **2 out of the 3\*** products in the range
- used **1 out of the 2\*** pre-wax
- application products in the range
- have used all the work techniques
- have given all the types of advice.

\* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

## Unit B27 (033)

### Provide male intimate waxing services

#### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for providing male intimate waxing services.

Your assessor will observe your performance **on at least 4 occasions, each involving a different waxing service and on different clients.**

From the range statement, you must practically demonstrate that you:

- have used all consultation techniques
- have carried out **4 out of the 5\*** waxing services listed
- have dealt with **at least 1** of the necessary actions\*
- have carried out all types of preparation of the client
- used **2 out of the 3\*** products in the range
- used **1 out of the 2\*** pre-wax application products in the range
- have used all the work techniques
- have given all the types of advice.

\* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

## Unit B28 (034)

### Provide stone therapy treatments

#### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for providing stone therapy treatments.

*Your assessor will observe your performance on **at least 4 separate occasions, each on 4 different clients, which must include 2 full body stone therapy treatments, incorporating the face.***

*From the range, you must practically demonstrate that you have:*

- used all types of equipment
- used all consultation techniques
- dealt with all the client's physical characteristics
- dealt with **at least one** of the necessary actions\*
- met all treatment objectives
- used **3 out of the 4** types of stones\*
- used all the stone therapy techniques
- covered all treatment areas
- given all types of advice.

\* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in these ranges.

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

## Unit B29 (035)

### Provide electrical epilation treatments

#### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for providing electrical epilation treatments.

Your assessor will observe your performance **on at least 6 separate occasions, on at least 4 different clients. These must include 2 observations each for the upper lip, chin and bikini line.**

*From the range, you must practically demonstrate that you have:*

- used all consultation techniques
- dealt with **at least one** of the necessary actions
- covered all the areas to be treated
- used all types of needles
- dealt with all of the hair types
- dealt with all the skin types and conditions
- carried out all of the epilation treatments
- provided all types of advice.

\* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in these ranges.

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

## Unit B34 (055)

### Provide threading services

#### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for hair removal using threading techniques.

Your assessor will observe your performance **on at least 4 occasions, each involving a different client, 2 of which must include total reshape of brows.**

*From the range, you must practically demonstrate that you have:*

- used all consultation techniques
- dealt with **at least one** of the necessary actions\*
- worked on all the treatment areas
- used all hair removal methods
- worked on both eyebrow shapes
- provided all the types of advice

\* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

# Unit N1 (064)

## Assist with nail services

### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for assisting with nail services on the hands and feet.

Your assessor will observe your performance on at least 3 occasions, **one of which must be observed on the feet.**

From the range, you must show that you:

- have used all consultation techniques
- *have applied **3 of the 4 nail finishes\****
- *have provided all advice*

\* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

## Unit N2 (038)

### Provide manicure service

#### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for providing manicure treatment.

Your assessor will observe your performance **on at least 3 occasions (each occasion must involve a different hand and nail treatment from the range)**.

From the range statement, you must practically demonstrate that you:

- have used all the consultation techniques
- have dealt with at least one of the necessary actions\*
- have used **4 of the 5** types of hand and nail treatments\*
- have applied all types of nail finish
- have provided all types of treatment advice

\* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.



## Unit N3 (039)

### Provide pedicure service

#### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for providing pedicure treatment.

Your assessor will observe your performance **on at least 3 occasions (each occasion must involve a different foot and nail treatment from the range).**

From the range statement, you must practically demonstrate that you:

- have used all the consultation techniques
- have dealt with at least one of the necessary actions\*
- have applied all types of feet and nail treatments
- have produced *both* types of nail finish
- *have provided all types of advice.*

\* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

## Unit N4 (040)

### Carry out nail art services

#### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for providing nail art service.

Your assessor will observe your performance **on at least 4 occasions (one to be carried out on feet)**.

From the range statement, you must practically demonstrate that you:

- have used all the consultation techniques
- have dealt with at least one of the necessary actions\*
- have applied all types of nail art techniques
- have provided all types of service advice.

\* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

## Unit N5 (041)

# Apply and maintain nail enhancements to create a natural finish

### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

*You must practically demonstrate in your everyday work that you have met the standard for applying and maintaining nails enhancements to create a natural finish, using **one** of the following systems:*

- Gel
- Liquid and powder
- Wrap

*Your assessor will observe your performance **on at least 6 occasions, which must include:***

- **1 for the application of a full set of natural nail overlays**
- **2 for a full set of tips and overlays**
- **2 for the maintenance and repair of a full set of nail enhancements**
- **1 for the removal of a full set of tips and overlays**

From the range statement, you must practically demonstrate that you:

- have used all the consultation techniques
- have carried out **at least one** of the necessary actions\*
- *have applied all types of services*
- *have carried out all types of nail maintenance*
- *have provided all types of advice*

\* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

## Unit N6 (042)

# Enhance and maintain nails using UV gel

### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

*You must practically demonstrate in your everyday work that you have met the standard for enhancing and maintaining the appearance of the nails using UV gel.*

Your assessor will observe your performance **on at least 5 separate occasions, on at least three different clients, on a full set of nails.**

### 1 sculpting using pink and white gel

#### 1 full set of coloured UV gel enhancements

#### 1 rebalance and reposition of white product

#### 1 client to be a nail biter using tips with French opaque overlays

#### 1 removal technique

From the range, you must practically demonstrate that you have:

- used all the consultation techniques
- dealt with **at least one** of the necessary actions\*
- worked on **three of the seven** nail shapes and conditions\*
- *dealt with **three of the five** problems\**
- *worked with **all** UV gel colours*
- *dealt with **all** nail maintenance*
- *covered **one of the two** removal technique*
- provided all types of advice

\* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in these ranges.

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

## Unit N7 (043)

# Enhance and maintain nails using liquid and powder

### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

*You must practically demonstrate in your everyday work that you have met the standard for enhancing the appearance of natural nails using liquid and powder.*

Your assessor will observe your performance **on at least 5 separate occasions, on at least three different clients, on a full set of nails.**

**1 sculpting using pink and white powder**

**1 full set of coloured powder enhancements**

**1 rebalance and reposition of white product**

**1 client to be a nail biter using tips with French opaque overlays**

**1 removal technique**

From the range, you must practically demonstrate that you have:

- used all the consultation techniques
- dealt with at least one of the necessary actions\*
- worked on three of the nail shapes and conditions\*
- *dealt with three problems\**
- *used all liquid and powder colours*
- *dealt with all nail maintenance*
- *covered one removal technique*
- provided all types of advice

\* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in these ranges.

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

## Unit N8 (044)

# Enhance and maintain nails using wraps

### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

*You must practically demonstrate in your everyday work that you have met the standard for enhancing the appearance of the nails using wraps.*

Your assessor will observe your performance **on at least 3 separate occasions, on at least three different clients, on a full set of nails.**

### 1 tip and fibreglass overlay

### 1 rebalance with fabric

### 1 removal technique

From the range, you must practically demonstrate that you have:

- used all the consultation techniques
- dealt with **at least one** of the necessary actions\*
- worked on **three of the five** nail shapes and conditions\*
- *dealt with **three of the five** problems\**
- *used **two of the three** wrap fabrics*
- *dealt with **all** nail maintenance\**
- *covered **one of the two** removal technique*
- provided all types of advice

\* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in these ranges.

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

## Unit N9 (045)

### Plan and create nail art designs

#### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for planning, creating and providing nail art services to clients.

*Your assessor will observe your performance **on at least 3 occasions, one of which must use liquid and coloured powders or coloured UV gel, using a minimum of 3 colours.***

From the range, you must practically demonstrate that you have:

- used all the consultation techniques
- dealt with **at least one** of the necessary actions\*
- used **all** nail art designs
- used **all** nail art techniques
- used **five of the eight** nail art products\*
- given all types of advice

\* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in these ranges.

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

## Unit N10 (047)

### Develop a range of creative nail images

#### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for designing and creating images incorporating nail service techniques.

*You must produce evidence of creating **3 different nail designs**, two of which must combine nail enhancements and nail art.*

#### Your assessor must observe you on at least 1 occasion.

From the range, you must show that you have:

- produced images for **at least 1** of the activities\*
- *considered **2 of the 3** images*
- *involved **at least 3 of the 7** relevant persons\**
- *used **4 of the 5** additional media listed*
- **NOTE: For this particular unit, knowledge evidence need not be produced for the remaining items in the range.**

Although some evidence of your performance will be gathered from the observations made by your assessor, it is likely you will need to assemble relevant documentary evidence in your portfolio to meet the requirements of standard and qualification.



## Unit N11 (049)

### Plan and provide airbrush designs for nails

#### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

*You must practically demonstrate in your everyday work that you have met the standard for planning, designing and providing airbrushing designs on the hands and feet.*

*Your assessor will observe your performance **on at least 4 occasions, one of which must include a complex linear design.** (Note: this is a combination of horizontal, vertical and diagonal lines).*

From the range, you must practically demonstrate that you have:

- used all the consultation techniques
- dealt with at least one of the necessary actions\*
- *used at least **four** airbrushing designs\**
- *used all airbrushing techniques*
- given all types of advice

\* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in these ranges.

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

## Unit N12 (050)

### Prepare and finish nail overlays using electric files

#### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for preparing and finishing nail overlays using electric files.

Your assessor will observe your performance on **at least 2 separate occasions, each on different clients.**

From the range, you must practically demonstrate that you have:

- used all the consultation techniques
- dealt with at least one of the necessary actions\*
- carried out all the filing techniques

\* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if *your* assessor has not been present.

## Unit S1 (051)

### Assist with spa operations

#### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standards for providing specialist spa treatments.

Your assessor will observe your performance on **at least 4 separate occasions which must include wet areas and changing rooms**

From the range, you must practically demonstrate that you have assisted with spa operations in all work areas

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

## Unit S2 (052)

# Monitor clients and the operation of sauna, steam and hydrotherapy treatments

### Evidence requirements

*Simulation is not allowed for any performance evidence within this unit.*

*You must practically demonstrate in your everyday work that you have met the standards for providing specialist spa treatments.*

*Your assessor will observe your performance on **at least 3 separate occasions** involving **at least 3 different clients**.*

*From the range, you must practically demonstrate that you have:*

- *carried out all the types of monitoring*
- *prepared, maintained, monitored and shut down all spa treatment areas*
- *taken **at least one** of the necessary actions\**
- *given all the types of advice*

*\* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.*

*It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.*

## Unit S3 (053)

# Provide body wrapping and flotation treatments

### Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

*You must practically demonstrate in your everyday work that you have met the standards for providing specialist spa treatments.*

*Your assessor will observe your performance on **at least 4 separate occasions** which must include 4 body wrap treatments and 2 flotation treatments. If using a dry flotation bed, treatments can be combined. Observations must involve at least **3 different clients**.*

*From the range, you must practically demonstrate that you have:*

- *used all consultation methods*
- *consulted clients on all life style patterns*
- *carried out all types of skin preparation*
- *carried out all body wrapping treatment objectives*
- *used all wrapping materials*
- *used all treatment products*
- *given all the types of advice*

*It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.*

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## **Appendix A**

Appendix A1 - E3 cross-unit knowledge test mapping

Appendix A2 – Overview of essential knowledge assessment

## Appendix A1 – Cross-unit knowledge test mapping

The following charts highlight which knowledge statements in each unit are covered by the cross-unit knowledge tests. When referencing, these knowledge statements are shaded in the underpinning knowledge section of the candidate logbook.

### Level 1 NVQ Certificate/Level 1 SVQ in Beauty Therapy

Knowledge Requirements	Unit numbers and NOS reference						
	001 G20	002 G3	061 B1	005 G2	062 B2	063 B3	064 N1
Your responsibilities and reasons for maintaining your own personal hygiene, protection and appearance according to accepted industry and organisational requirements			02		05	05	05
the condition in which work areas should be left and why this is important			16		09/24	21	09
your responsibilities under relevant health & safety legislation					01	01	01
why minors should not be given treatments without informed and signed parental or guardian consent					02	03	03
why it is important, when treating minors under 16 years of age, to have a parent or guardian present					03	04	04
how to complete the client records used in your salon and the importance of, and reasons for, keeping records of treatments and gaining client signatures			03		06	06	06
the importance of the correct storage of client records in relation to the Data Protection Act					07	07	07



Knowledge Requirements	Unit numbers and NOS reference						
	001 G20	002 G3	061 B1	005 G2	062 B2	063 B3	064 N1
the different types of sterilising and disinfecting equipment and chemicals available					11	12	11
the differences between sterilising and disinfecting					12	14	12
the importance of, and reasons for, disinfecting hands and how to do this effectively					15	16	15
why it is important to maintain standards of hygiene and the principles for avoiding cross-infection					19	17	19
the possible risks to yourself of ineffective positioning of clients					22	19	20
how to minimise and dispose of waste from treatments					23	20	21
how to communicate in a clear, polite, confident way and why this is important when working with clients from different cultural and religious backgrounds, age, disabilities and gender for this service / how to use effective consultation techniques when communicating with clients from different cultural and religious backgrounds, age, disabilities and gender for this treatment					25	22	25
how to use the consultation techniques in the range to establish clients' needs / the questioning and listening skills you need in order to find out information					32/26	31/23	30/26
how to give effective advice and recommendations to clients					27	24	27
why it is important to record client responses to questioning					28	27	32

the legal significance of client questioning and of recording the client's responses					30	30	33
how to interpret negative and positive body language and why this is important					31	25	28

## Level 2 NVQs Diploma/Level 2 SVQs in Beauty Therapy

Knowledge requirements	Unit numbers and NOS reference													
	001 G20	020 G18	021 G8	019 G4	007 B4	008 B5	009 B6	010 B7	011 B8	012 B9	013 B10	038 N2	039 N3	051 S1
Your responsibilities under relevant health & safety legislation					01	01	01	01	01	01	01	01	01	01
Why minors should not be given treatments without informed and signed parental or guardian consent					02	02		02	04	04	03	04	04	
Why it is important, when treating minors under 16 years of age, to have a parent or guardian present / The current legal and professional guidance relating to any age restrictions					03	03	05	05	03	03/05	04	03	03	
The age at which an individual is classed as a minor and how this differs nationally					04	04	04	04		02				
The importance of not discriminating against clients with illnesses and disabilities and why (e.g. Disability Discrimination Act)					05	05	03	03	02	10	02	02	02	
The legal significance of gaining signed, informed client consent to treatment					06	06	06	06	05	07	05	05	05	
The possible risks to yourself of ineffective positioning of clients and how to avoid potential discomfort and injury to yourself / How to avoid potential discomfort and injury to yourself and the risks of poor positioning of clients					19	13	30		12	13/23	11	21	21	
The importance of the correct storage of client records in relation to the Data Protection Act					08	10	09	09	09	10	08	07	07	

## Knowledge requirements

### Unit numbers and NOS reference

	001 G20	020 G18	021 G8	019 G4	007 B4	008 B5	009 B6	010 B7	011 B8	012 B9	013 B10	038 N2	039 N3	051 S1
How to complete the client records used in your salon and the importance of, and reasons for, keeping records of treatments and gaining clients signatures / The importance and reasons for keeping records of clients and their services / The importance of and reasons for keeping records of clients, their services and gaining client signatures					11	09	13	08	08	09	07	06	06	
Methods of disinfecting and sterilising equipment					15	18	21				15	15	15	
The importance of, and reasons for, disinfecting hands and how to do this effectively					16	21	24	16	19	20		27		
How to maintain equipment and materials in a clean and hygienic condition					17	19	22					26	16	
Why it is important to maintain standards of hygiene and the principles for avoiding cross-infection					21	24	28	22	20	21	18	19	19	
How to minimise and dispose of waste from treatments/manufacturers', organisational and legal requirements for waste disposal					22	26	10	25	21	24	20	22	22	03
The condition in which the work area should be left and why this is important					23	27	31	26	23	25	21	23	23	
How to use effective consultation techniques when communicating with clients from different cultural and religious backgrounds, age, disabilities and gender for this treatment					24	28	32	27	24	26	22	24	24	
The questioning and listening skills you need in order to find out information					25	29	34	32	25	27		26	26	

## Knowledge requirements

### Unit numbers and NOS reference

	<b>001</b>	<b>020</b>	<b>021</b>	<b>019</b>	<b>007</b>	<b>008</b>	<b>009</b>	<b>010</b>	<b>011</b>	<b>012</b>	<b>013</b>	<b>038</b>	<b>039</b>	<b>051</b>
	<b>G20</b>	<b>G18</b>	<b>G8</b>	<b>G4</b>	<b>B4</b>	<b>B5</b>	<b>B6</b>	<b>B7</b>	<b>B8</b>	<b>B9</b>	<b>B10</b>	<b>N2</b>	<b>N3</b>	<b>S1</b>
How to give effective advice and recommendations to clients					26	30	33	3`	26	28	27	25	25	
Why it is important to record client responses to questioning/ The legal significance of client questioning and of recording the client's responses					29/31	33/34		29/30	29/32	32/34	32	28/29	29	
Why it is important to encourage and allow time for clients to ask questions					30	35	35	17	30	30	29	30	31	
The importance of, and reasons for, not naming specific contra-indications when encouraging clients to seek medical advice / The importance of, and reasons for, not naming specific contra-indications when referring clients to a general practitioner					33	37	37	18/34	34/35	36/37	34		32	

## Level 2 NVQ Diploma/Level 2 SVQ in Nail Services

Knowledge requirements	Unit numbers and NOS reference							
	001 G20	019 G4	020 G18	021 G8	038 N2	039 N3	040 N4	041 N5
Your responsibilities under relevant health & safety legislation					01	01	01	01
Why minors should not be given treatments without informed and signed parental or guardian consent					04	04	04	-4
Why it is important, when treating minors under 16 years of age, to have a parent or guardian present / The current legal and professional guidance relating to any age restrictions					03	03	03	03
The age at which an individual is classed as a minor and how this differs nationally								
The importance of not discriminating against clients with illnesses and disabilities and why (e.g. Disability Discrimination Act)					02	02	02	02
The legal significance of gaining signed, informed client consent to treatment					05	05	05	05
The possible risks to yourself of ineffective positioning of clients and how to avoid potential discomfort and injury to yourself / How to avoid potential discomfort and injury to yourself and the risks of poor positioning of clients					21	21	08/23	08
The importance of the correct storage of client records in relation to the Data Protection Act					07	07	07	07

## Knowledge requirements

### Unit numbers and NOS reference

	<b>001</b>	<b>019</b>	<b>020</b>	<b>021</b>	<b>038</b>	<b>039</b>	<b>040</b>	<b>041</b>
	<b>G20</b>	<b>G4</b>	<b>G18</b>	<b>G8</b>	<b>N2</b>	<b>N3</b>	<b>N4</b>	<b>N5</b>
How to complete the client records used in your salon and the importance of, and reasons for, keeping records of treatments and gaining clients signatures / The importance and reasons for keeping records of clients and their services / The importance of and reasons for keeping records of clients, their services and gaining client signatures					06	06	06	06
Methods of disinfecting and sterilising equipment					15	15	18	18
The importance of, and reasons for, disinfecting hands and how to do this effectively					27		20	20
How to maintain equipment and materials in a clean and hygienic condition					26	16	19	19
Why it is important to maintain standards of hygiene and the principles for avoiding cross-infection					19	19	09	09
How to minimise and dispose of waste from treatments					22	22	10	10
The condition in which the work area should be left and why this is important					23	23	24	23
How to use effective consultation techniques when communicating with clients from different cultural and religious backgrounds, age, disabilities and gender for this treatment					24	24	25	24
The questioning and listening skills you need in order to find out information					26	26	27	26

**Knowledge requirements****Unit numbers and NOS reference**

	<b>001 G20</b>	<b>019 G4</b>	<b>020 G18</b>	<b>021 G8</b>	<b>038 N2</b>	<b>039 N3</b>	<b>040 N4</b>	<b>041 N5</b>
How to give effective advice and recommendations to clients					25	25	26	25
Why it is important to record client responses to questioning/ The legal significance of client questioning and of recording the client's responses					28/29	29	30/32	29/30
Why it is important to encourage and allow time for clients to ask questions					30	31	31	31
The importance of, and reasons for, not naming specific contra-indications when encouraging clients to seek medical advice / The importance of, and reasons for, not naming specific contra-indications when referring clients to a general practitioner						32	36	32/36



## Level 3 NVQs Diploma/Level 3 SVQs in Beauty Therapy

Knowledge requirements	Unit numbers and NOS reference																
	036 G22	046 G11	048 H32	014 B11	015 B12	016 B13	017 B14	018 B15	026 B20	027 B21	028 B22	029 B23	030 B24	031 B25	032 B26	033 B27	034 B28
Your responsibilities under current health & safety legislation, standards and guidance (the Health & Safety at Work Act, COSHH, Electricity at work, Manual handling)					01	01	01	01	01	01	01	01	01	01	01	01	01
The importance of not discriminating against clients with illnesses and disabilities and why (e.g. Disability Discrimination Act)					02	02	02	03	03	05	05	03	03	02	02	02	04
The age at which an individual is classed as a minor and how this differs nationally						03	03	04	04	06		04	04	03	03	03	05
Why it is important, when treating minors under the age of 16, to have a parent present					04	04	05	05	06		03	06	06	04	07	07	08
Why minors should not be given treatments without informed and signed parental or guardian consent					03	05	04	02	05		02	05	05	05	06	06	07
The legal significance of gaining signed, informed client consent to treatment					05	06	06	06	07	04	06	07	07	06	08		06
Manufacturer's, local authority and organisational requirements for waste disposal / How to minimise and dispose of waste from treatments including hazardous waste					23	07		24	08/ 24	08/ 22	21	08/ 23	08/ 23	07/ 21	10/ 33	09/ 32	09/ 29
The importance of the correct storage of client records in relation to the Data Protection Act					08	08	08	10	09	09	09	09	09	08	12	11	10

## Knowledge requirements

### Unit numbers and NOS reference

	<b>036</b>	<b>046</b>	<b>048</b>	<b>014</b>	<b>015</b>	<b>016</b>	<b>017</b>	<b>018</b>	<b>026</b>	<b>027</b>	<b>028</b>	<b>029</b>	<b>030</b>	<b>031</b>	<b>032</b>	<b>033</b>	<b>034</b>
	<b>G22</b>	<b>G11</b>	<b>H32</b>	<b>B11</b>	<b>B12</b>	<b>B13</b>	<b>B14</b>	<b>B15</b>	<b>B20</b>	<b>B21</b>	<b>B22</b>	<b>B23</b>	<b>B24</b>	<b>B25</b>	<b>B26</b>	<b>B27</b>	<b>B28</b>
How to complete the client records used in your organisation and the importance of, and reasons for, keeping records of treatments and gaining client and practitioners signatures					07	09	09	09	10	10	08	10	10	09	16/ 17	15/ 16	11
The necessary environmental conditions for treatments (including lighting, heating, ventilation and general comfort) and why these are important					12	11	15	19	17	17	14	16	16	14	31	30	18
The importance and reasons for disinfecting hands and how to do this effectively					15	17	17	18	18		18	17	17	16	29	28	20
Why it is important to maintain standards of hygiene and the principles of avoiding cross-infection					19	20	20	22	23	23		22	22	22	11	10	28
The possible risks to yourself of ineffective positioning of clients and how to avoid potential discomfort and injury to yourself / How to avoid potential discomfort and injury to yourself and the risks of poor positioning of those on whom you are working					22			13			12			19	35	34	
Why it is important to encourage and allow time for clients to ask questions / Encouraging clients to ask questions to clarify any points					30	22	22	33	26	29	32	24	24	29	42	42	31
How to use effective consultation techniques when communicating with clients from different cultural and religious backgrounds, age, disabilities and gender for this treatment				02	28	23	23	26	27	25	23	25	25	24	37	36	32

## Knowledge requirements

### Unit numbers and NOS reference

	036 G22	046 G11	048 H32	014 B11	015 B12	016 B13	017 B14	018 B15	026 B20	027 B21	028 B22	029 B23	030 B24	031 B25	032 B26	033 B27	034 B28
The importance of questioning the client about known contra-indications						24	24	31	28	26	30	26	26	25	22	21	33
Why it is important to record client responses to questioning / Why it is important to record client responses to questions about contra-indications/ The legal significance of client questioning and recording the client's responses / The legal significance of client questioning concerning contra-indications and the recording of client responses to questioning and the outcome of the skin sensitivity test						25/ 26	25/ 26	32/ 34	29/ 30	27/ 28	33/ 34	27/ 28	27/ 28	26/ 27	23/ 24	22/ 23	34/ 35
How to give effective advice and recommendations to clients						27	27	29	31	30		29	29	28	39	38	36
The importance of, and reasons for, not naming specific contra-indications when encouraging clients to seek medical advice / The importance of, and reasons for, not naming specific contra-indications when encouraging clients referring clients to a general practitioner					32	34	31	37	36	33	36	35	36	31	41/ 67	41	42
Methods of disinfecting and sterilising equipment / How to disinfect tools and equipment						66	55	15			16			17	26	25	

## Level 3 NVQ Diploma/Level 3 SVQ in Spa Therapy

Knowledge requirements	Unit numbers and NOS reference											
	020 G18	036 G22	026 B20	034 B28	052 S2	053 S3	046 G11	016 B13	017 B14	029 B23	030 B24	048 H32
Your responsibilities under current health & safety legislation, standards and guidance (the Health & Safety at Work Act, COSHH, Electricity at work, Manual handling)			01	01	01	01		01	01	01	01	
The importance of not discriminating against clients with illnesses and disabilities and why (e.g. Disability Discrimination Act)			03	04	03	03		02	02	03	03	
The age at which an individual is classed as a minor and how this differs nationally			04	05	04	04		03	03	04	04	
Why it is important, when treating minors under the age of 16, to have a parent present			06	08	07	07		04	05	06	06	
Why minors should not be given treatments without informed and signed parental or guardian consent			05	07	06	06		05	04	05	05	
The legal significance of gaining signed, informed client consent to treatment			07	06	08			06	06	07	07	
Manufacturer's, local authority and organisational requirements for waste disposal / How to minimise and dispose of waste from treatments including hazardous waste			08/ 24	09/ 29	09	08		07		08/ 23	08/ 23	
The importance of the correct storage of client records in relation to the Data Protection Act			09	10	10	09		08	08	09	09	

Knowledge requirements	Unit numbers and NOS reference											
	020 G18	036 G22	026 B20	034 B28	052 S2	053 S3	046 G11	016 B13	017 B14	029 B23	030 B24	048 H32
How to complete the client records used in your organisation and the importance of, and reasons for, keeping records of treatments and gaining client and practitioners signatures			10	11	18	11		09	09	10	10	
The necessary environmental conditions for treatments (including lighting, heating, ventilation and general comfort) and why these are important			17	18				11	15	16	16	
The importance and reasons for disinfecting hands and how to do this effectively			18	20		22		17	17	17	17	
Why it is important to maintain standards of hygiene and the principles of avoiding cross-infection			23	28	25			20	20	22	22	
The possible risks to yourself of ineffective positioning of clients and how to avoid potential discomfort and injury to yourself / How to avoid potential discomfort and injury to yourself and the risks of poor positioning of those on whom you are working						24						
Why it is important to encourage and allow time for clients to ask questions / Encouraging clients to ask questions to clarify any points			26	31	38	29		22	22	24	24	
How to use effective consultation techniques when communicating with clients from different cultural and religious backgrounds, age, disabilities and gender for this treatment			27	32	39	30		23	23	25	25	

Knowledge requirements	Unit numbers and NOS reference											
	020 G18	036 G22	026 B20	034 B28	052 S2	053 S3	046 G11	016 B13	017 B14	029 B23	030 B24	048 H32
The importance of questioning the client about known contra-indications			28	33	46	36		24	24	26	26	
Why it is important to record client responses to questioning / Why it is important to record client responses to questions about contra-indications/ The legal significance of client questioning and recording the client's responses / The legal significance of client questioning concerning contra-indications and the recording of client responses to questioning and the outcome of the skin sensitivity test			29/ 30	34/ 35	47/ 48	37/ 38		25/ 26	25/ 26	27/ 28	27/ 28	
How to give effective advice and recommendations to clients			31	36	40	31		27	27	29	29	
The importance of, and reasons for, not naming specific contra-indications when encouraging clients to seek medical advice / The importance of, and reasons for, not naming specific contra-indications when encouraging clients referring clients to a general practitioner			36	42	43	40		34	31	35	36	
Methods of disinfecting and sterilising equipment / How to disinfect tools and equipment								66	55			

## Level 3 NVQ Diploma/Level 3 SVQ in Nail Services

Knowledge requirements	Unit numbers and NOS reference									
	036 G22	042 N6	043 N7	046 G11	044 N8	045 N9	047 N10	049 N11	050 N12	048 H32
Your responsibilities under current health & safety legislation, standards and guidance (the Health & Safety at Work Act, COSHH, Electricity at work, Manual handling)		01a	01a		01a	01a		01a	01a	
The importance of not discriminating against clients with illnesses and disabilities and why (e.g. Disability Discrimination Act)		02	02		02	02		02	02	
The age at which an individual is classed as a minor and how this differs nationally										
Why it is important, when treating minors under the age of 16, to have a parent present		03	03		03	03		03	03	
Why minors should not be given treatments without informed and signed parental or guardian consent		04	04		04	04		04	04	
The legal significance of gaining signed, informed client consent to treatment		05	05		05	05		05	05	
Manufacturer's, local authority and organisational requirements for waste disposal / How to minimise and dispose of waste from treatments including hazardous waste		10	10		10	10		19		
The importance of the correct storage of client records in relation to the Data Protection Act		07	07		07	07		07	07	

**Knowledge requirements****Unit numbers and NOS reference**

	<b>036 G22</b>	<b>042 N6</b>	<b>043 N7</b>	<b>046 G11</b>	<b>044 N8</b>	<b>045 N9</b>	<b>047 N10</b>	<b>049 N11</b>	<b>050 N12</b>	<b>048 H32</b>
How to complete the client records used in your organisation and the importance of, and reasons for, keeping records of treatments and gaining client and practitioners signatures		06	06		06	06			06	
The necessary environmental conditions for treatments (including lighting, heating, ventilation and general comfort) and why these are important		20	19		19	19		16	15	
The importance and reasons for disinfecting hands and how to do this effectively		19	18		18	18		15	14	
Why it is important to maintain standards of hygiene and the principles of avoiding cross-infection		09	09		09	09		17	17	
The possible risks to yourself of ineffective positioning of clients and how to avoid potential discomfort and injury to yourself / How to avoid potential discomfort and injury to yourself and the risks of poor positioning of those on whom you are working		08/ 22	08/ 21		08	08		18	19	
Why it is important to encourage and allow time for clients to ask questions / Encouraging clients to ask questions to clarify any points		32	31		30			30	28	
How to use effective consultation techniques when communicating with clients from different cultural and religious backgrounds, age, disabilities and gender for this treatment		24	23		22	22		22	21	



**Knowledge requirements**
**Unit numbers and NOS reference**

	<b>036 G22</b>	<b>042 N6</b>	<b>043 N7</b>	<b>046 G11</b>	<b>044 N8</b>	<b>045 N9</b>	<b>047 N10</b>	<b>049 N11</b>	<b>050 N12</b>	<b>048 H32</b>
The importance of questioning the client about known contra-indications		28/ 35	27/ 35		26	32		27	25/ 31	
Why it is important to record client responses to questioning / Why it is important to record client responses to questions about contra-indications/ The legal significance of client questioning and recording the client's responses / The legal significance of client questioning concerning contra-indications and the recording of client responses to questioning and the outcome of the skin sensitivity test		29/ 30	28/ 29		27/ 28	27/ 28		28/ 29	26/ 27	
How to give effective advice and recommendations to clients		25	24		23	23		23	22	
The importance of, and reasons for, not naming specific contra-indications when encouraging clients to seek medical advice / The importance of, and reasons for, not naming specific contra-indications when encouraging clients referring clients to a general practitioner		36	36		31/ 34	33		35		
Methods of disinfecting and sterilising equipment / How to disinfect tools and equipment		17	17		17	17		14		

## Appendix A2 – Overview of essential knowledge assessment materials

### Level 1 Beauty Therapy

#### Level 1 Cross unit knowledge test 501

C&G no	NOS no	Title	E3 (Gola)	E4 (Gola)
001	G20	Ensure responsibility for actions to reduce risks to health and safety	801	N/A
002	G3	Contribute to the development of effective working relationships	802	N/A
003	B1	Prepare and maintain salon treatment work areas	803	703
005	G2	Assist with salon reception duties	805	N/A
004	B2	Assist with facial skin care treatments	804	704
006	B3	Assist with day make-up	806	706
037	N1	Assist with nail services	837	737

### Level 2 Beauty Therapy and Nail Services

#### Level 2 Cross unit knowledge test 502

C&G no	NOS no	Title	E3 (Gola)	E4 (Gola)
001	G20	Ensure responsibility for actions to reduce risks to health and safety	801	N/A
020	G18	Promote additional services or products to clients	820	N/A
021	G8	Develop and maintain your effectiveness at work	821	N/A
019	G4	Fulfil salon reception duties	819	N/A
007	B4	Provide facial skin care treatment	807	707
008	B5	Enhance the appearance of eyebrows and lashes	808	708
009	B6	Carry out waxing services	809	709
010	B7	Carry out ear piercing	810	710
011	B8	Provide make-up services	811	711
012	B9	Instruct clients in the use and application of skin care products and make-up	812	N/A
013	B10	Enhance appearance using skin camouflage	813	713
038	N2	Provide manicure services	838	738
039	N3	Provide pedicure services	839	739
040	N4	Carry out nail art services	840	740
041	N5	Apply and maintain nail enhancements to create a natural finish	841	741
051	S1	Assist with spa operations	851	751
055	B34	Provide threading services	855	755

## Level 3 Beauty Therapy, Nail Services and Spa Therapy

### Level 3 Cross unit knowledge test 503

<b>C&amp;G no</b>	<b>NOS no</b>	<b>Title</b>	<b>E3 (Gola)</b>	<b>E4 (Gola)</b>
<b>036</b>	G22	Monitor procedures to safely control work operations	<b>836</b>	<b>N/A</b>
<b>048</b>	H32	Contribute to the planning and implementation of promotional activities	<b>848</b>	<b>N/A</b>
<b>014</b>	B11	Design and create fashion and photographic make-up	<b>814</b>	<b>714</b>
<b>015</b>	B12	Plan and provide airbrush make-up	<b>815</b>	<b>715</b>
<b>016</b>	B13	Provide body electrical treatments	<b>816</b>	<b>716</b>
<b>017</b>	B14	Provide facial electrical treatments	<b>817</b>	<b>717</b>
<b>018</b>	B15	Provide single eyelash extension treatments	<b>818</b>	<b>718</b>
<b>026</b>	B20	Provide body massage treatments	<b>826</b>	<b>726</b>
<b>027</b>	B21	Provide UV tanning services	<b>827</b>	<b>727</b>
<b>028</b>	B22	Provide specialist skin camouflage services	<b>828</b>	<b>728</b>
<b>029</b>	B23	Provide Indian Head massage	<b>829</b>	<b>729</b>
<b>030</b>	B24	Carry out massage using pre-blended aromatherapy oils	<b>830</b>	<b>730</b>
<b>031</b>	B25	Provide self tanning services	<b>831</b>	<b>731</b>
<b>032</b>	B26	Provide female intimate waxing services	<b>832</b>	<b>732</b>
<b>033</b>	B27	Provide male intimate waxing services	<b>833</b>	<b>733</b>
<b>034</b>	B28	Provide stone therapy treatments	<b>834</b>	<b>734</b>
<b>035</b>	B29	Provide electrical epilation treatments	<b>835</b>	<b>735</b>

<b>C&amp;G no</b>	<b>NOS no</b>	<b>Title</b>	<b>E3 (Gola)</b>	<b>E4 (Gola)</b>
<b>042</b>	N6	Enhance and maintain nails using UV gel	<b>842</b>	<b>742</b>
<b>043</b>	N7	Enhance and maintain nails using liquid and powder	<b>843</b>	<b>743</b>
<b>044</b>	N8	Enhance and maintain nails using wraps	<b>844</b>	<b>744</b>
<b>045</b>	N9	Plan and create nail art designs	<b>845</b>	<b>N/A</b>
<b>047</b>	N10	Develop a range of creative nail images	<b>847</b>	<b>N/A</b>
<b>049</b>	N11	Plan and provide airbrush designs for nails	<b>849</b>	<b>N/A</b>
<b>050</b>	N12	Prepare and finish nail overlays using electric files	<b>850</b>	<b>750</b>
<b>052</b>	S2	Monitor clients and the operation of sauna, steam and hydrotherapy treatments	<b>852</b>	<b>752</b>
<b>053</b>	S3	Provide body wrapping and flotation treatments	<b>853</b>	<b>753</b>
<b>046</b>	G11	Contribute to the financial effectiveness of the business	<b>846</b>	<b>N/A</b>

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## **Appendix B**

Appendix B1 – Initial assessment form (Skillscan)

Appendix B2 – Assessor and witness status list

Appendix B3 –Candidate work log/witness testimony

Appendix B4 –Sample marking written header sheet

Appendix B5 –Sample completed logbook unit

**These forms may be photocopied.**

## Appendix B1 – Initial assessment form (Skillscan)

Candidate's name

<b>Outcome number</b>	<b>Do you currently do this? Provide examples (if possible)</b>	<b>Have you evidences of doing this in the past Provide examples (if possible)</b>

<b>Relevant qualifications</b>

<b>Further training/experience needed</b>

Please attach additional sheet as required.

## Appendix B2 – Assessor and witness status list

Candidate's name

Name and address of assessor or witness	Status	Relationship to candidate	Unit(s) assessed or witnessed

<b>Status categories</b>	
<p><b>Assessors</b></p> <p>A = Qualified assessor by your centre and included in your centres quality assurance systems.</p> <p>A1 = New assessor working towards A units who is appointed by your centre and included in your centres quality assurance systems.</p>	<p><b>Witness status</b></p> <p>1 = Qualified assessor and occupational expert who is familiar with award standards.</p> <p>2 = Occupational expert and familiar with standards</p> <p>3 = Occupational expert not familiar with standards</p> <p>4 = Non expert.</p>



## Appendix B3 – Candidate work log/witness testimony

Client/model name and date task undertaken	
Task and techniques used	
Products used	
Tools and equipment used	
Brief description of the service provided	
Unit number	
<i>Signature candidate/witness</i>	





86 Level 2 NVQ/5 SVQ Beauty

## Observation sign-off sheet

### Unit B5 Enhance the appearance of eyebrows and eyelashes

#### What you must do

Within your work, you must show your assessor that you can do the following. Your assessor will observe your performance on at least **three** separate occasions, involving **three** different clients. Your assessor will want to see you provide **eyebrow shaping**, apply a **partial set of artificial eyelashes** and **tint** eyebrows and eyelashes.

Each time you achieve **all** the points listed below within a single client service, your assessor will tick the circle and enter the date.

#### Outcome 1

##### Maintain safe and effective methods of working when enhancing the appearance of eyebrows and eyelashes

- Set up the work area to meet legal, hygiene and treatment requirements
- Make sure that environmental conditions are suitable for the client and the treatment
- Ensure your personal hygiene, protection and appearance meets accepted industry and organisational requirements
- Ensure all tools and equipments are cleaned using the correct methods
- Effectively disinfect your hands prior to eyelash and eyebrow treatments
- Maintain accepted industry hygiene and safety practices throughout the treatment
- Position equipment and materials for ease and safety of use
- Ensure your own posture and position minimises fatigue and the risk of injury whilst working

*Continues on next page*



*Madonna had a rounded brow shape in the 80s (left). She now has an oblique brow shape, which suits her better.*



Photograph by Gary Lewis Camera Press London (left)

Photograph by David Giles Camera Press London (right)

- i Maintain the client's modesty and privacy at all times
- j Dispose of waste materials safely and correctly
- k Ensure that the treatment is cost effective and is carried out within a commercially viable time
- l Leave the work area in a condition suitable for further treatments
- m Ensure the client's records are up-to-date, accurate, easy to read and signed by the client and practitioner



Eyebrows and eyelashes

Observation	1	2	3		
Achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Date					
Candidate signature					
Assessor signature					
IV signature (if sampled)					

## Outcome 2

### Consult, plan and prepare for the treatment with clients

- a Use **consultation techniques** in a polite and friendly manner to determine the client's treatment plan
- b Ensure that informed and signed parental or guardian consent is obtained for minors prior to any treatment \*
- c Ensure that a parent or guardian is present throughout the treatment for minors under the age of 16 \*\*
- d Obtain signed, written informed consent from the client prior to carrying out the treatment
- e Ask your client appropriate questions to identify if they have any contra-indications to the treatment
- f Accurately record your client's responses to questioning
- g Encourage clients to ask questions to clarify any points
- h Help the client into a safe, comfortable and relaxed position for the treatment

*Continues on next page*

### Hints and tips

*Manual tweezers are best for removing stray hairs. Automatic tweezers are used to remove the bulk of excess hairs.*



# Observation sign-off sheet

## Unit B5 Enhance the appearance of eyebrows and eyelashes

### What you must do (continued)

88 Level 2 NVQ/5 SVQ Beauty



*To maintain a good brow shape, advise your clients to see a professional regularly.*

Shavata



- i Correctly perform a sensitivity test on a suitable area of the client's skin according to manufacturers' instructions and organisational requirements and record the results \*\*\*
- j Ensure client **advice** is given without reference to a specific medical condition and without causing undue alarm and concern \*\*\*\*
- k Take the **necessary action** in response to any identified contra-indications \*\*\*\*\*
- l Inform the client in a tactful way if there is an adverse reaction to the sensitivity test and they cannot be treated \*\*\*\*\*
- m Agree the treatment and outcomes that are acceptable to your client and meet their needs
- n Select suitable equipment and materials for the treatment plan based on the outcomes of the sensitivity test
- o Ensure your client's clothing, hair and accessories are effectively protected or removed

Observation	1	2	3		
Achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Date					
Candidate signature					
Assessor signature					
IV signature (if sampled)					

- \* Covered by observation  Date \_\_\_\_\_
- Covered by oral questioning  Date \_\_\_\_\_
- \*\* Covered by observation  Date \_\_\_\_\_
- Covered by oral questioning  Date \_\_\_\_\_
- \*\*\* Covered by observation  Date \_\_\_\_\_
- Covered by oral questioning  Date \_\_\_\_\_
- \*\*\*\* Covered by observation  Date \_\_\_\_\_
- Covered by oral questioning  Date \_\_\_\_\_
- \*\*\*\*\* Covered by observation  Date \_\_\_\_\_
- Covered by oral questioning  Date \_\_\_\_\_
- \*\*\*\*\* Covered by observation  Date \_\_\_\_\_
- Covered by oral questioning  Date \_\_\_\_\_

*Continues on next page*

## Outcome 3

### Shape eyebrows

- Check the client's understanding of the treatment prior to commencement and discuss any areas that require clarification
- Ensure the eyebrow area is thoroughly cleansed and suitably prepared prior to the treatment
- Keep the skin taut to minimise discomfort to the client
- Ensure that the hair is removed in the direction of the hair growth
- Use suitable soothing **products** according to the needs of the client and manufacturers' instructions
- Ensure the finished shape is to the client's satisfaction



Eyebrows and eyelashes

89

Observation	1	2	3		
Achieved	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date	6-05-10	26-05-10	10-6-10		
Candidate signature	JW	JW	JW		
Assessor signature	A	A	BB		
IV signature (if sampled)	W				

*Continues on next page*

“  
*Good lighting is essential when shaping the brow – use a good magnifying lamp which will provide directional light.*

Janice Brown

”

### Hints and tips

*Within a single treatment, you must **never** perform eyebrow shaping before eyebrow tinting.*



## Observation sign-off sheet

### Unit B5 Enhance the appearance of eyebrows and eyelashes

#### What you must do (continued)

90 Level 2 NVQ/5 SVQ Beauty

#### Timing tip

*The maximum commercial service time for eyelash tinting is 20 mins, and for eyebrow tinting is 10 mins. Always follow the manufacturer's instructions on timing for each chemical eye treatment product.*

#### Outcome 4

##### Tint eyebrows and lashes

- Confirm the client's understanding of the treatment prior to commencement and discuss any areas that require clarification
- Ensure the area is thoroughly cleansed and suitably prepared prior to the treatment
- Effectively protect the skin surrounding the area to be treated
- Mix tints to meet manufacturer's instructions and client requirements
- Minimise the spread of colour to the client's skin, clothes and surrounding areas during application
- Apply the **product** evenly and ensure the **product** fully covers the hair to be tinted
- Promptly remove the tint in the event of any contra-actions and apply a cold water compress to soothe the eye\*
- Accurately time the **product** development to meet the **colouring characteristics** of the client and manufacturer's instructions
- Ensure the treated hair is left free of **product**
- Ensure finished result is to the client's satisfaction

Observation	1	2	3		
Achieved	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date	6-05-10		10-6-10		
Candidate signature					
Assessor signature					
IV signature (if sampled)					

\* Covered by observation  Date \_\_\_\_\_  
 Covered by oral questioning  Date 10-6-10

*Continues on next page*

## Outcome 5

### Apply artificial eyelashes

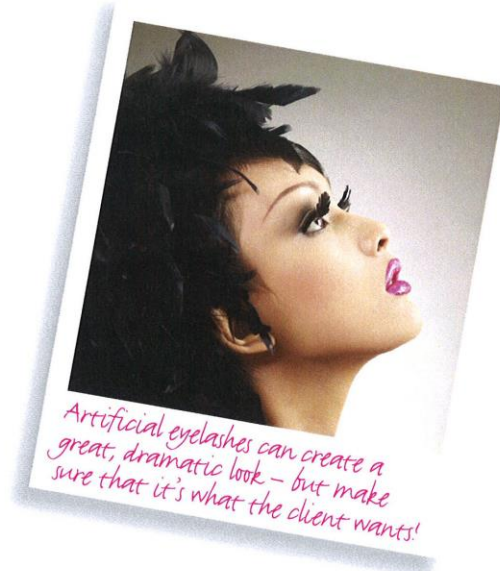
- Check the client's understanding of the treatment prior to commencement and discuss any areas that require clarification
- Ensure the area is thoroughly cleansed and suitably prepared prior to the treatment
- Position and fix the **artificial lashes** accurately leaving the eye area free of excessive **products**
- Identify and promptly resolve any application problems occurring during the treatment \*
- Promptly remove the **artificial lashes** with the correct **products** in the event of any contra-actions and apply a cold water compress to soothe the eye \*\*
- Ensure, on completion, that the **artificial eyelashes** give a balanced and well-proportioned look suitable for the agreed desired effect
- Ensure, on completion, that partial sets are smoothly and evenly graduated into the natural eyelashes \*\*\*
- Ensure finished result is to the client's satisfaction

Image courtesy of www.eyelashes.com



Eyebrows and eyelashes

91



Observation	1	2	3		
Achieved	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Date		26-05-10	10-6-10		
Candidate signature		SW	SW		
Assessor signature		A	AS		
IV signature (if sampled)					

*	Covered by observation	<input checked="" type="radio"/>	Date	26-05-10
	Covered by oral questioning	<input type="radio"/>	Date	
**	Covered by observation	<input type="radio"/>	Date	
	Covered by oral questioning	<input checked="" type="radio"/>	Date	10-06-10
***	Covered by observation	<input checked="" type="radio"/>	Date	26-05-10
	Covered by oral questioning	<input type="radio"/>	Date	

*Continues on next page*





## Observation sign-off sheet

*Unit B5 Enhance the appearance of eyebrows and eyelashes*

What you must do (continued)

### Outcome 6

#### Provide aftercare advice

- a Give **advice** and recommendations accurately and constructively
- b Give your clients suitable **advice** specific to their individual needs

Observation	1	2	3		
Achieved	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date	6-05-10	26-05-10	10-6-10		
Candidate signature	JW	JW	JW.		
Assessor signature	R	R	W		
IV signature (if sampled)	Ge				

“

*Do not overstate the shape of the brow; minimal alteration from the natural curve provides the best results.*

Janice Brown

”

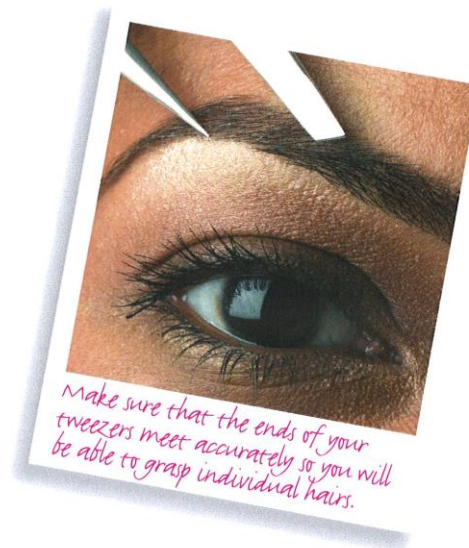


Image courtesy of Shavata

# Observation sign-off sheet

## Unit B5 Enhance the appearance of eyebrows and eyelashes

### What you must cover



Before ticking the circles below, you must make sure that you have achieved 'What you must cover' in **all** the outcomes in which it occurs.

#### Consultation techniques

Tick the consultation techniques used for each observation. You must use **all** types of consultation technique.

	1	2	3		
Questioning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manual	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reference to client records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Necessary actions

Tick the necessary action dealt with if it occurs during a treatment. You must deal with least **one** of the necessary actions, but you must prove to your assessor that you are able to deal with the other **two**.

	1	2	3		
Encouraging the client to seek medical advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explaining why the treatment cannot "be carried out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modification of treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Eyebrow shaping

Tick the eyebrow shaping covered in each observation. **Both** types of eyebrow shaping must be covered.

	1	2	3		
Total re-shape of the brow	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintenance of original brow shape	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Continues on next page*



## Observation sign-off sheet

Unit B5 Enhance the appearance of eyebrows and eyelashes

### What you must cover (continued)

#### Colouring characteristics

Tick the client colouring characteristics worked with in each observation. You must work with at least **two** of the colouring characteristics, but you must prove to your assessor that you are able to work with the other **two**.

	1	2	3		
Fair	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Red	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dark	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Artificial eyelashes

Tick the artificial eyelashes applied in each observation. You must apply **both** types of artificial eyelashes.

	1	2	3		
Strip lashes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual flare lashes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Products

Tick the products used in each observation. You must use **both** types of products.

	1	2	3		
Adhesives	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Solvents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Continues on next page*



Image courtesy of SalonSystem



**Aftercare advice**

Tick the aftercare advice provided in each observation.  
You must provide **all** types of aftercare advice.

	1	2	3		
Avoidance of activities which may cause contra-actions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommended time intervals between treatments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suitable home care products and their use	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observation	1	2	3		
Achieved	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date	6-05-10	26-05-10	10-6-10		
Candidate signature	<i>SW</i>	<i>SW</i>	<i>SW</i>		
Assessor signature	<i>R</i>	<i>R</i>	<i>R</i>		
IV signature (if sampled)	<i>R</i>				

Image courtesy of iStockphoto.com/Dana Bartekoske



“

*If you look after your tweezers, you should never have to replace them. Try not to drop them and always keep them clean.*

Shavata

”



## Comment form

### Unit B5

This form can be used to record oral questioning, or for assessor/candidate comments, if required.

Comment	Date
1 Total brow re-shape and eyebrow tint on fair lashes	6-05-10
2 eyebrows tidy with individual lashes, had to remove old lashes using solvent	26-05-10
3 Strip Lashes with eyebrow tint on dark/white hair	10-6-10

“

*Try not to follow 'brow fashion' too rigidly – think about what will be most flattering for each individual client.*

Shavata

”

# Knowledge sign-off sheet

## Unit B5 Enhance the appearance of eyebrows and eyelashes

### What you must know



Eyebrows and eyelashes 97

You need to understand:	Evidence type	Date	Portfolio ref
<b>Organisational and legal requirements</b>			
1 your responsibilities under relevant health & safety legislation	E3		
2 why minors should not be given treatments without informed and signed parental or guardian consent	E3		
3 why it is important, when treating minors under 16 years of age, to have a parent or guardian present	E3		
4 the age at which an individual is classed as a minor and how this differs nationally	E3		
5 the importance of not discriminating against clients with illnesses and disabilities and why (eg Disability Discrimination Act)	E3		
6 the legal significance of gaining signed, informed client consent to treatment	E3		
7 the issues surrounding delivery of eyebrow and eyelash treatments to minors	E3		
8 your responsibilities, and reasons for, maintaining your own personal hygiene, protection and appearance according to accepted industry and organisational requirements	E3		
9 how to complete the client records used in your salon and the importance and reasons for keeping records of treatments and gaining client signatures	E3		
10 the importance of the correct storage of client records in relation to the Data Protection Act	E3		
11 your salon's service times for completing eyelash and eyebrow treatments and the importance of completing the application in a commercially viable time	E3		
12 the salon pricing structures	E3		

You will be assessed on your knowledge and understanding of **all** the following points. This will be completed by your assessor through oral or written questions (evidence type E3) or a mandatory written paper (E4). Either of these could be a GOLLA test. The form tells you which evidence type is needed for each point.

Some areas appear in more than one unit (shaded in darker pink). These are covered in a cross-unit knowledge test. You only need to be tested on these once.

Once you have been assessed on each point, you can fill in the date and reference any written evidence that you've put in your portfolio.

*Continues on next page*



## Knowledge sign-off sheet

### Unit B5 Enhance the appearance of eyebrows and eyelashes

#### What you must know (continued)

You need to understand:	Evidence type	Date	Portfolio ref
13 how to avoid potential discomfort and injury to yourself and the risks of poor positioning of clients	E3		
<b>How to work safely and effectively when providing eyebrow and eyelash treatments</b>			
14 how to set up the work area, prepare and use the equipment and materials for eyelash and eyebrow treatments	E3		
15 what is contact dermatitis and how to avoid developing it when carrying out eye treatments	E3		
16 why it is important to use personal protective equipment	E3		
17 the type of personal protective equipment that should be available and used by yourself (eg powder-free nitrile or powder-free vinyl gloves)	E3		
18 methods of disinfecting and sterilising equipment	E3		
19 how to maintain equipment and materials in a clean and hygienic condition	E3		
20 how to prepare yourself for carrying out eyelash and eyebrow treatments	E3		
21 the importance of, and reasons for, disinfecting hands and how to do this effectively	E3		
22 the necessary environmental conditions for eyelash and eyebrow treatments (including lighting, heating, ventilation and general comfort) and why these are important	E3		
23 how to check equipment used for eyelash and eyebrow treatments	E3		
24 why it is important to maintain standards of hygiene and the principles for avoiding cross-infection	E3		

**Timing tip**

*The maximum commercially viable service time for eyebrow shaping is 15 mins.*

*Continues on next page*

You need to understand:	Evidence type	Date	Portfolio ref
25 how to effectively and safely position equipment and materials for eyelash and eyebrow treatments	E3		
26 how to minimise and dispose of waste from treatments	E3		
27 the condition in which the work area should be left and why this is important	E3		
<b>Client consultation, treatment planning and preparation</b>			
28 how to use effective consultation techniques when communicating with clients from different cultural and religious backgrounds, age, disabilities and gender for this treatment	E3		
29 the questioning and listening skills you need in order to find out information	E3		
30 how to give effective advice and recommendations to clients	E3		
31 how to interpret negative and positive body language	E3		
32 the importance of questioning the client about known contra-indications	E3		
33 why it is important to record client responses to questions about contra-indications	E3		
34 the legal significance of client questioning concerning contra-indications and the recording of client responses to questioning and the outcome of the skin sensitivity test	E3		
35 why it is important to encourage and allow time for clients to ask questions	E3		
36 the reasons why it is important to encourage clients with contra-indications to seek medical advice	E3		
37 the importance of, and reasons for, not naming specific contra-indications when referring clients to a general practitioner	E3		
38 why it is important to maintain clients' modesty and privacy	E3		
39 how to carry out a skin sensitivity test and why it should be conducted	E4		Centre files
40 how to interpret the results of a skin sensitivity test	E4		Centre files
41 how to cleanse the area to be treated	E3		



Eyebrows and eyelashes 99

**Timing tip**

*The maximum commercially viable service time for applying a full set of artificial flare lashes is 20 mins.*  
*The maximum commercially viable service time for applying a full set of artificial strip lashes is 10 mins.*

*Continues on next page*





## Knowledge sign-off sheet

### Unit B5 Enhance the appearance of eyebrows and eyelashes

#### What you must know (continued)

You need to understand:	Evidence type	Date	Portfolio ref
<b>Shaping the eyebrows</b>			
42 how to measure the eyebrow for shaping treatments	E4		Centre files
43 the shape and proportions of the eyebrow in relation to facial features and shape	E4		Centre files
44 how to remove eyebrow hairs carefully and effectively	E3		
45 the recommended time intervals between eyebrow shaping treatments	E4		Centre files
46 the reasons why soothing the eyebrow area may be necessary during treatment and how this is achieved	E4		Centre files
47 the types of soothing agents available and their effect on the eye area and the precautions necessary to avoid harm	E4		Centre files
48 how to maintain and care for tweezed eyebrows	E4		Centre files
<b>Tinting the eyebrows and lashes</b>			
49 how to protect the skin around the eyebrows and eyelashes prior to tinting and why this is important	E3		
50 how to apply tint to eyebrows and eyelashes (eg orange wood stick, sterilised brush)	E3		
51 how the colour characteristics of the client affect the timing for tint development	E4		Centre files
52 how to select, mix and remove tints, and minimise wastage	E3		
53 manufacturer's instructions for mixing and using tint	E3		
54 how oxidation affects the shelf life of tint and at what point in the tinting process the tint should be mixed	E4		Centre files
55 the factors that prevent the tinting process from working	E4		Centre files

#### Hints and tips

*Promote other eye treatment services that will further improve the eye treatment result. For example, tinting the eyebrows before shaping will make them appear thicker and the result will be more defined.*

*Continues on next page*

You need to understand:	Evidence type	Date	Portfolio ref
<b>Applying artificial lashes</b>			
56 how to select and fit artificial lashes to suit the needs of the client and enhance the eye shape	E3		
57 the importance of following manufacturers' instructions for the use of adhesives and artificial eyelashes	E3		
58 the factors that prevent artificial lashes adhering	E4		Centre files
59 the range and use of currently available artificial lashes	E3		
60 the maintenance and care requirements for artificial lashes	E4		Centre files
<b>Contra-indications and contra-actions</b>			
61 those contra-indications requiring medical referral and why, including severe skin conditions and eye infections	E4		Centre files
62 those contra-indications which prevent treatment and why (eg conjunctivitis, bacterial infections, inflammation of the skin, eye diseases and disorders, bruising, allergies to tint adhesives and solvents)	E4		Centre files
63 the action to take if tint adhesive or solvent enters the client's eye	E4		Centre files
64 how to identify erythema and its causes	E4		Centre files
65 the possible contra-actions resulting from lash and brow treatments and how to deal with them (eg allergies)	E4		Centre files
<b>Equipment, materials and products</b>			
66 the types of materials, equipment and products available for enhancing the appearance of the eyebrows and lashes	E3		
<b>Aftercare advice for clients</b>			
67 the contra-actions that may occur after eyelash and eyebrow treatments and what advice to give to clients	E3		
68 the recommended time intervals between treatments	E3		
69 products for home use that will benefit the client and those to avoid and why	E3		
Tick if E3 was a GOLA test	<input checked="" type="checkbox"/>	Date	01-06-10
Tick if E4 was a GOLA test	<input checked="" type="checkbox"/>	Date	24-06-10



Eyebrows and eyelashes

101

Hints and tips

*It's very important to perform a skin sensitivity test before eyelash and eyebrow tinting services.*



## Supplementary notes

### Unit B5

102 Level 2 NVQ/5 SVQ Beauty

Your assessor may use this space for any additional comments they may have about your work.

Comment	Date

## Unit sign-off

**This section must be signed when the unit is complete.**

We confirm that this evidence is authentic and the assessments were conducted under specified conditions and that all the performance criteria, range and essential knowledge requirements have been met for this unit.

Candidate signature SW Date 24.06.10.

Assessor signature AR Date 24-06-10

IV signature (if sampled) GT Date 24.06.10

EV signature (if sampled) \_\_\_\_\_ Date \_\_\_\_\_

## **Appendix C**

Appendix C1 – Explanation of some specific words and phrases

Appendix C2 – Frequently asked questions

Appendix C3 – Glossary of Beauty Therapy, Nail Services and Spa Therapy terms

Appendix C4 – General guidance on health and safety legislation applicable to Beauty Therapy, Nail Services and Spa Therapy

Appendix C5 – Key and Core skills signposting

## Appendix C1 – Explanation of some specific words and phrases

### **Standards**

These set out what competent people should be able to do and what happens as a result of competent performance. Whilst they clearly set out the practical outcomes of doing something to beauty therapy, nail services and spa therapy industry requirements, they also specify the knowledge candidates need to apply whilst performing an occupational role.

Standards are not entirely job-specific – they refer to a broad occupational role covering technical skills, work management aspects, environmental considerations (e.g. health & safety, working with others) and problem solving skills.

### **Units**

Key occupational roles (e.g. salon assistant) are broken down into units of competence. These describe in broad terms what is expected of candidates to be considered competent.

All units are available for separate certification and other units may be added over and above those required for a basic qualification.

### **Learning outcomes**

Each unit is broken down into a number of learning outcomes which are a description of something candidates should be able to do to meet the occupational role described in the unit title.

### **What you must do - Performance criteria (PC)**

Each learning outcome contains a number of performance criteria which describe the quality of outcome you have to achieve to be considered competent. They are used by assessors when judging performance at work. Candidates will need to show that they have met all performance criteria consistently to be considered competent. Some performance criteria have been marked with an \* – these refer to outcomes which may only happen rarely or infrequently. They are known as contingency performance criteria. If candidates cannot show this outcome in the course of their naturally occurring work, you must ask them to show evidence of their competence by other means – often by asking questions.

### **What you must cover - Range statements**

For the outcomes there is one or more range statement which describes the different contexts and situations in which candidates should demonstrate competence. Words and phrases in the performance criteria which have been given range statements have been shown in bold type.

### **What you must know - Knowledge and understanding**

Each unit also contains a knowledge specification which describes the essential knowledge and understanding (often called EKU) candidates need to use in order to perform competently at work.

### **Evidence requirements**

These outline the sorts of things a candidate needs to show or produce for assessment.

**Mandatory units**

These units must be successfully completed by all candidates.

**Optional units**

These units or specified group of units allow candidates some choice in order to follow their interests or intended career development route. The specified number of optional units or group of units must be completed in order to gain a full certificate.

**Additional units**

Sometimes these are shown outside the formal qualification structure. They are usually for much specialised areas, outside general industry needs but nonetheless, available for separate unit certification in their own right

**Use of the word 'Salon'**

Use of the word 'salon' throughout the qualifications is not intended to deny access to the qualification if candidates deliver beauty therapy treatments, nail services and spa treatments in other locations (e.g. hospitals, care centres or a client's home). It refers to any place where professional services/treatments are carried out. However, the location must meet health & safety requirements, for services/treatments.

# Appendix C2 – Frequently asked questions

## Your questions answered...

### Introduction

These questions and answers relate to the implementation of the new beauty therapy, nail services and spa therapy standards, Habia Assessment Strategy and new City & Guilds assessment documentation. They represent those most frequently asked questions by centres and external verifiers at the launch centre briefings, verifier briefing days and in-depth workshops. More detailed information can be found in the following documents that also support the new qualifications:

- candidate logbook
- mandatory written questions packs.
- Assessment strategy document – page 160 of this document

## 1 General questions about the standards

### **Can G20 (001) be certificated once at Level 1 and then APEL'd at Level 2 and Level 3?**

Answer:

Yes, it is one unit. Coverage of specific risks and hazards at the higher levels is covered within each technical unit as required, but only across level 1 and 2. At level 3 there is a unit G22 (036) which looks at higher level skills and knowledge.

### **Can G1 cover the requirements for G20 (001)?**

Answer:

No, but there are elements that can be mapped to the new G20 (001) standards.

### **Can G20 (001) be used if the candidate leaves and returns to complete five years later?**

Answer:

Yes if G20 (001) is still part of the standards. If G20 (001) has changed it can still be used as APL evidence, but this will need supporting to show that the evidence is still current.

### **Can candidates take the nail units in addition to completing the beauty therapy qualification?**

Answer:

Yes, but they will need to be registered for the nail units.

### **Do all the performance criteria in G20 (001) have to be met through performance evidence and do they all have to be covered in each observation?**

Answer:

Yes. Performance evidence is required for all PCs in each outcome.

Candidates must also cover all the PCs on each performance. For outcome 1 the evidence is likely to include witness testimonies, product evidence and observation.

**G18 (020) states over a sufficient period of time, does this mean that a candidate has to complete this unit at the start, middle and end of the qualification?**

As centres run this qualification over different periods of time there is no specific timescale, however candidates should be assessed at the start of their qualification, middle and towards the end, to show development throughout these units over a period of time.

## **2 Questions about assessment**

**Does the phrase ‘and skills’ in the evidence requirements imply that the candidate must actually perform these areas and not just have knowledge of them?**

Answer:

No, this statement is intended to allow the candidate flexibility to use knowledge evidence for these areas. Whilst performance evidence such as observations or witness testimonies can be used to provide traditional evidence of skills, thorough oral or written questions or written assignments can also help assessors determine whether candidates are able to perform to the standards.

**Are there any pre-entry requirements for Level 3?**

Answer:

None set by Habia, but centres should carry out an initial assessment with candidates to ensure they are placed on the correct level for their existing experience.

**How many units does a centre have to offer for approval?**

Answer:

To certificate any full qualification the centre must offer and be approved for at least the mandatory units for that award and the minimum number of optional units that are required for that award. The actual optional units required for approval are not specified. Centres may be approved to offer any individual unit and will be able to apply for Certificate of Unit Credits for those awards, but not the full certificate.

**Do candidates doing Level 2 have to register for the whole of Level 3 if they want to do one Level 3 unit?**

Answer:

No – they will be able to register for just the unit they are doing.

**When does the invigilator have to sign the written questions marking header sheets?**

Answer:

Immediately after the candidate completes the questions to confirm that the paper was completed under the specified conditions.

**Can men and women be used for practical assessments?**

Yes, unless specified within the individual units.



**Are completed observations recorded for incomplete units by assessors in other centres still valid observations when candidates transfer to another centre?**

Answer:

These observations must be treated as expert witness testimonies by the new centre (using key 1 shown in the witness status list) and not as observations. This is because the new centre has not undertaken any internal verification of these assessments. In such cases centres must take steps to confirm competence without unduly disadvantaging the candidate. This process must include the new centre carrying out at least 20% (rounded up) of the observations required for each outcome in the unit. Centres must inform their external verifier of all candidates who are transferred from other centres.

**Do candidates have to collect product evidence from their work to support assessor observations?**

Answer:

Yes, it is good assessment practice for any naturally occurring product evidence, such as client record cards, consultation analysis sheets, copies of messages, appointment records, and plans for promotional activities etc to be included as supplementary evidence. It is not necessary for photographs to be included unless they naturally occur eg where photographic activities are involved.

**What happens if the number of observations indicated have been met but the range has not been covered?**

Answer:

Habia state in the evidence requirements the range that must be met through observation for each unit, if this has not been met by carrying out the minimum number of observations further observations should be carried out.

**Can each outcome be assessed independently?**

Answer:

In all technical units the assessment must be taken in entirety as it would be in a full treatment

**Where does the IV sign when an interim verification has taken place and the unit is not fully completed?**

Answer:

Under the relevant practical observation or against the ECU if the theory has been sampled

**Where should the treatment time be recorded?**

Answer:

Either on the treatment plan or in the logbook.

**Does the logbook have to be cross-referenced?**

Answer:

No

**Can a mixture of paper based tests and GOLLA be used?**

Answer:

Yes

**Can centres use centre devised materials for the knowledge areas that do not have to be covered through mandatory written questions (E3)?**

Answer:

Yes, but these must be confirmed as suitable for use by the centre's external verifier before they are used. In such cases candidates and assessors must choose to use either the centre devised materials or the City & Guilds materials for a unit. Mixed materials cannot be used for a unit.

**Do assessors have to write down their oral questions and the candidate's response?**

Answer:

Good practice would be to write down a record of the question and answer, but this is not necessary on all occasions when using a prepared question bank if the assessor is experienced and there is a high degree of confidence in their work. If the question is assessor devised the question and key facts supplied in the answer should be recorded. Please see *Ensuring Quality* editions 8 or 12 for more specific information.

**What is period of time should be left between retakes of knowledge tests?**

Answer:

This will vary as per the individual learner

**What should candidates wanting to do the level 1 Diploma in hairdressing and beauty therapy be registered onto?**

Answer:

3008-11 Level 1 Diploma in hairdressing and beauty therapy

3008-61 Level 1 Diploma in hairdressing and beauty therapy with gola

**Do candidates registered on the level 1 Diploma in hairdressing and beauty therapy have to sit both the level 1 hairdressing cross unit knowledge test (601) and the level 1 beauty therapy cross unit knowledge test (501)**

Answer:

Yes

**Is Anatomy and physiology now included in each unit?**

Answer:

Yes, in both GOLA and paper based tests.

**How is GOLA IV'd?**

Answer:

GOLA is a secure system therefore does not need to be IV'd. However if other methods are used to assess the candidates knowledge to make it up to 100% these would need to be IV'd in the same way as the paper based tests

### **3 Questions about the assessment strategy**

**Will proof that an individual has watched demonstrations within the main hall at an exhibition, ie 3 hours at the Habia stand, be allowed for CPD?**

Answer:

Yes this is equal to seeing a show, but it is evaluated on individual merit. The 'proof' must include confirmation that the individual attended for the duration claimed and specific details of all the knowledge and/or skills learnt and how this benefits the claimant of the CPD time.

**Can in-house delivery of updates on the National Occupational Standards be used to cover the CPD requirements?**

Answer:

Yes, for the presenter and delegates in attendance.

**What evidence is required for use of working in a salon for CPD?**

Answer:

An account of what was undertaken, its duration, the learning outcomes and how the activity helped the individual develop, with independent support by a signature of a manager, colleague and/or client.

**Do the service times include the consultation?**

Answer:

No, the times start from commencement of the specific practical work described.

**Does the new Assessment Strategy affect the current standards or does the existing strategy apply for these?**

Answer:

The new assessment strategy applies to the new qualifications only. The current assessment strategy still applies to those involved with the current standards.

**Is 'paying' in the assessment strategy related to commercial rates?**

Answer:

No, but the rates charged should be realistic to at least cover the basic costs of the service provided. Rates for services should be determined in accordance with the sales and marketing policy required in item 1 of Appendix 1A of the RWE requirements. It is acceptable for centres to reduce rates or use vouchers where this is part of a clearly defined promotional campaign.

**Is 'further beauty therapy, nail services or spa therapy qualification work' in the assessment strategy CPD requirements about an individual gaining a qualification, working towards a qualification or delivering a qualification?**

Answer:

This refers to the individual gaining or undertaking work towards their own formally assessed qualification or unit thereof.

**Does 'group' in the Realistic Working Environment requirements apply to the staff that work in the candidates own workplace?**

Answer:

Yes.

**Does 'paying clients' in the realistic working environment requirements apply to every service?**

Answer:

Yes.

**Do assessors and verifiers who work in both *beauty therapy and nail services* have to complete 30 hours CPD for each area (making a total of 60 hours each year)?**

Answer:

No.

**Do assessors and verifiers who work in both *hairdressing and beauty therapy* have to complete 30 hours CPD for each area (making a total of 60 hours each year)?**

Answer:

Yes, as these are different subject areas. The actual number of hours required can be adjusted pro-rata to reflect the number of hours worked in each area. Some CPD activities may be used against both the hairdressing and beauty therapy requirements.

**Is it mandatory for Assessors to record assessment decisions in blue or black ink, internal verifiers to use red ink and external verifiers to use green ink?**

No.

**What qualifications are required to deliver the new units; provide single lash extensions, provide intimate waxing treatments, provide stone therapy treatments?**

Answer:

Any of the following

Completion of the relevant City & Guilds NVQ units (3007)

Completion of the relevant City & Guilds short VRQ awards (3003)

Certificated manufacturers training which includes hands on training

**Do internal verifiers need to be qualified to Level 3 to be able to IV?**

Answer:

Please see the Habia Assessment Strategy in Appendix D6 on page 160 of this document

## Appendix C3 – Glossary of beauty therapy, nail services and spa therapy terms

This document contains explanations of how commonly used words and phrases have been used in the Beauty Therapy, Nails Services and Spa Therapy National Occupational Standards.

**This document contains explanations of how commonly used words and phrases have been used in the Habia Beauty Therapy, Nail Services and Spa Therapy Standards.**

<b>Acrylic Powder</b>	A finely ground polymer powder.
<b>Affusion Shower</b>	Relaxing multi-jet shower of warm droplets of water (seawater or mineral), which are often infused with aromatics. The shower is suspended over a wet table and the water massages the body with varying temperatures and pressures. A lymph drainage massage can also be given.
<b>Art Director</b>	* Referenced in the photographic make-up range The term art director is a blanket title for a variety of similar job functions in advertising, publishing, film, theatre and television. Typically this person is responsible for the overall art/design of the project.
<b>Artiste</b>	* Referenced in the photographic make-up range The artiste is the person on whom the make-up is being carried out. This could include models, performers and celebrities.
<b>Aseptic</b>	The opposite of sepsis, a situation trying to eliminate bacteria. All treatment procedures must be aseptic, ie wearing PPE, hand washing, disposal of waste etc (from British Standards glossary of terms relating to Disinfectants).
<b>Atrophic scar tissue</b>	Scar tissue that is lower than the surrounding skin, an indented scar.
<b>Audio sonic</b>	A hand-held massage machine which produces a gentle massage action but penetrates deep into the tissues.
<b>Avant-garde</b>	Images that are radical, daring and in advance of their time.
<b>Ayurveda</b>	An ancient Indian Ayurvedic healing system which combines natural therapies and encompasses the mind, body and spirit.

<b>Back bubbling</b>	<p>A technique carried out in airbrushing. Blocking the nozzle to redirect the air supply into the cup of the airbrush which will facilitate colour mixing of the paint within the cup.</p> <p>By using a cleaning agent this can also be used for effectively removing colour from the airgun.</p>
<b>Bikini Line (general waxing)</b>	This involves removing hair that falls outside a high-leg brief, around and underneath the upper inner thigh.
<b>Blend</b>	The application of direct current and high frequency to the hair follicle simultaneously.
<b>Blending</b>	A nail art technique which could include the use of opalescent blending or the blending of several colours.
<b>Blood Spots</b>	Non linear concentrations of blood present on the skin's surface, overlaid with a translucent layer of the skin, may be raised or flat and varying in size. Otherwise known as Campbell de Morgan or Cherry Angiomas.
<b>Body Wrapping</b>	The body is cocooned in a blanket, electric blanket, linen wraps, sand, sheets, towels, etc or in a Soft Pack/Dry Float treatment bed or steam cabinet machine. Products are applied to the body and the client relaxes for 20 minutes whilst the products absorb into the body's system.
<b>Buff</b>	A technique used in nail services to create a smooth, even nail surface and increase the blood flow to the area.
<b>Buffed</b>	Satin or gloss finish.
<b>Caldarium</b>	<p>Based upon a Roman style steam room with an aromatic moist atmosphere to either relax or stimulate the client with light and sound effects to stimulate the five senses. The temperature operates between 42-45°C – ambient air temperature with steam.</p> <p>Fully tiled heated walls, floor and lounge benches, seats 10 persons. Kneipp Hose to refresh and cool the body enabling the client to spend longer periods in the Caldarium.</p> <p>Selection of electronically injected aromatic essences with steam – Lavender, Rose, Jasmine and Summer-meadow. Fibre optic lighting or painted ceiling.</p>

<b>Cataphoresis</b>	This is usually applied after an epilation treatment by galvanic electrolysis to soothe and reduce redness on the skin.
<b>Chakras</b>	The ancient sanskrit word Chakra means 'energy wheel'. Chakras act as a link between the emotional and physical body.
<b>Client groups</b>	This term is used in a number of the units and it refers to client diversity. The CRE (Commission for Racial Equality) ethnic group classification is used in the range for these units. These cover white, mixed, Asian, black and Chinese.
<b>Confidential information</b>	May include personal aspects of conversations with clients, personal aspects of conversations with colleagues, contents of client records, client and staff personal details (eg addresses and telephone numbers etc) financial aspects of the business, gossip.
<b>Consumer and Retail Legislation</b>	<p><b>The Consumer Protection Action (1987)</b> This Act follows European directives to protect the buyer from unsafe products. The Act is designed to help safeguard the consumer from products that do not reach a reasonable level of safety.</p> <p><b>The Consumer Safety Act (1978)</b> There is a requirement to reduce the possible risk to consumers from any product that may be potentially dangerous.</p> <p><b>The Prices Act (1974)</b> The price of products has to be displayed in order to prevent a false impression to the buyer.</p> <p><b>Trade Descriptions Act (1968 and 1972)</b> Products should not be falsely or misleadingly described in relation to their quality, fitness, price or purpose, by advertisements, orally, displays or descriptions. Since 1972 it is also a requirement to label a product clearly, so the buyer can see where the product was made.</p> <p><b>The Resale Prices Act (1964 and 1976)</b> Manufacturers can supply a product at a recommended price, but the seller is not obliged to sell at the recommended price.</p>

<p><b>Consumer and Retail Legislation (continued)</b></p>	<p><b>The Sale and Supply Goods Act (1994)</b></p> <p>You, as the seller, must ensure that the goods you sell are:</p> <ul style="list-style-type: none"> <li>• of satisfactory quality – defined as the ‘standard that would be regarded by a reasonable person as satisfactory having taken into account the description of the goods, the price and any other relevant circumstances’ and</li> </ul> <p>reasonably fit – you must ensure, as a seller, that goods are able to meet what you claim they do.</p>
<p><b>Contra-actions</b></p>	<p>Refers to negative reactions from the treatment or products, eg excessive erythema, allergic reactions.</p>
<p><b>Contra-indications</b></p>	<p>Conditions or restrictions which indicate a particular service should not be carried out.</p>
<p><b>Cooling systems</b></p>	<p>This refers to any method used in stone therapy to cool stones to the required temperature, eg stone coolers, refrigerators, ice bucket, etc.</p>
<p><b>Cross-infection</b></p>	<p>This is the transfer of microorganisms through poor hygiene practices by direct contact with another person or indirect contact by infected tools and equipment.</p>
<p><b>Custom blended</b></p>	<p>Refers to mixing a variation of products to suit individual client requirements.</p>
<p><b>Debris</b></p>	<p>This covers loose materials such as glues, nail filings and waste materials left over from a treatment.</p>
<p><b>Dermatosis papulosa nigra</b></p>	<p>Lesions that develop through defects in the pilosebaceous follicles. They are benign, non-infectious but gradually increase in number.</p>
<p><b>Desincrustation</b></p>	<p>A deep cleansing treatment using the effects of a galvanic current.</p>
<p><b>Diathermy</b></p>	<p>Oscillating alternating current which destroys hair growth cells by heat.</p>
<p><b>Disinfectant</b></p>	<p>A substance capable of removing or reducing microorganisms.</p>
<p><b>Disinfecting hands</b></p>	<p>This refers to cleansing or washing the hands to an antiseptic level so as to inhibit bacteria.</p>



<b>Disinfection</b>	Inhibits the growth of disease causing microorganisms (except spores) using chemical agents.
<b>Dry Flotation</b>	A complete and virtually instant relaxation treatment, where the body is cocooned in a waterproof sheet and literally dry floating, with no pressure points on the body, suspended in warm water.
<b>Ectomorph</b>	A lean and angular body shape.
<b>Electrolysis</b>	Total follicle destruction using a direct current.
<b>Electrotherapy</b>	The use of mechanical or electrical equipment to improve face and body condition.
<b>Endomorph</b>	A round body shape.
<b>Environmental conditions</b>	These include heating, lighting, ventilation and general comfort.
<b>Epilation</b>	Total follicle destruction.
<b>Erythema</b>	Redness to the skin caused by irritation, or injury to the tissue.
<b>Exfoliation</b>	The removal of surface skin cells.
<b>Eyelash extensions</b>	<p><b>Full set</b> This covers from the outer corner to the inner corner of the upper eyelid.</p> <p><b>Partial set</b> This covers from the outer corner to the mid point of the upper eyelid.</p> <p><b>Strip lashes</b> These are a length of lashes pre-attached to a non-adhesive strip.</p> <p><b>Flare lashes</b> These are a collection of individual lashes attached to a non-adhesive bulb.</p> <p><b>Singles lashes</b> These are a single lash, which are attached to a single natural eyelash by use of adhesives.</p>
<b>Faux tan</b>	Alternative word for fake tan.
<b>Fibroma</b>	Benign tumour of connective tissue.
<b>Finnish Sauna</b>	Finnish dry heat treatment in a wood-lined room. The heat induces sweating to cleanse the body of impurities. The temperature operates at 80°C.

<b>Fitzpatrick Classification system</b>	Devised in 1975 at Harvard University, this is a skin classification on a scale of 1 to 6 based on photosensitivity reaction to UV irradiation.
<b>French finish</b>	A technique in nail services which creates a defined smile line on the nail free edge.
<b>Galvanic</b>	Continuous direct current which destroys hair growth cells by chemical destruction (sodium hydroxide).
<b>Gender dysforiac</b>	A person who believes that he/she is trapped in the wrong gender.
<b>Gold needle</b>	A needle plated with gold.
<b>Gyratory massager</b>	Revolving mechanical equipment used to reproduce massage movements.
<b>Hamman</b>	Turkish or Middle Eastern communal bath house. Hot steam room with a cold plunge pool.
<b>Histamine reaction</b>	A chemical compound in the body tissues causing an allergic reaction.
<b>Hydro Bath</b>	An underwater massage in a hydro bath equipped with high pressure jets and hand manipulated hose to stimulate the blood and lymphatic circulations.
<b>Hydro Pool</b>	A pool equipped with various high pressure jets and water experiences – air beds, neck fountains etc.
<b>Hydrotherapy</b>	From the Greek – Hydor – water and Therapia – therapy – ‘Any therapeutic use of water’.
<b>Hygiene requirements</b>	The standard expected, as laid down in law, industry codes of practice, or written procedures specified by the organisation.
<b>Hyper-pigmentation</b>	Excessive coloration in comparison to the surrounding skin due to excess melanin (eg age spots, freckles, stretch marks, sun tan, melasma and chloasma).
<b>Hypo-pigmentation</b>	Loss of coloration in comparison to the surrounding skin area (eg leucoderma, stretch marks, scarring, vitiligo).
<b>Hypertrophic scar tissue</b>	Scar tissue that is higher than the surrounding skin protruding scar.
<b>Incompatibility</b>	This refers to chemicals which do not work together and may have an adverse reaction.

<b>Inorganic pigments</b>	These are the more earthy tones used in micro-pigmentation. These are synthetically reproduced from iron oxide to reduce contaminants.
<b>Insulated needle</b>	A needle coated with insulating material leaving only the tip exposed.
<b>Iontophoresis</b>	The introduction of ionised products with an electrical charge into the skin using a galvanic current to improve all skin conditions.
<b>Keloid scar</b>	Growth of hard, raised, irregular scar tissue which spreads beyond the original injury –tending to occur more often on dark skin.
<b>Laconium Sauna</b>	A relaxing dry aromatic environment creating a Roman sauna atmosphere, with light and sound effects to stimulate the five senses. The temperature operates at around 65°C, with 15-20% humidity, which is cooler than the traditional Finnish sauna. Fully tiled heated walls, floor and contoured lounge benches seats 6-8 persons. Kniepp Hose to refresh and cool the body enabling the client to spend longer periods in the Laconium.
<b>Legal requirements</b>	This refers to laws affecting the way businesses are operated, how the salon or workplace is set up and maintained, people in employment and the systems of working which must be maintained. Of particular importance are the COSHH Regulations, the Electricity at Work Regulations and the Cosmetic Products (Safety) Regulations.
<b>Legislation</b>	Laws affecting the conduct of business, treatments, the premises or working environment, people employed and systems of work.
<b>Limits of own authority</b>	The extent of your responsibility as determined by your own job description and workplace policies.
<b>Lip stains</b>	Cosmetics that will stain-dye the lips with a colour which lasts far longer than traditional lipsticks.
<b>Liquid</b>	In nails it is generally referring to monomer.
<b>Manufacturers' instructions</b>	Explicit guidance issued by manufacturers or suppliers of products or equipment, concerning their safe and efficient use.
<b>Marma (pressure point)</b>	An ancient Indian term for pressure point application.

<b>Mask treatments:</b>	
<b>a) setting</b>	These include clay, thermal, paraffin, geloids.
<b>b) non-setting</b>	These include gels and creams.
<b>Massage techniques:</b>	
<b>Effleurage</b>	A gentle stroking movement.
<b>Friction</b>	A vigorous rubbing movement using the finger pads. It is stimulating rather than relaxing and is not always carried out. It is only done for a few minutes, working from front to back.
<b>Petrissage</b>	Slow, firm, kneading movement.
<b>Rotary</b>	A firm circular movement using the pads of the fingers over the surface of the scalp.
<b>Tapotement</b>	A stimulating movement which consists of light tapping and patting on the face and scalp.
<b>Mental preparation</b>	Requires the therapist to relax and clear the mind to allow them to fully focus on the treatment.
<b>Mesomorph</b>	A strong athletic body type.
<b>Micro-pigmentation</b>	Is a process of implanting medical grade colour pigments into the upper most layers of the skin to a depth of approximately 0.5mm or 1.5 mm to produce make-up effects or camouflage.
<b>Milia</b>	These are hard white keratin trapped in a blind ended duct where there is no surface opening due to an overgrowth of epidermal skin tissue. They appear as a pearly white nodule. Commonly known as a whitehead.
<b>Minors</b>	In Scotland a minor is classed under the age of 16. In England, Wales and Northern Ireland a minor is someone under the age of 18. All minors require parental consent.
<b>Monthly Index of Medical Specialities (MIMS)</b>	Items that can be on NHS prescriptions or via Hospital Formulary.
<b>Nail Powder</b>	A finely ground polymer powder.
<b>Needle stick injuries</b>	Accidental self injury with a used needle.
<b>Objectives</b>	Desired outcomes or results.
<b>One-piece needle</b>	A needle constructed from a single piece of metal.

<b>Opalescent</b>	A pearlised effect.
<b>Organic pigments</b>	These are normally the brightest, most vibrant pigments used in micro-pigmentation. They are synthetically produced and contain less iron oxide than inorganic pigments. They are not as long lasting as inorganic pigments.
<b>Organisational requirements</b>	Beauty therapy procedures or work rules issued by the salon management.
<b>Overlay</b>	A thin coating applied to the natural nail or an application over the natural nail and tip.
<b>Painting techniques</b>	A range of nail art techniques, which could include the use of free hand, brushes, textured sponges, colour shapers and marbelling techniques.
<b>Papilloma</b>	Growth of epithelial tissue with a 'stalk' of fibrous tissue.
<b>Personal appearance</b>	Hair is secured away from the face or of an appropriate length and style so as not to interfere with the treatment. Nails are clean, free of varnish and of a suitable length so as not to interfere with the treatment. The only permitted jewellery are wedding bands and small, unobtrusive earrings. Shoes should be clean, low heeled and fit securely around the foot. Uniforms should be freshly laundered.
<b>Personal presentation</b>	This includes personal hygiene; use of personal protection equipment; clothing and accessories suitable to the particular workplace.
<b>Personal Protective Equipment (PPE)</b>	You are required to use and wear the appropriate protective equipment or clothing during colouring, perming and relaxing services. Protective gloves and apron are the normal requirements for yourself. (See also General Guidance on Health & Safety and other Legislation applicable to Beauty Level 3 at the rear of this Glossary).
<b>Pilo-sebaceous unit</b>	Hair follicles together with the sebaceous gland which forms the pilo-sebaceous unit.
<b>Pointilism</b>	An implantation technique used in micro-pigmentation whereby a surface is covered with tiny dots of colour pigment to create a shaded effect, eg lower lash line, areola etc.

<b>Power Jet Massage</b>	<p>Also known as Jet/Scottish Douch or Blitz, revitalises and energises the body working on the circulatory systems.</p> <p>Standing at the end of a room the therapist works muscles with warm pressurised water, relieving tension and stress. These drainage techniques, when performed with care, have excellent results on the lymphatic and circulatory systems.</p>
<b>Practitioner</b>	This refers to the person carrying out the treatment or service, eg beauty therapist, nail technician or spa therapist.
<b>Pre heat treatments</b>	These can include heat packs, sauna, steam, infrared, baths, paraffin wax baths and power showers are all examples of pre heat treatments.
<b>PSI</b>	This is an abbreviation of Pounds per Square Inch relating to the air pressure coming from the compressor through the gun onto the skin. This will be adjusted according to the coverage required and the site and size of the area.
<b>Pulsing</b>	This is a technique used in airbrushing where the trigger of the airbrush is intermittently pressed to create different textured results.
<b>Rebalance</b>	Maintenance of the entire nail structure including the stress area, free edge and cuticle.
<b>Relaxation Room/area</b>	Room or area in the spa which allows the client time to relax, rest and cool down between treatments in a safe cocooned environment. This area allows clients to consume water/liquids to re-hydrate the body and read quietly.
<b>Relevant person</b>	An individual deemed responsible for supervising you during a given task or service, or the person to whom you normally report.
<b>Replace</b>	Replace the entire extension due to loss or removal.
<b>Resources</b>	The equipment, products and time required to perform a treatment.
<b>Responsible persons</b>	This term is used in the Health and Safety unit to mean the person or persons at work to whom you should report any issues, problems or hazards. This could be a supervisor, line manager or your employer.

<b>Retouch</b>	A term used to describe the follow-up treatment to a micro-pigmentation procedure. The purpose is to assess, analyse and complete the procedure.
<b>Salon requirements</b>	Any salon procedures or work rules issued by the salon management.
<b>Salon services</b>	Covers all the services offered in your workplace.
<b>Sanitation</b>	This refers to cleansing or washing to an antiseptic level so as to inhibit bacteria.
<b>Sanitisation</b>	This refers to cleansing or washing to an antiseptic level so as to inhibit bacteria.
<b>Saunarium</b>	The Sauna can operate as Saunarium with humidity automatically released into the air. The temperature operates at 80°C – Saunarium temperature operates at 60°C ambient air temperature with steam.  Fully tiled heated walls, floor and lounge benches, seats 10 persons. Fibre optic lighting.
<b>Semi-precious stones</b>	These can be incorporated within stone therapy placement to enhance the benefits of the treatment, eg for clearing, balancing, etc.
<b>Service/Treatment plan</b>	The stages or plan you intend to follow in carrying out a particular treatment. The basic content of the service/treatment plan include: areas to be treated, type of treatment, known contra-indications, contra- actions, service/treatment advice, client signature, client feedback.
<b>Sharps</b>	A term used by the Health & Safety Executive to describe sharp objects. In the context of beauty, sharps include scissors, needles for electrical epilation and micro lancers for milia extraction or ingrown hairs which may have bye-laws covering their disposal.
<b>Shower Experience</b>	The Experience shower has several options from a cold fog mist combined with a mint essence to enhance a feeling of coolness after a heat treatment, to a cold mint rain. Alternatively, a tropical rain like massage shower using passion fruit essence, invigorates you prior to a heat treatment.

<b>Shower Hydro</b>	Automatic Water Massage. Computer controlled for accuracy of temperature and method of application. Variable applications; specific areas of the body treated by high-pressure jets, precisely timed sequences and programmes including wave and back and head massage; specific reflex regions being subjected to rapid changes in temperature and pressure.
<b>Skin sensitivity tests</b>	A test to determine if the client is allergic to the product (eg tint) being applied.
<b>Skin stains</b>	Cosmetic pens that will stain dye the skin with a colour which lasts far longer than traditional make-up. Often used in skin camouflage to create eyebrows, eye shadow, eyeliner, lips and areola.
<b>Skin tags</b>	Fibrous skin condition found individually or in groups. Consisting of fibrous tissue varying in size and colour. Commonly found on neck, axilla and groin area, also known as pendunculated papilloma, fibro epithelial papilloma or polyp or raised fibroma simplex.
<b>Skin warming devices</b>	These can include steamers, hot towels, hot towel cabinet etc.
<b>Smile line</b>	A cure on the nail that is created naturally by the hyponychium or a coloured artificial overlay or nail varnish.
<b>Spa</b>	Spas are the sacred spaces for understanding and nurturing the contemporary human spirit. Water is an essential element of Spa.
<b>Special occasion make-up</b>	This could include bridal, proms, parties.
<b>Specialised skin products</b>	These include eye creams, eye gels, neck creams, serums, acne products, lip balms etc.
<b>Spider Neavi (Telangiectasia Angioma)</b>	Central dilated blood vessel with smaller capillaries radiating from it, like the legs of a spider.
<b>Spinal layout</b>	The term used for positioning the stones on the couch ready for the client to lay back onto during stone therapy massage.
<b>Steam Room</b>	An area (room or cabinet) of wet hot steam, that softens and cleanses the skin and relaxes the body.
<b>Sterilisation</b>	The total destruction of all microorganisms.



<p><b>Stone therapy treatment techniques</b></p>	<p><b>Tapping</b> Holding a stone on the body whilst rhythmically tapping with another to create a vibrational effect.</p> <p><b>Tucking</b> The positioning of a warm stone underneath an area of the body after it has been used for treatment (eg knees, legs, shoulder etc).</p> <p><b>Placement</b> Placing a stone in a specific position on or underneath the body.</p> <p><b>Trigger point</b> Deep, continuous pressure with a stone on an isolated area to achieve relief of muscular tension.</p>
<p><b>Stylist</b></p>	<p>* Referenced in the photographic make-up range</p> <p>The person responsible for deciding the wardrobe requirements and possible overall look.</p>
<p><b>Sugaring</b></p>	<p>This includes the use of sugar paste and/or strip sugar.</p>
<p><b>Systemic medical condition</b></p>	<p>A medical condition caused by a defect in one of the body organs, eg the heart and lungs.</p>
<p><b>Telangiectasia</b></p>	<p>A permanently dilated capillary or group of capillaries visible on the skin's surface. Commonly known as thread veins.</p>
<p><b>Tepidarium (Relaxation room)</b></p>	<p>Tepid room. Relaxation room or area with comfortable reclining couches, dimmed lighting and calm music. The temperature operates between 42-45°C – ambient air temperature. A water feature or crystal can be used as a focal point.</p>
<p><b>Test Patch</b></p>	<p>Tests to determine the degree of skin reaction and sensitivity. Test patches can be used to test the degree of heat sensitivity and pain response plus skin reaction. Test patch can incorporate patch test, thermal test or tactile test.</p>
<p><b>Thalasso – pool</b></p>	<p>3% salt content in warm water (approximately 33°C temperature) to simulate seawater, combined with hydro jets.</p>
<p><b>Thalassotherapy</b></p>	<p>The basic principle of thalassotherapy is repeated exposure to sea air, sea water, mud and algae. Thalassotherapy centre is built within a 500 metre radius of the sea. When thalassotherapy is sited inland, it is referred to as thalasso.</p>

<b>Topical anaesthetic</b>	This is a cream applied to the surface of the skin as a method of reducing pain. This can be applied prior to and during treatment.
<b>Treatment plan</b>	The stages or plan you intend to follow in carrying out a particular treatment. The basic content of the treatment plan includes areas to be treated, type of treatment, known contra-indications, contra-actions, treatment advice, client signature, client feedback.
<b>Two-piece needle</b>	A needle constructed from two separate pieces of metal crimped together.
<b>Upper Body Telangiectasia</b>	Group of dilated capillary blood vessels visible on the face, neck, chest or upper back.
<b>Warm wax</b>	Includes, but not restricted to, crème, honey wax and sugar based products with or without additives (e.g. tea tree, lavender etc) applied by spatula or by other mechanical means and removed by strips
<b>Wet area</b>	The wet area of the spa incorporates all water based equipment and materials, ie sauna, steam, pool, showers, hydro baths.
<b>Wet Flotation</b>	The combination of a darkened room and a shallow pool of salt or Epsom salts to enable the body to float which induces deep relaxation.
<b>Wrap fabrics</b>	A material encapsulated in resin to strengthen the nail (eg fibre glass, silk, muslin, nylon and cotton).
<b>Workplace</b>	This word is used to describe the single or multiple areas in which you carry out your work. Normally, this will be your salon.
<b>Workplace policies</b>	This covers the documentation prepared by your employer on the procedures to be followed in your workplace. Examples are your employer's safety policy statement, or general health and safety statements and written safety procedures covering aspects of the workplace that should be drawn to the employees' (and "other persons' ") attention, pricing policies and customer service policies.
<b>Working practices</b>	Any activities, procedures, use of materials or equipment and working techniques used in carrying out your job. Lifting techniques and maintaining good posture whilst working are also included.

# Appendix C4 – General guidance on health and safety legislation applicable to beauty therapy, nail services and spa therapy

## **General Guidance on Health and Safety Legislation applicable to Beauty Therapy**

Health and safety is the responsibility of all persons at work. Employers and supervisors in particular have a greater responsibility for health and safety than, say, the trainee stylist or stylist, but **all** have a responsibility to work in a healthy and safe manner.

### **Section 7 of the Health & Safety at Work etc Act of 1974 states:**

‘It shall be the duty of every employee while at work -

- a) to take reasonable care for the health and safety of himself and of other persons who may be affected by his acts or omissions at work; and
- b) as regard any duty or requirement imposed on the employer or any other person by or under any of the relevant statutory provisions, to co-operate with him so far as is necessary to enable that duty or requirements to be performed or complied with’

There are many individual items of health and safety legislation which apply to the working of a hairdressing salon. Some, like ‘The Management of Health & Safety at Work Regulations 1999’ (which require management to carry out a Risk Assessment of their salons, to identify hazards and to improve working conditions and practices) obviously apply mainly to your employer. Other items of legislation apply to employers **and** all those working within the salon.

The following are the principle items of legislation which apply to general salon operations and, therefore, to employers **and** employees/trainees etc. alike:

#### **1. The Health & Safety at Work etc. Act 1974**

is the great ‘enabling’ Act from which most of the subsequent legislation has sprung.

#### **2. The Workplace (Health, Safety & Welfare) Regulations 1992**

require all at work to help maintain a safe and healthy working environment. They apply very much to hairdressing salons.

#### **3. The Manual Handling Operations Regulations 1992**

place upon all at work the duty to minimise the risks from lifting and handling objects.

#### **4. The Provision and Use of Work Equipment Regulations 1992**

impose upon the employee the duty to select equipment for use at work which is properly constructed, suitable for the purpose and kept in good repair. Employers must also ensure that all who use the equipment have been adequately trained. The requirement for competence to use salon tools and equipment is embodied within the hairdressing standards.

**5. The Personal Protective Equipment at Work Regulations 1992**

confirm the requirement for employers to provide suitable and sufficient protective clothing/equipment and for all employees to use it when required. The use of personal protective equipment (PPE) is a requirement of the hairdressing standards.

**6. The Control of Substances Hazardous to Health Regulations 1992 (often referred to as COSHH) to include subsequent amendments**

are particularly important as the storage, use and sale of a wide range of chemicals forms an important part of salon services, especially as such substances are applied on and sold to non-employees, ie clients.

**7. The Electricity at Work Regulations 1989**

under this law, your salon is required to maintain electrical equipment in a safe condition. It is your responsibility to report any faulty electrical equipment which you come across in your workplace.

**8. Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (often referred to as RIDDOR)**

under this regulation, your salon is required to report injuries, disease and dangerous occurrences. It is your responsibility to report to the relevant person any injuries and dangerous occurrences which happen at work. Your salon may also require you to report any potentially infectious or work related conditions of which you become aware.

**9. Cosmetic Products (Safety) Regulations 1989**

this law lays down rules for recommended volumes and strengths of different hydroxide based products. The strength of a product will vary depending on whether it has been prepared for professional or non-professional general use. It is important that when using these products, you check its strength from the manufacturers' guidance notes and check current legislation. Copies of the Regulations can be bought from Her Majesty's Stationery Office (HMSO) bookshops. Guidance can also be obtained from individual manufacturers and the Hairdressing and Beauty Suppliers Association.

## Appendix D –Assessment Strategy

**The Habia Assessment strategy for Beauty Therapy, Nail Services and Spa Therapy NVQs and SVQs**

**Adapted for Assessors of City & Guilds**

**Level 1, 2 and 3 Beauty Therapy NVQs/SVQs, Level 2 and 3 Nail Services NVQs/SVQs and Level 3 Spa Therapy NVQ/SVQ**

2010

(Will come into force from August 2010 for Beauty Therapy, Nail Services and Spa Therapy NVQs/SVQs)

**May 2010**

### **Introduction**

The full version is available for free download from the HABIA website at [www.HABIA.org.uk](http://www.HABIA.org.uk). The assessment strategy is effective from 1 August 2010 for NVQs (3007) and 1 August 2010 for SVQs (3011).

**Note:** The previous assessment strategy still applies to the previous NVQ/SVQ standards e.g. candidate's evidence and the assessors and verifiers working on the Beauty Therapy NVQ 3023 must still comply with the requirements of the previous assessment strategy.

# Contents

## **Part D1A: Introduction**

---

Contents

---

Foreword

---

Acknowledgements

---

Statement of support

---

## **Part D1B: Mandatory requirements**

---

Performance in the workplace and use of simulations

---

Approach to achieving greater external quality

---

control of assessment

---

Requirements for the occupational expertise of

---

External verifiers, internal verifiers and assessors

---

## **Appendices**

---

Appendix D2

---

Realistic working environment requirements

---

Appendix D3

---

Nationally agreed maximum service times for Beauty Therapy, Nail Services and Spa Therapy NVQ/SVQ assessment purposes

---

Appendix D4

---

Summary of where simulated activities may be used

---

Appendix D5

---

Areas within the Beauty Therapy, Nail Services and Spa Therapy National Occupational Standards for which mandatory question papers must be developed

---

Appendix D6

---

Occupational expertise requirements for Beauty, Nails and Spa assessors and verifiers

---

Appendix D7

---

Requirements for continuing professional development for Beauty, Nails and Spa assessors and verifiers

---

# Appendix D1A

Contents

Foreword

Acknowledgements

Statement of Support

## FOREWORD

We have the best standards for beauty therapy, nails services and spa therapy in the world. It is our vision that anyone achieving an NVQ/SVQ in Beauty Therapy, Nail Services or Spa Therapy can take up employment in any country without having to take that country's national qualification.

Yet standards are only part of the equation of global acceptance of UK beauty therapy, nails services and spa therapy qualifications. Assessment is the key. Without some valid measure of achievement, the world's best standards are no more than words on paper.

This Assessment Strategy is based on solid research with the Beauty Therapy, Nail Services and Spa Therapy industry, trainees, students, assessment centres and the inspectors of government funded programmes during 2002 and subsequent work in 2006 and 2008. It has high levels of support from all these stakeholders and has been agreed with all Awarding Bodies. It will continue to strengthen assessment and verification of NVQs and SVQs in Beauty Therapy, Nail Services and Spa Therapy. The aim is to standardise the assessment approach without losing the independence of each Awarding Body. This will lead to greater consistency within and between Awarding Bodies.

Continuing professional development is an important part of the Assessment Strategy because in industries where fashions, products, techniques and equipment change so rapidly, it is essential that everyone keeps their skills and knowledge up- to-date to meet client needs. This is even truer for assessors and verifiers because they are the gatekeepers of standards for the next generation of beauty therapists, nail technicians and spa therapists.

We sincerely hope that the good practice set in the Assessment Strategy will be applied not just to NVQs and SVQs but to all qualifications within Beauty Therapy, Nail Services and Spa Therapy.



Alan Goldsbro  
Chief Executive  
Habia



## **ACKNOWLEDGEMENTS**

Habia wishes to acknowledge the many people who have contributed to the development of this Assessment Strategy.

The level of dedication to the beauty and spa therapy industries and the nail industry is highly commendable.

Our particular thanks go to the expert working groups, dozens of training providers, employers and candidates and the staff of our Awarding Bodies who gave freely of their time to review and comment upon the various drafts of this document during the course of its development. Your feedback has been extremely important not only in shaping the final version of this document but also in providing Habia with information to assist our future work.

Our thanks also go out to all those who so willingly gave either their own time and effort or that of their staff to serve on our industry forums concerned with steering this project.

The endeavours of Habia staff and our external consultant deserve a special mention and our sincere thanks.

## STATEMENT OF SUPPORT

This strategy has been developed as part of Habia's commitment to ensuring continuous improvement in training provision, expertise and the general quality of Beauty Therapy, Spa Therapy and Nail Services throughout the United Kingdom.

With effective implementation by our Awarding Bodies, it will support the continued availability of high quality National Vocational Qualifications (NVQs) and Scottish Vocational Qualifications (SVQs) that are fit for purpose and command wide public and employer confidence.

This strategy puts in place requirements which ensure the rigour and consistency of assessment procedures in addition to ensuring that all those involved in assessment processes remain highly qualified, experienced and technically up-to-date.

We have, therefore, no hesitation in recommending this strategy and the contribution it makes towards achieving our wider organisation goals for the Beauty Therapy, Nail Services and Spa Therapy sectors and our responsibilities as a Standards Setting Body.



Alan Goldsbro  
Chief Executive Officer  
Habia

## Appendix D1B

### **Mandatory requirements**

#### **Key Mandatory Components of Our Assessment Strategy**

Part 2 sets out the Key Mandatory components of our Assessment Strategy for NVQs and SVQs, which are:

- Performance in the workplace, the use of realistic working environments, requirements for a realistic working environment and the use of specific simulated activities
- Habia's approach to External Quality Control of Assessment
- The requirements for the occupational expertise of External Verifiers, Internal Verifiers and Assessors

Each of the above is expanded in more detail below.

#### Performance in the Workplace and Use of Simulations

The Beauty Therapy, Nail Services and Spa Therapy NVQs/SVQs may be assessed in the workplace and/or an approved 'realistic working environment' meeting the criteria set out in Appendix D2.

Habia wishes to make clear its stance on the use of simulated activities and a realistic working environment. The key criterion for allowing the use of simulated activities in the assessment of performance is the rarity of the opportunity to undertake the activities required by the standard of competence. Examples of these activities include:

- dealing with fire and other emergencies
- dealing with health & safety activities outside or peripheral to normal practices
- client/customer relationships
- contra-indications/contra-actions

Therefore, a simulated activity is viewed as 'any structured assessment exercise involving a specific task which reproduces real life situations'. In this it is distinct and separate from the use of an approved realistic working environment as the latter allows the candidate to perform an entire occupational role over an extended period of time, in an environment which as closely as possible replicates the working environment and involves real work on real clients drawn from members of the public.

Habia considers evidence generated in a realistic working environment meeting the criteria set out in Appendix D2, as acceptable for the purposes of Beauty Therapy, Nail Services or Spa Therapy NVQ/SVQ assessment. The use of realistic working environments will be necessary to promote access to assessment for some Beauty Therapy, Nail Services and Spa Therapy candidates at present.

Simulated activities may only be used for Habia developed units where indicated in Appendix D4. An additional, specific dispensation has been given to schemes operating in HM Prison Service whereby use of replica money is allowed within Unit G4 (Fulfil salon reception duties) to prevent barriers to access caused by prison rules on cash usage.

Levels 1-3 NVQs/SVQs in Beauty Therapy, Nail Services and Spa Therapy (3007/3011)

In addition to this, internal telephone systems can be used to cover Range 2 in particular by telephone. However, this cannot be done as a simulated activity and cannot be used within a role-play situation. The internal telephone system must be a permanent fixture and not set up for role-play activities.

The Institute of Customer Service (ICS) has given a special dispensation for the 'imported' Customer Service unit listed below to be assessed in a Realistic Working Environment (RWE) conforming to Habia's criteria specified in Appendix D2:

- Unit G18 (ICS Unit 10), Level 2: Promote additional services or products to clients

This dispensation in no way implies that the Customer Service NVQ/SVQ itself can be achieved in an RWE. The dispensation only applies to the imported unit above.

As a matter of policy, Habia will work with industry experts and its Awarding Bodies to develop basic Evidence Requirements for use where Beauty Therapy, Nail Services and Spa Therapy National Occupational Standards are used for NVQ/SVQ purposes.

## **Approach to Achieving Greater External Quality Control of Assessment**

Our strategy to address the above is as follows:

An overall 100% achievement rate for the entire underpinning knowledge and understanding specification in the National Occupational Standards should be required of each candidate.

Habia requires all Awarding Bodies to develop externally set mandatory question papers to cover critical areas of essential knowledge and understanding within specified units for the Beauty Therapy Levels 1, 2 and 3 NVQs/SVQs, the Nail Services Levels 2 and 3 NVQs/SVQs and the Spa Therapy Level 3 NVQs/SVQs. These units and the critical areas of knowledge have been detailed in Appendix D5 for Beauty Therapy, Nail Services and Spa Therapy units.

All mandatory question papers should be internally marked by assessors using answer and/or marking guides supplied by the Awarding Body. A minimum of two differently designed sets of questions and associated answer guides should be provided for all mandatory, designated areas of questioning.

For externally set mandatory question papers, a 70% achievement rate must be attained under formal, 'closed book' assessment conditions, to avoid the necessity of a resit of the complete paper. For those achieving 70% or more, questions answered incorrectly may be reassessed by a variety of means (eg oral questioning, a repeat of the written questions, assignments) to ensure 100% achievement on the mandatory areas of questioning for the units being undertaken.

All question and answer sheets must be collected from candidates and securely retained by the centre for internal and external verification purposes. It is expected suitable systems will be in place to prevent copying or plagiarism.

It is anticipated that Awarding Bodies will make suitable alternative arrangements for those with identified special needs which may preclude them from undertaking written assessments (eg candidates who are identified as dyslexic).

It is expected Awarding Bodies will ensure:

- the design of testing does not discriminate between those taking full qualifications and individual units
- that assessment instruments do not directly or indirectly discriminate against any particular group and ensure equality of opportunity appropriate to employment in the Nail Services industry
- that candidates are not expected to repeat questions on knowledge 'common' to several units
- arrangements are in place for testing to be carried out at a time to meet individual needs and rate of progress
- where necessary, suitable arrangements are in place for reassessment of those areas where candidates have been shown to be 'not yet competent'.
- suitable arrangements are put in place for those with disabilities affecting their reading and writing capabilities.

Assessment of Essential Knowledge and Understanding Items Outside the Specification for Externally Set Mandatory Question Papers

As a 100% achievement rate is required for the entire Knowledge and Understanding specification for each unit for each candidate, other means such as oral questioning and additional portfolio evidence must be used to demonstrate that all remaining items of underpinning knowledge and understanding have been assessed and achieved satisfactorily.

Habia also requires that the Nationally Agreed Maximum Service Times quoted in Appendix D3 are used for assessment purposes for the particular, critical services listed for each level of the Beauty Therapy, Nail Services and Spa Therapy NVQ/SVQs.

### **Requirements for the Occupational Expertise of External Verifiers, Internal Verifiers and Assessors**

Habia requires that:

All assessors, internal verifiers and external verifiers hold assessment and verification qualifications as specified in current guidance produced by the Regulatory Bodies.

In addition, Habia is required by the Regulatory Bodies to specify the appropriate occupational expertise requirements. These requirements have been detailed in Appendix D6 for Beauty Therapy, Nail Services and Spa Therapy. All Habia Awarding Bodies must comply with these requirements when recruiting and selecting external verifiers and implement the requirements within their current external verifier teams. All Habia Awarding Bodies must ensure their Approved Centres comply with these requirements when recruiting and selecting internal verifiers and assessors and implement the requirements with their current internal verifiers and assessors.

It is expected that as part of Awarding Body internal quality assurance processes, the qualifications and occupational expertise requirements of all involved in the assessment and verification process will be regularly monitored and recorded.

Because of the ever changing nature of the industries Habia represents, it is essential that assessors and verifiers keep their technical skills up-to-date and at an occupational level appropriate to the NVQs/SVQs they are assessing or verifying. All assessors and verifiers must be

able to demonstrate to their Awarding Body that they engage in appropriate continuing professional development (CPD) activities.

To ensure consistency of approach on this matter across all Awarding Bodies delivering Habia NVQs/SVQs, it is a requirement that all Awarding Bodies implement Habia's minimum requirements for CPD activities and put systems in place to monitor, record and ensure assessor and verifier achievement against these requirements. These appear in Appendix D7 for Beauty Therapy, Nail Services and Spa Therapy.

# Appendices

## Requirements relating to the Beauty Therapy, Nail Services and Spa Therapy NVQs/SVQs

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### Appendix D2

Realistic working environment requirements

---

### Appendix D3

Nationally agreed maximum service times

---

### Appendix D4

Summary of where simulated activities may be used for HABIA developed units at Level 1, 2 and 3 (NVQ) and Level 4,5 and 6 SVQ

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### Appendix D5

Areas within the Level 1, 2 and 3 (NVQs/SVQs) National Occupational Standards for which mandatory question papers must be developed

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### Appendix D6

Occupational expertise requirements for Beauty Therapy, Nail Services and Spa Therapy assessors and verifiers

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### Appendix D7

Requirements for continuing professional development for assessor and verifiers of Beauty Therapy, Nail Services and Spa Therapy technical units

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## Appendix D2

### Beauty Therapy, Nail Services and Spa Therapy realistic working environment requirements

As the Standards Setting Body for the Hair, Beauty and Body Art sectors, Habia is responsible for defining what constitutes a 'Realistic Working Environment' (RWE). Habia has set down the following criteria for the assessment location. This will ensure that all candidates are being assessed against the National Occupational Standards in a realistic working environment when not in an actual, commercial workplace.

The following criteria must be included as part of centre approval and must be confirmed as being met during the first external verification visit. The criteria must then continue to be met on every subsequent visit. This will ensure that candidates are able to meet commercial needs in the workplace.

1. Assessment centres must develop realistic management procedures that incorporate a 'salon image\*' and sales and marketing policy to attract the type and number of clients needed to ensure that the requirements of the National Occupational Standards can be achieved.
2. All assessments must be carried out under realistic commercial pressures and on paying clients and not other candidates within the same group. Wherever possible, clients should vary in age and ethnicity so that the requirements of the National Occupational Standards can be achieved.
3. All services that are carried out should be completed in a commercially acceptable timescale. Maximum service times for particular, critical services have been developed by Habia for each Beauty Therapy, Nail Services and Spa Therapy NVQ/SVQ and are detailed in Appendix D3. These times should be used for assessment purposes.
4. Candidates must be able to achieve a realistic volume of work.
5. The space per working area conforms to health and safety legislation and commercial practice.
6. The range of services, professional products, tools, materials and equipment must be up-to-date and available for use. They must enable candidates to meet the requirements of the National Occupational Standards.
7. A reception area where clients are greeted and general enquiries and appointments can be made by telephone or in person must be available. The reception area must also include a payment facility.
8. A retail facility must be provided with products that relate to the clients' needs and the services offered.
9. The RWE must take full account of any bye-laws, legislation or local authority requirements that have been set down in relation to the type of work that is being carried out there.



10. Candidates must work in a professional manner taking into account establishment requirements such as:
  - i. appearance and dress code
  - ii. personal conduct
  - iii. hygiene
  - iv. reliability
  - v. punctuality.
  
11. Candidates are given workplace responsibilities to enable them to meet the requirements of the National Occupational Standards.
  
- \* The use of the word 'salon' is not intended to deny access to the Beauty Therapy, Nail Services or Spa Therapy qualifications if you deliver services in other locations (eg hospitals, care centres etc). It refers to any place where professional services are carried out. However, the location must meet health and safety requirements for Beauty Therapy, Spa Therapy and Nail Services.

## Appendix D3

### **NATIONALLY AGREED MAXIMUM SERVICE TIMES FOR NAIL SERVICES NVQ/SVQ ASSESSMENT PURPOSES**

The 2010 revised National Occupational Standards (NOS) require that technical services are carried out 'in a commercially viable time'. To ensure consistent NVQ/SVQ assessment practices, Habia has developed a nationally agreed set of maximum service times for certain, critical services for each level of NVQ/SVQ. These times are shown below.

Note: Specialist treatments may require longer following manufacturers' instructions.

### **Range of Service Times for Level 1 Beauty Therapy**

At Level 1, the requirement to work to a commercial time is limited to assisting with facial treatments, nail treatments and day make-up. The maximum service times quoted below have been developed for NVQ/SVQ assessment purposes.

**Please note that the type, depth and breadth of services listed are those described in the Level 1 Beauty Therapy Standards only.**

	<b>Service (excluding consultation and preparation)</b>	<b>Minutes (Maximum)</b>
1.	Assist with facial treatment	30
2.	Assist with nail treatment	30
3.	Assist with day make-up	30

## Range of Service Times for Level 2 Beauty Therapy

The maximum service times quoted below have been developed for NVQ/ SVQ assessment purposes.

**Please note that the type, depth and breadth of services listed are those described in the Level 2 Beauty Therapy Standards only.**

	<b>Service (excluding consultation and preparation)</b>	<b>Minutes (Maximum)</b>
1.	Facial	60
2.	Day make-up	30
3.	Evening make-up	45
4.	Special occasion make-up (eg bridal)	45
5.	Basic manicure	45
6.	Basic pedicure	50
7.	Eyebrow wax	15
8.	Underarm wax	15
9.	Half leg wax	30
10.	Bikini line wax	15
11.	Full leg wax	45
12.	Upper lip wax	10
13.	Chin wax	10
14.	Eyebrow shape	15
15.	Eyebrow tint	10
16.	Eyelash tint	20
17.	Apply a full set of artificial lashes (flares)	20
18.	Apply a full set of artificial lashes (strips)	10
19.	Apply a partial set of artificial lashes (flares)	10
20.	Apply a partial set of artificial lashes (strips)	10
21.	Ear piercing	15
22.	Make-up lesson	75
23.	Threading (eyebrow re-shape)	20
24.	Threading (upper lip)	10
25.	Threading (chin)	10

## Range of Service Times for Level 3 Beauty Therapy

Owing to the nature of many of the services in the Level 3 NVQ/SVQ, it is not possible to set a precise time for completion. Times for critical aspects of beauty therapy services are quoted below.

**Please note that the type, depth and breadth of services listed are those described in the Level 3 Beauty Therapy Standards only.**

	<b>Service (excluding consultation and preparation)</b>	<b>Minutes (Maximum)</b>
1.	Back massage	30
2.	Full body massage (excluding head and face)	60
3.	Full body massage (including head and face)	75
4.	Back massage using pre-blended aromatherapy oils	30
5.	Full body massage (excluding head and face) using pre-blended aromatherapy oils	60
6.	Full body massage (including head and face) using pre-blended aromatherapy oils	75
7.	Indian Head Massage	45
8.	Full body stone therapy treatment (including face)	75
9.	Hollywood wax	60
10.	Brazilian wax	45
11.	Shaping wax	45
12.	Intimate male wax	60
13.	Full face straight airbrush make-up	30
14.	A full set of single eyelash extensions	120
15.	Full body spray tan	30
16.	Full body manual self tan	60

Note: Standard service times have not been specified for the following treatments:

- Camouflage treatment
- Make-up design
- Epilation
- Body treatments
- Spa treatments
- Airbrush make-up design
- Facial electrical treatments

This is because service times will vary dramatically according to client needs, treatment requirements and service delivery.

## Range of Service Times for Level 3 Spa Therapy

Owing to the nature of many of the services in the Level 3 NVQ/SVQ, it is not possible to set a precise time for completion. Times for critical aspects of spa therapy services are quoted below.

**Please note that the type, depth and breadth of services listed are those described in the Level 3 Spa Therapy Standards only.**

	<b>Service (excluding consultation and preparation)</b>	<b>Minutes (Maximum)</b>
1.	Body wrap treatment	60
2.	Body wrap treatment with flotation	90

## Range of Service Times for Level 2 Nail Services

The maximum service times quoted below have been developed for NVQ/ SVQ assessment purposes.

**Please note that the type, depth and breadth of services listed are those described in the Level 2 Nail Services Standards only.**

	<b>Service (excluding consultation and preparation)</b>	<b>Minutes (Maximum)</b>
1.	Standard manicure	45
2.	Standard pedicure	50
3.	Nail enhancements – full set	120
4.	Nail enhancement maintenance – 1 colour	90
5.	Nail enhancement removal	60
6.	Natural nail overlays	75
7.	Nail art	30

## Range of Service Times for Level 3 Nail Services

Owing to the nature of many of the services in the Level 3 NVQ/SVQs, it is not possible to set a precise time for completion. Times for critical aspects of Nail Services are quoted below.

**Please note that the type, depth and breadth of services listed are those described in the Level 3 Nail Services Standards only.**

	<b>Service (excluding consultation and preparation)</b>	<b>Minutes (Maximum)</b>
1.	Nail enhancements (full set)	120
2.	Nail enhancement maintenance – 1 colour	90
3.	Nail enhancement maintenance – 2 colours	120
4.	Nail enhancement removal	60
5.	Airbrushing Nail Services	45

**Note:**

Standard service times have not been specified for the following treatments:

- Electric filing
- Advanced creative nail art designs

This is because service times will vary dramatically according to client needs, treatment requirements and service delivery.

## Appendix D4

### Summary of simulated activities

#### Summary of where Simulated Activities may be used for Assessment of Habia Developed Units

Simulated activities may be used for the following, if naturally occurring performance evidence is not available:

<b>Level 2</b>	Unit G4, Fulfil salon 'Methods of Payment' Range reception duties, Outcome 4	Variables: 'cash equivalent', 'cheque' and 'payment card' methods of payment.  'Payment Discrepancies' Range Variables  A special dispensation will continue to exist which allows the use of artificial money in HM Prisons.
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## Appendix D5

### **AREAS WITHIN THE BEAUTY THERAPY, NAIL SERVICES AND SPA THERAPY NATIONAL OCCUPATIONAL STANDARDS FOR WHICH MANDATORY WRITTEN QUESTION PAPERS MUST BE DEVELOPED**

As a minimum requirement, Awarding Bodies are required to develop appropriate question papers to cover the areas of Knowledge and Understanding listed below.

A written paper must be produced for each technical unit. It is also recommended that a separate written paper be produced to cover the anatomy and physiology across all of the units in each qualification to prevent repetition. For Beauty Therapy Level 1, these papers should be deliverable in either written or oral formats at the discretion of the assessor. Appropriate written question papers must be available for the Beauty Therapy and Nail Services NVQs/SVQs Levels 2 and 3 and the Spa Therapy NVQ/SVQ Level 3.

### **Beauty Therapy Level 1: Areas of Knowledge within Beauty Units Requiring Mandatory Written Questions**

<b>Unit Title</b>	<b>Knowledge Areas</b>
Unit B1: Prepare and maintain salon treatment work areas	<ul style="list-style-type: none"> <li>• your responsibilities under relevant health and safety legislation</li> <li>• the importance of the correct storage of client records in relation to the Data Protection Act</li> <li>• why it is important to maintain standards of general hygiene and the principles of avoiding cross-infection</li> <li>• the different types of sterilising equipment and products available</li> <li>• the differences between sterilisation and disinfection</li> <li>• the different types of chemicals used for disinfection</li> <li>• how to dispose of waste materials and products from the treatments in the range</li> </ul>
Unit B2: Assist with facial skin care treatments	<ul style="list-style-type: none"> <li>• the types of facial products in the range and how to use them</li> <li>• the types of conditions and disorders that may restrict the treatment, why and how to recognise them (eg cold sores, conjunctivitis, eczema, psoriasis, cuts, abrasions, redness, swelling, skin irritation)</li> <li>• the basic structure of the skin (epidermis, dermis)</li> <li>• the basic function of the skin (protection, temperature control and sensitivity)</li> <li>• the skin characteristics and skin types of different ethnic client groups</li> <li>• how to recognise the different skin types within the range</li> <li>• the reasons for cleansing, toning, mask application and moisturising</li> <li>• the benefits of cleansing, toning, mask application and moisturising</li> <li>• the contra-actions that could occur during facial treatments and what action to take</li> </ul>
Unit B3: Assist with day make-up	<ul style="list-style-type: none"> <li>• the basic structure of the skin (ie epidermis, dermis)</li> <li>• the basic function of the skin (ie protection, temperature control, sensitivity)</li> <li>• how to recognise the skin types listed in the range</li> <li>• the skin characteristics and skin types of different ethnic client age groups</li> </ul>



	<ul style="list-style-type: none"> <li>• how to recognise the following basic skin conditions: sensitive, comedone, milia, dehydrated, broken capillaries, pustules, papules, open pores, dark circles</li> <li>• the types of conditions and disorders that may contra-indicate the treatment and why (eg cold sores, conjunctivitis, , , open cuts and abrasions, , swelling, skin irritation) and how to recognise them</li> <li>• the types of conditions and disorders that may restrict the treatment and why (eg healed eczema and psoriasis, redness, bruising, skin irritation) and how to recognise them</li> <li>• possible contra-actions which may occur during the make-up treatment and how to deal with them (eg excessive perspiration, adverse skin reactions, watery eyes, excessive erythema)</li> </ul>
Unit N1: Assist with nail services	<ul style="list-style-type: none"> <li>• the types of conditions and disorders that may contra-indicate the service and why (eg fungal, viral, bacterial and parasitic infections to the skin and nails, severe dermatitis, eczema and psoriasis, unknown swelling or redness) and how to recognise them</li> <li>• the types of conditions and disorders that may restrict the service and why (eg cuts, abrasions, bruising) and how to recognise them</li> <li>• the structure of the nail unit (including matrix, nail plate, nail bed, cuticle, free edge)</li> <li>• the basic structure of the skin (including epidermis and dermis)</li> <li>• the different types of nail and skin products</li> <li>• the uses of different types of products for nails and skin</li> <li>• the effects on the nails of incorrect use of nail service tools</li> <li>• the contra-actions that could occur after nail services and what advice to give to clients</li> </ul>

## Beauty Therapy Level 2: Areas of Knowledge within Beauty and Spa Therapy Units Requiring Mandatory Written Questions

Unit Title	Area of Knowledge
Unit B4: Provide facial skin care treatment	<ul style="list-style-type: none"> <li>• the structure of the skin (ie the layers of the epidermis, the dermis, the subcutaneous layer, the hair follicle, the hair shaft, the sebaceous gland, arrector pili muscle, sweat gland, blood and lymph vessels and sensory nerve endings)</li> <li>• the function of the skin (ie sensitivity, heat regulation, absorption, protection, excretion, secretion and vitamin D production)</li> <li>• the skin characteristics and skin types of different ethnic client groups</li> <li>• the actions of the facial, neck and shoulder muscles (ie frontalis, corrugator, temporalis, orbicularis oculi, levatorlabialis of the upper lip, orbicularis oris, buccinator, risorius, mentalis, zygomaticus, masseter, depressors of the lower lip, sternocleidomastoid, platysma, trapezius, pectoralis and deltoid)</li> <li>• bones of the head, neck and shoulder girdle, including: <ul style="list-style-type: none"> <li>- for the skull: occipital, frontal, parietal, temporal, sphenoid, ethmoid</li> <li>- for the face: zygomatic, mandible, maxillae, nasal, vomer, turbinate, lacrimal, palatine</li> <li>- for the neck: cervical vertebrae</li> <li>- for the shoulder girdle: clavicle, scapula, humerus</li> <li>- for the chest: sternum</li> </ul> </li> <li>• the position of the face, neck and shoulder muscles</li> <li>• how the natural ageing process affects facial skin and muscle tone</li> <li>• the composition and function of blood and lymph and its role in improving skin and muscle condition.</li> <li>• those contra-indications requiring medical referral and why (eg bacterial - impetigo; viral - herpes simplex; fungal - tinea; systemic medical conditions; conjunctivitis, severe skin conditions and eye infections; acne, boils, herpes zoster and warts, parasitic infection such as pediculosis and scabies)</li> <li>• those contra-indications which restrict treatment and why (eg recent scar tissue, eczema, psoriasis, hyper-keratosis, skin allergies, cuts, abrasions, bruising, styes)</li> <li>• how to adapt facial techniques for male and female clients</li> <li>• how environmental and lifestyle factors affect the condition of the skin</li> <li>• the recommended frequency of treatments</li> <li>• the range and uses of products available for facial treatments</li> <li>• the reasons for and benefits of: cleansing the skin, exfoliating the skin, toning the skin, warming the skin, applying massage, applying masks and skin care products</li> <li>• the effects of massage techniques on the skin, muscle and underlying structures</li> <li>• the different types of masks and their effects on the skin</li> <li>• how to identify erythema and its causes</li> <li>• possible contra-actions which may occur during the facial treatment and how to deal with them (eg excessive erythema, irritations)</li> <li>• products for home use that will benefit the client and those to avoid and why</li> </ul>

<p>Unit B5: Enhance the appearance of eyebrows and eyelashes</p>	<ul style="list-style-type: none"> <li>• how to carry out a skin sensitivity test and why it should be conducted</li> <li>• how to interpret the results of a skin sensitivity test</li> <li>• how to measure the eyebrow for shaping treatments</li> <li>• the shape and proportions of the eyebrow in relation to facial features and shape</li> <li>• the recommended time intervals between eyebrow shaping treatments</li> <li>• the reasons why soothing the eyebrow area may be necessary during treatment and how this is achieved</li> <li>• the types of soothing agents available and their effect on the eye area and the precautions necessary to avoid harm</li> <li>• how to maintain and care for tweezed eyebrows</li> <li>• how the colour characteristics of the client's hair can affect the timing for tint development</li> <li>• how oxidation affects the shelf life of tint and at what point in the tinting process the tint should be mixed</li> <li>• the factors that prevent the tinting process from working</li> <li>• the factors that prevent artificial lashes adhering</li> <li>• the maintenance and care requirements for artificial lashes</li> <li>• those contra-indications requiring medical referral and why, including severe skin conditions and eye infections</li> <li>• those contra-indications which prevent treatment and why (eg conjunctivitis, bacterial infections, inflammation of the skin, eye diseases and disorders, bruising, allergies to tint adhesives and solvents)</li> <li>• the action to take if tint adhesive or solvent enters the client's eye</li> <li>• how to identify erythema and its causes</li> <li>• the possible contra-actions resulting from lash and brow treatments and how to deal with them (eg allergies)</li> </ul>
<p>Unit B6: Carry out waxing services</p>	<ul style="list-style-type: none"> <li>• why minors should not be given treatments without informed and signed parental or guardian consent</li> <li>• the type of personal protective equipment that should be available and used by yourself</li> <li>• why it is important to use personal protective equipment</li> <li>• what is contact dermatitis and how to avoid developing it when carrying out waxing treatments</li> <li>• the importance of questioning clients to establish any contra-indications to waxing treatments</li> <li>• why it is important to record client responses to questioning</li> <li>• the legal significance of client questioning and recording clients' responses</li> <li>• the structure of the skin (ie the layers of the epidermis, the dermis, the subcutaneous layer, the hair follicle, the hair shaft, the sebaceous gland, arrector pili muscle, sweat gland, blood and lymph vessels and sensory nerve endings) and differences in the structure of the skin for the different client groups</li> <li>• the function of the skin (ie sensitivity, heat regulation, absorption, protection, excretion, secretion and vitamin D production)</li> <li>• the structure of the hair</li> <li>• the basic principles of hair growth (ie anagen, catagen, telogen)</li> <li>• the types of hair growth (including terminal and vellus)</li> </ul>

	<ul style="list-style-type: none"> <li>• those contra-indications requiring medical referral and why (eg severe and infectious skin conditions, diabetes and severe varicose veins)</li> <li>• those contra-indications that will prevent treatment but will not require medical referral and why (eg thin and or fragile skin, scar tissue under six months old, certain medication such as steroids, heat rash, sunburn, known allergies to products and ingredients such as rosin found in sticking plasters and wax)</li> <li>• those conditions which restrict treatment and why (eg diabetes, moles, infected ingrowing hairs, skin tags, medication)</li> <li>• how to recognise and deal with the contra-actions that can occur as a result of waxing treatments (eg bruising, blood spots, abrasions, broken hair, histamine (allergic) reaction, excessive erythema, excessive and diminished regrowth)</li> <li>• the suitability of specific products for certain hair types</li> <li>• the precautions which need to be taken when removing hair around conditions which restrict the treatment</li> <li>• the advantages, disadvantages and limitations of facial waxing treatment and suitable alternative facial hair removal treatments</li> <li>• other methods of hair removal (eg tweezing, shaving, depilatory creams, electrical depilatory, threading, abrasive mitts, epilation, intensive pulse light, laser) and the effect of these methods on the waxing process</li> </ul>
Unit B7: Carry out ear piercing	<ul style="list-style-type: none"> <li>• the external structure of the ear, including the pinna, lobe, cartilage and cartiligenous tissue</li> <li>• the dangers associated with piercing cartilage and other areas of the body</li> <li>• those contra-indications that prevent treatment and require referral to a general practitioner and why, (eg systemic medical conditions, serious localised skin infections and ear lobe infections etc)</li> <li>• those contra-indications that restrict treatment and why (eg previous ear piercings, scar tissue)</li> <li>• the importance of and reasons for not naming specific contra-indications when referring clients to a general practitioner</li> <li>• the action to take in the event of ear lobe piercing gun malfunction</li> <li>• the range and uses of aftercare products</li> <li>• the risks associated with ear lobe piercing if treatment advice is ignored</li> <li>• the reasons why one pair of studs should be fitted at a time</li> <li>• why ear studs have to be left in place for the recommended time and the effects of premature removal</li> </ul>
Unit B8: Provide make-up services	<ul style="list-style-type: none"> <li>• the issues surrounding the delivery of make-up services to minors</li> <li>• how to prepare and correctly position the client for optimum make-up application and the importance using seating at the correct height</li> <li>• the structure of the skin (ie the layers of the epidermis, the dermis, the subcutaneous layer, the hair follicle, the hair shaft, the sebaceous gland, arrector pili muscle, sweat gland, blood and lymph vessels and sensory nerve endings)</li> <li>• the function of the skin (ie sensitivity, heat regulation, absorption, protection, excretion, secretion and vitamin D production)</li> <li>• the skin characteristics and skin types of different ethnic client groups</li> <li>• how to recognise the skin types listed in the range</li> </ul>

	<ul style="list-style-type: none"> <li>• how to recognise the following skin conditions: sensitive, dehydrated, broken capillaries, pustules, papules, open pores, dark circles, hyper pigmentation, hypo pigmentation, sun damaged, scarring and erythema</li> <li>• the factors that affect the skin ageing process</li> <li>• how environmental and lifestyle factors affect the condition of the skin</li> <li>• those contra-indications requiring medical referral and why (eg bacterial - impetigo; viral - herpes simplex; fungal - tinea; systemic medical conditions; conjunctivitis, severe skin conditions and eye infections; acne, boils, herpes zoster and warts, parasitic infection such as pediculosis and scabies)</li> <li>• those contra-indications which restrict the service and why (eg recent scar tissue, eczema, hyper-keratosis, skin allergies, bruising, styes, watery eyes)</li> <li>• possible contra-actions which may occur during the make-up service and how to deal with them (eg excessive perspiration, adverse skin reactions, watery eyes, excessive erythema)</li> <li>• how to identify erythema and its causes.</li> <li>• how lighting affects the perception of colour and its influence on the effect of make-up</li> <li>• the reasons for matching lighting with the occasion for which the make-up will be worn (eg bridal make-up rehearsal in daylight)</li> </ul>
Unit B10: Enhance appearance using skin camouflage	<ul style="list-style-type: none"> <li>• the importance of allowing the client to indicate the area requiring camouflage</li> <li>• why it is important never to assume the area to be camouflaged</li> <li>• the questioning and listening skills you need in order to find out information</li> <li>• the importance of avoiding intrusive questioning techniques</li> <li>• the importance of recognising different skin types and characteristics</li> <li>• the photosensitivity of skin and how it differs in different skin groups (ie the Fitzpatrick Classification System)</li> <li>• the causes and appearance of skin conditions likely to need skin camouflage (eg hypo-pigmentation such as vitiligo, stretch marks; hyper-pigmentation such as melasma, age spots; and erythema such as rosacea and thread veins)</li> <li>• principles of colour theory (eg complementary colours)</li> <li>• the importance of understanding when it may be necessary to apply a complementary colour prior to the skin match</li> <li>• the importance of testing for a colour match on a small area</li> <li>• attributes and limitations of products (eg appearance of applied products under different circumstances such as titanium dioxide and iron oxide in flash photography and on skin)</li> </ul>
Unit N2: Provide manicure services	<ul style="list-style-type: none"> <li>• the types of conditions and disorders that may contra-indicate the service and why (eg fungal, bacterial, viral and parasitic infections to the skin and nails, severe nail separation, severe eczema, psoriasis and dermatitis)</li> <li>• the types of conditions and disorders that may restrict the service and why (eg minor nail separation, minor eczema, psoriasis and dermatitis, severely bitten or damaged nails)</li> <li>• the importance of and reasons for not naming specific contra-indications when referring clients to a general practitioner</li> <li>• how to identify treatable nail and skin conditions (eg weak, dry, brittle and ridged nails; dry, split and overgrown cuticles)</li> </ul>

	<ul style="list-style-type: none"> <li>• the bones of the hand and lower arm</li> <li>• the muscles of the lower arm and hand</li> <li>• the blood circulation to the lower arm and hand</li> <li>• the structure of the nail unit (ie the nail plate, nail bed, matrix, cuticle, lunula, hyponychium, eponychium, nail wall, free edge, the lateral nail fold)</li> <li>• the process of nail growth (ie nail formation, growth rate, factors affecting growth, the effects of damage on growth, nail thickness)</li> <li>• the structure and function of the skin (ie dermis, epidermis, subcutaneous layer, appendages)</li> <li>• the skin characteristics and skin types of different ethnic client groups</li> <li>• how to adapt manicure service to suit a male client</li> <li>• the benefits and effects of the hand and nail treatments in the range</li> <li>• the features and benefits of manicure products</li> <li>• the effects of massage techniques on the nails, skin, muscles and underlying structures</li> <li>• the different types of massage mediums and when they should be used</li> <li>• the reasons for applying base and top coat and the consequences of not doing so</li> <li>• possible contra-actions which may occur during or after the manicure service</li> </ul>
Unit N3: Provide pedicure services	<ul style="list-style-type: none"> <li>• the types of conditions and disorders that may contra-indicate the service and why (eg fungal, bacterial, viral and parasitic infections to the skin and nails, severe nail separation, severe eczema, psoriasis and dermatitis, infected ingrowing toe nails)</li> <li>• the types of conditions and disorders that may restrict the service and why (eg bunions, corns, callouses, damaged nails and varicose veins)</li> <li>• the importance of and reasons for not naming specific contra-indications when referring clients to a general practitioner</li> <li>• how to identify treatable nail and skin conditions (eg discoloured, dry, brittle, ridged and thickened nails; overgrown cuticles)</li> <li>• the bones of the foot and lower leg</li> <li>• the muscles of the lower leg and foot</li> <li>• the blood circulation to the lower leg and foot</li> <li>• the structure of the nail unit (ie the nail plate, nail bed, matrix, cuticle, lunula, hyponychium, eponychium, nail wall, free edge, the lateral nail fold)</li> <li>• the process of nail growth (ie nail formation, growth rate, factors affecting growth, the effects of damage on growth, nail thickness)</li> <li>• the structure and function of the skin (ie dermis, epidermis, subcutaneous layer, appendages)</li> <li>• the skin characteristics and skin types of different ethnic client groups</li> <li>• how to adapt pedicure service to suit a male client</li> <li>• the benefits and effects of the foot and nail treatments in the range</li> <li>• the features and benefits of pedicure products</li> <li>• the effects of massage techniques on the nails, skin, muscle and underlying structures</li> <li>• the different types of massage mediums and when they should be used</li> <li>• the reasons for applying base and top coat and the consequences of not doing so</li> <li>• possible contra-actions which may occur during or after the pedicure service</li> </ul>

<p>Unit S1: Assist with spa operations</p>	<ul style="list-style-type: none"> <li>• your responsibilities under current Control of Substances Hazardous to Health (COSHH) Regulations for the correct use and storage of chemicals required for spa treatments</li> <li>• what is contact dermatitis and how to avoid developing it when carrying out the maintenance of spa treatment areas</li> <li>• the possible dangers of chemical and equipment misuse</li> <li>• the recommended operating temperatures and humidity levels for wet and treatment areas</li> <li>• why it is important to maintain standards of hygiene and the principles of avoiding cross-infection</li> <li>• how to test and interpret results of water and chemical concentrations</li> <li>• the ideal operating temperatures for wet area equipment and how to accurately take temperature readings</li> <li>• the main types of air and waterborne infections that can affect spa environments and clients</li> <li>• the cleaning regimes which must be used in spa work areas to avoid the spread of infection and the nature of air and waterborne infection</li> <li>• the possible contra-actions which can occur during water, temperature and spa treatment sessions (including feeling faint, feeling nauseous, skin irritation and headaches) and how to deal with them</li> </ul>
<p>Unit B34: Provide threading services</p>	<ul style="list-style-type: none"> <li>• the importance of changing the thread throughout the threading service when using the mouth method to minimise the risk of cross-infection</li> <li>• the structure and function of the skin and hair (i.e. the layers of the epidermis, the dermis, the subcutaneous layer, the hair follicle, the hair shaft, the sebaceous gland, arrector pili muscle, sweat gland, blood and lymph vessels and sensory nerve endings)</li> <li>• the basic principles of hair growth (i.e. anagen, catagen, telogen)</li> <li>• causes of hair growth (i.e. topical, congenital, systemic)</li> <li>• the contra-indications that would prevent the service and why e.g. contagious skin conditions, recent scar tissue, sunburn, active eczema, eye infections, skin allergies, undiagnosed lumps and bumps</li> <li>• the conditions which restrict the service and why e.g. moles, infected ingrown hairs, skin tags, cuts and bruises, stings and bites</li> <li>• how to recognise and deal with contra-actions that can occur as a result of threading treatments e.g. blood spots, abrasions, broken hair, histamine (allergic) reaction, excessive erythema</li> <li>• the importance of using a professional thread</li> <li>• the advantages, disadvantages and limitations of threading</li> <li>• the importance of performing safe, quick and effective knotting and looping threading techniques</li> <li>• the importance of adapting threading techniques to suit different hair densities and lengths</li> <li>• the benefits of combining threading in conjunction with other salon services e.g. waxing, sugaring, eyebrow tinting, barbering</li> <li>• other methods of hair removal (e.g. tweezing, shaving, depilatory creams, electrical depilatory, abrasive mitts, light based hair reduction, waxing, electrical epilation) and the effect of these methods on the threading service</li> <li>• aftercare requirements for threading services and why these are important e.g. avoidance of heat and friction, use of perfumed, chemical based and make-up products</li> </ul>

## Beauty Therapy Level 3 and Spa Therapy Level 3: Areas of Knowledge within Beauty and Spa Therapy Units Requiring Mandatory Written Questions

Unit Title	Knowledge Areas
Unit B11: Design and create fashion and photographic make-up	<ul style="list-style-type: none"> <li>• health and safety requirements associated with make-up techniques</li> <li>• the importance of recognising contra-indications and restrictions to the make-up</li> <li>• the steps that should be taken to ensure you are adequately insured</li> <li>• the importance of agreeing contractual arrangements prior to commencing your design plan</li> <li>• the importance of setting and working to a budget</li> <li>• the importance of specifying resource needs accurately</li> <li>• the principles of colour theory (eg complementary colours)</li> <li>• how different types of lighting and camera effects impact on the make-up</li> <li>• sources of research information and how to access and evaluate them</li> <li>• where to obtain make-up, products and equipment</li> </ul>
Unit B12: Plan and provide airbrush make-up	<ul style="list-style-type: none"> <li>• the importance of recognising contra-indications and restrictions to airbrush make-up eg respiratory problems</li> <li>• the types of problems that can occur with airbrush equipment and how to correct them</li> <li>• the meaning of psi and the potential risks associated with the use of pressurised airbrush equipment</li> <li>• the importance of using equipment with a pressure gauge</li> <li>• the types of equipment available for airbrushing and how and when to use them</li> <li>• the differences between cup feed and gravity feed airbrushes and when to use them</li> <li>• the basic principles of complementary colour theory</li> <li>• how lighting affects the perception of colour and its influence on the effect of make-up</li> <li>• the reasons for matching lighting with the occasion for which the make-up will be worn (eg bridal make-up rehearsal in daylight)</li> </ul>
Unit B13: Provide body electrical treatments	<ul style="list-style-type: none"> <li>• the characteristics of different body types and body conditions (eg endomorph, ectomorph and mesomorph, cellulite, poor muscle tone, uneven skin tone and sluggish circulation)</li> <li>• structure and function of the skeleton</li> <li>• the structure and function of muscles, including the types of muscles (ie voluntary and involuntary)</li> <li>• the effect of exercise on muscle tone and how it can vary</li> <li>• the positions and actions of the main muscle groups in the part of the body specified in the range (ie deltoid, biceps, triceps, brachialis, radialis trapezius, latissimus dorsi, erector spinae, pectorals, intercostals, diaphragm, rectus abdominis, obliques, gluteals, hamstrings, quadriceps extensor, abductors, adductors of upper leg, gastrocemiis, soleus, tibialis anterior)</li> <li>• the definition of 'origin' and 'insertion' of a muscle</li> <li>• the causes of muscle fatigue and how to recognise it</li> </ul>



	<ul style="list-style-type: none"> <li>• the basic structure and function of skin (ie the layers of the epidermis, subcutaneous layer, the dermis, including connective tissues, nerve endings, sweat glands, sebaceous glands, capillaries and hairs)</li> <li>• the skin characteristics and skin types of different ethnic client groups</li> <li>• the structure, location and the body's utilisation of adipose tissue</li> <li>• the function of the endocrine system and its relationship to weight gain and loss</li> <li>• the function of the digestive system</li> <li>• the basic principles of healthy eating</li> <li>• how ageing affects the body and skin</li> <li>• how age limits the effectiveness of the treatment</li> <li>• the function of blood and the principles of circulation, blood pressure and pulse</li> <li>• the structure and function of the heart and arteries, veins and capillaries</li> <li>• how to identify erythema and its causes</li> <li>• the structure and function of the lymphatic system, including lymphatic vessels, nodes and lymph of the body</li> <li>• the principles of lymph circulation and the interaction of lymph and blood within the circulatory system</li> <li>• the basic principles of the central nervous system, motor points and autonomic system</li> <li>• the effect of electrical treatment on the muscles, skin, circulatory, skeletal, lymphatic, endocrine, digestive and nervous systems</li> <li>• those contra-indications which prevent body electrical treatment and why (eg contagious skin diseases, dysfunction of the nervous system, heart disease/disorder, undergoing medical treatment, pacemaker, any cancer related treatments, recent scar tissue, undiagnosed lumps, inflammations and swellings, medication causing a thinning or inflammation of the skin, (eg steroids, accutane, retinols, diagnosed sclerodema)</li> <li>• those conditions which restrict treatment and why (eg diabetes, epilepsy, high/low blood pressure, history of thrombosis or embolism, metal pins or plates, medication, pregnancy, piercings, anxiety, varicose veins, cuts, abrasions, bruises, recent dermabrasion or chemical peels, IPL or laser and epilation)</li> <li>• possible contra-actions which may occur during the treatment and how to deal with them (eg galvanic burn, bruising, irritation, allergic reaction, excessive erythema, muscle fatigue, hyper-pigmentation etc)</li> <li>• the benefits and effects of electro-therapy machines which combine different currents and their effects</li> <li>• the benefits of products available for electrical treatments and their effects</li> <li>• the type of currents produced by galvanic units, EMS units, micro-current units and lymphatic drainage equipment</li> <li>• the physical effects created by the use of the equipment in the range</li> <li>• the types of post-treatment products available and why they are necessary</li> <li>• the lifestyle factors and changes that may be required to improve the effectiveness of the treatment</li> <li>• post treatment restrictions and future treatment needs</li> <li>• how current eating and exercise habits can affect the effectiveness of treatment</li> </ul>
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	<ul style="list-style-type: none"> <li>• how healthy eating and exercise can improve the effectiveness of the treatment</li> </ul>
<p>Unit B14: Provide facial electrical treatments</p>	<ul style="list-style-type: none"> <li>• the position of the primary bones of the skull and shoulder girdle and the functions of the skull</li> <li>• the positions and actions of the facial muscles (eg frontalis, sterno mastoid, platysma, orbicularis oris, masseter, orbicularis occuli, buccinator, zygomatic, digastric, corrugator, risorius)</li> <li>• the definition of 'origin' and 'insertion' of a muscle</li> <li>• the basic structure and function of skin (ie the layers of the epidermis, subcutaneous layer, the dermis, including connective tissues, nerve endings, sweat glands, sebaceous glands, capillaries and hairs)</li> <li>• the skin characteristics and skin types of different ethnic client groups</li> <li>• how ageing affects the skin and limits the effectiveness of treatment</li> <li>• how the endocrine system affects the skin</li> <li>• the function of blood and the principles of circulation, blood pressure and pulse</li> <li>• the structure and function of the arteries, veins and capillaries in the face</li> <li>• the structure and function of the lymphatic system, including lymphatic vessels, nodes and lymph in the face and neck</li> <li>• how to identify erythema and its causes</li> <li>• the principles of lymph circulation and the interaction of lymph and blood within the circulatory system</li> <li>• the basic principles of the central nervous system, motor points and autonomic system</li> <li>• the effect of electrical treatment on the facial muscles, skin, circulatory, lymphatic and nervous systems</li> <li>• those contra-indications which prevent facial electrical treatment and why (eg contagious skin diseases, dysfunction of the nervous system, heart disease/disorder, undergoing medical treatment, pacemaker, recent scar tissue, undiagnosed lumps and swellings, medication causing a thinning or inflammation of the skin (eg steroids, accutane, retinols and recent dermabrasion)</li> <li>• those contra-indications restricting treatment and why (eg diabetes, epilepsy, high/low blood pressure, micro-pigmentation, history of thrombosis or embolism, botox, demal fillers, metal pins or plates, medication, pregnancy, piercings, anxiety, cuts, abrasions, bruises, chemical peels, IPL or laser and epilation)</li> <li>• possible contra-actions which may occur during the treatment and how to deal with them (eg galvanic burn, bruising, irritation, allergic reaction, excessive erythema, muscle fatigue, hyper/hypo-pigmentation)</li> <li>• the benefits and effects of electro-therapy machines which combine different currents and their effects</li> <li>• the benefits of products available for facial electrical treatments and their effects</li> <li>• the type of currents produced by direct high frequency units, galvanic units, EMS units, micro-current units and lymphatic drainage equipment</li> <li>• the physical effects created by the use of the equipment in the range</li> <li>• why some facial treatments should be conducted in a certain direction</li> <li>• why it is important to give aftercare advice</li> <li>• the lifestyle factors and changes that may be required to improve the effectiveness of the treatment</li> <li>• post-treatment restrictions and future treatment needs</li> </ul>

<p>Unit B15: Provide single eyelash extension treatments</p>	<ul style="list-style-type: none"> <li>• how to carry out a skin sensitivity test and why it should be conducted</li> <li>• how to interpret the results of a skin sensitivity test</li> <li>• those contra-indications requiring medical referral and why, including infectious skin diseases and eye infections</li> <li>• those contra-indications which prevent treatment and why (eg conjunctivitis, chemotherapy, trichotillomania, recent eye surgery, blepharitis, eye infections)</li> <li>• those contra-indications which restrict treatment and why (eg psoriasis, styes, dry eye syndrome, glaucoma, contact lenses, thyroid disturbance)</li> <li>• how to identify erythema and its causes</li> <li>• the possible contra-actions resulting from single lash system treatments and how to deal with them (eg eye irritations)</li> <li>• the structure and cycle of hair growth</li> <li>• basic structure and function of the eye</li> <li>• the physical effect of the eyelash extension process on the eye (eg thickening of the cornea, overstimulation of the meibomian gland)</li> <li>• the principles of blending single eyelashes</li> <li>• how to judge the quantity of eyelashes to be added to achieve a balanced and well proportioned look</li> <li>• the expected longevity of single lash system treatments</li> </ul>
<p>Unit B20: Provide body massage treatments</p>	<ul style="list-style-type: none"> <li>• the structure and function of cells and tissues</li> <li>• the structure and function of muscles, including the types of muscles (ie voluntary and involuntary)</li> <li>• the positions and actions of the main muscle groups within the treatment areas of the body specified in the range</li> <li>• the position and function of the primary bones and joints of the skeleton</li> <li>• how to recognise postural faults and conditions (eg lordosis, kyphosis, scoliosis)</li> <li>• the structure, function and location of blood vessels and the principles of circulation, blood pressure and pulse</li> <li>• the interaction of lymph and blood within the circulatory system</li> <li>• the structure and function of lymphatic system</li> <li>• the basic principles of the central nervous system and autonomic system</li> <li>• the basic principles of the endocrine, respiratory, digestive and excretory systems</li> <li>• the structure and function of skin (ie the layers of the epidermis, the dermis, subcutaneous layer, including connective tissues, nerve endings, sweat glands, sebaceous glands, capillaries and hairs)</li> <li>• the skin characteristics and skin types of different ethnic client groups</li> <li>• the structure and location of the adipose tissue</li> <li>• the effects of massage on the individual systems of the body</li> <li>• the physical and psychological effects of body massage</li> <li>• those contra-indications that prevent treatment and why (eg deep vein thrombosis, during chemotherapy and radiotherapy, , contagious skin diseases etc)</li> <li>• those contra-indications which may restrict treatment or where caution should be taken, in specific areas and why (eg diabetes, epilepsy, varicose veins, high and low blood pressure, product allergies etc)</li> <li>• what constitutes a contra-action</li> </ul>

	<ul style="list-style-type: none"> <li>possible contra-actions which may occur during and post treatment, why and how to deal with them (eg bruising and inflammation)</li> </ul>
Unit B21: Provide UV tanning services	<ul style="list-style-type: none"> <li>those contra-indications that prevent UV tanning and why (eg history of skin cancer, excessive number of moles and/or freckles, moles that have changed colour, itch and/or bleed, history of sunburn, under the age of 16, skin that does not tan in sunlight, medication causing skin sensitivity etc)</li> <li>those conditions which restrict treatment and why (eg diabetes, sunburn, previous heat treatments, use of perfumed products, laser and IPL treatments, micro-dermabrasion, recent chemical peels, use of steroids, certain anti-ageing products, high and/or low blood pressure etc)</li> <li>those contra-actions that can occur as a result of UV tanning and why (eg burning, blistering, uneven pigmentation, feeling faint, nausea, claustrophobia etc)</li> <li>the importance of regularly cleaning equipment between each session and why specific cleansers should be used</li> <li>the structure and function of the skin, including vitamin D and melanin production</li> <li>the effect and changes that UVA, UVB and UVC rays can have on the skin</li> <li>how to recognise visible adverse reactions (eg damage to the eyes, premature ageing of the skin, an immunosuppressive response and increased risk of developing non melanoma skin cancers<sup>1</sup>)</li> <li>how to recognise beneficial changes in the skin (eg improved healing capability, suppression of seborrhoea and psoriasis)</li> <li>how to use the Fitzpatrick Classification Scale to determine skin tone</li> <li>how melanin production affects tanning capability</li> <li>why it is important to protect the hair and eyes during these treatments</li> <li>the importance of removing perfumed products and cosmetics prior to treatments (pre-sensitisation)</li> <li>how to relate the length of session to skin tone and type and calculate session times and safe dosage</li> <li>the principles of the electromagnetic spectrum</li> </ul>
Unit B22: Provide specialist skin camouflage services	<ul style="list-style-type: none"> <li>the importance of allowing the client to indicate the area requiring camouflage</li> <li>why it is important never to assume the area to be camouflaged</li> <li>the importance of not asking intrusive questions and avoiding intrusive questioning techniques</li> <li>the structure and function of the skin</li> <li>the photosensitivity of skin and how it differs in different skin groups (ie the Fitzpatrick Classification System)</li> <li>the healing and renewal process of skin and how it differs in different skin classification groups (eg Fitzpatrick scale)</li> <li>how ageing affects the skin and how its regenerative properties differs in different skin groups and lifestyle choices</li> <li>the causes and appearance of skin conditions likely to need camouflage (eg hypo-pigmentation such as vitiligo, stretch marks; hyper-pigmentation such as melasma, age spots; and erythema such as rosacea and thread veins)</li> </ul>

<sup>1</sup> Refer to the British Medical Association (BMA) guidance on the health risks associated with UV tanning treatments.

	<ul style="list-style-type: none"> <li>• the characteristics and differences between the three types of scar tissue (atrophic; hypertrophic; keloid) and the implications of scar tissue</li> <li>• the importance of recognising different skin tones (eg red or yellow undertones)</li> <li>• the psychological effects of changed image on the client</li> <li>• the importance of understanding the correct psychological approach when working with people requiring camouflage</li> <li>• the importance of understanding such conditions as body dysmorphia</li> <li>• the importance of understanding why skin camouflage should be considered a medical, rather than make-up/cosmetic, application</li> <li>• principles of colour theory (eg complementary colours)</li> <li>• the importance of understanding when it may be necessary to apply a complementary colour prior to the skin match</li> <li>• the importance of testing for a skin colour match on a small area</li> <li>• attributes and limitations of products (eg appearance of applied products under different circumstances such as titanium dioxide and iron oxide in flash photography and on skin)</li> <li>• the compatibility and limitation of topical and medical treatments used in conjunction with skin camouflage (eg sun screen, ointments, make-up)</li> <li>• how to match instruction with individual clients' learning needs when applying skin camouflage</li> <li>• the most suitable methods of gaining feedback from skin camouflage instructional activities</li> </ul>
<p>Unit B23: Provide Indian Head Massage</p>	<ul style="list-style-type: none"> <li>• the structure and function of muscles, including the types of muscles (ie voluntary and involuntary) within the treatment areas</li> <li>• the positions and actions of the main muscle groups within the treatment areas</li> <li>• the position and function of the primary bones and joints of the skeletal system within the treatment areas</li> <li>• how to recognise postural faults and conditions within the treatment areas (eg kyphosis, scoliosis)</li> <li>• the structure, function and location of blood vessels and the principles of circulation, blood pressure and pulse within the treatment areas</li> <li>• the interaction of lymph and blood within the circulatory system</li> <li>• the structure and function of lymphatic system</li> <li>• the position and function of the sinuses</li> <li>• the basic principles of the central nervous system and autonomic system</li> <li>• the basic principles of the endocrine and respiratory systems</li> <li>• the structure and function of skin (ie the layers of the epidermis, the dermis, subcutaneous layer, including connective tissues, nerve endings, sweat glands, sebaceous glands, capillaries and hairs)</li> <li>• the skin characteristics and skin types of different ethnic client groups</li> <li>• the effects of Indian Head Massage on the individual systems of the body</li> <li>• the physical and psychological effects of Indian Head Massage</li> <li>• those contra-indications that prevent treatment and why (e.g during chemotherapy and radiotherapy, skin diseases and disorders, hair and scalp disorders etc)</li> </ul>

	<ul style="list-style-type: none"> <li>• those contra-indications which may restrict treatment or where caution should be taken, in specific areas and why (eg diabetes, epilepsy, high and low blood pressure, product allergies, sebaceous cysts, eczema, acne, any medical condition with specialist or general practitioner approval etc)</li> <li>• possible contra-actions which may occur during and post-treatment and how to deal with them (eg light-headedness, headache)</li> </ul>
<p>Unit B24: Carry out massage using pre-blended aromatherapy oils</p>	<ul style="list-style-type: none"> <li>• the structure and function of cells and tissues</li> <li>• the structure and function of muscles, including the types of muscles (ie voluntary and involuntary)</li> <li>• the positions and actions of the main muscle groups within the treatment areas of the body specified in the range</li> <li>• the position and function of the primary bones and joints of the skeleton</li> <li>• how to recognise postural faults and conditions (eg lordosis, kyphosis, scoliosis)</li> <li>• the structure, function and location of blood vessels and the principles of circulation, blood pressure and pulse</li> <li>• the interaction of lymph and blood within the circulatory system</li> <li>• the structure and function of the lymphatic system</li> <li>• the basic principles of the central nervous system and autonomic system</li> <li>• the basic principles of the endocrine, respiratory including sinuses, olfactory, digestive and excretory systems</li> <li>• the structure and function of skin (ie the layers of the epidermis, the dermis, subcutaneous layer, including connective tissues, nerve endings, sweat glands, sebaceous glands, capillaries and hairs)</li> <li>• the skin characteristics and skin types of different ethnic client groups</li> <li>• the structure and location of the adipose tissue</li> <li>• the effects of massage using pre-blended aromatherapy oils on the individual systems of the body</li> <li>• the physical and psychological effects of massage using pre-blended aromatherapy oils</li> <li>• those contra-indications that prevent treatment and why (eg deep vein thrombosis, during chemotherapy and radiotherapy, contagious skin diseases etc)</li> <li>• those contra-indications which may restrict treatment or where caution should be taken in specific areas and why (eg diabetes, epilepsy, varicose veins, high and low blood pressure, product allergies, any medical condition with specialist or general practitioner approval etc)</li> <li>• possible contra-actions which may occur during and post-treatment and how to deal with them (eg light-headedness, headache, nausea etc)</li> <li>• how to store and maintain pre-blended aromatherapy oils in a safe and hygienic manner (eg in date and away from light and heat) and why this is important</li> </ul>
<p>Unit B25: Provide self tanning services</p>	<ul style="list-style-type: none"> <li>• those contra-indications which will prevent treatment and why (eg severe asthma for spray tanning, contagious skin conditions etc)</li> <li>• those contra-indications which restrict treatment and why (eg insulin dependent diabetes, pigmentation disorders, sunburn, psoriasis, eczema, cuts and abrasions etc)</li> <li>• the contra-actions that can occur during or as a result of self tanning and why (eg skin irritation, swelling, burning, itching, watery eyes, coughing, fainting etc)</li> </ul>

	<ul style="list-style-type: none"> <li>• the potential risks associated with the use of pressurised spray tanning equipment</li> <li>• the ingredients of tanning products, exfoliators and moisturisers</li> <li>• the importance of pre and post-treatment advice</li> <li>• pigmentation disorders and how they may affect the self tan (hypo and hyper pigmentation)</li> <li>• the use and effects of tanning enhancers</li> </ul>
<p>Unit B26: Provide female intimate waxing services</p>	<ul style="list-style-type: none"> <li>• the structure of the skin (ie the layers of the epidermis, the dermis, the subcutaneous layer, the hair follicle, the hair shaft, the sebaceous gland, arrector pili muscle, sweat gland, blood and lymph vessels and sensory nerve endings) and differences in the structure of the skin for different client groups</li> <li>• the function of the skin (ie sensitivity, heat regulation, absorption, protection, excretion, secretion and vitamin D production)</li> <li>• the skin characteristics and skin types of different ethnic client groups</li> <li>• the structure of the hair</li> <li>• the basic principles of hair growth (eg anagen, catagen, telogen)</li> <li>• the types of hair growth (eg terminal, vellus)</li> <li>• the correct medical terminology for female genitalia</li> <li>• the structure of the female genitalia</li> <li>• the contra-indications that prevent treatment and why but will not require medical referral (eg thin and or fragile skin, scar tissue under six months old, heat rash, sunburn, known allergies to products and ingredients such as rosin found in sticking plasters and wax)</li> <li>• the contra-indications that require medical approval and why (eg urinary infections, sexually transmitted infections, pubic lice, contagious skin disease, oedema)</li> <li>• the conditions which restrict treatment and why (eg moles, infected ingrowing hairs, skin tags, external haemorrhoids, medication, diabetes)</li> <li>• how to recognise and deal with the contra-actions that can occur as a result of intimate waxing treatments (eg bruising, blood spots, abrasions, broken hair, histamine (allergic) reaction, excessive erythema, excessive and diminished regrowth)</li> <li>• other methods of temporary hair removal (eg tweezing, shaving, depilatory creams, electrical depilatory, threading, abrasive mitts) and the effect of these methods on the waxing process</li> <li>• why it is important to restrict your conversation to instructions during the intimate waxing service</li> <li>• how to deal with circumstances in which client's behaviour breaches the professional status of the treatment</li> <li>• why it is important to give aftercare treatment advice both verbally and in writing and what may happen if treatment advice was not given or is not followed</li> <li>• why it is necessary to give clients clear and specific guidance on the importance of personal toilet hygiene and the avoidance of heat and friction</li> <li>• aftercare and maintenance requirements for intimate waxing treatments and why these are important (including avoidance of heat and friction, use of perfumed and chemical based products, wearing of restrictive clothing, avoidance of touching the treated area and for how long this should be avoided, the avoidance of swimming and other exercise and for how long this should be avoided, personal toilet</li> </ul>

	hygiene)
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<p>Unit B27: Provide male intimate waxing services</p>	<ul style="list-style-type: none"> <li>• the structure of the skin (ie the layers of the epidermis, the dermis, the subcutaneous layer, the hair follicle, the hair shaft, the sebaceous gland, arrector pili muscle, sweat gland, blood and lymph vessels and sensory nerve endings) and differences in the structure of the skin for different client groups</li> <li>• the function of the skin (ie sensitivity, heat regulation, absorption, protection, excretion, secretion and vitamin D production)</li> <li>• the skin characteristics and skin types of different ethnic client groups</li> <li>• the structure of the hair</li> <li>• the basic principles of hair growth (eg anagen, catagen, telogen)</li> <li>• the types of hair growth (eg terminal, vellus)</li> <li>• the correct medical terminology for male genitalia</li> <li>• the structure of the male genitalia</li> <li>• the contra-indications that prevent treatment and why but will not require medical referral (eg thin and or fragile skin, scar tissue under six months old, heat rash, sunburn, known allergies to products and ingredients such as rosin found in sticking plasters and wax )</li> <li>• the contra-indications that require medical approval and why (eg urinary infections, sexually transmitted infections, pubic lice, contagious skin disease, oedema)</li> <li>• the conditions which restrict treatment and why (eg moles, infected ingrowing hairs, skin tags, external haemorrhoids, medication, diabetes)</li> <li>• how to recognise and deal with the contra-actions that can occur as a result of intimate waxing treatments (eg bruising, blood spots, abrasions, broken hair, histamine (allergic) reaction, excessive erythema, excessive and diminished regrowth)</li> <li>• other methods of temporary hair removal (eg tweezing, shaving, depilatory creams, electrical depilatory, threading, abrasive mitts) and the effect of these methods on the waxing process</li> <li>• why it is important to restrict your conversation to instructions during the intimate waxing service</li> <li>• how to deal with circumstances in which client's behaviour breaches the professional status of the treatment</li> <li>• why it is important to give aftercare treatment advice both verbally and in writing and what may happen if treatment advice was not given or is not followed</li> <li>• why it is necessary to give clients clear and specific guidance on the importance of personal toilet hygiene and the avoidance of heat and friction after intimate waxing</li> <li>• aftercare and maintenance requirements for intimate waxing treatments and why these are important (eg avoidance of heat and friction, use of perfumed and chemical based products, wearing of restrictive clothing, avoidance of touching the treated area and for how long this should be avoided, the avoidance of swimming and other exercise and for how long this should be avoided, personal toilet hygiene)</li> </ul>
<p>Unit B28: Provide stone therapy treatments</p>	<ul style="list-style-type: none"> <li>• what is contact dermatitis and how to avoid developing it whilst carrying out stone therapy treatments</li> <li>• what is repetitive strain injury (RSI), how it is caused and to avoid developing it when delivering stone therapy treatments</li> </ul>

	<ul style="list-style-type: none"> <li>• the advantages to the therapist of using stone therapy as a means of avoiding RSI</li> <li>• the structure and function of cells and tissues</li> <li>• the structure and function of muscles, including the types of muscle (ie voluntary, involuntary and cardiac)</li> <li>• the positions and actions of the main muscle groups within the treatment areas</li> <li>• the position and function of the primary bones and joints of the skeleton</li> <li>• the position and function of the sinuses</li> <li>• how to recognise postural faults and conditions (eg lordosis, kyphosis, scoliosis)</li> <li>• the structure, function and location of blood vessels and the principles of circulation, blood pressure and pulse</li> <li>• the interaction of lymph and blood within the circulatory system</li> <li>• the structure and function of lymphatic system</li> <li>• the basic principles of the central nervous system and autonomic system</li> <li>• the basic principles of the endocrine, respiratory, digestive and excretory systems</li> <li>• the structure and function of skin (ie the layers of the epidermis, the dermis, subcutaneous layer, including connective tissues, nerve endings, sweat glands, sebaceous glands, capillaries and hairs)</li> <li>• the skin characteristics and skin types of different ethnic client groups</li> <li>• the structure and location of the adipose tissue</li> <li>• the effects of hot and cold stone therapy on the individual systems of the body</li> <li>• the physical effects of hot and cold stone therapy treatment</li> <li>• the psychological effects of hot and cold stone therapy treatment</li> <li>• those contra-indications that prevent treatment and why (eg deep vein thrombosis, during chemotherapy and radiotherapy, contagious skin diseases, loss of skin sensitivity, clinical obesity etc)</li> <li>• those contra-indications which may restrict treatment or where caution should be taken, in specific areas and why (eg diabetes, epilepsy, varicose veins, areas of skin aggravated by heat etc)</li> <li>• possible contra-actions which may occur during and post treatment and how to deal with them (eg reactions to extremes of temperature)</li> <li>• methods of cooling stones</li> <li>• the types of stone, their properties and uses</li> <li>• how to adapt a stone therapy treatment for male and female clients</li> <li>• how stone therapy may be used to enhance other treatments (eg manicure, pedicure, facial)</li> </ul>
Unit B29: Provide electrical epilation treatments	<ul style="list-style-type: none"> <li>• the structure and function of the skin (ie epidermis, dermis, appendages, subcutaneous layer and nerve endings)</li> <li>• the principles of skin healing</li> <li>• the structure of the hair and its follicle (the pilosebaceous unit)</li> <li>• the growth pattern of the hair and how this influences present and future treatments</li> <li>• the hair growth cycle ie anagen, catagen, telogen</li> <li>• the causes of hair growth ie topical, congenital, systemic</li> <li>• the definition of hair growth ie superfluous, hirsutism, hypertrichosis</li> <li>• the structure and function of the endocrine system</li> <li>• the effects of malfunctions of the endocrine system on hair growth</li> </ul>

	<ul style="list-style-type: none"> <li>• the principles of the blood and lymphatic system</li> <li>• how hormones are circulated via the blood stream</li> <li>• the skin characteristics and skin types of different ethnic client groups</li> <li>• those contra-indications that prevent treatment and why (eg infectious and contagious diseases, pace-makers and haemophilia,</li> <li>• those conditions requiring medical approval and why (eg heart problems, hair growth from moles)</li> <li>• the conditions that restrict treatment and why (eg psoriasis, eczema, acne, epilepsy and diabetes)</li> <li>• the potential consequences of carrying out electrical epilation on a contra-indicated client</li> <li>• possible contra-actions which may occur during the treatment and how to deal with them (eg erythema, oedema, blanching, bleeding)</li> <li>• the principles, uses and benefits of the galvanic current</li> <li>• the principles, uses and benefits of the alternating current (eg short wave, radio frequency and high frequency)</li> <li>• the principles, uses and benefits of blending the galvanic and alternating current</li> <li>• how to select the type and size of needle to suit the hair type, skin type and area(s) to be treated</li> <li>• how to correctly insert the needle into the hair follicle with regard to depth and angle and the consequences of inaccurate needle insertion</li> <li>• how to remove hairs from different types of follicle (ie single, compound and distorted)</li> <li>• the importance of recognising and treating unusual hair growth (eg compound hair growth, ingrowing hair)</li> <li>• the benefits and effects of post treatment Cataphoresis</li> <li>• the importance of knowing how to treat the follicles of red and non-pigmented hair</li> <li>• why moisture affects the electrical epilation treatment</li> </ul>
<p>Unit S2: Monitor clients and the operation of sauna, steam and hydrotherapy treatments</p>	<ul style="list-style-type: none"> <li>• how to complete and maintain accurate records of water testing for hydrotherapy treatment areas</li> <li>• your responsibilities under current Control of Substances Hazardous to Health (COSHH) Regulations for the correct use and storage of chemicals required for spa treatments</li> <li>• what is contact dermatitis and how to avoid developing it when carrying out the maintenance of spa treatment areas</li> <li>• the necessary environmental conditions for spa treatment areas (including lighting, heating, ventilation and general comfort) and why these are important</li> <li>• why it is important to check the client's wellbeing at regular intervals.</li> <li>• the importance of regular water intake during spa treatments for both staff and clients</li> <li>• the recommended operating temperatures and humidity levels for sauna, steam and hydrotherapy equipment</li> <li>• the possible dangers of chemical and equipment misuse</li> <li>• the recommended treatment times and the potential risks of exceeding them</li> <li>• the main types of air and waterborne infections that can affect spa environments and clients</li> <li>• those contra-indications that will prevent sauna, steam and/or hydrotherapy treatments and why (eg pregnancy, circulatory disorders, respiratory disorders, skin diseases or disorders etc)</li> </ul>

	<ul style="list-style-type: none"> <li>• those contra-indications that will restrict sauna, steam and/or hydrotherapy treatments and why (eg diabetes, epilepsy etc)</li> <li>• the possible contra-actions which can occur during water, temperature and spa treatment sessions (including feeling faint, feeling nauseous, skin irritation and headaches) and how to deal with them</li> <li>• the contra-actions that could occur after sauna, steam and hydrotherapy treatments and what advice to give to clients</li> <li>• the physiological and psychological effects of sauna treatments</li> <li>• the physiological and psychological effects of steam treatments</li> <li>• the physiological and psychological effects of hydrotherapy treatments</li> <li>• the different physiological and psychological effects of hot and cold spa treatments on the skin and body</li> </ul>
<p>Unit S3: Provide body wrapping and flotation treatments</p>	<ul style="list-style-type: none"> <li>• how to maintain accurate records of water testing for wet flotation equipment</li> <li>• your responsibilities under current Control of Substances Hazardous to Health (COSHH) Regulations for the correct use and storage of chemicals required for wet flotation treatments</li> <li>• what is contact dermatitis and how to avoid developing it when carrying out body wrapping and flotation treatments</li> <li>• the necessary environmental conditions for body wrapping and flotation treatments (including lighting, heating, ventilation, sound and general comfort) and why these are important</li> <li>• why it is important to maintain standards of hygiene and the principles of avoiding cross-infection</li> <li>• the characteristics of different body types (eg endomorph, ectomorph and mesomorph) and conditions</li> <li>• the effect of exercise on muscle tone and how it can vary</li> <li>• the basic structure and function of skin (ie the layers of the epidermis, subcutaneous layer, the dermis, including connective tissues, nerve endings, sweat glands, sebaceous glands, capillaries and hairs)</li> <li>• the skin characteristics and skin types of different ethnic client groups</li> <li>• the structure, location and utilisation of adipose tissue</li> <li>• the function of the endocrine system and its relationship to weight gain and loss</li> <li>• the function of the excretory system</li> <li>• the function of the digestive system</li> <li>• the basic principles of healthy eating</li> <li>• the function of blood and the principles of circulation, blood pressure and pulse</li> <li>• the structure and function of the heart and arteries, veins and capillaries</li> <li>• how to identify erythema and its causes</li> <li>• the structure and function of the lymphatic system, including lymphatic vessels, nodes and lymph of the body</li> <li>• the principles of lymph circulation and the interaction of lymph and blood within the circulatory system</li> <li>• the effect of wrap and flotation treatments on the skin, circulatory, lymphatic, endocrine, excretory and digestive systems</li> <li>• those contra-indications applicable to body wrapping and flotation treatments and the courses of action to take in the event of contra-indications and why (eg thyroid imbalance, nut allergies, weeping eczema and psoriasis, circulatory disorders, any medical condition with specialist or general practitioner approval etc)</li> </ul>

	<ul style="list-style-type: none"><li>• how differing client body weight and frame impacts on flotation equipment set up and use</li><li>• the different types of pre-heat treatment that can be used prior to body wrapping and their effects</li><li>• the physiological and psychological effects of body wrapping treatments</li><li>• the possible contra-actions which can occur during body wrapping treatments and how to deal with them</li><li>• the uses and benefits of wet flotation treatments (eg tank, bath and pool)</li><li>• the uses and benefits of a dry flotation bed</li><li>• how to test and interpret results of water and chemical concentrations for wet flotation</li><li>• the physiological and psychological effects of flotation treatments</li><li>• the possible contra-actions which can occur during flotation treatments and how to deal with them</li><li>• the contra-actions that could occur after body wrapping and flotation treatments and what advice to give to clients</li></ul>
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## Nail Services Level 2: Areas of Knowledge within Units Requiring Mandatory Written Questions

Unit Title	Area of Knowledge
Unit N2: Provide manicure service	<ul style="list-style-type: none"> <li>• the types of conditions and disorders that may contra-indicate the service and why (eg fungal, bacterial, viral and parasitic infections to the skin and nails, severe nail separation, severe eczema, psoriasis and dermatitis)</li> <li>• the types of conditions and disorders that may restrict the service and why (eg minor nail separation, minor eczema, psoriasis and dermatitis, severely bitten or damaged nails)</li> <li>• the importance of and reasons for not naming specific contra-indications when referring clients to a general practitioner</li> <li>• how to identify treatable nail and skin conditions (eg weak, dry, brittle and ridged nails; dry, split and overgrown cuticles)</li> <li>• the bones of the hand and lower arm</li> <li>• the muscles of the lower arm and hand</li> <li>• the blood circulation to the lower arm and hand</li> <li>• the structure of the nail unit (ie the nail plate, nail bed, matrix, cuticle, lunula, hyponychium, eponychium, nail wall, free edge, the lateral nail fold)</li> <li>• the process of nail growth (ie nail formation, growth rate, factors affecting growth, the effects of damage on growth, nail thickness)</li> <li>• the structure and function of the skin (ie dermis, epidermis, subcutaneous layer, appendages)</li> <li>• the skin characteristics and skin types of different ethnic client groups</li> <li>• how to adapt manicure service to suit a male client</li> <li>• the benefits and effects of the hand and nail treatments in the range</li> <li>• the features and benefits of manicure products</li> <li>• the effects of massage techniques on the nails, skin, muscle and underlying structures</li> <li>• the different types of massage mediums and when they should be used</li> <li>• the reasons for applying base and top coat and the consequences of not doing so</li> <li>• possible contra-actions which may occur during or after the manicure service</li> </ul>
Unit N3: Provide pedicure service	<ul style="list-style-type: none"> <li>• the types of conditions and disorders that may contra-indicate the service and why (eg fungal, bacterial, viral and parasitic infections to the skin and nails, severe nail separation, severe eczema, psoriasis and dermatitis, infected ingrowing toe nails)</li> <li>• the types of conditions and disorders that may restrict the service and why (eg bunions, corns, callouses, damaged nails and varicose veins)</li> <li>• the importance of and reasons for not naming specific contra-indications when referring clients to a general practitioner</li> <li>• how to identify treatable nail and skin conditions (eg discoloured, dry, brittle, ridged and thickened nails; overgrown cuticles)</li> <li>• the bones of the foot and lower leg</li> <li>• the muscles of the lower leg and foot</li> <li>• the blood circulation to the lower leg and foot</li> </ul>

	<ul style="list-style-type: none"> <li>• the structure of the nail unit (ie the nail plate, nail bed, matrix, cuticle, lunula, hyponychium, eponychium, perionychium, free edge, the lateral nail fold)</li> <li>• the process of nail growth (ie nail formation, growth rate, factors affecting growth, the effects of damage on growth, nail thickness)</li> <li>• the structure and function of the skin (ie dermis, epidermis, subcutaneous layer, appendages)</li> <li>• the skin characteristics and skin types of different ethnic client groups</li> <li>• how to adapt pedicure service to suit a male client</li> <li>• the benefits and effects of the foot and nail treatments in the range</li> <li>• the features and benefits of pedicure products</li> <li>• the effects of massage techniques on the nails, skin, muscle and underlying structures</li> <li>• the different types of massage mediums and when they should be used</li> <li>• the reasons for applying base and top coat and the consequences of not doing so</li> <li>• possible contra-actions which may occur during or after the pedicure service</li> </ul>
Unit N4: Carry out nail art service	<ul style="list-style-type: none"> <li>• the different natural nail shapes you are likely to come across during nail art services (eg hook, spoon and fan)</li> <li>• the different types of nail art products and their use</li> <li>• the different types of tools and how to use them</li> <li>• the limitations on the application of nail art designs due to the condition of clients' nails</li> <li>• the maintenance requirements for nail art designs</li> <li>• how to safely and effectively remove nail art designs</li> <li>• products for home use that will benefit the client</li> <li>• the contra-actions that could occur after nail art services and what advice to give to clients</li> </ul>
Unit N5: Apply and maintain nail enhancements to create a natural finish	<ul style="list-style-type: none"> <li>• the structure of the nail unit (ie nail plate, nail bed, matrix, cuticle, lunula, hyponychium, eponychium, perionychium, free edge, the lateral nail fold)</li> <li>• the contra-actions which may occur during or after the service and how to deal with them: allergic reactions, overexposure and exo-thermic reaction, bacterial infections, nail separation, lifting of product, premature loss of extension)</li> <li>• the process of nail growth (ie nail formation, growth rate, factors affecting growth, the effects of damage on growth, nail thickness)</li> <li>• the structure and function of the skin (ie dermis, epidermis, subcutaneous layer, appendages)</li> <li>• how different natural nail shapes you are likely to come across during Nail Services and how this can affect your service plan</li> <li>• the key differences between UV gel, liquid and powder and wrap nail enhancement systems</li> <li>• the advantages and disadvantages of each nail enhancement system</li> <li>• the factors that influence the choice of nail enhancement services</li> <li>• how the incorrect application and removal of nail enhancements can damage the natural nails and surrounding soft tissue</li> <li>• the importance of using the correct methods and techniques to avoid overexposure</li> <li>• the techniques for repairing natural nails, including splits, cracks, flaking and breakages</li> </ul>

	<ul style="list-style-type: none"><li>• the techniques for repairing nail enhancements including lifting, cracking, premature loss and discolouration</li><li>• recommended intervals between nail enhancement services</li><li>• how to deal with accidental damage</li></ul>
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## Nail Services Level 3: Areas of Knowledge within Units Requiring Mandatory Written Questions

Unit Title	Knowledge Areas
Unit N6 Enhance and maintain nails using UV gel	<ul style="list-style-type: none"> <li>• the types of conditions and disorders that may contra-indicate the service and why (eg fungal, bacterial, viral and parasitic infections to the skin and nails, severe nail separation or damage, severe eczema, psoriasis and dermatitis)</li> <li>• the types of conditions and disorders that may restrict the service and why (eg minor nail separation, minor eczema, psoriasis and dermatitis, severely bitten or damaged nails, unknown swelling and redness)</li> <li>• the contra-actions which may occur during or after the service and how to deal with them (eg allergic reactions, exothermic and overexposure reaction, bacterial infections, nail separation); lifting of product; premature loss of extension</li> <li>• the structure of the nail unit (ie the nail plate, nail bed, matrix, cuticle, lunula, hyponychium, eponychium, perionychium, free edge, the lateral nail fold)</li> <li>• the process of nail growth (ie nail formation, growth rate, factors affecting growth, the effects of damage on growth, nail thickness)</li> <li>• the structure and functions of the skin (ie dermis, epidermis, subcutaneous layer, appendages)</li> <li>• the different natural nail shapes you are likely to come across during UV gel services and how this can affect your service plan (eg hook, spoon, fan and bitten)</li> <li>• the chemical composition of UV gel</li> <li>• the chemical reaction that takes place during the curing process for UV gel</li> <li>• the different types of gel products available and their uses (eg top coats, sealers, builders)</li> <li>• the critical differences in application and process for gel, wraps, liquid and powder</li> <li>• the importance of knowing what type of primer or bonding agent to use and when</li> <li>• how the incorrect application and removal of nail enhancements can damage the natural nails and surrounding soft tissue</li> <li>• the action of nail enhancement products on nails, cuticle and skin</li> <li>• why it is important to leave a free margin around the cuticle and side wall area</li> <li>• the importance of choosing the correct size and type of tip</li> <li>• the advantages and disadvantages of using blended and unblended tips</li> <li>• the different types of sculpting forms available and how to use them</li> <li>• the importance of correct tip application and blending</li> <li>• the techniques for repairing natural nails, including splits, cracks, flaking and breakages</li> <li>• the techniques for repairing nail enhancements including lifting, cracking, premature loss and discolouration</li> <li>• aftercare, maintenance and removal requirements for UV gel nail enhancements</li> <li>• recommended intervals between UV gel nail enhancement services</li> </ul>

<p>Unit N7: Enhance and maintain nails using liquid and powder</p>	<ul style="list-style-type: none"> <li>• the types of conditions and disorders that may contra-indicate the service and why (eg fungal, bacterial, viral and parasitic infections to the skin and nails, severe nail separation or damage, severe eczema, psoriasis and dermatitis)</li> <li>• the types of conditions and disorders that may restrict the service and why (eg minor nail separation, minor eczema, psoriasis and dermatitis, severely bitten or damaged nails, unknown swelling and redness)</li> <li>• the contra-actions which may occur during and after the service and how to deal with them, eg allergic reactions, overexposure and exo-thermic reaction, bacterial infections, nail separation, lifting of product; premature loss of extension</li> <li>• the structure of the nail unit (ie the nail plate, nail bed, matrix, cuticle, lunula, hyponychium, eponychium, perionychium, free edge, the lateral nail fold)</li> <li>• the process of nail growth (ie nail formation, growth rate, factors affecting growth, the effects of damage on growth, nail thickness)</li> <li>• the structure and functions of the skin</li> <li>• the different natural nail shapes you are likely to come across during liquid and powder services and how this can affect your service plan (eg hook, spoon, fan and bitten)</li> <li>• the chemical composition of liquid and powder</li> <li>• the chemical reaction that takes place during the curing process for liquid and powder</li> <li>• the importance of using the correct methods and techniques to avoid overexposure</li> <li>• the importance of knowing what type of primer to use and when</li> <li>• how the incorrect application and removal of nail enhancements can damage the natural nails and surrounding soft tissue</li> <li>• the action of nail enhancement products on nails, cuticle and skin</li> <li>• the importance of selecting coloured powders that complement the client's skin tones</li> <li>• why it is important to leave a free margin around the cuticle and side wall area</li> <li>• the importance of choosing the correct size and type of tip</li> <li>• the advantages and disadvantages of using blended and unblended tips</li> <li>• the different types of sculpting forms available and how to use them</li> <li>• the techniques for repairing natural nails, including splits, cracks, flaking and breakages</li> <li>• the techniques for repairing nail enhancements including lifting, cracking, premature loss and discolouration</li> <li>• aftercare, maintenance and removal requirements for liquid and powder nail enhancements</li> <li>• recommended intervals between liquid and powder nail enhancement services</li> </ul>
<p>Unit N8: Enhance and maintain nails using wraps</p>	<ul style="list-style-type: none"> <li>• the types of conditions and disorders that may contra-indicate the service and why (eg fungal, bacterial, viral and parasitic infections to the skin and nails, severe nail separation or damage, severe eczema, psoriasis and dermatitis)</li> <li>• the types of conditions and disorders that may restrict the service and why (eg minor nail separation, minor eczema, psoriasis and dermatitis, severely bitten or damaged nails, unknown swelling and redness)</li> <li>• the contra-actions which may occur during and after the service and how to</li> </ul>

	<p>deal with them (allergic reaction, exothermic and overexposure reactions, bacterial infections, nail separation, lifting of product, premature loss of extension)</p> <ul style="list-style-type: none"> <li>• the structure of the nail unit (ie the nail plate, nail bed, matrix, cuticle, lunula, hyponychium, eponychium, perionychium, free edge, the lateral nail fold)</li> <li>• the process of nail growth (ie nail formation, growth rate, factors affecting growth, the effects of damage on growth, nail thickness)</li> <li>• the structure and functions of the skin</li> <li>• the different natural nail shapes you are likely to come across during wrap service and how this can affect your service plan (eg hook, spoon, fan and bitten)</li> <li>• the chemical composition of wraps</li> <li>• the chemical reaction that takes place during the curing process</li> <li>• the importance of using the correct methods and techniques to avoid overexposure</li> <li>• the features and benefits of wrap fabrics</li> <li>• how the incorrect application of nail enhancements can damage the natural nails and surrounding soft tissue</li> <li>• the action of nail enhancement products on nails, cuticle and skin</li> <li>• why it is important to leave a free margin around the cuticle and side wall area</li> <li>• the importance of choosing the correct size and type of tip</li> <li>• the advantages and disadvantages of using blended and unblended tips</li> <li>• the techniques for repairing natural nails, including splits, cracks, flaking and breakages</li> <li>• the techniques for repairing nail enhancements including lifting, cracking, premature loss and discolouration</li> <li>• aftercare, maintenance and removal requirements for wrap nail enhancements</li> <li>• recommended intervals between wrap nail enhancement services</li> </ul>
Unit N12: Prepare and finish nail overlays using electric files	<ul style="list-style-type: none"> <li>• the type of dust extraction equipment available for use with electric files and why they are important</li> <li>• the types of disorders which may contra-indicate the service and why (eg thin and or damaged nail plate, cuts and abrasions to surrounding skin, nail separation)</li> <li>• the types of contra-actions that can occur when using electric files and how to deal with them (eg blistering, heat friction, thinning of the nail plate, cuts and abrasions)</li> <li>• why it is important to maintain three points of contact when working with a client</li> <li>• how the inappropriate use of electric files can damage the natural nail and surrounding skin</li> <li>• how to identify types of nail damage caused by the misuse of electric files</li> <li>• how to avoid excessive accumulation of heat when using an electric file</li> <li>• why the spin of the electric file needs to be in the opposite direction of working</li> <li>• when to use a hand file and when to use an electric file and the limitations of the use of electric files</li> <li>• why electric files should never be used for tip blending</li> <li>• the difference between dust created by hand filing and electric filing and the health and safety implications.</li> </ul>

## Appendix D6

### **OCCUPATIONAL EXPERTISE REQUIREMENTS FOR BEAUTY THERAPY, NAIL SERVICES AND SPA THERAPY ASSESSORS AND VERIFIERS**

#### **1 Introduction**

- 1.1 As the Standards Setting Body for the hair and beauty sectors, Habia is responsible for defining the occupational expertise requirements for assessors and verifiers in consultation with employers, centres and Awarding Bodies. The assessor and verifier occupational expertise requirements for the Beauty Therapy, Nail Services and Spa Therapy NVQs and SVQs are shown below.
- 1.2 Please note that these requirements will take effect from 1 August 2010 and will apply to all assessors and verifiers. This version dated March 2009 supersedes all previous versions.
- 1.3 Please note all assessors and verifiers still working with the existing standards will continue to use and follow the August 2007 Assessment Strategy requirements.

#### **2 Assessors**

##### **2.1 From 1 August 2010 all new Beauty Therapy assessors must:**

- 2.1.1 **hold EITHER** the Level 2 and/or 3 Beauty Therapy NVQs/SVQs or equivalent\* plus sufficient relevant post qualification industrial experience that is current and appropriate to the unit(s) of NVQ/SVQ they are intending to assess.

**OR**

**substantial operational experience\*\*** that is current and appropriate to the unit(s) of NVQ/SVQ they are intending to assess.

- 2.1.2 **hold** Units D32 **and** D33\*\*\* to assess the complete Beauty Therapy NVQs/SVQs (those work based assessors only required to make and record observations may hold just D32)

**OR**

**hold or be working towards** Unit A1\*\*\* if carrying out all forms of assessment

**OR**

**hold or be working towards** Unit A2 if only carrying out observations in the workplace.

2.2 **From 1 August 2010 all new Spa Therapy assessors must:**

2.2.1 **hold EITHER** the Level 3 Spa Therapy NVQ/SVQ or equivalent\* plus sufficient relevant post qualification industrial experience that is current and appropriate to the unit(s) of NVQ/SVQ they are intending to assess.

**OR**

**substantial operational experience\*\*** that is current and appropriate to the unit(s) of NVQ/SVQ they are intending to assess.

2.2.2 **hold** Units D32 **and** D33\*\*\* to assess the complete Spa Therapy NVQ/SVQ (those work based assessors only required to make and record observations may hold just D32)

**OR**

**hold or be working towards** Unit A1\*\*\* if carrying out all forms of assessment

**OR**

**hold or be working towards** Unit A2 if only carrying out observations in the workplace.

2.3 **From 1 August 2010 all existing Beauty Therapy assessors (as defined in 2.1 above) holding just the Level 2 Beauty Therapy NVQ/SVQ** will only be able to assess the Level 2 Beauty Therapy NVQ/SVQ. They will not be eligible for internal verifier or external verifier roles.

2.4 **From 1 August 2010 all new Nail Service assessors must:**

2.4.1 **hold EITHER** the Level 2 and/or 3 Nail Services NVQs/SVQs or equivalent\* plus sufficient relevant post qualification industrial experience that is current and appropriate to the unit(s) of NVQ/SVQ they are intending to assess.

**OR**

**substantial operational experience\*\*** that is current and appropriate to the units(s) of NVQ/SVQ they are intending to assess.

In addition they should undertake and achieve, within 18 months, the current Nail Services L2 and or L3 NVQ/SVQ appropriate to the unit(s) they are intending to assess.

2.4.2 **hold or be working towards** Unit A1\*\*\* if carrying out all forms of assessment

**OR**

hold Units D32 and D33\*\*\* to assess the complete Nail Services NVQs/SVQs (those work based assessors only required to make and record observations may hold just D32)

**OR**

**hold or be working towards** Unit A2 if only carrying out observations in the workplace.

2.5 **From 1 August 2010 all existing assessors holding just the Level 2 Nail Services NVQ/SVQ or equivalent will only be able to assess the Level 2 Nail Services NVQ/SVQ.** They will not be eligible for internal verifier or external verifier roles.

### 3 **Internal Verifiers**

3.1 **From 1 August 2010 all Beauty Therapy, Nail Service and Spa Therapy internal verifiers must:**

3.1.1 **hold** the Level 3 Beauty Therapy or Level 3 Nail Services or Level 3 Spa Therapy NVQs/SVQs or equivalent\* plus sufficient relevant post qualification industrial experience that is current and appropriate to the units(s) of NVQ/SVQ they are intending to internally verify.

**OR**

**substantial operational experience\*\*** that is current and appropriate to the units(s) of NVQ/SVQ they are intending to internally verify, and

3.1.2 **hold** Unit A1 or Units D32 **and** D33 \*\*\* and

3.1.3 **hold** D34 or **hold or be working towards Unit V1**

3.1.4 have **sufficient experience** of assessing Nail Service NVQs/SVQs.

### 4 **External Verifiers**

4.1 **From 1 August 2010 all Beauty Therapy, Nail Service and Spa Therapy external verifiers must:**

4.1.1 **hold** the Level 3 Beauty Therapy, Level 2 and/or 3 Nail Services or Level 3 Spa Therapy NVQs/SVQs or equivalent\* plus sufficient relevant post qualification industrial experience that is current and appropriate to the units(s) of NVQ/SVQ they are intending to externally verify.

**OR**

**substantial operational experience\*\*** that is current and appropriate to the units(s) of NVQ/SVQ they are intending to externally verify, and

- 4.1.2 **hold** Unit A1 **or** Units D32 **and** D33\*\*\* and
  - 4.1.3 **hold** D35 or **hold and be working towards** Unit V2 or hold D35 and are strongly advised to hold Unit V1 or D34
  - 4.1.4 have sufficient experience assessing and/or internally verifying within Beauty Therapy, Nail Service or Spa Therapy NVQs/SVQs.
- 5 **Assessors and verifiers for non-technical units who are not beauty therapist, nail technicians or spa therapists**
- 5.1 There are several units in the NVQs/SVQs that cover generic skills, assessed in a Beauty Therapy, Nail Services or Spa Therapy context. Some centres use assessors and verifiers from other occupations to assess and verify these.
  - 5.2 **ENTO Units HSS1 and HSS3, ICS Unit 10, SFEDI Units BD1 and BI2, have been imported into the Habia standards:** Assessors of these units must meet the requirements laid down by these Standards Setting Bodies in their Assessment Strategies
  - 5.3 **Non-technical Beauty therapy, Nail Services or Spa Therapy Habia units:** the same criteria as for assessors and internal verifiers who are nail technicians will apply, inserting the *relevant* NVQ/SVQ or equivalent qualification or experience and the *relevant* occupational area. This does not apply to external verifiers who will always be nail technicians for the Habia units. For the sake of clarification, Beauty and spa therapy units cannot be internally verified by non-beauty or non-spa therapists and Nail Services units cannot be internally verified by non-nail technicians.
    - i) *Occupational Expertise Requirements for Assessors who are not beauty therapists, nail technicians or spa therapists.*

Non Beauty Therapist Assessors, Non Nail Technician Assessors and Non Spa Therapy Assessors must have the *relevant* Level 2 and Level 3 NVQs/SVQs plus substantial *relevant* industrial experience or substantial operational experience that is current and appropriate to the level(s) of NVQ/SVQ units they are intending to assess. Where individuals have qualifications other than the *relevant* NVQs/SVQs, they or their centre should contact their Awarding Body to determine the acceptability of these qualifications. Assessors will only be able to assess those units in which they have formally demonstrated their competence or have shown evidence of operational experience.

For NVQs, UKCES requires that assessors hold Unit A1 or A2 (if just recording observations) OR Unit D32 and/or Unit D33. New assessors must have a clear action plan for achieving Unit A1 and/or Unit A2 within eighteen months of beginning assessment duties. Assessment decisions by assessors who are still working towards certification must be supported by an assessor or verifier who has gained certification. This can be achieved by checking a sample of assessment decisions.

For SVQs, SQA Accreditation requires that assessors be occupationally competent and must hold Units A1 and/or A2\*\*\*, OR hold D32 and/or D33.

Please note that Habia generally requires assessors hold or are working towards Unit A1 OR hold D32 and D33. *In addition, in this case where the assessor does not have a Beauty Therapy, Nail Services or Spa Therapy background, then she/he must have obtained a working knowledge of the Beauty Therapy, Nail Services or Spa Therapy industry as the context for assessment, through briefing or induction, or ideally through a period of experience in a salon.*

ii) *Occupational Expertise Requirements for Internal Verifiers who are not beauty therapists, nail technicians or spa therapists.*

Non Beauty Therapy internal verifiers, Non Nail Services internal verifiers and Non Spa Therapy internal verifiers must have the *relevant* Level 3 NVQs/SVQs plus sufficient relevant industrial experience or substantial operational experience that is current and appropriate to the level(s) of NVQ/SVQ units they are intending to internally verify. Where individuals have qualifications other than the *relevant* NVQs/SVQs, they or their centre should contact their Awarding Body to determine the acceptability of these qualifications. They must also have at least sufficient experience of assessing the *relevant* NVQs/SVQs or *relevant* units.

For NVQs, *UKCES* requires that internal verifiers hold Unit V1 or D34 and, it is recommended, also hold Unit A1 or D32 and D33. New internal verifiers must have a clear action plan for achieving Unit V1 within eighteen months of beginning internal verification. Without an appropriately qualified internal verifier, the centre must understand that it cannot submit claims for certification to the Awarding Body.

For SVQs, *SQA Accreditation* requires that internal verifiers be occupationally competent and must hold or be working towards Unit V1 OR hold D34. Unit A1 or D33 is also desirable\*\*\*

Please note that *Habia* requires all internal verifiers hold Unit A1 or D32 and D33\*\*\* and hold or are working towards V1. In addition, in this case where the internal verifier does not have a Beauty Therapy, Nail Services or Spa Therapy background, then she/he must have obtained a working knowledge of the Beauty Therapy, Nail Services or Spa Therapy industry as the context for assessment, through briefing or induction, or ideally through a period of experience in a salon.

In this case where assessors and/or internal verifiers do not have a Beauty Therapy, Nail Services or Spa Therapy background, then a period of experience in a salon or attending Beauty Therapy, Nail Services or Spa Therapy specific event(s) relevant to the units being assessed or verified will help them become more familiar with the requirements of the Beauty Therapy, Nail Services or Spa Therapy industry.

\* Where individuals have qualifications other than the Beauty Therapy, Nail Services and Spa Therapy NVQs/SVQs, they or their centre should contact their Awarding Body to determine the acceptability of these qualifications. Assessors will only be able to assess those units in which they have formally demonstrated their competence or have shown evidence of operational experience.

\*\* substantial operational experience means substantial hands on work served within the Beauty Therapy, Nail Services or Spa Therapy industry. This can include time in any role in the Beauty Therapy, Nail Services or Spa Therapy industry, for example as a technician, trainer, lecturer, assessor, verifier or salon manager/owner.



## Appendix D7

### **REQUIREMENTS FOR CONTINUING PROFESSIONAL DEVELOPMENT FOR ASSESSORS AND VERIFIERS OF NAIL SERVICES TECHNICAL UNITS**

From 1 September 2001 as a condition of centre approval and continuing centre approval, centres were required to establish an ongoing, fully resourced Staff Development Plan, capable of supporting the Habia CPD requirement. (Preferably, such a Staff Development Plan should link to IIP or other formally recognised quality assurance systems.)

Assessors and verifiers must be able to demonstrate to the Awarding Body how they keep their Beauty Therapy, Nail Services or Spa Therapy technical skills and knowledge up-to-date and to the occupational level at which they are assessing and/or verifying. Continuing Professional Development (CPD) must take place throughout the careers of assessors and verifiers.

This **must** include the completion of a minimum number of hours CPD in each twelve month period using activities approved for CPD (see below).

The minimum, annual CPD requirement for assessors and verifiers is as follows:

A **total, minimum requirement for 30 hours CPD** per annum which does not have to be consecutive.

The CPD requirement must be carried out in **one or a combination of** the types of activities listed below. **No activity will carry a 'double hours' allowance.**

- 'hands on' delivery of Beauty Therapy, Nail Services or Spa Therapy to fee paying clients in a commercial salon that can be shown to develop individual skill and knowledge levels
- undertaking technical Beauty Therapy, Nail Services or Spa Therapy training that develops new and/or updates existing skills and/or knowledge levels
- further Beauty therapy, Nails Services or Spa Therapy qualification work

The following activities **will not** count towards CPD:

- reading the trade press and books
- listening to tapes and watching videos

*(However, the above are recommended for background knowledge to support CPD but are **not** approved for inclusion in the CPD hours requirement)*

Individuals must provide relevant and suitable evidence that CPD has taken place within each 12 month period to be measured from 1 September - 31 August.

## EXPLANATORY NOTES:

- i. *technical Beauty Therapy, Nail Services and Spa Therapy training* - external and internal workshops and training sessions are eligible.
- ii. *commercial salon* - this is defined as a salon where the majority of beauty therapists, nail technicians or spa therapists are already qualified and the main function of the salon is not training and assessment. If a training salon in a centre is closed and reopened as a commercial salon, eg during holiday periods, then this is an acceptable location for CPD to be undertaken. If there is any doubt as to the acceptability of the arrangement, guidance should be sought from Habia.
- iii. *Beauty Therapy, Nail Services or Spa Therapy qualification work* - the aim of this option is to encourage assessors and verifiers to gain new skills or to update current ones. Work undertaken for this option must lead to a formally assessed and accredited qualification or unit of an NVQ/SVQ.

A nominal 30 hours has been allocated to the achievement of any Beauty Therapy, Nail Services or Spa Therapy unit qualification in any one CPD year. The same unit should not be taken twice during the lifetime of any particular NVQ/SVQ or repeated within any 5 year period.

Other activities may be acceptable for CPD for which prior approval should be gained from Habia.

## CALCULATING CPD HOURS

- a) CPD for existing assessors and verifiers is measured within each 12 month period, taken from 1 September – 31 August each year.
- b) CPD hours for new assessors and verifiers shall be measured from the date their duties commence.
- c) Assessors and verifiers who take leave from assessment or verification duties during any twelve month period will be able to collect CPD pro rata.
- d) The CPD hours for part-time assessors and verifiers will be calculated pro rata based on a nominal 37 hour week. **However, a minimum of 5 hours CPD in any twelve month period must be carried out by all part-time assessors and verifiers.**

For example, an assessor contracted for 7 hours/week:  $7 \div 37 \times 100 =$  approx. 20% of a full time assessor.  $20\% \times 30$  hours = 6 hours CPD in any 12 month period.

- e) A nominal time of 30 hours per NVQ/SVQ unit achieved has been set, regardless of the unit.
- f) If you are an assessor **and** a verifier, you only have to do the minimum of 30 hours CPD, **not** 60 hours.
- g) All External Verifiers must complete a minimum of 30 hours CPD per annum regardless of actual hours worked as an External Verifier.

# Form HDCPD1.0

## Hair and Beauty Sector

**CONFIDENTIAL**

Centre no. \_\_\_\_\_

### Continuous Professional Development – Beauty Therapy Assessor/Verifier Development Plan

Name \_\_\_\_\_ Position \_\_\_\_\_ Qualifying period \_\_\_\_\_ to \_\_\_\_\_

<b>Date of planned activity</b>	<b>Duration of planned activity</b>	<b>Brief description of planned activity/learning</b> (eg description of workshop or seminar to be attended, or type of service to be completed. Please list main areas of learning.	<b>Location</b>	<b>Which specific scheme and units are covered by this activity?</b>

Please complete this plan at the start of each CPD qualifying period to indicate how you intend meeting the CPD requirements. For the 3008 and 3009 awards a total of 30 hours CPD per year is required for beauty therapy assessors and or verifiers. Please see the relevant Requirements for Continuous Professional Development in the Assessors Handbook for more detailed information

# Form HDCPD1.0

## Hair and Beauty Sector

**CONFIDENTIAL**

Centre no. \_\_\_\_\_

### Continuous Professional Development – Beauty Therapy Assessor/Verifier Log of Qualifying Activities

Name \_\_\_\_\_ Position \_\_\_\_\_ Qualifying period \_\_\_\_\_ to \_\_\_\_\_

Date of activity	Accumulated time	<b>Brief description of activity/learning</b> eg description of workshop or seminar attended, or number of clients and type of services completed. Please list main areas of learning.	<b>Location</b>	<b>Name of contact and contact telephone number</b>	<b>Which specific schemes and units are covered by this activity?</b>	<b>Supporting evidence</b> eg witness testimony, certificate

**Totals for the year \***

\*For the 3008 and 3009 awards a total of **30 hours** CPD per year is required for beauty therapy assessors and or verifiers. Please see the relevant requirements for continuous professional development for more detailed information.

We confirm that the above activities were completed during the stated qualifying period.

Assessor/Verifier signature \_\_\_\_\_ Date \_\_\_\_\_ IV/QAC signature \_\_\_\_\_ Date \_\_\_\_\_

## Useful contacts

### UK learners

#### General qualification information

**T: +44 (0)844 543 0033**

**E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)**

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### International learners

#### General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

**E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)**

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### Centres

Exam entries, Registrations/enrolment, Certificates, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

**E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)**

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### Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

**E: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)**

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### International awards

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