

## **Competency Standards for Caribbean Vocational Qualifications (CVQ)**

**CCCSB40205**

**Level IV in Massage Therapy**

<b>Unit Number</b>	<b>Unit Title</b>	<b>Mandatory /Elective</b>	<b>Hours</b>
CSBCOR0001A	Perform interactive workplace communication	Mandatory	30
CSBCOR0011A	Maintain a safe, clean and efficient work environment	Mandatory	20
CSBCOR0021A	Plan and organise work	Mandatory	20
CSBMTH0001A	Prepare clients for therapeutic services	Mandatory	20
CSBCOR0041A	Deliver quality service to customers	Mandatory	20
ITICOR0011A	Carry out data entry and retrieval procedures	Mandatory	40
CSBCOS0002A	Receive and direct clients	Mandatory	30
CSBCOS0032A	Sell products and services	Mandatory	20
CSBCOS0052A	Perform stock control procedures	Mandatory	20
CSBCOR0003A	Maintain customer relations	Mandatory	20
CSBBTH0043A	Apply knowledge of anatomy and physiology to beauty therapy treatments	Mandatory	30
CSBBTH0063A	Provide Swedish massage	Mandatory	50
CSBMTH0013A	Perform On-Site Massage	Mandatory	20
CSBBTH0053A	Provide aromatherapy massage	Mandatory	20
CSBMTH0043A	Apply body scrub	Mandatory	30
CSBMTH0053A	Apply Hydrotherapy	Mandatory	30
CSBMTH0063A	Apply Stone massage	Mandatory	30
CSBMTH0014A	Provide Sports Massage	Mandatory	30
CSBMTH0024A	Provide Deep Tissue Massage	Mandatory	50
CSBMTH0034A	Apply Shiatsu	Mandatory	30
CSBMTH0044A	Provide trigger point therapy	Mandatory	50
BSBCOR0023A	Organise personal work priorities and development	Mandatory	40
BSBSBM0024A	Research business opportunities	Mandatory	50
BSBSBM0044A	Undertake financial planning	Elective	50
BSBSBM0012A	Craft personal entrepreneurial strategy	Elective	50
BSBSBM0054A	Develop business plans	Elective	50
BSBSBM0034A	Establish business and legal requirements	Elective	60
CSBBTH0044A	Use reflexology relaxation techniques in beauty treatments	Elective	50
CSBCOR0015A	Facilitate and capitalise on change and innovation	Elective	50

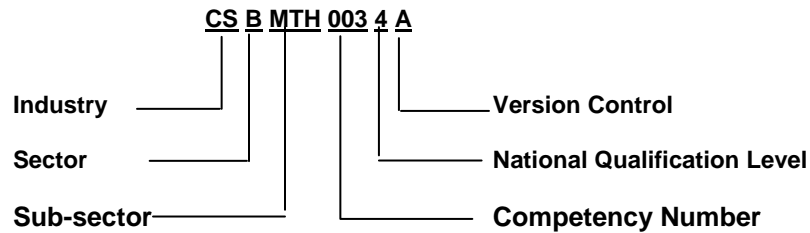
To be awarded this Caribbean Vocational Qualification (CVQ) all Mandatory competency standards must be achieved. Electives achieved with the qualification will be awarded unit statement of competency.

The nominal training hours are a guide for planning the delivery of Training Programmes.

## Legend to Unit Code

Example: CSBMTH0033A

CS B MTH 003 4 A



**KEY:** Man – Mandatory; COS – Cosmetology; BTH – Beauty Therapy; MTH – Massage therapy;  
SBM – Small Business Management; ITI – Information Technology (Information);  
BSB – Business Service (Business); CSB – Community Service (Beauty)

**CSBCOR0001A: Perform interactive workplace communication**

## Competency Descriptor:

This unit deals with the skills and knowledge required to for effective communication in the workplace.

Competency Field: Beauty services

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

1. Follow routine instructions and information	1.1	Instructions received are acted upon.
	1.2	Effective questioning is used to elicit information.
	1.3	Salon information relevant to the particular task is assessed, comprehended and acted upon.
	1.4	Daily work routine is planned and organised.
	1.5	Tasks are prioritised and completed without undue delay.
	1.6	Manufacturers written technical instructions are read, comprehended and acted upon
	1.7	Simple written information is recorded for reference.
2. Participate in workgroups and teams	2.1	Allocated tasks are identified.
	2.2	Allocated tasks are completed willingly, without undue delay.
	2.3	Assistance is actively sought from or provided to other team members when difficulties arise.
	2.4	Feedback provided by others in the workgroup is encouraged, acknowledged, and acted upon.
	2.5	Questioning used to minimise misunderstandings.
	2.6	Signs of potential workplace conflict identified and conflict avoided wherever possible.



- 2.7 Participation in team problem solving demonstrated.
- 2.8 Support is offered and provided to colleagues.
- 3. Apply profession ethics
  - 3.1 Standards of decorum, good manners and social behaviour are maintained according to salon policy.
  - 3.2 A competent, professional manner/attitude is projected through non-verbal presentation.
  - 3.3 Confidentiality and tact are demonstrated.
  - 3.4 Responsibilities of employer/employee are mutually recognised and carried out.
- 4. Support the organization
  - 4.1 Personal hygiene and deportment reflect salon policy.
  - 4.2 Clients are treated with courtesy
- 5. Receive and refer clients complaints
  - 5.1 Positive helpful attitude is conveyed to clients when handling complaints.
  - 5.2 Complaints are handled sensitively, courteously and with discretion.
  - 5.3 Nature of complaint is established by active listening and questioning and confirmed with the client.
  - 5.4 Action is taken to resolve complaint to client's satisfaction wherever possible.
  - 5.5 Unresolved client dissatisfaction or complaints promptly referred to more experienced hairdresser or supervisor.
  - 5.6 Opportunities taken to turn incidents of client dissatisfaction into a demonstration of high quality service to clients in line with salon policy,
  - 5.7 Follow up action taken as necessary to ensure client satisfaction.



## RANGE STATEMENT

This unit of competency should be demonstrated in accordance with the salon's policies and procedures in regard to:

- contact with clients
- job descriptions/responsibilities
- interaction with other team members
- interaction with supervision/management
- orientation for new workers

Teams may include:

- small work teams or salon team.
- management, or other staff members.
- full-time or part-time staff

Legislation, codes and national standards relevant to the workplace may include:

- National Association of Hair Dressers and Cosmetologists codes of regulation (NAHC)
- OHS and hygiene requirements
- First Aid regulations/requirements

Communication may occur with external clients and internal contacts, including management and other team members.

Information may include telephone, written or verbal messages, computer (e-mail/memos

Clients may include:

- people from a range of cultural backgrounds and physical and mental abilities
- regular and new clients

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively and consistently apply salon policies and procedures and industry codes of practice in regard to verbal and non-verbal presentation according to the performance criteria and the range statement.

### (1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to efficiently and consistently:

- apply salon policies and procedures and industry codes of practice in regard to verbal and non-verbal presentation to external and internal client contact in the appropriate context and to the level acceptable by the enterprise
- participate in a team situation in a courteous helpful manner, to complete allocated tasks willingly, to avoid misunderstandings and conflict where possible.
- to communicate with supervisors and peers and to seek assistance when necessary.
- solve problems with the team.
- follow routine instructions, perform tasks according to salon procedures, plan and prioritise tasks.

**Critical Aspects of Evidence (Cont'd)**

- maintain standards of decorum, good manners and social behaviour and to maintain a competent professional manner.
- provide a consistently welcoming client environment by treating clients in a courteous, professional manner.
- accurately interpret the nature of client complaints, resolve complaints and provide service to clients according to the range of variables.

**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- salon policies and procedures in regard to verbal and non-verbal presentation, communication within the team, allocated duties and personal presentation

The following, which aid communication within the team:

- roles and responsibilities of self, peers and management
- questioning/listening techniques
- conflict resolution skills
- negotiation skills
- goal setting
- ability to collect and organise information

The following, which aid self-development:

- maintenance of personal health and fitness.
- maintenance of personal hygiene and deportment
- personal goal setting
- importance of self esteem
- stress management
- time management
- services provided by salon
- technical terms found in manufacturers' product information
- literacy skills in regard to workplace documents
- numeracy skills in regard to workplace functions



### Skills

The ability to:

- consistently apply salon policies and procedures and industry codes of practice in regard to verbal and non-verbal presentation
- participate in a team situation in a courteous helpful manner, to complete allocated tasks willingly, to avoid misunderstandings and conflict where possible.
- to communicate with supervisors and peers and to seek assistance when necessary.
- problem solve with the team
- follow routine instructions, perform tasks according to salon procedures, plan and prioritise tasks.
- maintain standards of decorum, good manners and social behaviour and to maintain a competent professional manner.
- provide a consistently welcoming client environment by treating clients in a courteous, professional manner.
- accurately interpret the nature of client complaints, resolve complaints and provide service to clients according to the range of variables
- apply safe work practices and emergency procedures in regard to the provision of services and safe handling of products according to OHS regulations/requirements and First Aid
- apply the following which aid communication within the team:
  - questioning/listening techniques
  - conflict resolution skills
  - negotiation skills
  - goal setting
  - collect and organise information.

#### **(4) Resource Implications**

The following resources should be made available:

- access to clients in workplace situations, dealing with a variety of services and a range of communication processes in a salon/simulated assessment area

For the purpose of assessment a workplace or simulated hairdressing salon is defined as:  
One in which all the skills of hairdressing are performed with respect to the public, while the salon is open for business

**(3) Method of Assessment**

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- supporting statement from supervisor or previous employer
- case study

Competency in this unit may be demonstrated concurrently.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment dealing with a variety of services and a range of communication processes with clients result until competency is achieved.

The underpinning knowledge may be assessed off-the-job with the use of written or verbal items inclusive of short answer or case studies.

**CRITICAL EMPLOYMENT SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collecting, analysing and organising ideas and information	Level 1	
Communicating ideas and information	Level 1	
Planning and organising activities	Level 1	
Working with others and in teams	Level 1	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 1	
Using technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



**CSBCOR0011A: Maintain a safe, clean and efficient work environment**

## Competency Descriptor:

This unit incorporates the Occupational Health and Safety regulations required for beauty salon operation. It encompasses basic first aid procedures, personal hygiene, the provision of a caring client environment and the efficient operation of the salon.

## Competency Field:

Beauty Therapy

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Comply with health regulations	1.1	Procedures and practices implemented in a variety of salon situations in accordance with state and local government health regulations.
		1.2	Store policies and procedures for personal hygiene applied.
2.	Provide a relaxed and caring environment	2.1	Clients are made to feel comfortable according to salon policy.
		2.2	Responded to clients needs.
		2.3	Facilitated clients with refreshments.
3.	Prepare and maintain work area	3.1	Reception, work areas and walkways maintained in a safe, uncluttered and organised manner according to salon policy.
		3.2	All routines carried out safely, effectively and efficiently with minimum inconvenience to clients and staff.
		3.3	Waste is stored and disposed of according to local health regulations.
		3.4	Spills, food, waste, hair, water and/or other potential hazards promptly removed from floors according to salon policy.
		3.5	Linen is stored, cleaned and disinfected in line with local health regulations and salon procedures.
		3.6	Walls, floor and working surfaces are cleaned to meet salon requirements and health and safety standards without causing damage.
4.	Check and maintain tools and equipment	4.1	Tools and equipment are prepared for specific services as required.
		4.2	Tools and equipment are checked for maintenance requirements.

- 4.3 Tools and equipment are referred for repair as required.
  - 4.4 Tools and equipment are cleaned and stored safely and in position to comply with salon requirements and local health regulations.
- 5. Check and rotate stock
  - 5.1 Stock rotation procedures are carried out routinely and accurately according to salon procedures.
  - 5.2 Stock levels are accurately recorded according to salon procedures.
  - 5.3 Under or over supplied stock items are notified immediately to the salon supervisor.
  - 5.4 Incorrectly ordered or delivered stock is referred to the salon supervisor for return to supplier.
  - 5.5 Safe lifting and carrying techniques maintained in line with salon occupational health and safety policy and government legislation.
- 6. Observe basic safety procedure
  - 6.1 Procedures to achieve a safe working environment followed and maintained in line with occupational health and safety regulations and requirements according to salon policy.
  - 6.2 All unsafe situations recognised and reported according to salon policy.
  - 6.3 All breakdowns in relation to machinery and equipment reported to supervisor.
  - 6.4 Fire and safety hazards identified and necessary precautions taken or reported according to salon policy and procedures.
  - 6.5 Dangerous goods and substances identified, handled and stored according to salon policy and procedures and occupational health and safety regulations.
  - 6.6 Salon policy regarding manual handling practice is followed.
  - 6.7 Participation in consultative arrangements established by salon for occupational health and safety is demonstrated.
- 7. Observe emergency
  - 7.1 Salon policies and procedures in regard to illness or accident are identified and observed.
  - 7.2 First Aid requirements identified and observed.

- 7.3 Safety alarms are identified accurately.
- 7.4 Qualified person contacted in the event of accident or sickness of clients or staff and accident details correctly recorded according to salon policy.

## RANGE STATEMENT

This unit applies to all establishments where beauty services are provided.

This unit of competency should be demonstrated in accordance with the salon's :

- salon policies and procedures in regard to occupational health and safety, general duty of care, emergency procedures, hygiene, security and salon operation policies

Legislation, codes and national standards relevant to the workplace may include:

- Labour laws of the country
- Local health regulations
- OHS and hygiene requirements
- First Aid regulations/requirements

Emergency procedures may include: sickness, accidents, fire or store evacuation involving staff or clients.

- clients and team members may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- cleaning may include counters, benches, walkways, walls, fixtures or other working surfaces
- salon service range
- products from various manufacturers' ranges
- tools and equipment
- linen may be cleaned on or off the premises

Relevant salon policies and procedures should include:

- hazard policies and procedures
- emergency, fire and accident procedures
- personal safety procedures
- procedures for the use of personal protective clothing and equipment
- use of motor vehicles
- hazard identification
- issue resolution procedures
- job procedures
- work instructions

Unsafe situations may deal with but are not restricted to:

- toxic substances
- damaged packaging material or containers
- broken or damaged equipment
- inflammable materials and fire hazards
- lifting practices
- spillages
- waste, including hair, especially on floors
- ladders
- trolleys

Occupational health and safety procedures may deal with:

- clients
- staff
- equipment/tools
- premises
- stock

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively maintain a safe, clean and efficient work environment in accordance with the performance criteria and the range statement.

### (1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to consistently:

- knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to Occupational Health and Safety Codes of Practice for First Aid in the workplace
- apply safe work practices and emergency procedures in regard to the provision of services and safe use of product according to Occupational Health and Safety regulations/requirements, including First Aid as required
- apply salon policies and procedures and industry codes of practice in regard to the performance of cleaning procedures
- provide a consistently welcoming client environment by treating clients in a courteous helpful manner, by responding to clients' needs
- clean and maintain the work area according to the range of variables
- use and maintain cleaning equipment and use and store cleaning chemicals
- check, rotate and record stock
- check and maintain tools and equipment and prepare for specific services as required
- refer tools and equipment for repair as required and store to comply with health regulations and salon procedures
- interpret and apply manufacturers' instructions for products, tools and equipment
- apply First Aid procedures for emergency life support
- record sickness/accident/emergency details

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- Health and Hygiene regulations/requirements
- Occupational Health and Safety and First Aid regulations/requirements.
- salon policies and procedures in regard to Occupational Health and Safety Codes
- procedures to be applied in the event of fire or salon evacuation or in events likely to endanger staff or clients
- salon policies and procedures in regard to client service, personal hygiene practices, preparation and maintenance of work areas, tools, equipment and the salon stock system
- maintenance and storage procedures for tools and equipment used
- use of stock control systems/technology

Skills

The ability to:

- recognise and respond appropriately to emergency situations
- refer clients to appropriate professionals/qualified persons
- identify and apply knowledge of reporting procedures relating to occupational Health and safety
- use and maintain cleaning equipment
- use and store cleaning chemicals

**(4) Resource Implications**

The following resources should be made available:

- salon environment (simulated or actual enterprise)

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where the beauty salon services are provided.

The underpinning knowledge may be assessed off the job with the use of written or verbal items inclusive of multiple choice, short answer or project.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collecting, analysing and organising ideas and information	Level 1	
Communicating ideas and information	Level 2	
Planning and organising activities	Level 2	
Working with others and in teams	Level 2	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 2	
Using technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSBCOR0021A: Plan and organise work**

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively plan and organise work assignments, and applies to all individuals working in the beauty services sector.

Competency Field:

Beauty services

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

1. Identify work requirements	1.1	Instructions for work schedule and performance and quality assurance requirements received, understood and clarified where necessary.
2. Plan process to complete work	2.1	Tasks identified, prioritised and sequenced to achieve effective completion of work.
3. Select tools and equipment	3.1	Personal protective equipment correctly identified and selected to suit job requirements.
	3.2	Appropriate tools and equipment identified and selected for required service.
4. Demonstrate safe and efficient sequence of work	4.1	Service provided safely in a logical and efficient sequence.
	4.2	Tools, supplies and equipment safely stored when not in immediate use.
5. Report outcomes	5.1	Verbal report given to appropriate person on completion of service and relevant client details entered on database.
6. Clean up	6.1	Unused materials safely stored at appropriate area.
	6.2	Empty containers and waste material removed from service area.
	6.3	Service area left clean, safe and secure on completion.
	6.4	Tools and equipment cleaned, maintained and stored.

## RANGE STATEMENT

Work organisation sequence may range from receiving instructions, to carrying out task, to cleaning up task.

Work plan may be either written or verbal and may include the following:

- preparation of work area
- selections of tools and equipment
- handling of materials, tools and equipment
- housekeeping requirements

Work schedule may be carried out in a singular application or in a team situation.

Work schedule and performance may have to adhere to quality assurance policy and procedures.

## EVIDENCE GUIDE

Competency is to be demonstrated by safe and effective preparation using any of the range of work sequences listed within the range of variables statement relative to the work environment.

### (1) Critical Aspects and Evidence

It is essential that competence is observed in the following aspects:

- indicate compliance with Occupational Health and Safety regulations applicable to salon operations including relevant National Association of Hair Dressers and Cosmetologist's (NAHC) regulations
- indicate compliance with organisational policies and procedures including quality assurance requirements
- carry out correct procedures prior to and during the provision of service to clients
- communicate to enable efficient individual/organisational planning of work

### (2) Pre-requisite Relationship of Units

CSBCOR0011A      Maintain a safe, clean and efficient work environment



**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- salon policies and procedures in regard to planning and organising allocated duties
- salon and equipment safety requirements
- equipment
- materials appropriate to the task
- products handling
- quality assurance

Skills

The ability to:

- follow routine instructions, perform tasks according to salon procedures, plan and prioritise tasks
- use equipment correctly
- prepare and maintain work area
- select and use products according to manufacturer's instructions
- apply quality assurance

**(4) Resource Implications**

The following resources should be made available:

- access to clients in workplace situations, requiring a range of services in a salon/simulated assessment area

For the purpose of assessment a workplace or simulated hairdressing salon is defined as:

- one in which all the skills of hairdressing are performed with respect to the public, while the salon is open for business

**(5) Method of Assessment**

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- supporting statement from supervisor or previous employer
- case study

Competency in this unit may be demonstrated concurrently.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment dealing with a variety of services and a range of communication processes with clients result until competency is achieved.

The underpinning knowledge may be assessed off-the-job with the use of written or verbal items inclusive of short answer or case studies.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collecting, analysing and organising ideas and information	Level 1	
Communicating ideas and information	Level 1	
Planning and organising activities	Level 1	
Working with others and in teams	Level 1	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 1	
Using technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## CSBMTH0001A: Prepare clients for therapeutic services

Competency Descriptor:

This unit deals with the skills and knowledge required to prepare clients for a range of therapeutic services.

Competency Field:

Beauty Therapy

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Gown and protect clients	1.1 Service to be provided has been verified with operator and client. 1.2 Clean gown/wrap and towels of suitable size for client, selected and applied according to treatment plan. 1.3 Relevant health regulations are observed.
2. Cleanse skin	2.1 Make up removed correctly. 2.2 Skin cleanse correctly. 2.3 Skin analysis is performed using appropriate forms and tools/equipment. 2.4 Correct procedure for using equipment is followed. 2.5 Correct products are selected and used for second cleansing and toning. 2.6 Water is used at the appropriate temperature. 2.7 Correct procedure for disposal of used products is followed. 2.8 Appropriate hygiene and sanitation procedures are followed throughout entire process. 2.9 Client's comfort and safety is ensured during entire process.

### RANGE STATEMENT

This unit applies to all establishments where beauty therapy services are provided.

Preparing clients for therapeutic services include:

- the application of salon policies and procedures in regard to the preparation of clients for therapeutic services including massage, hydrotherapy, heliotherapy and waxing services at varying levels of staffing, staff training and trading conditions.

These may include but not limited to customers and team members from a range of cultural backgrounds and physical and mental abilities.

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively prepare clients for salon services according to the performance criteria and the range statement.

### (1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to efficiently and consistently

- apply salon policies and procedures and industry codes of practice in regard to the performance of a range of therapeutic services
- apply safe work practices in regard to the provision of services and safe use of product according to Occupational Health and Safety regulations/requirements
- read, accurately interpret and consistently apply manufacturers' instructions for products and equipment, especially in regard to water temperature and flow
- use effective questioning and active listening techniques to consult and negotiate with clients and to ensure client comfort and safety throughout the service
- verify the service to be provided
- select and apply appropriate gown/wrap and towel/s for services according to the range of variables
- select, apply and remove of a variety of products, according to manufacturers' instructions and salon procedures
- use time effectively and to control product waste

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- salon policies and procedures and industry codes of practice in regard therapeutic services, product range and procedures
- preparation of the service area, products and equipment
- care and protection of client
- selection, application and removal of products according to the manufacturer's instructions
- internal and external client contact and personal hygiene and deportment
- Occupational Health and Safety and First Aid regulations/requirements
- communication techniques and skills
- insurance against malpractice

Skills

The ability to:

- read, accurately interpret and consistently apply manufacturer's instructions for products and equipment
- consistently use effective questioning and active listening techniques to consult and negotiate with clients
- consistently verify the service to be provided according to client's needs
- consistently select and apply appropriate gown/wrap and towel(s) for salon services according to the range statement
- use time and products efficiently

**(4) Resource Implications**

The following resources should be made available:

- access to a range of massage products and equipment and to clients presenting with a range of requirements in a salon/simulated assessment area

**(5) Method of Assessment**

Evidence may be collected in a variety of ways including:

- Practical demonstration
- direct observation
- oral questioning
- written test
- supporting statement from supervisor or previous employer
- case study

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment dealing with a variety of beauty therapy services and a range of communication processes. The underpinning knowledge may be assessed off-the-job with the use of written or verbal items inclusive of multiple choice, short answer or project.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skill.

## CSBCOR0041A: Deliver quality service to customers

Competency Descriptor:

This unit covers the skills and knowledge required to identify customers' needs and quality service to customers.

Competency Field: Education and Training

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify customers' needs	<p>1.1 Customers' needs and expectations are clarified and accurately identified using appropriate interpersonal skills.</p> <p>1.2 Customers' needs are assessed for urgency to determine priorities for service delivery in accordance with organisational requirements.</p> <p>1.3 Customers are provided with information about available choices for meeting their needs and assisted in the selection of preferred options.</p> <p>1.4 Limitations in addressing customers' needs are identified and appropriate assistance is sought from designated individuals.</p>
2. Deliver a service to customers	<p>2.1 Service is provided promptly to customers to meet identified needs in accordance with organisational requirements.</p> <p>2.2 Appropriate rapport is established and maintained with customers to ensure completion of the delivery of a quality service.</p> <p>2.3 Customers' complaints are handled sensitively and courteously in accordance with organisational requirements.</p> <p>2.4 Customers with special needs or assistance are responded to in accordance with organisational requirements.</p> <p>2.5 Available opportunities are identified and used to promote and enhance services and products to customers.</p>

- |    |                                        |     |                                                                                                                  |
|----|----------------------------------------|-----|------------------------------------------------------------------------------------------------------------------|
| 3. | Monitor and report on service delivery | 3.1 | Customer satisfaction with service delivery is regularly checked in accordance with organisational requirements. |
|    |                                        | 3.2 | Procedural aspects of service delivery are monitored for effectiveness and suitability to customer requirements. |
|    |                                        | 3.3 | Customer feedback is regularly sought and used to improve the provision of products and services.                |

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace, which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Appropriate interpersonal skills may include:

- using appropriate body language
- summarising and paraphrasing to check understanding of customer's message
- providing an opportunity for the customer to confirm their request
- seeking feedback from the customer to confirm understanding of needs
- questioning to clarify and confirm the customer's needs
- listening actively to what the customer is communicating

Customer needs and expectations may relate to:

- advice or general information
- specific information
- further information
- making an appointment
- complaints
- purchasing services
- accuracy of information
- fairness/politeness
- prices/value

Customers with special needs may include:

- disabilities
- language
- beliefs/values
- religious/spiritual observances
- gender, age
- culture

Customers' complaints may include:

- service errors
- service not delivered on time
- customer satisfaction with service quality

Customers can be:

- internal or external
- regular
- new
- those with special needs

Designated individuals may include:

- supervisor
- customers
- colleagues



Organisational requirements may include:

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- Occupational Health and Safety policies, procedures and programs
- anti-discrimination and related policy
- access and equity principles and practice
- quality and continuous improvement processes and standards
- defined resource parameters
- who is responsible for services
- pricing policies
- refund policy and procedures

Verifiable evidence may include:

- customer satisfaction questionnaires
- audit documentation and reports
- quality assurance data
- returned goods
- lapsed customers
- service calls
- complaints

Opportunities for enhancing quality of service may include:

- procedures for delivery of service
- extending timelines
- update of customer service charter

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

### (1) Critical Aspects of Evidence

- Identifying needs and priorities of customers
- Distinguishing between different levels of customer satisfaction
- Treating customers with courtesy and respect
- Identifying and complying with organisational requirements
- Responding to and reporting on customer feedback

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- the relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- knowledge of the principles of excellent customer service
- understanding the organisation's business structure, products and services
- understanding the organisation's policy and procedures for customer service including handling customer complaints
- knowledge of service standards and best practice models
- understanding the principles of quality assurance
- understanding public relations and product promotion
- consultation methods, techniques and protocols
- techniques for dealing with customers, including customers with special needs

Skills

The ability to:

- use verbal and non-verbal communication effectively
- assess information for relevance and accuracy; source additional information as required
- technology skills including the ability to select and use technology appropriate to a task
- problem solving skills to deal with customer enquiries or complaints
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**(4) Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

**(5) Method of Assessment**

Review of a portfolio containing the following

- Evidence(lesson plans and attendance register) of training sessions in a number of contexts using a range of delivery methods to competency requirements
- Training materials and resources
- Trainers self assessment of their own training delivery
- Documentation on reaction of appropriate personnel and training participants to delivery of training sessions (Clients, feedback to training delivery)
- Changes made to subsequent delivery practices based on feedback by training participants and appropriate personnel.

**(6) Context of Assessment**

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular NVQ-J Level. Refer to the critical Employability Skill Levels at the end of this unit.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skill.

**ITICQR0011A: Carry out data entry and retrieval procedures**

## Competency Descriptor:

This unit deals with the skills and knowledge required to operate computer to enter, manipulate and retrieve data and to access information and communicate via the Internet.

Competency Field: Information Technology and Communications - Operations

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

1. Initiate computer system	1.1	Equipment and work environment are correctly checked for readiness to perform scheduled tasks.
	1.2	The hardware components of the computer and their functions are correctly identified.
	1.3	Equipment is powered up correctly.
	1.4	Access codes are correctly applied.
	1.5	Appropriate software is selected or loaded from the menu.
2. Enter data	2.1	Types of data for entry correctly identified and collected.
	2.2	Input devices selected and used are appropriate for the intended operations.
	2.3	Manipulative procedures of Input device conform to established practices.
	2.4	Keyboard/mouse is operated within the designated speed and accuracy requirements.
	2.5	Computer files are correctly located or new files are created, named and saved.
	2.6	Data is accurately entered in the appropriate files using specified procedure and format.
	2.7	Data entered is validated in accordance with specified procedures.
	2.8	Anomalous results are corrected or reported in accordance with specified procedures.
	2.9	Back-up made in accordance with operating procedures.

- 3. Retrieve data
  - 3.1 The identity and source of information is established.
  - 3.2 Authority to access data is obtained where required.
  - 3.3 Files and data are correctly located and accessed.
  - 3.4 Integrity and confidentiality of data are maintained.
  - 3.5 The relevant reports or information retrieved using approved procedure.
  - 3.6 Formats to retrieved report or information conform to that required.
  - 3.7 Copy of the data is printed where required.
- 4. Amend data
  - 4.1 Source of data/information for amendment is established.
  - 4.2 Data to be amended is correctly located within the file.
  - 4.3 The correct data/Information is entered, changed or deleted using appropriate input device and approved procedures.
  - 4.4 The Integrity of data is maintained.
- 5. Use document layout and data format facilities
  - 5.1 Requirements for document are verified where necessary.
  - 5.2 The given format and layout are appropriately applied.
  - 5.3 Facilities to achieve the desired format and layout are correctly identified, accessed and used.
  - 5.4 Data manipulating facilities are used correctly.
  - 5.5 Format reflects accuracy and completeness.
- 6. Monitor the operation of equipment
  - 6.1 The system is monitored to ensure correct operation of tasks.
  - 6.2 Routine system messages are promptly and correctly dealt with.
  - 6.3 Non-routine messages are promptly referred in accordance with operating requirements.

- |                                                     |     |                                                                                                                                           |
|-----------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------------|
|                                                     | 6.4 | Error conditions within level of authority are dealt with promptly, and uncorrected errors are promptly reported.                         |
|                                                     | 6.5 | Output devices and materials are monitored for quality.                                                                                   |
| 7. Access and transmit information via the Internet | 7.1 | Access to the Internet is gained in accordance with the provider's operating procedures.                                                  |
|                                                     | 7.2 | Evidence of the ability to negotiate web sites to locate and access specified information and other services is efficiently demonstrated. |
|                                                     | 7.3 | E-Mail is sent and retrieved competently.                                                                                                 |
| 8. Close down computer system                       | 8.1 | The correct shut down sequence is followed.                                                                                               |
|                                                     | 8.2 | Problem with shutting down computer is reported promptly.                                                                                 |
|                                                     | 8.3 | All safety and protective procedures are observed.                                                                                        |
|                                                     | 8.4 | The system integrity and security are preserved.                                                                                          |
| 9. Maintain computer equipment                      | 9.1 | Cleaning materials and/or solutions used meet specified recommendation.                                                                   |
|                                                     | 9.2 | The equipment is cleaned as directed.                                                                                                     |
|                                                     | 9.3 | Wear and faults identified are promptly reported to the appropriate personnel.                                                            |

## RANGE STATEMENT

This unit applies to activities associated with essential operations linked to using and maintaining basic computer equipment.

### Equipment:

- install supplied computer
- install supplied peripherals

### Work environment:

- equipment
- furniture
- cabling
- power supply

## Input devices:

- keyboard
- mouse
- scanner
- microphone
- camera

## Software systems to include for:

- word processing
- spread sheet
- internet access

## Files save on:

- network
- magnetic media
- personal PC

## Data:

- textual
- numerical
- graphical

## File operations:

Naming, updating, archiving, traversing field and records in database, use of search, sort, print

## Maintenance:

- cleaning: enclosures, screen, input devices, output devices
- checking cables, etc

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to accurately carry out basic data entry and retrieval operations on a computer system in accordance with the performance criteria and the range listed within the range of variables statement .

### (1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- Initiate the use on the equipment.
- Use document layout and data format facilities.
- Locate and access data.
- Use file operations.
- Manipulate input devices.
- Key-in and format reports.
- Access to the internet.

**(2) Pre-requisite Relationship of Units**

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

knowledge of:

- safety for working with and around computers
- computer hardware and software systems
- procedure for initiating and closing down computer
- the operation of the data entry management system
- methods of locating files
- organisation's standards applicable to accessing files
- files operations and their applications
- file operation in database setting
- creating, locating and saving files
- using input devices
- using data checking devices
- formatting functions of software
- layout function of software
- graphic productions and manipulation
- regard for accuracy and security of information
- functions on the internet

Skills

The ability to:

- identify computer hardware
- manipulate data input devices
- access data
- use file operations
- key-in and format reports and letters
- retrieve data
- amend data
- print data
- save data
- search and receive data from the internet
- send and receive E-Mail

**(4) Resource Implications**

Files saved on network, magnetic media, personal Computer

Input devices: Keyboard, mouse, other selection devices



**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria .

**(6) Context of Assessment**

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices .

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level -	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSBCOS0002A: Receive and direct clients**

Competency Descriptor:

This unit deals with the skills and knowledge required to receive and direct clients in the reception area where beauty salon services are provided.

Competency Field:

Beauty Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Receive and direct clients	1.1 Clients are acknowledged on arrival, and greeted in a positive manner and promptly attended to promptly. 1.2 Relevant questions are asked of clients to directly identify their needs. 1.3 Client card is sourced from file or client's personal details are recorded on a new client card. 1.4 Appropriate operator is informed of client's arrival. 1.5 Clients are directed to designated areas for specific service.
2. Answer the telephone	2.1 Telephone is answered promptly and salon telephone procedure is implemented. 2.2 Questioning and active listening techniques used to identify caller and accurately establish and confirm requirements. 2.3 Client is informed of any problems and the action that is being taken. 2.4 Follow up action taken as necessary. 2.5 Telephone messages are given and recorded accurately and information received/relays to the appropriate person.
3. Complete client detail	3.1 Clients' relevant personal details are collected and recorded accurately in the client record system.

## RANGE STATEMENT

This unit applies to all establishments where beauty salon services are provided.

This unit of competency should be demonstrated in accordance with the salon's :

- policies and procedures in regard to the client reception, telephone answering and client records
- ethical standards
- designated operating hours

Communication may occur with:

- external and internal contacts including management

Clients may include:

- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- regular and new clients
- colleagues

Legislation, codes and national standards relevant to the workplace may include:

- State and Local Government regulations
- Local health regulations
- OHS and hygiene requirements
- First Aid regulations/requirements

Written information may include:

- clients record and appointment cards

Working conditions may include:

- working with full or part time staff
- varying levels of staff training
- varying levels of staffing e.g. staff shortages
- routine or busy trading periods

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively receive and direct clients in accordance with the performance criteria and the range statement.

### (1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to efficiently and consistently:

- apply salon policies and procedures and industry codes of practice in regard to verbal and non-verbal presentation and to external and internal client contact
- apply safe work practices in regard to the provision of services according to Occupational Health and Safety regulations/requirements and First Aid procedures as required
- apply salon policies and procedures in regard to client reception and telephone procedures according to the range of variables
- interpret and consistently apply manufacturers' instructions for use of communication equipment
- provide a consistently welcoming client environment and treat clients in a courteous manner
- accurately interpret and communicate information to clients, supervisors and peers
- accurately source client cards and to collect relevant details and accurately record in the client record system

**Critical Aspect of Evidence (Cont'd)**

- use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality
- use time effectively

**(2) Pre-requisite Relationship of Units**

CSBCOR0011A	Maintain a safe, clean and efficient work environment
CSBCOR0011A	Carry out interactive workplace communication

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- salon policies and procedures in regard to client reception, telephone answering and client records
- salon policies and procedures and industry codes of practice in regard to verbal and non-verbal presentation, internal and external client contact and personal hygiene and deportment
- Occupational Health and Safety and First Aid regulations/requirements
- telephone function and procedures
- filing and retrieval system
- maintenance of salon filing system
- full range of products and services and prices of products and services offered by salon
- communication techniques and skills including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - negotiation techniques
  - types of client need e.g. Functional and psychological

Skills

The ability to:

- read, and accurately interpret and use communication equipment according to manufacturer's instruction
- consistently provide a welcoming client environment
- consistently interpret and communicate information to internal and external customers
- efficiently source client's file and maintain client record system
- use appropriate communication techniques to consult and negotiate with clients
- carry out tasks in a timely manner

**(4) Resource Implications**

The following resources should be made available:

- clients presenting with a range of requirements in a salon/simulated assessment area, telephone equipment and client information system

**(5) Method of Assessment**

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- supporting statement from supervisor or previous employer
- case study

Competency in this unit may be demonstrated concurrently.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration of a range of workplace situations on-the-job or in a simulated workplace environment where the beauty salon reception services are provided.

The underpinning knowledge may be assessed of the job with the use of written or verbal items inclusive of multiple choice, short answer or project.

## CRITICAL EMPLOYMENTABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collecting, analysing and organising ideas and information	Level 1	
Communicating ideas and information	Level 2	
Planning and organising activities	Level 2	
Working with others and in teams	Level 2	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 1	
Using technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills

**CSDCOS0032A: Sell products and services**

Competency Descriptor:

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

Competency Field: Beauty/Retail Operations

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Apply product knowledge	1.1	Knowledge of the use and application of relevant products and services demonstrated.
		1.2	Experienced sales staff or product information guide consulted to increase product knowledge.
2.	Approach customer	2.1	Timing of customer approach determined and applied.
		2.2	Effective sales approach identified and applied.
		2.3	Positive impression conveyed to arouse customer interest.
		2.4	Knowledge of customer buying behaviour demonstrated.
		2.5	Customer focused on specific merchandise.
3.	Gather information	3.1	Questioning techniques applied to determine customer buying motives.
		3.2	Listening skills used to determine customer requirements.
		3.3	Non-verbal communication cues interpreted and clarified.
		3.4	Customers identified by name where possible.
4.	Sell benefits	4.1	Customer needs matched to appropriate products and services.
		4.2	Knowledge of products' features and benefits communicated clearly to customers.
		4.3	Product use and safety requirements described to customers.
		4.4	Customers referred to appropriate product specialist as required.
		4.5	Routine customer questions are answered accurately and honestly or referred to more experienced senior sales staff.

- |    |                              |     |                                                                                                 |
|----|------------------------------|-----|-------------------------------------------------------------------------------------------------|
| 5. | Overcome Objections          | 5.1 | Customer objections identified and accepted.                                                    |
|    |                              | 5.2 | Objections categorised into price, time and merchandise characteristics.                        |
|    |                              | 5.3 | Solutions offered according to store policy.                                                    |
|    |                              | 5.4 | Problem solving applied to overcome customer objections.                                        |
| 6. | Close Sale                   | 6.1 | Customer buying signals monitored, identified and responded to appropriately.                   |
|    |                              | 6.2 | Customer encouraged to make purchase decisions.                                                 |
|    |                              | 6.3 | Appropriate method of closing sale selected and applied.                                        |
| 7. | Maximise Sales Opportunities | 7.1 | Opportunities for making additional sales recognized and applied.                               |
|    |                              | 7.2 | Customer advised of complementary products or services according to customer's identified need. |
|    |                              | 7.3 | Personal sales outcomes reviewed to maximise future sales.                                      |

## RANGE STATEMENT

Routine customer questions about merchandise may include:

- price
- price reductions
- quality
- usage

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to sell products and services in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

- applying product knowledge and using an appropriate sales approach to sell the benefits of products, overcome objections and close sales
- using questioning, listening and observation skills to accurately determine customer requirements
- consistently applying store policies and procedures, in regard to selling products and services
- maximising sales opportunities according to store policies and procedures
- consistently applying industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services
- evaluating personal sales performance to maximise future sales



**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills \**Knowledge

Knowledge of:

- store policies and procedures, in regard to:
  - selling products and services
  - allocated duties and responsibilities
- store merchandise and service range
- Specific product knowledge for area/section.
- Basic operational knowledge of relevant:
  - statutory requirements including consumer protection law (Fair Trading Commission) industry codes of practice,
  - Non-Government consumer organizations

Skills

The ability to:

- apply verbal and non verbal communications
- use effective questioning/listening/observation techniques
- handle difficult customers
- negotiate with client to finalise sale
- solve problems that may arise during the sales negotiation
- appreciate sales performance

**(4) Resource Implications**

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

A real or simulated retail environment.

Access to a range of customers with different requirements (real or simulated).

Relevant documentation, such as:

- stock/inventory/price lists
- sales order forms
- store policy and procedures manuals

A range of merchandise and products appropriate to the retail workplace

Product labels and sources of product information.

**(5) Method of Assessment**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element in this unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies. In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

**(6) Context of Assessment**

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## CSBCOS0052A: Perform stock control procedures

Competency Descriptor:

This unit deals with the skills and knowledge required to handle stocks and includes receiving, unpacking and dispatching of goods and participating in stocktaking under supervision.

Competency Field:

Beauty Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Receive and process incoming goods	1.1 Cleanliness and orderliness in receiving bay maintained according to salon/store policy. 1.2 Goods unpacked using correct techniques and equipment in line with store policy. 1.3 Packing materials removed and disposed of promptly according to salon/store policy. 1.4 Incoming stock accurately checked and validated against purchase orders and delivery documentation according to salon/store policy. 1.5 Items received inspected for damage, quality, use-by dates, breakage or discrepancies and recorded according to salon/store policy. 1.6 Stock levels accurately recorded on salon/store stock systems, according to salon/store policy. 1.7 Secure storage of goods arranged according to salon/store policy and government legislation. 1.8 Stock dispatched to appropriate area/department. 1.9 Stock price labels applied when required according to salon/store policy.
2. Rotate stock	2.1 Stock rotation procedures for merchandise and wrapping and packing materials carried out routinely and accurately according to salon/store policy. 2.2 Excess stock placed in storage or disposed of in accordance with salon/store policy. 2.3 Safe lifting and carrying techniques maintained in line with salon/store Occupational Health and Safety policy and government legislation.

- |    |                          |     |                                                                                                                                           |
|----|--------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------------|
| 3. | Participate in stocktake | 3.1 | Stocktaking and cyclical counts assisted with according to salon/store policy/procedures.                                                 |
|    |                          | 3.2 | Stock records documentation completed according to salon/store stock control system.                                                      |
|    |                          | 3.3 | Discrepancies in stock recorded and reported.                                                                                             |
|    |                          | 3.4 | Electronic recording equipment operated and maintained according to manufacturer's specifications.                                        |
| 4. | Reorder stock            | 4.1 | Minimum stock levels identified according to salon/store policy.                                                                          |
|    |                          | 4.2 | Stock requisition forms or electronic orders completed accurately.                                                                        |
|    |                          | 4.3 | Undelivered stock orders identified on stock system and followed up without undue delay.                                                  |
| 5. | Dispatch goods           | 5.1 | Goods to be returned to supplier identified and labelled with date, supplier and reason for return or referred to management if required. |
|    |                          | 5.2 | Credit request documentation completed according to salon/store procedure.                                                                |
|    |                          | 5.3 | Goods salon/stored securely while awaiting dispatch.                                                                                      |
|    |                          | 5.4 | Delivery documentation completed according to salon/store procedures.                                                                     |
|    |                          | 5.5 | Special delivery instructions noted.                                                                                                      |
|    |                          | 5.6 | Items packed safely and securely to avoid damage in transit.                                                                              |

## RANGE STATEMENT

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

- salon/store policies and procedures in regard to stock control and dispatch
- size and type of salon/store
- manual or electronic stock recording
- stock takes may be cyclical or compliance driven
- type of equipment
- salon/store merchandise range
- merchandise may need to conform to established quality guidelines
- salon/store stock control may include checking incoming or existing stock and special orders
- stock may be moved manually or mechanically
- delivery procedures
- levels of staffing, e.g. staff shortages
- varying levels of staff training
- routine or busy trading conditions
- full-time, part-time or casual staff
- handling techniques may vary according to stock characteristics and industry codes of practice

## EVIDENCE GUIDE

These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

### (1) Critical Aspects of Evidence

Evidence of the following needs to be demonstrated:

- apply salon policies and procedures and industry codes of practice in regard to stock control
- apply state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, of relevant government legislation and statutory requirements including Consumer Law, Trade Practices Act and Fair Trading Act
- apply safe work practices and emergency procedures in regard to the provision of services and safe handling of product/stock according to Occupational Health and Safety regulations/requirements, including first aid procedures as required
- read, accurately interpret and consistently apply manufacturers' instructions for handling or using products, tools and equipment
- receive and process incoming goods and dispatch outgoing goods
- apply salon/store procedures to correctly rotate stock and assist in stocktaking procedures according to the range of variables
- maintain stock levels
- rotate stock and assist in stocktaking according to store procedures
- consistently use time effectively
- apply literacy and numeracy skills to stock records and documentation

**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, of relevant government legislation and statutory requirements including Consumer Law, Trade Practices Act and Fair Trading Act
- safe work practices and emergency procedures in regard to the provision of services and safe handling of product/stock according to Occupational Health and Safety regulations/requirements, including first aid procedures as required
- the provisions of relevant Health and Hygiene regulations/requirements, Skin Penetration Acts, relevant government legislation and statutory requirements including Consumer Law, Trade Practices Act and Fair Trading Act
- salon policies and procedures in regard to receiving and processing incoming goods and dispatching outgoing goods
- the following procedures:
  - correct handling techniques for protection of self and merchandise
  - stock rotation and required stock levels
  - manufacturers instructions for handling products or using tools and equipment
  - correct unpacking of goods
  - delivery documentation
  - out of date, missing or damaged stock
  - product quality standards
  - salon/store product and service range
  - use of electronic labelling/ticketing equipment

Skill

The ability to:

- apply salon policies and procedures and industry codes of practice in regard to stock control
- apply state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, of relevant government legislation and statutory requirements including Consumer Law, Trade Practices Act and Fair Trading Act
- apply safe work practices and emergency procedures in regard to the provision of services and safe handling of product/stock according to Occupational Health and Safety regulations/requirements, including first aid procedures as required
- read, accurately interpret and consistently apply manufacturers' instructions for handling or using products, tools and equipment
- receive and process incoming goods and dispatch outgoing goods
- apply salon/store procedures to correctly rotate stock and assist in stocktaking procedures according to the range of variables
- maintain stock levels
- rotate stock and assist in stocktaking according to store procedures
- consistently use time effectively
- apply literacy and numeracy skills to stock records and documentation

Knowledge

Knowledge of: (Cont'd)

- stock location and methods of storage
- stock record documentation
- dispatch documentation
- waste disposal

**(4) Resource Implications**

This refers to the resources that are necessary for undertaking the assessment.

Competency for this unit should be assessed through access to a salon/simulated salon or store situation and to a range of stock control facilities and equipment.

**(5) Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6) Context of Assessment**

Competency should be assessed in the workplace or simulated environment and in accordance with work practices and procedures

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills



**CSBCOR0003A: Maintain customer relations**

## Competency Descriptor:

This unit deals with the skills and knowledge required to develop and implement strategies to meet the requirements of existing customers and identify potential new customers, products and services which may expand business opportunities.

## Competency Field:

Beauty Services

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

1.	Monitor the requirements of customers	1.1	Customer requirements are monitored formally and informally to enable customer feedback to be collated.
		1.2	An analysis of customer requirements is conducted to enable an effective response.
2.	Tailor products and services to customers requirements	2.1	Current products and services are assessed against identified customer demands.
		2.2	Customer needs are met through research and availability of new products and services.
		2.3	New products, services and processes are researched and introduced in a manner that ensures an adequate return on investment.
3.	Promote the salon to customers	3.1	The competitive position of the salon is enhanced through its promotion.
		3.2	A plan for promoting sales to customers is developed and instituted.
4.	Speak to groups	4.1	Information that is relevant to the topic is selected and prepared.
		4.2	Speech is delivered in a clear and sequential manner and within a pre-determined time.
		4.3	Questions from the audience are received and responded to.

## RANGE STATEMENT

This unit of competency should be demonstrated in accordance with the salon's :

- policies and procedures in regard to salon promotion
- ethical standards
- client service standards
- designated operating hours

Salon promotion may involve:

- outside presentations
- promoting a new or long established business
- prevailing salon culture and orientation to clients
- the external presentation of the business and the perceived image held by clients
- availability and reliability of information held on clients

Legislation, codes and national standards relevant to the workplace may include:

- State and Local Government regulations
- Local health regulations
- OHS and hygiene requirements
- First Aid regulations/requirements

Clients may include:

- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- existing and potential clients
- internal or external

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively apply salon policies and procedures and industry codes of practice in regard to salon promotion.

### (1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to efficiently and consistently:

- apply salon policies and procedures and industry codes of practice in regard to the maintenance of customer relations
- monitor current products and services against identified clients' requirements/needs
- ensure that new products and services are researched and made available as required in the appropriate context and to the level acceptable by the enterprise.
- promote the salon to customers

### (2) Pre-requisite Relationship of Units

This unit should be assessed after the completion of or in conjunction with

- CSBCOS0001A Prepare clients for salon services

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- salon policies and procedures and industry codes of practice in regard to salon promotion
- the following procedures/methods in relation to salon promotion including:
  - local industry associations code of ethics
  - roles, responsibilities and allocated duties of self, peers and management
  - salon policies in regard to verbal and non-verbal presentation
  - methods of monitoring and analysing client requirements/needs
  - marketing and promotional strategies
  - methods for researching new products, services and processes
  - development of sales plans
  - strategies for delivering information to groups, including use of a variety of methods including electronic media
- the following techniques and skills in relation to salon promotion including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - interpersonal skills
  - negotiation techniques/skills
  - research skills
  - planning skills
  - assertiveness
  - group presentation skills
  - time management
  - goal setting

Skills

The ability to:

- consistently use effective questioning and active listening techniques to consult and negotiate with clients, identify clients' requirements/needs, and to ensure client comfort and safety
- consistently monitor clients, on a formal and informal basis, to identify clients' requirements/needs, and to ensure that client feedback is collated and analysed to enable an effective response
- demonstrate a practical ability to research and introduce new products, services and processes in a cost-effective manner
- demonstrate a practical ability to develop and institute an effective marketing plan and to enhance the competitive position of the salon through its promotion
- demonstrate of a practical ability to present information in a group situation, select and prepare relevant information, use a variety of media to enhance presentation, answer and respond to questions, and deliver presentation in a clear, sequential manner within a pre-determined time

**Skills**

The ability to: (Cont'd)

- demonstrate the following skills in relation to salon promotion including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - interpersonal skills
  - negotiation techniques/skills
  - research skills
  - planning skills
  - assertiveness
  - group presentation skills
  - time management
  - goal setting
- apply safe work practices and emergency procedures in regard to the provision of services and safe handling of products according to OHS regulations/requirements and First Aid
- apply salon policies/procedures in regard to the performance of a range of classic and current commercial hair cutting, beard designing and finishes

**(4) Resource Implications**

The following resources should be made available:

- access to clients presenting with a range of requirements in a salon/simulated assessment area
- in a salon/simulated assessment area

For the purpose of assessment a workplace or simulated hairdressing salon is defined as:

- one in which all the skills of hairdressing are performed with respect to the public, while the salon is open for business

**(5) Method of Assessment**

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer
- case study

Competency in this unit may be demonstrated concurrently.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment dealing with clients requiring a range of salon promotion activities until competency is achieved.

The underpinning knowledge may be assessed off-the-job with the use of written or verbal items inclusive of multiple choice, short answer or project.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collecting, analysing and organising ideas and information	Level 1	
Communicating ideas and information	Level 2	
Planning and organising activities	Level 2	
Working with others and in teams	Level 2	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 1	
Using technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## CSBBTH0043A: Apply knowledge of anatomy and physiology to beauty therapy treatments

Competency Descriptor:

This unit describes the knowledge required to apply anatomy and physiology to beauty therapy treatments.

Competency Field:

Beauty Therapy

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Apply knowledge of anatomical and physiological terminology to beauty therapy treatments	1.1	Relevant anatomical and physiological terminology is identified and applied to the development of a treatment plan.
		1.2	Anatomical and physiological terminology is identified and applied to the performance of a beauty therapy treatment.
		1.3	Anatomical and physiological terminology is applied in the provision of aftercare service and advice.
2.	Apply knowledge of anatomy and physiology to beauty therapy treatments	2.1	The structural levels of organisation in the study of anatomy and physiology are identified and applied to the development of a treatment plan.
		2.2	The relevant principles of the structural levels of organisation in the study of anatomy and physiology are applied to the performance of a beauty therapy treatment.
		2.3	Contra-indications to relevant treatments, and occasions where referral to appropriate professionals is required are identified.
		2.4	The principles of anatomy and physiology as they relate to beauty therapy treatments are applied in the provision of aftercare service and advice.
		2.5	Client is advised on aftercare service and advice is recorded as a part of the treatment plan.
3.	Apply knowledge of the body's systems to beauty therapy treatments	3.1	The relevant functions of the body's systems as they relate to beauty therapy treatments are identified and applied to the development of the treatment plan.
		3.2	The relevant principles of the body's systems are applied to the performance of beauty therapy treatments.
		3.3	The relevant principles of the body's systems as they relate to beauty therapy treatments are applied in the provision of aftercare service and advice.

## RANGE STATEMENTS

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation needs of the trainee, accessibility of the item, and local industry and regional contexts.

Relevant anatomical and physiological terminology may include:

- definitions of anatomy and physiology
- anatomical terminology
- body cavities and regions
- cell structures
- cell functions:
- movement of substances in and out of cells
- metabolic conversions of organic molecules
- tissue types
- muscular systems:
- gross and microscopic anatomy
- functions
- types/classifications
- disorders of muscular systems
- nervous system:
- functions
- anatomy of nervous system
- nerves
- reflex arc
- disorders of the nervous system

Circulatory system:

- heart anatomy
- functions
- circulation pathways
- blood vessels
- blood
- disorders of the circulatory system

Lymphatic (immune) system:

- circulatory pathways
- function
- anatomy
- disorders of lymphatic system

Contra-indications may include but are not limited to:

Disorders of the:

- skeletal system
- muscular system
- nervous system
- circulatory system
- respiratory system
- lymphatic (immune) system
- endocrine system
- reproductive system
- Digestive system
- Integumentary system

Respiratory system:

- functions
- anatomy
- mechanics of breathing
- disorders of respiratory system

Endocrine system:

- function
- anatomy
- disorders of endocrine system

The development of a treatment plan may include but is not limited to:

- treatment/s
- products
- techniques
- tools/equipment
- contra-indications
- relevant medical history/medications
- outcomes of previous treatments

The relevant functions of the body's systems may include:

- the circulatory and lymphatic systems
- respiratory system
- nervous system,
- skeletal system
- muscular system
- reproductive system
- endocrine systems
- digestive system
- integument system

Appropriate professional may include:

- medical practitioner
- complementary therapist
- physiotherapist
- registered nurse

Skeletal system:

- function
- types of bones
- gross and microscopic anatomy
- disorders of skeletal system

The performance of beauty therapy treatments may include but is not limited to:

- facial treatment
- body treatment
- superficial lymph drainage massage
- diathermy
- electro-acupuncture
- vibration

Performance of a beauty therapy treatment may include but is not limited to:

- permanent and temporary epilation
- diathermy
- cosmetic tattooing/micropigmentation
- facial treatments
- body treatments/massage
- upper body piercing
- spa treatments
- aromatic massage

Aftercare service and advice may include but is not limited to:

- lifestyle changes
- remedial products
- further treatments

The structural levels of organisation may include:

- the human cell
- human tissues
- body organs
- body systems

## EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Evidence should be gathered as part of the learning process.



**(1) Critical Aspects of Evidence**

- knowledge and consistent application of relevant workplace policies and procedures
- knowledge and consistent application of international, regional and local health and hygiene requirements/regulations and skin penetration legislation
- knowledge and consistent application of safe work practices and the safe use of products according to Occupational Health and Safety regulations/requirements
- knowledge and consistent application of the structure and functions of anatomy and physiology as they apply to beauty therapy treatments
- consistent application of basic anatomical terminology to the development of the treatment plan, the performance of the beauty treatment and the provision of aftercare service and advice
- knowledge and consistent application of the principles of the body's systems as they apply to beauty therapy treatments
- application of professional ethics as it relates to confidentiality
- applying knowledge of anatomy and physiology to analyse and identify client requirements/needs and develop and record a treatment plan including:
  - areas requiring special treatment
  - range of appropriate treatments and application of relevant techniques
  - review of previous treatments
  - applying knowledge of anatomy and physiology to evaluate the clients needs and requirements and to advise the client on future treatments, homecare and complementary products
  - accurately and legibly recording relevant data

**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- applying the structure and function of anatomy and physiology to the performance of beauty therapy treatments
- communication techniques
- the provisions of relevant Occupational Health and Safety regulations/requirements
- workplace policies and procedures in regard to the performance of beauty therapy treatments
- terminology of anatomy and physiology as it relates to beauty treatments
- anatomy and physiology in relation to beauty therapy treatments, including:
  - the structural levels of organisation in the study of anatomy and physiology
  - the functions of the internal transportation systems of the body
  - the gas exchange that occurs within the respiratory system
  - role of the nervous system
  - role of the skeletal system
  - role of the muscular system
- The following body systems in regard to their interdependence and purpose in relation to a healthy body and their relationship to the skin, muscles and nerves:
  - skeletal and muscular, including muscle contractibility and motor points
  - nervous system and its relationship to skin sensations
  - lymphatic, digestive, respiratory, and circulatory systems and their relationship to skin function, including thermoregulation and homeostasis
- endocrine and reproductive systems in relationship to hormonal influences on the skin
- The appearance and management of contra-indications and adverse effects
- The provisions of relevant health and hygiene regulations/requirements and skin penetration legislation
- Meridian points

Skill

The ability to:

- use open and/or closed questions
- speak clearly and concisely
- use appropriate language
- interpret non-verbal communication
- apply written communication
- apply language, literacy and numeracy skills relevant to the role and workplace requirements

**(4) Resource Implications**

The following resources should be made available:

- Products
- Supplies such as linen, towels etc
- Massage bed/chair/stool

**(5) Method of Assessment**

The following assessment methods are suggested:

Observation of the learner performing a range of tasks in a simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies.

Tasks may include:

- identifying client characteristics and developing a treatment plan according to client needs
- performance of a beauty therapy treatment according to client requirements
- providing advice on aftercare products according to client needs
- Written and/or oral questioning to assess knowledge and understanding of anatomy and physiology as it relates to beauty therapy treatments, including aftercare advice and relevant legislation.
- Completing workplace documentation relevant to the provision of beauty therapy treatments.

**(6) Context of Assessment**

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an anatomy and physiology specialist and may be in a simulated environment.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 3	
Use technology	Level 3	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSBBTH0063A: Provide Swedish massage**

Competency Descriptor:

This unit deals with those competencies required to perform Swedish massage.

Competency Field:

Beauty services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Prepare client and work area for Swedish massage	1.1 Treatment area, operator and client prepared for treatment according to health and hygiene requirements and salon procedures. 1.2 Skin sensitivity test is done prior to treatment to determine tolerance level of client. 1.3 Pre-massage treatment is done to achieve muscle relaxation. 1.4 Client comfort, relaxation, privacy and confidentiality ensured throughout service. 1.5 Client reassured as required and all questions answered fully and accurately. 1.6 Room temperature adjusted and client kept warm and appropriately covered according to client needs.
2. Assess client requirements	2.1 Client's requirements accurately identified and a treatment plan, developed and accurately recorded. 2.2 Treatment routine sequenced according to clients treatment plan. 2.3 Areas of the body requiring special treatment identified and noted. 2.4 Contra-indications including infectious and non-infectious skin diseases/disorders and specific treatment contra-actions identified where applicable, explained to client, and referred to appropriate professional where required. 2.5 Range of massage movements including effleurage, petrissage, pincement, vibration suitable for clients' treatment plan evaluated and selected.

- |    |                                 |     |                                                                                                                                                                      |
|----|---------------------------------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. | Perform body massage techniques | 3.1 | Operator's hands and massage medium are warm throughout the treatment.                                                                                               |
|    |                                 | 3.2 | Rhythm, repetition and variation of massage movements are suited to elasticity of skin, degree of subcutaneous fat, treatment products and clients relaxation needs. |
|    |                                 | 3.3 | Massage routine evaluated and modified during treatment, according to client responses.                                                                              |
|    |                                 | 3.4 | Length of massage routine suited to the clients needs.                                                                                                               |
|    |                                 | 3.5 | Clients response monitored throughout the treatment and massage techniques adapted as required.                                                                      |
|    |                                 | 3.6 | Questioning and active listening used to obtain client feedback.                                                                                                     |
|    |                                 | 3.7 | Techniques of massage delivered according to clients requirements.                                                                                                   |
|    |                                 | 3.8 | Correct posture is maintained throughout treatment to prevent possible harm or injury.                                                                               |
| 4. | Provide aftercare advice        | 4.1 | Future treatment program recommended according to clients needs.                                                                                                     |
|    |                                 | 4.2 | Treatment plan revised as required.                                                                                                                                  |
|    |                                 | 4.3 | After care advice and guidelines accurately provided according to clients needs.                                                                                     |
|    |                                 | 4.4 | Product recommendations made according to client requirements.                                                                                                       |
|    |                                 | 4.5 | Client rebooked according to agreed treatment plan.                                                                                                                  |

## RANGE STATEMENT

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

Classic and common massage techniques may include:

- effleurage
- petrissage
- pincement
- vibrations
- friction
- kneading
- cupping
- pummeling
- draining
- hacking
- rolfing

Appearance and management of specific treatment complications/contra-actions may include:

- allergic reactions of the skin or body to treatment or products
- erythema or inflammatory reaction to, treatment or product
- conditions which indicate client referral to a medical practitioner or other professional

Equipment and material may include:

- massage bed/table/chair
- bath towels
- sheet
- pillow
- face cradle
- bolster

Massage medium/lubricants may include:

- oils/gels
- creams/milks/powder

Remedial action may include:

- adaptation to treatment routine according to client's physical, physiological, and psychological requirements

The following variables may be present:

- salon policies and procedures in regard to the performance of a Swedish massage
- salon hygiene policies and procedures
- relevant Occupational Health and Safety regulations
- state and local health regulations
- industry codes of practice
- salon product range and manufacturers instructions
- salon time-frame allocated for the performance of a Swedish massage

Contra-actions may include:

- erythema arising from skin care products
- massage medium
- skin blemishes due to massage stimulation

Client expectations/requirements may include:

- relaxation
- improved muscle tone
- altered contour
- improved cellulite condition
- Improved circulation

Treatments may include:

- body massage
- superficial lymph drainage

Treatment area may include:

- body or body part

Non- contagious conditions may include:

- acne
- vulgaris, rosacea, cystic
- dermatitis
- psoriasis
- eczema
- atopic
- discoid
- dishydrotic
- pityriasis alba
- winter eczema
- varicose eczema
- rashes
- dry skin
- ichthyosis/excessively dry skin
- sensitivity of the skin due to physical, chemical, environment, caused or induced by medication (internal/external)
- pigmentation disorders
- hypertrichosis
- hirsutism
- disorders of aging skin
- sun related disorders, sun burn, sun/climate related skin damage
- skin cancers, benign and malignant tumours
- biological changes including puberty, menopause, premature aging, anorexia, anaemia
- moles, lesions
- milia, open and closed comedones
- various types of cysts
- open pores
- trauma, bruises, significant scarring
- allergic reactions
- other visible non normal skin

Abnormal conditions may be contagious or non contagious

Contagious conditions may include:

- bacterial, viral or fungal infections
- herpes
- impetigo
- warts
- scabies
- boils and carbuncles
- erysipelas
- candidiasis

Contra-indications/precautions may include:

- contagious and non contagious skin diseases/disorders
- fragile skin
- respiratory diseases
- cuts, bruises, trauma to skin
- burns, including sunburn
- claustrophobia
- metal plates or pins, electronic implants
- severe circulatory disorders (high/low blood pressure)
- thrombosis, embolism, phlebitis
- epilepsy
- diabetes
- dysfunction of nervous system or excretory system
- areas of recent scar tissue or on areas exhibiting loss of tactile sensation
- abdominal area treatments for pregnant or menstruating women
- areas surrounding hernias
- cuts, swelling, recent operations, fractures or sprains
- heart conditions
- varicose veins in advanced stage
- conditions requiring medical attention, especially skin cancer

Special precautions may need to be taken with the following conditions:

- claustrophobia
- active acne
- loose crepy skin
- respiratory disorders/circulatory/excretory disorders
- client's with non active infectious diseases e.g. hepatitis, Aids/HIV
- epilepsy



Future treatment program recommendation may include:

- client needs
- manufacturers specifications
- product use and may need to take into account the client's financial status

Pre-massage treatment may include:

- Paraffin wax
- Infra red
- Audiosonic
- Heat inducing products

Length of treatment may be varied to suit the, client physical and psychological state.

Appropriate professionals may include:

- medical practitioner/specialist
- referral to appropriate professionals

## EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide, which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training program. The following components provide information to assist this purpose.

### (1) Critical Aspects of Evidence

Evidence of the following needs to be demonstrated.

- salon policies and procedures industry codes of practice in regard to the performance of massage
- state and local Health and Hygiene requirements/regulations and of salon policies and procedures in regard to hygiene
- safe work practices in regard to the provision of massage and safe use of product according to Occupational Health and Safety regulations/requirements, including first aid procedures as required
- recognise and manage local and general contra-indications/special precautions for treatment and specific treatment complications/contra-actions according to the range of variables
- apply standard infection control precautions
- read, accurately interpret and consistently apply manufacturers instructions for products, tools and equipment
- identify and analyse the client's requirements/needs,
- refer clients to appropriate professional as required
- develop and record a treatment plan
- select massage movements according to the range of variables
- consistently use time effectively and control product waste
- evaluate a body treatment and to advise the client on future treatments, home care and complementary products
- determine the physical appearance of various skin types

**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- salon policies and procedures industry codes of practice in regard to the performance of massage
- state and local Health and Hygiene requirements/regulations and of salon policies and procedures in regard to hygiene
- safe work practices in regard to the provision of body treatments and safe use of product according to Occupational Health and Safety regulations/requirements, including first aid procedures as required
- the transmission routes of infectious conditions
- a variety of treatment products, massage mediums/lubricants according to the range of variables
- a variety of body treatments, routines, including use of electrical equipment, and procedures according to the range of variables
- anatomy and physiology of the skin and skin structures as it relates to massage, including:
  - a simplified cross-section of skin
  - glands as they relate to basic skin function
  - normal skin response to irritation and trauma
  - scars including hypertrophic and keloid, their origin, evolution, and abnormal scar tissue
  - the effects of salon treatments on the physical structure of the skin
  - trans epidermal water loss
  - wound healing in different skin types and locations
  - percutaneous absorption and factors affecting penetration of cosmetics
  - normal body flora
- the body systems as listed below, in regard to their interdependence and purpose in relation to a healthy body and their relationship to the skin, muscles and nerves
  - skeletal and muscular system including an awareness of postural and skeletal abnormalities, muscle contractibility and motor points, position and action of superficial muscles of the body in relation to body treatments including: deltoid, biceps, triceps, brachialis, trapezius, latissimus dorsi, serratus anterior, pectorals, intercostals, rectus abdominus, obliques, gluteals, hamstrings, quadriceps, sartorius, adductors, gastrocnemius, soleus, tibialis anterior
  - nervous system and its relationship to skin sensations
  - lymphatic, digestive, respiratory, and circulatory systems in regard to their relationship to skin function including, thermo regulation and homeostasis
  - endocrine and reproductive systems in relationship to hormonal control of the skin
- abnormal skin conditions; their appearance, and symptoms
- the categories of massage, motor points and reflex points
- the classifications, benefits and application of effleurage, petrissage, vibratory massage movements
- the operators legal and insurance liabilities and responsibilities in regard to services, especially electrical treatments, and the use and preparation of treatment products the importance of the appearance and posture of operator

**Skill**

The ability to:

- apply salon policies and procedures industry codes of practice in regard to the performance of massage
- apply state and local Health and Hygiene requirements/regulations and of salon policies and procedures in regard to hygiene
- apply safe work practices in regard to the provision of body treatments and safe use of product according to Occupational Health and Safety regulations/requirements, including first aid procedures as required
- recognise and manage local and general contra-indications/special precautions for treatment and specific treatment complications/contra-actions according to the range of variables
- apply standard infection control precautions
- read, accurately interpret and consistently apply manufacturers instructions for products, tools and equipment
- analyse client, and identify the client's requirements/needs, refer clients to appropriate professional as required and develop and record a treatment plan including:
  - body areas requiring special treatment
  - range of appropriate treatment products and application techniques
  - range of appropriate massage movements and treatment procedures
  - review of previous treatments
- select massage movements and electrical treatments to suit elasticity of skin, skin condition, degree of subcutaneous fat, muscle density and tone
- apply a variety of treatment products, massage mediums/lubricants according to the range of variables
- prepare the body for treatment including body treatments to be undertaken pre or post electrical treatment
- to consistently use time effectively and to control product waste
- identify client body language and their meaning
- determine the physical appearance of:
  - various skin types
  - normal skin
  - abnormal skin conditions
  - minor skin blemishes

**(4) Resource Implications**

The following resources should be made available:

- clients presenting with a range of massage requirements,
- professional massage couch in a fully equipped massage treatment area,
- client record system
- range of treatment products

**(5) Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6) Context of Assessment**

Competency should be assessed in the workplace or simulated environment and in accordance with work practices and procedures

Evidence collected should indicate that a range of manual and electrical body treatments has been provided. Also, a variety of client requirements/needs should be included to ensure that a range of variables are covered.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 3	
Use technology	Level 3	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSBMTH0013A: Perform On-Site Massage**

## Competency Descriptor:

This unit deals with the knowledge and skills required to perform on-site or chair massage for therapeutic purposes according to industry standards.

Competency Field: Massage Therapy

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Prepare client and work area for massage	1.1 Guests are met and greeted and eye contact maintained. 1.2 Steps of treatment are communicated with client according to enterprise policy. 1.3 Client is communicated to about draping or non-draping. 1.4 Contra-indications including infectious and non-infectious skin diseases/disorders and specific treatment contra-indications are identified where applicable, are explained to client, and referred to appropriate professional where required. 1.5 Specific equipment and all relevant products are prepared according to treatment plan.
2. Administer Massage	2.1 Clients body language is observed, and feedback is sorted about pressure and comfort 2.2 Products are used according to treatment, client needs.. 2.3 Massage movement is identified and administered according to client's needs 2.4 Client comfort, relaxation, privacy and confidentiality are ensured throughout service. 2.5 Relaxing environment is maintained. 2.6 Contact with client is maintained. 2.7 Client is reassured as required and all questions answered fully and accurately.
3. Give aftercare advice	3.1 Future treatment program is recommended according to client's needs and industry standards. 3.2 After care advice and guidelines are accurately provided according to client's needs.

- 3.3 Product recommendations are made according to client requirements/needs.
- 3.4 Client is rebooked according to agreed treatment plan.

## RANGE STATEMENT

The Range of Variables statements provide details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present.

Products used in massage may include:

- Oils
- Creams
- gel
- Lotions
- Powder

Client expectations/requirements may include:

- Relaxation
- Improved circulation
- Pain relief

Contra-indications/precautions may include:

- Contagious and non-contagious skin diseases/disorders
- Fragile skin
- Respiratory diseases
- Cuts, bruises, trauma to skin
- Burns, including sunburn
- Metal plates, or pins, electronic implants
- Severe circulatory disorders (high/low blood pressure)
- Thrombosis, embolism, phlebitis
- Dysfunction of nervous system, or excretory system
- Areas of recent scar tissue, or areas exhibiting loss of tactile sensation
- Abdominal area treatments for pregnant or menstruating women
- Areas surrounding hernias
- Swelling, recent operations, fractures or sprains
- Heart conditions
- Varicose veins in advanced stage.
- Conditions requiring medical attention, especially skin cancer

Non- contagious conditions may include:

- Acne
- Vulgaris, rosacea, cystic fibrosis
- Dermatitis
- Psoriasis
- Eczema
- Atopic dermatitis
- Discoid lupus
- Pityriasis alba
- Dry skin
- Ichthyosis/excessively dry skin
- Pigmentation disorders
- Hypertrichosis
- Hirsutism
- Sun related disorders, sun burn, sun/climate related skin damage
- Skin cancers, benign and malignant tumours
- Moles, lesions
- Various types of cysts
- Bruises, significant scarring
- Allergic reactions
- Other visible non-normal skin

Abnormal conditions may be contagious or non contagious.

Contagious conditions may include:

- Bacterial, viral or fungal infections
- Herpes
- Impetigo
- Warts
- Scabies
- Boils and carbuncles
- erysipelas
- candidiasis

Treatment area may include:

- body part

## EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide, which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training program. The following components provide information to assist this purpose.

### (1) Critical Aspects of Evidence

Evidence of the following needs to be demonstrated.

- select massage movements according to muscle formation
- analyze client needs and implement a treatment plan
- recognize and manage local and general contra-indications/special precautions
- apply standard infection control precautions

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- Salon policies and procedures industry codes of practice in regard to the performance of massage
- State and local Health and Hygiene requirements/regulations and of salon policies and procedures in regard to hygiene
- Safe work practices in regard to the provision of massage and safe use of products according to Occupational Health and Safety regulations/requirements, including first aid procedures as required
- The transmission routes of infectious conditions
- A variety of massage lubricants, routines, including use of electrical equipment, and procedures according to the range of variables

## Underpinning Knowledge and Skills

### Knowledge

Knowledge of:

- Anatomy and physiology of the body as it relates to massage, including:
  - a simplified cross-section of skin
  - normal skin response to irritation and trauma
  - scars including hypertrophic and keloid, their origin, evolution, and abnormal scar tissue
  - the effects of salon treatments on the physical structure of the skin
  - trans-epidermal water loss
  - wound healing in different skin types and locations
  - body flora
- The body systems as listed below, in regard to their interdependence and purpose in relation to a healthy body and their relationship to the skin, muscles and nerves.  
skeletal and muscular system including an awareness of postural and skeletal abnormalities, muscle contractibility and motor points, position and action of superficial muscles of the body in relation to body treatments including: deltoid, biceps, triceps, brachialis, trapezius, latissimus dorsi, serratus anterior, pectorals, intercostals, rectus abdominus, obliques, gluteals, hamstrings, quadriceps, sartorius, adductors, gastronomius
- Massage techniques
- Muscle groups
- Contagious and non-contagious diseases

### Skills

The ability to:

- apply salon policies and procedures industry codes of practice in regard to the performance of on-site massage
- apply state and local Health and Hygiene requirements/regulations of salon policies and procedures in regard to hygiene
- apply safe work practices in regard to the provision of body treatments and safe use of product according to Occupational Health and Safety regulations/requirements, including First-Aid procedures as required
- recognise and manage local and general contra-indications/special precautions for treatment and specific treatment complications/contra-indications according to the range of variables
- apply standard infection control precautions
- read, accurately interpret and consistently apply manufacturers instructions for products, tools and equipment
- analyse client, and identify the client's requirements/needs, refer clients to appropriate professional as required and develop and record a treatment plan

## (4) Resource Implications

The following resources should be made available:

- Massage chair
- Suitable environment
- Massage lubricants
- Sanitation products
- Face cradle cover
- towels



**(5) Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- Practical demonstration
- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in a workplace or an appropriate simulated situation is designed.

**(6) Context of Assessment**

Assessment should be conducted on-the-job in a simulated environment.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 3	
Solve problems	Level 3	
Use technology	Level 3	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSBBTH0053A: Provide aromatherapy massage**

Competency Descriptor:

This unit deals with those competencies required in performing a range of aromatherapy massage procedures.

Competency Field:

Beauty Therapy

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Assess client requirements	1.1	Ensured completion of client consultation form
		1.2	Client requirements accurately identified and treatment plan, including areas of the body requiring relaxation/stimulation, developed and accurately recorded as required.
		1.3	Contra-indications including infectious and non infectious skin diseases/disorders and specific treatment contra-actions identified where applicable, explained to client, and referred to appropriate professional where required
2.	Prepare client and work area for aromatic massage treatments	2.1	Treatment area, operator and client prepared for aromatic massage treatment according to health and hygiene requirements and salon procedures
		2.2	Proceed preparation of client according to result of assessment
		2.3	Prepare all necessary working materials before beginning task while ensuring comfort and relaxation throughout service
		2.4	Massage movements and routine identified and evaluated according to clients physical and psychological needs.
		2.5	Client reassured during treatment as required and all questions answered fully and accurately.
		2.6	Client privacy and confidentiality maintained according to enterprise policy.
		2.7	Room temperature adjusted according to client and treatment needs.
		2.8	Client kept warm and appropriately covered.

- |    |                                           |     |                                                                                                                                  |
|----|-------------------------------------------|-----|----------------------------------------------------------------------------------------------------------------------------------|
| 3. | Select products                           | 3.1 | Pre blended oils selected according to individual product specifications and treatment plan and agreed with client.              |
|    |                                           | 3.2 | Features and benefits of selected, blended oils clearly explained to client.                                                     |
|    |                                           | 3.3 | Care, handling and storage requirements of essential oils performed according to product specifications.                         |
| 4. | Apply aromatic massage treatment products | 4.1 | Area to be treated prepared according to treatment requirements and product specifications.                                      |
|    |                                           | 4.2 | Treatment routine selected and sequenced according to client treatment plan.                                                     |
|    |                                           | 4.3 | Treatment products applied and removed (if applicable) according to client characteristics treatment and product specifications. |
| 5. | Perform massage techniques                | 5.1 | Forms of massage with blended oils are delivered according to clients requirements.                                              |
|    |                                           | 5.2 | Massage movements, sequence and transitions smooth and applied with frequency according to treatment plan                        |
|    |                                           | 5.3 | Maintain correct posture throughout the treatment                                                                                |
|    |                                           | 5.4 | Operator's hands and massage medium are warm throughout the treatment.                                                           |
|    |                                           | 5.5 | Length of massage routine suited to the client's requirements.                                                                   |
|    |                                           | 5.6 | Client's response monitored throughout the treatment and massage techniques evaluated and adapted as required.                   |
| 6. | Provide aftercare advice                  | 6.1 | Questioning and active listening used to obtain client feedback.                                                                 |
|    |                                           | 6.2 | Relevant outcomes of treatment recorded accurately and legibly.                                                                  |
|    |                                           | 6.3 | Future treatment program recommended according to clients needs.                                                                 |
|    |                                           | 6.4 | Treatment plan revised as required.                                                                                              |
|    |                                           | 6.5 | After care advice and guidelines accurately provided according to clients needs.                                                 |

- 6.6 Product recommendations made according to client requirements.
- 6.7 Client rebooked according to agreed treatment plan.

## RANGE STATEMENT

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

Massage oils should be pre blended by a manufacturer and may include the following ingredients:

- base oil (sweet almond, grape seed, coconut)
- lavender
- juniper
- chamomile
- rosemary (unsafe for pregnant women)
- eucalyptus
- geranium
- citrus: lemon, lime, mandarin, grapefruit, tangerine, orange
- melaleuca, tea tree, cajuput, niaouli
- frankincense
- rose
- calendula
- sandalwood
- clary sag

Appearance and management of specific treatment complications/contra-actions may include:

- allergic reactions of the skin or body to treatment or products
- erythema or inflammatory reaction to treatment or product
- psychological reactions of the client to treatment or product
- conditions which indicate client referral to a medical practitioner or other professional

The following variables may be present:

- salon policies and procedures in regard to the performance of an aromatic aesthetic treatment
- salon hygiene policies and procedures.
- relevant Occupational Health and Safety regulations
- state and local health regulations
- industry codes of practice
- salon product range and manufacturers instructions where applicable
- salon time-frame allocated for the performance of an aromatic aesthetic treatment

Product specifications may include:

- pre blended oils
- labelled as being appropriate to promote:
  - relaxation
  - rejuvenation of skin
  - skin healing
  - muscular tension relief
  - improved sleeping pattern

Contra-actions may include:

- erythema arising from products or massage medium
- skin blemishes due to massage stimulation
- nausea, headache
- dizziness
- drowsiness

General psychological effects may include:

- stress relief
- mild euphoria/vitality
- mental alertness/clarity

Contra-indications/precautions for aromatic aesthetic treatments may include:

- contagious or non contagious diseases/disorders, migraines, headaches, nausea, dizziness
- severe circulatory disorders (high/low blood pressure)
- thrombosis, embolism, phlebitis
- epilepsy
- diabetes
- dysfunction of nervous system or excretory system
- trauma
- recent haemorrhage or swellings
- areas of recent scar tissue or on areas exhibiting loss of tactile sensation
- abdominal area treatments for pregnant women, especially in first trimester, some oils contraindicated completely
- areas surrounding hernias
- cuts or abrasions
- recent operations, fractures or sprains
- metal plates or pins, electronic implants
- infections, inflammation or any condition requiring medical treatment
- HIV/AIDS

Clients expectations may include:

- improved skin
- improved visual appearance of scar tissue and abnormal skin conditions
- relaxation
- improved muscle tone

Aromatic massage treatments may include”

- relaxation
- invigoration
- stress relief
- upliftment

Massage techniques may include:

- effleurage
- vibrations
- lymph drainage

Non-contagious conditions may include:

- allergic reaction
- dermatitis
- psoriasis
- eczema
- ichthyosis/excessively dry skin
- pigmentation disorders
- hypertrichosis
- hirsutism
- disorders of aging skin
- sun related disorders, sun burn sun/climate related skin damage
- skin cancers, benign and malignant tumours
- biological changes e.g. puberty, menopause
- pityriasis rosea and other visible non normal skin

Clients may include:

- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- regular and new clients
- all ages

Length of treatment may be varied to suit:

- elasticity of skin
- skin condition
- degree of subcutaneous fat
- muscle density
- tone
- client needs
- Weight and size of client

Abnormal conditions may be contagious or non contagious

Contagious conditions may include:

- bacterial, viral or fungal infections
- herpes
- impetigo
- warts
- tinea
- scabies
- boils and carbuncles
- erysipelas

Massage medium/lubricants may include:

- oils/gels
- creams/milks
- powder

Advice on use of homecare products may include:

- cleanser
- moisturiser
- remedial products
- creams
- baths
- mask

Aftercare recommendations may include:

- basic exercises/dietary advice
- rest
- further massage treatment
- referral to appropriate professionals
- post-treatment restrictions
- changes in lifestyle patterns

## EVIDENCE GUIDE

Unit of Competency has an Evidence Guide, which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose

### (1) Critical Aspects of Evidence

Evidence of the following needs to be demonstrated:

- safe work practices in regard to the provision of aromatic massage treatments and safe use of product according to Occupational Health and Safety regulations/requirements, including first aid procedures as required
- recognise and manage local and general contra-indications/special precautions for treatment and specific treatment complications/contra-actions according to the range of variables
- the ability to conduct client consultation/assessment, identify client requirements/needs
- refer clients to appropriate professionals as required
- read, accurately interpret and consistently apply product specifications for pre-blended essential oils

### Critical Aspects of Evidence (Cont'd)

- apply a variety of treatment products, massage mediums/lubricants including essential oils according to the range of variables
- apply a variety of massage movements and techniques according to the range of variables
- apply a variety of aromatic massage treatments routines and procedures according to the range of variables
- evaluate an aromatic massage treatment and to advise the client on future treatments, home care and complementary products
- to consistently use time effectively and control product waste

### (2) Pre-requisite Relationship of Units

- Nil

### Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- safe work practices in regard to the provision of aromatic massage treatments and safe use of product according to Occupational Health and Safety regulations/requirements, including first aid procedures as required
- a variety of treatment products, massage mediums/lubricants including essential oils according to the range of variables
- a variety of massage movements and techniques according to the range of variables
- a variety of aromatic massage treatments routines and procedures according to the range of variables
- the effects and benefits of a defined range of salon skin care and treatment products
- anatomy and physiology of the body as it relates to beauty treatments, including :
  - scars including hypertrophic and keloid, their origin, evolution, and abnormal scar tissue
  - trans epidermal water loss
  - wound healing in different skin types and locations
  - percutaneous absorption and factors affecting penetration of cosmetics
  - normal body flora
- the body systems as listed below, in regard to their interdependence and purpose in relation to a healthy body and their relationship to the skin, muscles and nerves
  - skeletal and muscular system including an awareness of postural and skeletal abnormalities, muscle contractibility reflex points and motor points, position and action of superficial muscles of the body in relation to body treatments including:
    - deltoid, biceps, triceps, brachialis, trapezius, latissimus dorsi, serratus anterior, pectorals, intercostals, rectus abdominous, obliques, gluteals, hamstrings, quadriceps, sartorius, adductors, gastrocnemius, soleus, tibialis anterior
    - nervous system and its relationship to skin sensations
    - lymphatic, digestive, respiratory, and circulatory systems in regard to their relationship to skin function including, thermo regulation and homeostasis
    - endocrine and reproductive systems in relationship to hormonal control of the skin
    - olfactory sense in regard to aromatic aesthetic treatments
  - abnormal skin conditions; their appearance, and symptoms

**Underpinning Knowledge and Skills (Cont'd)**

- relevant skin disorders and diseases, their appearance and management or referral to appropriate professional where required.
- postural and skeletal abnormalities and their possible effect on massage treatments
- the relevant categories, classifications and advantages of relevant massage
- the classifications, benefits and application of effleurage, petrissage, tapotement, vibratory massage movements
- the causes of skin reactions/allergies in regard to aromatic massage treatments
- the categories of massage medium/lubricants
- the importance of the appearance and posture of operator

**Skill**

The ability to:

- apply safe work practices in regard to the provision of aromatic massage treatments and safe use of product according to Occupational Health and Safety regulations/requirements, including first aid procedures as required
- recognise and manage local and general contra-indications/special precautions for treatment and specific treatment complications/contra-actions according to the range of variables
- the ability to conduct client consultation/assessment, identify client requirements/needs, refer clients to appropriate professionals as required, and develop and record a treatment plan including:
  - body areas requiring special treatment
  - range of appropriate pre blended essential oils and application techniques
  - range of appropriate massage movements and treatment procedures
  - review of previous treatments
- read, accurately interpret and consistently apply product specifications for pre-blended essential oils
- apply a variety of treatment products, massage mediums/lubricants including essential oils according to the range of variables
- apply a variety of massage movements and techniques according to the range of variables
- apply a variety of aromatic massage treatments routines and procedures according to the range of variables
- evaluate an aromatic massage treatment and to advise the client on future treatments, home care and complementary products

**(3) Resource Implications**

The following resources should be made available:

- massage table
- oils
- linen
- candle
- consultation forms
- enterprise policy manuals
- relaxation aids e.g. music



**(5) Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer
- portfolio

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(5) Context of Assessment**

Competency should be assessed in the workplace or simulated environment and in accordance with work practices and procedures.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSBMTH0043A: Apply body scrub**

Competency Descriptor:

This unit deals with the knowledge and skills required to apply body scrub for therapeutic purposes according to industry standards.

Competency Field:

Massage Therapy

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Assess client requirements	1.1	Client's requirements are accurately identified and a treatment plan, developed and accurately recorded according to enterprise and industry standards.
		1.2	Treatment routine is sequenced according to client's treatment plan.
		1.3	Areas of the body requiring special treatment are identified and noted.
		1.4	Skin conditions that are contagious or non-contagious are identified, explained to client, and referred to appropriate professional where required.
2.	Prepare client and work area for body scrub	2.1	Client and work area are prepared for body scrub according to enterprise and industry standards.
		2.2	Effective communication is used to inform client about the steps of treatment.
		2.3	Client is reassured as required and all questions answered fully and accurately.
3.	Apply body scrub	3.1	Clients privacy is respected in removal of garments.
		3.2	Client is informed about draping or non-draping.
		3.3	Products are used according to client's skin type, sensitivity and manufacturer's instructions.
		3.4	Client's body language is identified to determine pressure and comfort level and adjustments made where necessary.
		3.5	Client is assisted with usage of showers while ensuring safety.
		3.6	Correct posture is maintained throughout treatment to prevent possible harm or injury.

- |    |                          |                                                                                                              |
|----|--------------------------|--------------------------------------------------------------------------------------------------------------|
|    | 3.7                      | Ambience of room is maintained according to enterprise standards.                                            |
|    | 3.8                      | Client comfort, relaxation, privacy and confidentiality are ensured throughout service.                      |
|    | 3.9                      | Complications if any are dealt with according to enterprise and industry requirements.                       |
| 4. | Provide aftercare advice |                                                                                                              |
|    | 4.1                      | Future treatment program is recommended according to client's needs and industry standards.                  |
|    | 4.2                      | After-care advice and guidelines are accurately provided according to client's needs and industry standards. |
|    | 4.3                      | Product recommendations are made according to client requirements and manufacturer's instructions.           |
|    | 4.4                      | Client is rebooked according to agreed treatment plan.                                                       |

## RANGE STATEMENT

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present

Types of body scrub may include:

- salt scrub (glow)
- body polish

Treatment area may include:

- body or body part

Abnormal conditions may be contagious or non contagious.

Contagious conditions may include:

- bacterial, viral or fungal infections
- herpes
- impetigo
- warts
- scabies
- boils and carbuncles
- erysipelas
- candidacies

Client expectations/requirements may include:

- improved skin texture
- relaxation
- improved cellulite condition
- improved circulation

Non-contagious conditions may include:

- acne (vulgaris, rosacea, cystic)
- dermatitis
- psoriasis
- eczema:
  - atopic
  - discoid
  - dishydrotic
  - pityriasis alba
- varicose veins
- rashes
- ichthyosis/excessively dry skin
- pigmentation disorders
- hypertrichosis
- hirsutism
- sun related disorders, sun burn, sun/climate related skin damage
- skin cancers, benign and malignant tumours
- biological changes including puberty, menopause, premature aging, anorexia, anaemia
- moles, lesions
- various types of cysts
- open pores
- bruises, significant scarring
- allergic reactions
- other visible non-normal skin

Contra-indications/precautions may include:

- contagious and non contagious skin diseases/disorders
- fragile skin
- respiratory diseases
- cuts, bruises, trauma to skin
- burns, including sunburn
- metal plates or pins, electronic implants
- severe circulatory disorders (high/low blood pressure)
- thrombosis, embolism, phlebitis
- dysfunction of nervous system or excretory system
- areas of recent scar tissue or on areas exhibiting loss of tactile sensation
- abdominal area treatments for pregnant or menstruating women
- areas surrounding hernias
- swelling, recent operations, fractures or sprains
- heart conditions
- varicose veins in advanced stage
- conditions requiring medical attention, especially skin cancer

## EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide, which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training program. The following components provide information to assist this purpose.

### (1) Critical Aspects of Evidence

Evidence of the following need to be demonstrated:

- assess client requirement
- prepare client and work area for body scrub
- apply body scrub for therapeutic purposes
- provide aftercare advice to clients

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- safe work practices in regard to the provision of body scrub and safe use of product according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- the transmission routes of infectious conditions
- a variety of body scrub products, routines and procedures according to the range of variables:
  - glands as they relate to basic skin function
  - normal skin response to irritation and trauma
  - scars including hypertrophic and keloid, their origin, evolution, and abnormal scar tissue
  - the effects of salon treatments on the physical structure of the skin
  - trans epidermal water loss
  - wound healing in different skin types and locations
  - percutaneous absorption and factors affecting penetration of cosmetics
  - normal body flora

Skills

The ability to:

- apply safe work practices in regard to the provision of body treatments and safe use of product according to Occupational Health and Safety regulations/requirements, including first aid procedures as required
- recognise and manage local and general contra-indications/special precautions for treatment and specific treatment complications/contra-actions according to the range of variables
- apply standard infection control precautions
- read, accurately interpret and consistently apply manufacturers instructions for products, tools and equipment
- analyse client, and identify the client's requirements/needs, refer clients to appropriate professional as required and develop and record a treatment plan

**(4) Resource Implications**

The following resources should be made available:

- client with body scrub requirements
- client record system
- range of body scrub products
- massage table
- linen
- plastic sheet
- shower
- lotion
- loofah/mittens
- wet sauna

**(5) Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- practical demonstration
- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6) Context of Assessment**

Competency should be assessed in the workplace or simulated environment and in accordance with work practices and procedures

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSBMTH0053A: Apply Hydrotherapy**

Competency Descriptor:

This unit deals with the skills and knowledge required to apply water to the body for therapeutic purposes according to industry standards.

Competency Field:

Massage therapy

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Consult with clients	1.1	Client personal data is collected according to enterprise requirements.
		1.2	Client requirement for treatment are determined.
		1.3	Treatment procedure is explained to client according to enterprise policy.
		1.4	Treatment plan is evaluated and modified according to client response and industry standards.
		1.5	Contra-indications including infectious and non-infectious skin diseases/disorders and specific treatment contra-actions are identified where applicable, explained to client, and referred to appropriate professional where required.
2.	Prepare equipment and supplies	2.1	Equipment and supplies are gathered and sanitized according to industry standards
		2.2	Room is prepared according to treatment plan and enterprise standards.
3	Prepare client for hydrotherapy	3.1	Client is supplied with necessary clothing and advised on how to disrobe to comfort level.
		3.2	Client is placed in treatment room for treatment.
		3.3	Body scrub is applied if required according to industry standards.
		3.4	Client is advised on the procedure and outcome of treatment according to enterprise policy.
		3.5	Safety and comfort of client is ensured according to enterprise and industry requirements.
		3.6	Water temperature is modified according to industry standards.
		3.7	Hydrotherapy required by client is determined.

- |    |                                |     |                                                                                                       |
|----|--------------------------------|-----|-------------------------------------------------------------------------------------------------------|
| 4. | Perform hydrotherapy treatment | 4.1 | Procedures are initiated carefully following treatment plan.                                          |
|    |                                | 4.2 | Treatment is modified according to clients comfort.                                                   |
|    |                                | 4.3 | Therapy is completed and client escorted out of treatment room.                                       |
| 5. | Provide after care advice      | 5.1 | Client is questioned to obtain feedback according to enterprise policy.                               |
|    |                                | 5.2 | Client is advised on further treatment and frequency if required and according to industry standards. |
|    |                                | 5.3 | Home care treatment is recommended according to client requirement and manufacturer's instructions.   |

### **RANGE STATEMENT**

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

Equipment may include:

- bath tubs and shower
- spray attachment
- bath thermometer
- jacuzzi
- whirlpool
- sauna (dry and/or wet)

Supplies may include:

- towels
- blankets
- brushes
- loofahs
- robe and slipper
- disposables items

Industry and enterprise requirements in regard to safety and comfort of client may include:

- safety handles
- panic button
- water properly drained before client get out
- client body temperature returns to normal before dressing
- non-skid mats

Types of hydrotherapy treatments:

- whirlpool baths/steam baths
- sprays
- special water treatment
- balneotherapy
- thalassotherapy



Contra-indications/precautions may include:

- contagious and non contagious skin diseases/disorders
- fragile skin
- respiratory diseases
- cuts, bruises, trauma to skin
- burns, including sunburn
- claustrophobia
- metal plates or pins, electronic implants
- severe circulatory disorders (high/low blood pressure)
- thrombosis, embolism, phlebitis
- epilepsy
- diabetes
- AIDS
- dysfunction of nervous system or excretory system
- areas of recent scar tissue or on areas exhibiting loss of tactile sensation
- abdominal area treatments for pregnant or menstruating women
- areas surrounding hernias
- cuts, swelling, recent operations, fractures or sprains
- heart conditions
- fever
- varicose veins in advanced stage
- conditions requiring medical attention, especially skin cancer
- cancer
- under the influence of drugs or alcohol

Abnormal conditions may be contagious or non contagious.

Contagious conditions may include:

- bacterial, viral or fungal infections
- herpes
- impetigo
- viral warts
- scabies
- boils and carbuncles
- erysipelas
- candidiasis

Length of treatment may be varied to suit the elasticity of skin, skin condition, degree of subcutaneous fat, client physical and psychological state.

Remedial action may include:

- adaptation to treatment routine according to client's physical, physiological, and psychological requirements

Client expectations/requirements may include:

- improved skin condition
- improved visual appearance of scar tissue or abnormal skin condition
- relaxation
- improved muscle tone
- altered contour
- improved cellulite condition

After care advice may include:

- dietary habits, life style, home care products and future treatments

Appropriate professionals may include:

- medical practitioner/specialist
- referral to appropriate professionals

Non- contagious conditions may include:

- acne
- vulgaris, rosacea, cystic fibrosis
- dermatitis
- psoriasis
- eczema
- atopic
- discoid
- dishydrotic
- pityriasis alba
- winter eczema
- varicose eczema
- rashes
- dry skin
- ichthyosis/excessively dry skin
- sensitivity of the skin due to physical chemical, environment, caused or induced by medication (internal/external)
- arthritis
- pigmentation disorders
- hypertrichosis
- hirsutism
- disorders of aging skin
- sun related disorders, sun burn, sun/climate related skin damage
- skin cancers, benign and malignant tumours
- biological changes including puberty, menopause, premature aging, anorexia, anaemia
- moles, lesions
- milia, open and closed comedones
- various types of cysts
- open pores
- ephelides
- trauma, bruises, significant scarring
- allergic reactions
- other visible non normal skin

Pigmentation disorders:

- vitiligo
- chloasma
- freckles
- lentigo
- haemangioma
- dilated capillaries
- split capillaries
- strawberry naevus
- spider naevus
- port wine stain

Special precautions may need to be taken with the following conditions:

- claustrophobia
- active acne
- loose creepy skin
- respiratory disorders/circulatory/excretory disorders
- client's with non active infectious diseases e.g. hepatitis, Aids/HIV
- epilepsy
- cancer

Future treatment program recommendation may include:

- body wraps
- paraffin wax
- facial
- body mask

## EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training program. The following components provide information to assist this purpose.

### (1) Critical Aspects of Evidence

Evidence of the following needs to be demonstrated.

- The ability to prepare equipment and products for hydrotherapy
- Apply water to the body for therapeutic purposes
- Recommend products and aftercare treatment plan

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- Balneotherapy
- Thalassotherapy
- the effects of hot water on the body
- the effects of cold water on the body
- equipment used in hydrotherapy treatment
- body scrub
- types of hydrotherapy treatment
- products used in hydrotherapy
- salon policies and procedures industry codes of practice in regard to the performance of hydrotherapy
- state and local health and hygiene requirements/regulations and of salon policies and procedures in regard to hygiene
- safe work practices in regard to the provision of hydrotherapy and safe use of product according to Occupational Health and Safety regulations/requirements, including first aid procedures as required
- the transmission routes of infectious conditions

#### Skills

The ability to:

- question clients to obtain feedback
- communicate effectively
- identify abnormal conditions that are contagious or non-contagious
- give aftercare advice
- apply hydrotherapy
- apply salon policies and procedures industry codes of practice in regard to the performance of hydrotherapy
- apply state and local health and hygiene requirements/regulations and of salon policies and procedures in regard to hygiene
- apply safe work practices in regard to the provision of hydrotherapy and safe use of product according to Occupational Health and Safety regulations/requirements, including first aid procedures as required
- recognise and manage local and general contra-indications/special precautions for treatment and specific treatment complications according to the range of variables
- apply standard infection control precautions

Knowledge

Knowledge of: (Cont'd)

- anatomy and physiology of the skin and skin structures as it relates to hydrotherapy, including:
  - a simplified cross-section of skin
  - glands as they relate to basic skin function
  - normal skin response to irritation and trauma
  - scars including hypertrophic and keloid, their origin, evolution, and abnormal scar tissue
  - the effects of hydrotherapy on the physical structure of the skin
  - trans epidermal water loss
  - wound healing in different skin types and locations
  - percutaneous absorption and factors affecting penetration of cosmetics
  - normal body flora
  - the body systems as listed below, in regard to their interdependence and purpose in relation -to a healthy body and their relationship to the skin, muscles and nerves
- skeletal and muscular system including an awareness of postural and skeletal - abnormalities, muscle contractibility and motor points, position and action of superficial -muscles of the body in relation to body treatments including: deltoid, biceps, triceps, brachialis, trapezius, latissimus dorsi, serratus anterior, pectorals, intercostals, rectus -abdominous, obliques, gluteals, hamstrings, quadriceps, sartorius, adductors, gastrocnemius, soleus, tibialis anterior
- nervous system and its relationship to skin sensations
- lymphatic, digestive, respiratory, and circulatory systems in regard to their relationship to skin function including, thermo regulation and homeostasis
- endocrine and reproductive systems in relationship to hormonal control of the skin

Skills

The ability to: (Cont'd)

- read, accurately interpret and consistently apply manufacturers instructions for products, tools and equipment
- analyse client, and identify the client's requirements/needs, refer clients to appropriate professional as required and develop and record a treatment plan including:
  - body areas requiring special treatment
  - range of appropriate treatment products and application techniques
  - range of appropriate massage movements and treatment procedures
  - review of previous treatments
- to consistently use time effectively and to control product waste
- identify client body language and their meaning
- determine the physical appearance of:
  - various skin types
  - normal skin
  - abnormal skin conditions
  - minor skin blemishes

**Knowledge**

Knowledge of: (Cont'd)

- abnormal skin conditions; their appearance, and symptoms
- the categories of massage, motor points and reflex points
- the importance of the appearance and posture of operator

**(4) Resource Implications**

Competency in this unit may be assessed through access to:

- Water
- a range of clients with a variety of hydrotherapy requirements
- Heating device
- Non-slip mats
- Refrigerator
- Shower stall/cubicle
- Large towels

**(5) Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6) Context of Assessment**

Competency should be assessed in the workplace or simulated environment and in accordance with work practices and procedures.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 3	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSBMTH0063A: Apply Stone massage**

Competency Descriptor:

This unit deals with the skills and knowledge to apply Stone Massage for therapeutic purposes

Competency Field:

Massage therapy

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Gather client information subjectively	1.1 Client health history/disclaimer is gathered according to enterprise requirements. 1.2 Client is dialogued with to determine reason for requesting stone massage. 1.3 Contra-indications including infectious and non-infectious skin diseases/disorders are identified where applicable, explained to client, and referred to appropriate professional where required.
2. Prepare equipment & supplies	2.1 The heating unit is filled according to manufacturer's instruction. 2.2 Stones are properly placed to reduce noise level. 2.3 Temperature thermometer is used to monitor heat as recommended by manufacturer.
3. Prepare client for Stone Massage	3.1 Client is advised on procedures and expected outcome of treatment. 3.2 Client is advised on draping procedures 3.3 Safety and comfort of client is checked and modifications made where necessary. 3.4 Temperature of stones is modified before commencement of treatment to ensure comfort of client.
4. Initiate procedure carefully	4.1 Temperature is adjusted as necessary. 4.2 Bony surfaces are avoided during massage. 4.3 Complications if any are dealt with according to industry standards.

- |    |                  |     |                                                                                        |
|----|------------------|-----|----------------------------------------------------------------------------------------|
| 5. | Provide feedback | 5.1 | Client is questioned for feedback on treatment according to enterprise policy.         |
|    |                  | 5.2 | Client is advised on further treatment if required                                     |
|    |                  | 5.3 | Client is advised on Hyperaemia if necessary                                           |
|    |                  | 5.4 | Client is advised on frequency of follow-up treatment according to industry standards. |

## RANGE STATEMENT

The Range of Variables provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

Equipment may include:

- heating unit
- basalt stones (45-54)
- charka stone (7)
- insulated gloves
- wood spoon
- thermometer

Supplies may include:

- towels
- sheets
- robes and slippers
- bolster
- light massage oil

Contraindications/precautions may include:

- any condition where massage is contra-indicated adding osteoporosis and diabetes
- any surgery where nerves have been cut, usually there is a loss of feeling in these areas
- any disease where there is nerve damage or Neuropathy, Diabetes etc.
- any skin conditions which may be aggravated by moisture or heat
- anyone on prescription medications that may have side affects to the heat or temperature challenges
- heart disease - temperature changes challenge the circulatory system
- anyone who is considered extremely "overweight, or obese" due to the challenge on the heart
- varicose veins
- all auto immune dysfunctions such as chronic fatigue syndrome or any condition where the immune system is already taxed

Contagious conditions may include:

- any contagious condition considered for massage therapy
- bacterial, viral or fungal infections
- boils and carbuncles
- dermatitis
- psoriasis
- rashes
- eczema
- sun burn or burns

Special precautions may include:

- pregnancy
- active acne
- loose creepy skin
- client with aids
- epilepsy
- young children
- the elderly
- hypertension



Client expectations/requirements may include:

- reduced pain
- improved circulation
- deep relaxation
- increased range of motion
- emotional, psychological and spiritual needs

Remedial actions may include:

- adaptation of treatment routine according to client's physical, physiological and psychological requirements

Appropriate professionals may include:

- skilled therapist
- hydro therapist

## EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide, which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training program. The following components provide information to assist this purpose.

### (1) Critical Aspects of Evidence

Evidence of the following need to be demonstrated:

- the ability to prepare equipment and supplies for stone massage
- the ability to apply stone massage appropriately for therapeutic purposes
- the ability to recommend products and after care treatment

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- effect of warm stones on the body
- effect of cold stones on the body
- equipment used in stone massage
- products used in stone massage
- background history on the origin and emerging methods of Stone Massage
- charka cleansing and balancing as required
- codes and practices in regard to stone massage
- state and Local health and hygiene requirements/regulations
- hyperaemia: What it is and how to distinguish it from a burn
- the use of Thermo-therapy to stimulate change within the body's internal systems
- safe work practices in regard to the application of stone massage
- the transmission routes of infectious conditions
- anatomy and Physiology of the skin structure as it relates to Stone Massage
- the body systems as listed below in relation to the effects of Stone Massage and Thermo-therapy:

**Circulatory System:**

- Lymph drainage
- toxin removal
- Thermo genesis
- cell hydration

**Musculoskeletal System:**

- range of motion
- vertebral ligaments
- connective tissue
- superficial muscles

**Nervous System:**

- parasympathetic balancing
- nourishment of new cells

**Vascular System:**

- increase blood flow
- venous dilation

**Visceral/Organ System:**

- relaxation
- decongestion
- detoxification
- Benefits of stone massage
- Concepts of re-energizing stones

**Skills**

The ability to:

- communicate effectively
- question client to obtain feedback
- identify abnormal conditions and contraindications
- apply stone massage
- analyse client, and identify the client's requirements/needs,
- refer clients to appropriate professional as required and develop and record treatment plan
- apply range of appropriate treatment products and application techniques
- apply range of appropriate massage movements and treatment procedures
- apply salon policies and practices and industry codes of practice as it relates to stone massage
- give aftercare advice
- apply state and local health and hygiene requirements
- recognise special precautions for treatment
- identify client's body language and their meaning
- apply charka stone placement as required
- cleaning stones after use
- read accurately, interpret and apply manufacture's instructions for products, tools and equipment
- re-energize stones

**(4) Resource Implications**

Competency in this unit may be assessed through access to:

- Volcanic stones
- Charka stones
- Heating unit
- Thermometer
- Wooden spoon
- Insulated gloves
- Light massage oil
- Massage table
- Sheets/towels

**(5) Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6) Context of Assessment**

Evidence collected should indicate a range of techniques used. Also a full description of the clients needs should be included.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSBMTH0014A: Provide Sports Massage**

Competency Descriptor:

This unit deals with the skills and knowledge to apply Sports Massage for therapeutic purposes according to international industry standards.

Competency Field:

Massage Therapy

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Gather health and personal data	1.1	Client health and personal information is gathered according to enterprise requirements
		1.2	Client is questioned to determine any specific areas of concern
		1.3	Contra-indications including infectious and non-infectious skin diseases/ disorders are identified where applicable, explained to client, and referred to appropriate professional where required.
2.	Prepare equipment and supplies	2.1	Hot and cold packs are prepared according to treatment plan.
		2.2	Massage cream or lotion is selected according to treatment plan
		2.3	Tools and equipment are prepared according to treatment plan.
3.	Prepare client for Sports Massage	3.1	Client is advised on draping procedures
		3.2	Client is advised on treatment procedures and the use of hot or cold pack as necessary
		3.3	Client safety and comfort is re-assured at all times.
4.	Perform Sports Massage	4.1	Sports Massage is initiated according to industry standards
		4.2	Stretching is applied to isolated muscles and joints according to industry standards.

	4.3	If contra-actions arise, the necessary precautions and actions are taken according to industry requirements.
	4.4	Frequency of Sports Massage is communicated to client.
5. Provide after care advice	5.1	Stretching to enhance musculotendinous extensibility is recommended according to industry standards
	5.2	Client is referred to appropriate professional if needs are outside scope of practice

## RANGE STATEMENT

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

Supplies May include:

- massage cream or lotion
- towels and blankets
- sheets
- gowns/robes
- pain relieving cream/liniments
- ice/ice pack
- hot packs

Equipment may include:

- hydro collator
- hot packs cold packs
- massage Table

Contagious conditions may include:

- boils and carbuncles
- bacterial, viral or fungal infections
- dermatitis
- psoriasis
- rashes

Types of Sports Massage:

- pre event
- post event
- general body relaxation
- rehabilitation Therapy

Appropriate professionals may include:

- Sports Massage Practitioner
- Skilled Massage Therapist
- Sports Medicine Practitioner
- Sports Coach

Aftercare advice may include:

- static stretching
- ice packs
- joint supports

Contra-indications/precautions may include:

- Any condition where Sports Massage is contra-indicated
- Dysfunction of the nervous system
- Torn ligaments and tendons
- Dislocated joints
- Swelling from recent operations
- Fractures or broken limbs
- Haemorrhage
- Heart conditions/pace maker
- Stroke
- Open wound
- Contagious and non-contagious skin disease/disorders
- Burns including sun burn
- Metal plates or pins, electronic implants
- Thrombosis, embolism, phlebitis
- Epilepsy

Client expectations/requirements may include:

- Reduced pain, spasm or cramps
- Reduce swelling
- Limited bruising
- Improved circulation
- Increased range of motion
- Relief of muscle soreness
- Increased activity
- Decrease in neuromuscular tension
- Increase musculotendinous extensibility
- Elongated fascia
- Warm up to increase tissue temperature and blood flow to fatigued areas

## EVIDENCE GUIDE

Each unit of Competency has an Evidence Guide, which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training program. The following components provide information to assist this purpose.

### (1) Critical Aspects of Evidence

Evidence of the following need to be demonstrated:

- The ability to prepare equipment and supplies for Sports Massage
- The ability to apply Sports Massage appropriately
- The ability to apply stretching to isolated joints and soft tissue
- The ability to apply hot or cold packs
- The ability to recommend and demonstrate stretches for after care

### (2) Pre-requisite Relationship of Units

CSBBTH0063A Provide Swedish Massage

CSBBTH0043A Apply knowledge of anatomy and physiology to beauty therapy treatment

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- Origin and Insertion of all Major Muscles
- The Muscular System relative to Major Muscles
- Basic Skeletal Muscle Anatomy and Physiology
- The Skeletal System relative to bones and articulations
- Physiology of the Cardiopulmonary System relative to delivering oxygen to exercising muscles
- The Nervous System
- circulatory
- Human Motion Terminology:
  - Flexion
  - Extension
  - Abduction
  - Adduction
  - Rotation
  - Hyperextension
- Muscle movement terminology:
  - Agonist
  - Antagonist
  - Synergist
  - Stabilizers
- Muscle Action terminology:
  - Isometric
  - Concentric
  - Eccentric
- Muscles and movement of the Pelvis and Lower Extremity
- Upper Body muscles and movements
- Joint Mobilization
- Kinesiology
- Golgi Tendon Organ
- Exercise analysis
- Nutrition
- First Aid and CPR
- Common Medical Emergencies
- Purpose of Stretching
- Types of Stretching:
  - Ballistic
  - Passive
  - Static
- Proprioceptive Neuromuscular Facilitation (PNF)
- Mechanical Effects of Massage
- The use of ice with massage
- Physiological Effects of Massage
- Purpose of specific massage strokes and variations:
- Effleurage



Knowledge

Knowledge of: (Cont'd)

- petrissage
- friction
- vibration
- tapotement:
- cupping
- slapping
- beating
- pincement
- tapping
- quacking
- squishes
- skritches
- massage of the lower extremity
- massage of the upper extremity
- active isolated stretching for:
- neck flexibility
- hip flexibility
- trunk flexibility
- ankle foot flexibility
- contraindicated stretching techniques
- stretch reflex
- pre event warm up
- post event cool down

Skills

The ability to:

- communicate effectively
- question client to obtain feedback
- identify abnormal conditions that are contagious or non-contagious
- apply sports massage
- apply salon policies and procedures, industry codes of practice in regard to sports massage
- apply state and local hygiene and health requirements/regulations, policies and procedures
- recognise and manage local and general contraindications/special precautions for treatment
- analyse client information and identify the client needs referring to appropriate professionals as required
- develop and record a treatment plan
- apply range of appropriate massage movements and treatment procedures
- identify client body language and their meaning
- apply range of appropriate stretching techniques
- visually detect torn tissue and edema
- to know when to use cold or hot packs
- effectively apply cold packs
- identify medical emergencies
- effectively apply first aid if necessary
- effectively apply CPR if necessary

**Skills**

The ability to (Cont'd)

- ability to identify articulations
- to apply range of motions
- to identify major muscles
- to make nutritional recommendations
- to identify postural distortions and affected muscles
- to identify nerve innervations to major muscles
- to identify the muscles used in any given sport
- to apply knowledge of kinesiology
- to analyze the effect of exercise on specific muscles
- to identify contraindicated stretching techniques
- apply golgi tendon organ release
- apply joint mobilization techniques
- give after care advice

**(4) Resource Implications**

The following resources should be made available:

- Massage Table
- Hot or cold packs
- Massage lotion or cream
- Towels or sheets

**(5) Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence must be collected in a variety of ways including:

- Practical demonstration
- Direct observation
- Oral questioning
- Third party reports
- Authenticated assessments and/or assignments from relevant training courses
- Supporting statement from supervisor or previous employer.

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6) Context of Assessment**

Competency should be assessed in the workplace or simulated environment and in accordance with work practices and procedures.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 3	
Solve problems	Level 3	
Use technology	Level 3	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSBMTH0024A: Provide Deep Tissue Massage**

Competency Descriptor:

This unit deals with the skills and knowledge to effectively apply Deep Tissue Massage to the body for Therapeutic purposes according to industry standards.

Competency Field:

Massage therapy

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Gather client subjective information	1.1 Client Health Information/Disclaimer is gathered according to enterprise policy.
	1.2 Information regarding location, onset, referral areas, duration, frequency, intensity, aggravating factors, relieving factors and character of discomfort/pain are gathered.
2. Gather client objective information	2.1 Postural assessment (anterior, posterior, prone, supine and lateral) is done according to enterprise standards.
	2.2 Palpation for tone, temperature, texture and tenderness is done according to industry standards.
	2.3 Active and passive testing is done according to industry standards.
3. Prepare client for therapy	3.1 Treatment plan and discomfort threshold are explained to client.
	3.2 Proper draping of client is done as per treatment plan
	3.3 Safety and comfort of client is ensured
4. Perform Deep Tissue Massage	4.1 Procedures are initiated according to treatment plan and industry standards.
	4.2 Treatment plan is modified according to client's response.
5. Recommend additional therapy or after care	5.1 Feedback on treatment is obtained from client
	5.2 Client is advised on frequency of further treatment according to industry standards.



- 5.3 Stretches and/or strengthening exercises are recommended/demonstrated
- 5.4 Client is referred out if condition is beyond scope of training.

## RANGE STATEMENT

The range of variables statement provides details of the scope of the elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present

Supplies may include:

- towels
- blankets
- sheets
- robe & slippers
- massage oil or cream
- pain relieving creams or liniments

Equipment may include:

- ice packs
- hydro collators
- heating pads
- pressure bars

Contagious conditions may include:

- Bacterial, viral or fungal infections
- Boils and carbuncles
- Acute Immune Deficiency Syndrome
- Dermatitis
- Psoriasis
- Pityriasis alba
- Rashes
- Hypertrichosis

Client expectations may include:

- relaxation
- improved muscle tone
- increased range of motion
- reduced pain
- improved circulation
- reduced trigger point
- improved posture

After care advice may include:

- life style changes
- postural changes
- stretches
- strengthening exercises
- dietary habits
- aerobic exercises
- follow up treatments
- home care

Appropriate professionals may include:

- Orthopaedic Specialist
- Chiropractor
- Neurologist
- General Practitioner
- Dietician



Contra-indications/precautions may include:

- Contagious skin disorders
- Cuts, bruises, trauma to skin
- Burns including sun burns
- Thrombosis, embolism, phlebitis
- Epilepsy
- Dysfunction of the nervous system
- Loss of tactile sensation
- Areas surrounding hernias
- Pregnant women
- Swelling, recent operations, fractures or sprains
- Heart conditions
- Advanced varicose veins
- Severe atherosclerosis
- Acute trigeminal neuralgia
- Life-threatening aneurism
- Deep vein thrombosis
- Ectopic pregnancy
- Frostbite
- Sepsis
- Undiagnosed lumps and bumps
- Steroid injections
- Use of Anti-inflammatory
- Unstabilized post myocardial infarction or cerebrovascular accident
- Haemorrhage
- Haemophilia
- Eclampsia
- High Blood Pressure
- Diabetic complications: gangrene, advanced heart or kidney disease
- Acute pneumonia
- Diabetic coma or insulin shock
- Severe asthmatic attack
- Acute seizure
- Shock
- Fever 101.5F
- Highly metastatic cancers
- Systemic contagious or infectious conditions
- Acute neuritis
- Acute trigeminal neuralgia
- Local irritable skin condition
- Malignancies
- Open wounds, sores and decubitus ulcers
- Radiation therapy site
- Use of Analgesics
- Use of Muscle Relaxants
- Dysfunction of the nervous system or excretory system

## EVIDENCE GUIDE

Each unit of Competency has an evidence guide, which relates directly to the performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training program. The following components provide information to assist this purpose.

### (1) Critical Aspects of Evidence

Evidence of the following needs to be demonstrated.

- to assess postural deviations
- to assess soft tissue conditions
- to assess the difference between soft tissue and osseous entrapment
- to recommend /demonstrate suitable stretches
- to recommend suitable strengthening exercises
- to assess joint mobility
- to recommend suitable aerobic activities for therapeutic purposes
- to recommend products and aftercare treatment plan
- to perform clinical assessment
- to recognise the boundaries of training and not diagnose

**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- Anatomical terms as they relate to position, location and direction.
- Positioning – relative to supine, prone and side lying
- Hydrotherapy - Hot or cold applications relative to inflammation and deep tissue.
- The Skeletal System: Axial and Appendicular. Prominences- ASIS, PSIS, protuberances, fossa, facets, articulations. The Spine and its division of vertebrae: Cervical, thoracic lumbar, sacral and coccyx and spinal abnormalities.
- The Muscular System and awareness of insertion, origin and action. Position and action of the deep muscles relative to deep tissue massage including: Erector Spinae, multifidus, spinalis, longissimus, transversospinalis, rotatores and semispinalis The Diaphragm, Tensor Fascia Latae, Hamstrings, Quadriceps, Rhomboids, serratus anterior and posterior, Iliopsoas, Quadratus lumborum, gluteals, hip adductor, hip abductors, abdominal, Latissimus Dorsi, Trapizeus, Pectorals
- The Nervous system and its innervations of muscles, motor and sensory stimuli and the sympathetic and parasympathetic divisions.
- The Circulatory System as it relates to the Heart and blood supply.
- The Respiratory System relative to oxygen and carbon dioxide exchanges at the cellular level
- Dermatomes – relative to skin segment innervation
- Equipment used in deep tissue massage

Skills

The ability to:

- communicate effectively
- question client to obtain subjective information
- maintain eye contact
- determine contra-indications as it relates to deep tissue massage
- identify contagious conditions
- apply standard infectious control precautions
- visually detect postural abnormalities
- effectively palpate soft tissue and osseous structures
- locate and treat trigger points or hyper-tonic soft tissue
- detect nerve entrapment by soft tissue or osseous structures
- identify acute or chronic pain
- to understand the physiological principles of pain as it relates to : unilaterality, symmertry, intensity, radiation and generalization
- apply deep tissue techniques
- apply hydrotherapy - hot or cold as it relates to inflamed tissue or deep tissue work
- clinically asses and not diagnose
- obtain objective information based on visually and palpatory skills
- to identify the client needs and develop and record treatment plans appropriately

**Skills**

The ability to: (Cont'd)

- to recognise the scope of deep tissue work and refer to the appropriate professional as required
- recognise the goal of corrective care: “find the cause treat the cause” by addressing the symptoms while correcting the cause
  - understand dermatome innervations and pathologies that may include osseous compression referring out for assistance in evaluating
  - to understand client body language and their meaning
  - to demonstrate and recommend effective strengthening procedures for weak muscles
  - to demonstrate and recommend effective stretching procedures for contracted muscles
  - to give aftercare advice for the benefit of the client
  - use deep tissue massage equipment/devices correctly

**(4) Resource Implications**

A professional massage table in a fully equipped treatment area and massage lubricants should be available.

**(5) Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- practical demonstration
- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer
- portfolio

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed

**(6) Context of Assessment**

Competency should be assessed in the workplace or simulated environment and in accordance with work practices and procedures





## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"><li>Carries out established processes</li><li>Makes judgement of quality using given criteria</li></ul>	<ul style="list-style-type: none"><li>Manages process</li><li>Selects the criteria for the evaluation process</li></ul>	<ul style="list-style-type: none"><li>Establishes principles and procedures</li><li>Evaluates and reshapes process</li><li>Establishes criteria for evaluation</li></ul>

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 3	
Solve problems	Level 3	
Use technology	Level 3	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSBMTH0034A: Apply Shiatsu**

Competency Descriptor:

This unit deals with the knowledge and skills required to perform shiatsu according to industry standards.

Competency Field:

Massage Therapy

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Gather personal data	1.1	Client health and personal information are gathered according to enterprise standards.
		1.2	Information on the referral areas and the cause is gathered according to enterprise and industry requirements.
2.	Prepare client for Shiatsu massage	2.1	Room and temperature is prepared to ensure comfort of client.
		2.2	Treatment plan and what to expect in treatment is explained to client
3.	Perform Shiatsu	3.1	Assessment is done to determine pain threshold according to industry requirements.
		3.2	Client is informed about draping and undraping.
		3.3	Palpation for tissue and tenderness is performed according to industry standards.
		3.4	Client safety and comfort is ensured during treatment.
		3.5	Treatment plan is modified according to client's response.
4.	Provide after care advice	4.1	Feedback is obtained from client according to enterprise policy.
		4.2	Frequency and changes for further treatment is communicated with client.
		4.3	Stretches, exercise and other treatment that can enhance client's health is recommended.
		4.4	Client is referred to appropriate professional if treatment needs are beyond scope of practise.

## RANGE STATEMENT

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

Supplies may include:

- floor mat
- comfortable gowns/robe
- towels
- pain relieving cream/liniments

Equipment may include:

- pressure bars
- fingers

Contra-indications/precautions may include:

- Dysfunction of the nervous system
- Pregnant women
- Swelling from recent operations
- Fractures or broken limbs
- Haemorrhage
- Heart condition/pace maker
- Stroke
- Open wound
- cancer

Contagious conditions may include:

- Boils and carbuncle
- Rashes

Aftercare advice may include:

- Home care
- stretches

Client expectations may include:

- re-establish balance and harmony
- stimulate the body vital energy flow
- regulate the function of the organs
- blood and body fluids
- increase in nourishment to the muscle and joints to aid flexibility and relaxation

Appropriate professionals for reference may include:

- Neurologist
- Acupuncturist
- Reflexologist
- General practitioner
- Nutritionist

Problems that can be treated by shiatsu may include:

- headaches
- respiratory illness including asthma
- bronchitis
- sinus problem
- catarrh
- insomnia
- tension
- anxiety
- depression
- many sports strains and injuries
- fatigue
- weakness
- digestive disorders
- bowel trouble
- menstrual pain
- circulatory problems
- rheumatic and arthritis complaint

## EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide, which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training program. The following components provide information to assist this purpose

### (1) Critical Aspects of Evidence

Evidence of the following needs to be demonstrated:

- the ability to perform clinical assessment
- the ability to recognise the scope of training and not diagnose
- the ability perform Shiatsu
- the ability to provide aftercare advice

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- The meridian lines and points
- Different kinds of shiatsu and how to apply it efficiently
- The body mental, emotional, physical and psychological state of being
- Structure of the body and energy flow
- Problems that can be remedied by shiatsu
- Nerve entrapment
- Legal health requirement in applying shiatsu
- Contra-indication and precaution
- The nervous system
- The spine and its division of vertebrae
- Cervical thoracic lumbar
- Sacral and coccyx and spinal abnormalities
- Anatomy and physiology of the body

#### Skills

The ability to:

- Communicate effectively to solicit important information to aid in the administration of shiatsu
- Maintain eye contact with client
- Identify contagious condition
- Visually detect abnormalities
- Interpret and apply legal health requirements
- Locate and treat trigger point along the meridians
- Detect nerve entrapment
- Identify acute or chronic pain
- Clinically assess and not diagnose
- Identify the client needs and develop and record treatment plan appropriately
- Recognise the goal for corrective care before and after treatment to maintain good health of the client
- Demonstrate and recommend effective stretching procedures for contracted muscles and joints
- Communicate breathing skills

**(4) Resource Implications**

Competency in this unit may be assessed through access to:

- Comfortable room
- Mat
- Pain relieving cream/liniment

**(5) Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- Questioning (oral or written)
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Practical demonstration of competency must however be done.

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6) Context of Assessment**

Competency should be assessed in the workplace or simulated environment and in accordance with work practices and procedures.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 3	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 3	
Solve problems	Level 3	
Use technology	Level 3	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSBMTH0044A: Provide trigger point therapy**

Competency Descriptor:

This unit deals with the skills and knowledge to effectively apply trigger point therapy for therapeutic purposes according to industry standards.

Competency Field:

Beauty therapy- Massage Therapy

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Gather client information	1.1	Client health and case history is gathered according to enterprise requirement.
		1.2	Client is questioned to determine location, onset, referral, duration, frequency and intensity of pain.
		1.3	Client is advised on treatment procedures according to enterprise and industry requirements.
		1.4	Treatment protocols are explained to client and disclaimer signed.
2.	Prepare equipment	2.1	Hot and cold packs are made available.
		2.2	Appropriate lubricants are selected according to treatment plan.
		2.3	Pressure bars and proper body support/bolster are selected according to treatment plan.
3.	Prepare client for trigger point therapy	3.1	Client is advised on draping procedure.
		3.2	Safety and comfort of client is ensured.
4.	Perform trigger point therapy	4.1	Trigger point therapy is initiated according to industry standards.
		4.2	Therapy is completed and client is relaxed with heat pack where appropriate.
5.	Provide feedback	5.1	Client is questioned for feedback on treatment.
		5.2	Treatment frequency is advised if necessary.
		5.3	Homecare products are recommended if necessary.

## RANGE STATEMENT

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

Equipment may include:

- hot cabinet
- pressure bars
- massage table/bed
- body support/bolsters
- hot and cold packs
- hydrocollater
- electric cold unit

Supplies may include:

- towels
- sheets
- pillows
- robes & slippers
- massage lotion/cream/oil/foams
- pain relieving liniment/gel
- wedges

Contraindications/precautions may include:

- any condition where massage is contra-indicated
- any surgery where nerves have been cut, usually there is loss of sensation
- any disease where there is nerve damage or neuropathy
- any skin condition that may be aggravated by pressure
- varicose veins
- any area where a fracture has occurred
- areas where oedema is present
- any area where blood vessels or nerve is superficially exposed
- any acute injury

Contagious conditions may include:

- any contagious condition considered for massage therapy
- bacterial, viral or fungal infections
- boils and carbuncles
- dermatitis
- psoriasis
- rashes
- eczema
- sun burn or burns

Special precautions may include:

- Pregnancy
- Fragile skin
- Clients with AIDS
- Epilepsy
- Young children
- The elderly
- Lupus erythymatosis

Client expectations/requirements may include:

- reduced pain
- relief from pain
- improved circulation
- increased range of motion
- pain free movements
- improved mobility
- improved function



Remedial actions may include:

- adaptation of treatment according to client's discomfort /pain threshold on a scale of 1-10 with 10 being the most severe

## EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide, which relates to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training program. The following components provide information to assist this purpose.

### (1) Critical Aspects of Evidence

Evidence of the following need to be demonstrated:

- the ability to prepare equipment and supplies for trigger point therapy
- the ability to apply trigger point therapy for therapeutic purposes
- the ability to monitor the clients pain/discomfort threshold
- the ability to recommend after care treatment and products
- the ability to identify contraindications

### (2) Pre-requisite Relationship of Units

- apply knowledge of anatomy and physiology to beauty therapy treatments

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- acute and chronic pain
- trigger point referral areas
- dermatomes as they relate to
- body parts
- passive, active and assisted stretches
- hypertonic tissue , ischemia and trigger points
- anatomical position, correct posture and deviations
- the physiological laws that govern pain
- pain pathways
- the purpose of working superficial to deep
- the purpose of working proximal to distal
- products and equipment used in trigger point therapy
- state and local health and hygiene requirements/regulations
- safe work practices in regard to trigger point therapy
- the transmission routes of infectious diseases
- the effects of hot and cold packs

Knowledge

Knowledge of:

- when to use hot or cold packs
- the brain and spinal cord
- anatomy and physiology of the following systems as it relates to Trigger Point Therapy:
  - The Muscular System
  - The Skeletal System
  - The Circulatory System
  - The Nervous System
  - The Integumentary System

Skills

The ability to:

- Communicate effectively
- Gather health/history information
- Analyze information and identify clients needs/requirements
- Identify acute and chronic pain
- Identify Ischemic Tissue
- Identify Trigger Points
- Identify abnormal conditions and contraindications
- Recognize client's pain/discomfort threshold
- Refer client to appropriate professional as required and develop treatment plan
- Apply Trigger Point Therapy
- Apply hot or cold packs
- Apply salon/spa policies and practices and industry codes of practices as it relates to Trigger Point therapy
- Apply international and local health and hygiene requirements
- Recognize special precautions for treatment
- Apply or demonstrate active, passive or assisted stretch techniques
- Recognize and interpret client's body language and
- Recognize and correct postural distortions
- Question client to obtain feedback
- Give aftercare advice

**(4) Resource Implications**

Competency in this unit may be assessed through access to:

- Massage table/examination mat
- Sheets/Towels
- Hydro collator
- Hot Cabinet
- Hot Packs
- Cold Packs
- Pressure Bars
- Massage lotion/cream/oil
- Pain Relieving liniment/gel
- Body support/bolsters
- Pillows

**(5) Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

**(6) Context of Assessment**

Evidence collected should indicate a range of techniques used. Also a full description of the clients needs should be included.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 3	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## BSBCOR0023A Organise personal work priorities and development

Competency Descriptor:

This unit covers the skills and knowledge required to organise own work schedules, monitor and obtain feedback on work performance, and maintain required levels of competence.

Competency Field: Core

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Organise and complete own work schedule	1.1 Work goals and objectives are understood, negotiated and agreed in accordance with organisational requirements. 1.2 Workload is assessed and prioritised to ensure completion within identified timeframes. 1.3 Factors affecting the achievement of work objectives are identified and incorporated into work plans. 1.4 Business technology is used efficiently and effectively to manage and monitor scheduling and completion of tasks.
2. Monitor own work performance	2.1 Personal work performance is accurately monitored and adjusted to ensure maintenance of job quality and customer service. 2.2 Feedback on performance is actively sought from colleagues and clients and evaluated in the context of individual and group requirements. 2.3 Variations in the quality of service and products are routinely identified and reported in accordance with organisational requirements.
3. Develop and maintain own competence level	3.1 Personal knowledge and skills are assessed against competency standards performance descriptions to determine development needs and priorities. 3.2 Opportunities for improvement are identified and planned in liaison with colleagues. 3.3 Feedback is used to identify and develop ways to improve competence within available opportunities.

- 3.4 New skills and opportunities to develop them are identified to achieve and maintain continuous learning.
- 3.5 Records and documents relating to achievements and assessments are stored and maintained in accordance with own requirements.

## RANGE STATEMENT

The scope and context of this unit of competence allow for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Opportunities for improvement may include:

- coaching, mentoring and/or supervision
- formal/informal learning programs
- internal/external training provision
- work experience/exchange/opportunities
- personal study
- career planning/development
- performance appraisals
- workplace skills assessment
- quality assurance assessments and recommendations
- recognition of Prior Learning

Organisational requirements may be included in:

- quality assurance and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- business and performance plans access and equity principles and practice ethical standards
- Occupational Health and Safety policies, procedures and programs quality and continuous improvement processes and standards defined resource parameters

Legislation, codes and national standards relevant to the workplace including:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Factors affecting the achievement of work objectives may include:

- competing work demands
- technology/equipment breakdowns
- unforeseen incidents
- workplace hazards, risks and controls
- environmental factors such as time, weather, etc
- resource and materials availability
- budget constraints

Business technology may include:

- computers
- computer applications
- modems
- personal schedulers
- email
- internet/extranet/intranet
- photocopiers
- scanners
- facsimile machines
- printers

Feedback on performance may include:

- formal/informal performance appraisals
- obtaining feedback from supervisors and colleagues
- obtaining feedback from clients
- personal, reflective behaviour strategies
- routine organisational methods for monitoring service delivery

Work goals and objectives may include:

- sales targets
- reporting deadlines
- production targets
- budgetary targets
- team participation
- team and individual learning goals

Competency standards are standards which measure:

- all those personal and technical
- knowledge, skills and attitudinal
- aspects (competencies) required to effectively and efficiently undertake
- the day to day tasks and duties of the practitioner's work function

## EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

### (1) Critical Aspects of Evidence

- preparing work plans
- prioritising and scheduling work objectives and tasks
- seeking and acting on feedback from clients and colleagues
- reviewing own work performance against achievements through self-assessment
- accessing learning opportunities to extend own personal work competencies

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of

- the relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the organisation's policies, plans and procedures
- methods to elicit, analyse and interpret feedback
- techniques to prepare personal plans and establish priorities
- the principles and techniques of goal setting, measuring performance, time management and personal assessment
- processes to interpret competency standards and apply them to self
- methods to identify and prioritise personal learning needs

Skills

The ability to

- read and understand the organisation's procedures, own work goals and objectives
- proofread and edit own work
- organise work priorities and arrangements
- resolve routine problems
- give and receive constructive feedback on development needs
- select and use technology appropriate to a task
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**(4) Resource Implications**

The following resources should be provided:

- access to appropriate documentation and resources normally used in the workplace

**(5) Method of Assessment**

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

**(6) Context of Assessment**

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Competency Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.



## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employment Skills.

**BSBSBM0024A: Research business opportunities**

Competency Descriptor:

This unit deals with the investigation and research required to ascertain the opportunities available and the feasibility of a business opportunity. It is suitable for those considering setting up a business.

Competency Field:

Small Business Management

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify business opportunities.	1.1 Business opportunities are investigated and identified. 1.2 Feasibility study is undertaken to determine likely business viability. 1.3 Specialist services and sources of advice are identified where required. 1.4 Impacts of emerging or changing technology including e-commerce, on business operations are evaluated. 1.5 Practicability of business opportunity assessed in line with perceived risks, returns sought and resources available.
2. Identify personal business skills.	2.1 Financial and business skills available are identified and taken into account when business opportunities are researched. 2.2 Technical competencies required in regard to the business opportunity identified and assessed in line with current competencies of available personnel. 2.3 Personal skills/attributes are assessed and matched against those perceived as necessary for a particular business opportunity. 2.4 Business Risks are identified and assessed according to resources available and personal preferences.

## RANGE STATEMENT

The Range statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace, which may include:

- enterprise agreements and relevant industrial instruments
- National and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, industrial relations and anti-discrimination
- relevant industry codes of practice

Business opportunities may be influenced by:

- expected financial viability
- skills of operator
- amount and types of finance available
- returns expected or required by owners
- likely return on investment
- finance required
- lifestyle issues

Business viability may include:

- opportunities available
- market competition
- timing/ cyclical considerations
- skills available
- resources available
- location and/ or premises available
- risk related to a particular business opportunity, especially in regard to Occupational Health and Safety and environmental considerations

Business risks may be affected by and may include but are not restricted to:

- occupational health and safety and environmental considerations
- relevant legislative requirements
- security of investment
- market competition
- security of premises/ location
- supply and demand
- resources available

Specialist services may include:

- accountants
- lawyers and providers of legal advice
- government agencies
- industry/trade associations
- online gateways
- business brokers/business consultants

Personal skills/attributes may include:

- technical and/ or specialist skills
- business knowledge and skills
- entrepreneurship
- willingness to take risks

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range of Variables.

### (1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- The ability to evaluate the results of research and assess the likely viability and practicability of a business opportunity, taking into account the current business/ market climate and resources available.

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- National and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, industrial relations and anti-discrimination.
- OHS responsibilities and procedures for managing hazards relevant to the business opportunity.
- legislation and regulations relevant to the business operation
- methods for researching business opportunities
- principles of risk management relevant to the business opportunity
- methods of identifying relevant specialist services to complement the business opportunity

#### Skills

The ability to:

- apply literacy skills to enable interpretation of business information
- use numeracy skills for data analysis to aid research
- use research skills to identify a business opportunity and to conduct a feasibility study
- use analytical skills to assess personal attributes and to identify business risks
- relate to people from different social and cultural backgrounds and physical and mental abilities

**(4) Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace. These may include:

- computer equipment
- business references such as relevant legislation and regulation relating to the business operation

**(5) Method of assessment**

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations. Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer
- case study

Competency in this unit may be demonstrated concurrently.

**(6) Context of Assessment**

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 3	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the critical Employability Skills.

**BSBSBM0044A: Undertake financial planning**

## Competency Descriptor:

This unit deals with the development of a financial plan to support business viability. It is suitable for setting up or existing micro and small businesses or a department in a larger organisation.

## Competency Field:

Small Business Management

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Analyse the financial requirements of the business	1.1 Income and outgoing expenditure is identified and assessed to plan for business viability. 1.2 Costs associated with the production and delivery of the business' products/services are identified and documented. 1.3 Appropriate pricing strategies are identified in relation to market conditions to meet the profit targets of the business. 1.4 Contribution margins of products/services are considered to obtain the optimum sales mix. 1.5 Profit projections are prepared to supplement the business plan.
2. Develop a business plan	2.1 Profit targets/ goals set to reflect owners desired returns. 2.2 Working capital requirements necessary to attain profit projections are identified. 2.3 Non-current asset requirements are identified and alternative asset management strategies considered. 2.4 Cash flow projections are prepared to enable business operation in accordance with the business plan and legal requirements. 2.5 Capital investment requirements are identified accurately for each operational period. 2.6 Budget targets are selected to enable ongoing monitoring of financial performance.
3. Acquire finance	3.1 Start-up and ongoing financial requirements identified according to financial plan/budget.

- 3.2 Sources of finance, including potential financial backers, to provide required liquidity for the business are identified to complement business goals and objectives.
- 3.3 Cost of securing finance on optimal terms is investigated.
- 3.4 Strategies to obtain finance are identified as required to ensure financial viability of the business.

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- enterprise agreements and relevant industrial instruments
- National and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, industrial relations and anti-discrimination
- relevant industry codes of practice

Pricing strategies may include:

- cost/volume/profit analysis
- competitor analysis
- market conditions
- perceived value
- penetration pricing
- skimming
- discounting

Cash flow projections may include:

- customer credit policy / debt recovery
- anticipated receipts
- anticipated payments
- taxation provisions

Costs may include:

- direct / indirect costs
- fixed, variable, semi-variable costs

Pricing methods may include:

- mark up on cost
- hourly charge-out rates
- unit cost of production

Profit targets/ goals may include:

- desired return on investment
- desired actual/notional salary for owner/manager(s)
- sales turnover/ gross fees or income
- cost of goods/ services sold
- gross profit/ net profit
- breakeven point

Financial backers may include:

- financiers/banks/lending institutions
- shareholders/partners/owners



Financial plan may include:

- working in conjunction with external consultants e.g. investment analyst, accountant/s, financiers
- the current financial state of the enterprise (or owner/operator)
- financial performance to date (if applicable)
- likely return on investment
- a review of financial inputs required (sources and forms of finance)
- projections of likely financial results (budgeting)
- projected profit targets, pricing strategies, margins
- profit, turnover, capital and equity targets
- risks and measures to manage or minimise risks
- working, fixed, debt and equity capital
- non-recurrent assets calculations
- projections may vary depending on the importance of such information and the stage in the life of the business
- monthly, quarterly or annual returns
- analysis of sales by product/service, identifying where they were sold and to whom
- estimates of profit and loss projections for each forward period
- cash flow estimates for each forward period
- resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment)

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range of Variables.

### (1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- Development of a financial plan which identifies the financial requirements of the business, including profit targets, cash flow projections and strategies for the acquisition of finance.

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, industrial relations and anti-discrimination
- financial decision making relevant to the business
- basic costing for the business, including margin/mark-up, hourly charge-out rates and unit costs
- breakeven analysis
- working capital cycles
- methods and relative costs of obtaining finance
- purpose of financial reports
- relevant accounting terminology
- basic accounting principles
- principles of budgeting
- principles for preparation of profit and loss statements
- principles for preparation of balance sheets
- principles for preparation of cash flow forecasts

Skills

The ability to:

- use numeracy concepts to analyse financial information regarding the business
- communicate including reporting
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**(4) Resource Implications**

- the learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

**(5) Method of assessment**

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations.

**(6) Context of Assessment**

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment should reinforce the integration of the Critical Employable Skill Competencies and the Business Services Common Competencies for the particular Level. Refer to the Critical Employable Skills Levels at the end of this unit.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the critical Employability Skills.

**BSBSBM0012A: Craft personal entrepreneurial strategy**

## Competency Descriptor:

This unit deals with the skills and knowledge required to craft an entrepreneurial strategy that fits with the attitudes, behaviours, management competencies and experience necessary for entrepreneurs to meet the requirements and demands of a specific opportunity.

Competency Field: Small Business Operations

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

1. Demonstrate knowledge of the nature of entrepreneurship	1.1	Concepts associated with entrepreneurship are clearly defined.
	1.2	Factors which influence entrepreneurship in and outside of Jamaica are correctly identified and explained.
	1.3	The importance of entrepreneurship to economic development and employment is explained clearly.
	1.4	The findings of research conducted on entrepreneurial ventures and successes in the Caribbean region are clearly presented in an appropriate format.
	1.5	Differences between wage employment and entrepreneurial ventures are correctly stated.
2. Identify and assess entrepreneurial characteristics	2.1	Relevant research is carried out and required entrepreneurial characteristics identified.
	2.2	Entrepreneurial characteristics identified are assessed and ranked.
	2.3	An understanding of the process and discipline that enable an individual to evaluate and shape choices and to initiate effective action is correctly demonstrated.
	2.4	Factors that will help an entrepreneur to manage the risk and uncertainties of the future, while maintaining a future orientated frame of mind, are identified.

- |    |                                   |     |                                                                                                                                                                                                                           |
|----|-----------------------------------|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. | Develop self-assessment profile   | 3.1 | Self-assessment tools/methods to identify personal entrepreneurial potential are identified and properly used.                                                                                                            |
|    |                                   | 3.2 | The ability to apply creativity, problem-solving techniques and principles to solve business related problems are demonstrated.                                                                                           |
|    |                                   | 3.3 | Feedback from others for the purpose of becoming aware of blind spots and for reinforcing or changing existing perceptions of strengths/ weaknesses is appropriately obtained.                                            |
| 4. | Craft an entrepreneurial strategy | 4.1 | A profile of the past that includes accomplishments and preferences in terms of life and work styles, coupled with a look into the future and an identification of what one would like to do is developed.                |
|    |                                   | 4.2 | Commitment, determination and perseverance; orientation towards goals; taking initiative and accepting personal responsibility; recognizing management competencies and identifying areas for development are determined. |
|    |                                   | 4.3 | Written guidelines to obtain feedback that is solicited, honest, straightforward, and helpful but not all positive or negative are developed to facilitate reviews.                                                       |
|    |                                   | 4.4 | Framework and process for setting goals which demand time, self-discipline, commitment, dedication and practice are developed.                                                                                            |
|    |                                   | 4.5 | Goals established are specific and concrete, measurable, relate to time, realistic and attainable.                                                                                                                        |
|    |                                   | 4.6 | Priorities, including identifying conflicts and trade-offs and how these may be resolved are established.                                                                                                                 |
|    |                                   | 4.7 | Potential problems, obstacles and risks in meeting goals are identified.                                                                                                                                                  |
|    |                                   | 4.8 | Specified action steps that are to be performed in order to accomplish goals are identified.                                                                                                                              |
|    |                                   | 4.9 | The method by which results will be measured is indicated.                                                                                                                                                                |

- 4.10 Milestones for reviewing progress and tying these to specific dates on a calendar are established.
- 4.11 Sources of help to obtain resources are identified.
- 4.12 Evidence of the ability to review process and periodically revise goals is demonstrated.

## RANGE STATEMENT

At this stage of the entrepreneurial process the entrepreneur must be able to conduct a self-assessment profile, examine the frame work for self assessment, develop a personal entrepreneurial strategy, identify data to be collected in the self-assessment process and learn about receiving feedback and setting goals.

Concepts associated to include:

- risk
- entrepreneurship
- macro-screening
- micro-screening
- competition
- wage employment

Influencing factors to include:

- market conditions
- markets – demand/supply
- global trends
- level of economic activities
- funding
- economic stability
- social stability
- resources availability

The entrepreneur must be able to:

- understand the extreme complexity in predicting or aligning him/herself to specific careers in an environment of constant change
- determine the kind of entrepreneur he or she wants to become based on attitudes, behaviours, competencies, experience and how these fit with the requirements and demands for a specific opportunity
- evaluate thoroughly his or her attraction to entrepreneurship
- effectively develop personal plan
- utilize available information that will enhance his or her ability to achieve success

The entrepreneur may encounter setbacks if the planning process is not effectively pursued.

Pitfalls may include:

- proceeding without effective planning which may result in commitment to uncertainty
- commitment to a premature path with the desirability of flexibility can lead to disaster
- personal plans fail for the same reasons as business plans including frustration if the plan appears not to be working immediately and the challenges of changing behaviour from an activity-oriented routine to one that is goal oriented
- developing plans that fail to anticipate obstacles, and those that lack progress milestones and reviews

## EVIDENCE GUIDE

Competency is to be demonstrated when the entrepreneur is able to undertake a personal entrepreneurial assessment exercise to determine if he or she possesses the necessary credentials to be a successful entrepreneur. This stage of the entrepreneurial process is critical since experience has shown that the founder is one of the deciding forces if the venture is to succeed and prosper.

### (1) Critical Aspects of Evidence

The entrepreneur will be assessed by his/her action in developing an orchestrated plan in order to effectively pursue the business concept.

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- personal entrepreneurial profile systems
- effective management systems: marketing, operations/productions, finance, administration, law
- how to measure feedback
- the method of developing a personal plan and a business plan
- understanding the difference between entrepreneurial culture and management culture

Skills

The ability to:

- determine barriers to entrepreneurship
- minimize exposure to risk
- exploit any available resource pool
- tailor reward systems to meet a particular situation
- effectively plan and execute activities
- use computer technology to undertake assessments

**(4) Resource Implications**

The following resources should be made available:

Personal computer with access to the internet and appropriate software that will enable one to conduct the necessary analysis using the internet

**(5) Method of Assessment**

A useful method of assessment is to determine if the venture can stand up to the test of critical evaluation.

**(6) Context of Assessment**

This stage of the entrepreneurial process is assessed when comparisons are made between actual outcomes and plans/projections.



## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## BSBSBM0054A:            Develop business plans

### Competency Descriptor:

This unit deals with the research and development of an integrated business plan for achieving business goals and objectives. It is suitable for setting up or existing micro and small businesses or a department in a larger organisation.

Competency Field:    Small Business Management

### ELEMENT OF COMPETENCY    PERFORMANCE CRITERIA

1.	Identify elements of a business plan	1.1	Components of a business plan relevant to a business opportunity identified and reviewed.
		1.2	Purpose of the business plan is identified.
		1.3	Business goals and objectives are identified and documented, as a basis for measuring business performance.
2.	Develop a business plan	2.1	The business plan demonstrates research into customer needs, resources and legal requirements especially occupational health and safety, in accordance with business goals and objectives.
		2.2	The financial plan identifies sources and costs of finance to provide required liquidity and profitability for the business.
		2.3	Marketing/ promotion strategies identify methods to promote the market exposure of the business.
		2.4	Production/operations plan identifies methods/means of production/operation to conform to business goals and objectives.
		2.5	Staffing requirements are identified as required to effectively produce/deliver products/services.
		2.6	Specialist services and sources of advice are identified where required, and costed in accordance with resources available.
3.	Develop strategies for minimising risks	3.1	Specific interests and objectives of relevant people are identified and their support of the planned business direction is sought and confirmed.
		3.2	Risk management strategies are identified and developed according to business goals and objectives and relevant legal requirements.

- 3.3 Contingency plan is developed to address possible areas of non-conformance to plan.

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between schools and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- relevant legislation from all government agencies that affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Relevant people may include:

- owner/operator, partners, financial backers
- family members
- clients
- suppliers
- franchise agency
- trade or industry associations
- regulatory bodies

Production/operations plan may include:

- options for production, delivery, technical and customer service and support
- means of supply and distribution
- operational targets and action plan may include short, medium or long term goals
- customer requirements, market expectations, budgetary constraints
- industrial relations climate and quality assurance considerations

Business goals and objectives may include:

- goals, objectives, plans, systems and processes
- short, medium or long term goals
- financial projections
- customer needs/marketing projections
- proposed size and scale of the business
- market focus of the business
- lifestyle issues

Specialist services may include:

- accountants
- lawyers and providers of legal advice
- government agencies
- industry/trade associations
- online gateways
- business brokers/business consultants

Financial resources may include:

- personal, financial institutions, trade/industry sources
- government sources which provide various forms of technical and financial assistance including direct cash grants, subsidies, tax concessions and professional and technical advice

## Business plan may include:

- proposed size and scale of the business
- market focus of the business
- marketing requirements
- sources of funding
- need to raise finance and requirements of lenders
- level of risk involved, risk assessment and management
- stages in the business development
- business opportunities
- resources required and available
- details of ownership/management
- staffing
- organisation/ operational arrangements
- specialist services and sources of advice which may be required
- finance, expenditure statement, balance sheet and cash flow forecast, projections for the initial years of operation assumptions underlying the business plan, expected level of inflation and taxation, expected trend of interest rate, capital expenditure and its timing, stock turnover, debtors collection period, creditor payment period, return on investment
- recognition of any seasonal or cyclical (time-based) elements which are crucial to the success of the enterprise

## Occupational Health and Safety issues must include:

- management of the organisation and operation of OHS as part of the business plan
- procedures for managing hazards in the workplace (identify, assess & control)
- identification of specific hazard issues such as occupational violence, security, manual handling, equipment and hazardous substances
- provisions for ensuring safety of members of the public and contractors visiting the premises/worksite

## Financial plan may include:

- the current financial state of the enterprise (or owner/operator)
- financial performance to date (if applicable)
- likely return on investment
- a review of financial inputs required (sources and forms of finance)
- projections of likely financial results (budgeting)
- projected profit targets, pricing strategies, margins
- profit, turnover, capital and equity targets
- risks and measures to manage or minimise risks
- working, fixed, debt and equity capital
- non-recurrent assets calculations
- projections may vary depending on the importance of such information and the stage in the life of the business
- monthly, quarterly or annual returns
- analysis of sales by product/service, identifying where they were sold and to whom
- estimates of profit and loss projections for each forward period
- cash flow estimates for each forward period
- resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment)

## Risk management strategies may include:

- security systems to provide physical security of premises, plant, equipment, goods and services
- security of intellectual property
- knowledge management
- breach of contract, product liability
- measures to manage risk including securing appropriate insurance to cover loss of earnings through sickness/accidents, drought, flood, fire, theft, professional indemnity
- Occupational Health and Safety requirements

Staffing requirements may include:

- owner/operator
- full-time, part-time staff, permanent, temporary or casual staff
- sub-contractors or external advisers/consultants

Financial backers may include:

- owner, family and friends
- providers of venture capital
- banks or finance companies
- leasing and hire purchase financiers

Business opportunities may be influenced by:

- expected financial viability,
- skills of operator
- amount and types of finance available

Contingency plan may include:

- disturbances to cash flow, supply and/or distribution
- sickness or personal considerations

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range of Variables.

### (1) Critical Aspects of Evidence

- the development of a business plan, which provides for finance, marketing and provision of products/ services to facilitate the business goals and objectives
- ability to identify and plan for Occupational Health and Safety, Duty of Care responsibilities (knowledge of relative legislation)

### (2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, industrial relations and anti-discrimination.
- OHS responsibilities and procedures for identifying hazards relevant to business.
- reasons for and benefits of business planning
- planning processes
- preparation of a business plan
- setting goals and objectives
- methods of evaluation
- types of business planning:- feasibility studies, strategic, operational, financial planning
- relevant industry codes of practice
- principles of risk management relevant to business planning

Skills

The ability to:

- employ literacy skills to enable interpretation of business information
- use communication skills relevant to business performance
- use numeracy skills for data analysis
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**(4) Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace. These may include:

- computer equipment
- business references such as relevant legislation and regulation relating to the business operation especially OHS requirements

**(5) Method of Assessment**

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situation.

**(6) Context of Assessment**

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables.

Assessment must take account of the endorsed assessment guidelines in the Business Services Competency Standards Package.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the Critical Employable Skill Competencies and the Business Services Common Competencies for the particular Level. Refer to the Critical Employable Skills Levels at the end of this unit.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 3	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 3	
Solve problems	Level 3	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**BSBSBM0034A: Establish business and legal requirements**

Competency Descriptor:

The unit involves identifying and complying with business legal and administrative requirements. It is suitable for setting up or existing micro and small businesses or a department in a larger organisation.

Competency Field:

Small Business Management

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify and implement business legal requirements	1.1 Possible legal options for the business structure are identified.  1.2 Legislation, codes and regulatory requirements affecting the structure and operations of the business are determined and procedures are developed and implemented to ensure full compliance.
2. Comply with legislation, codes and regulatory requirements	2.1 Systems are established to ensure the legal rights and responsibilities of the business are identified, and the business is adequately protected, especially in regard to Occupational Health and Safety, business registration and environmental requirements.  2.2 Taxation principles and requirements relative to the business are identified, and procedures are followed to ensure compliance.  2.3 Legal documents are identified; carefully maintained and relevant records are kept and updated to ensure their ongoing security and accessibility.  2.4 Insurance requirements are identified and adequate cover is acquired.  2.5 Compliance with legal and regulatory requirements monitored.  2.6 Investigations conducted to identify areas of non-compliance with legal and regulatory requirements and corrective action taken where required.



3. Negotiate and arrange contracts.
- 3.1 Legal advice on contractual rights and obligations is sought, if required, to clarify business liabilities the planned business direction is sought and confirmed.
  - 3.2 Potential products/services are investigated and assessed to determine procurement rights and to ensure protection of business interests where applicable.
  - 3.3 Conditions applying to production/provision of relevant products and services are investigated to ensure compliance with legal and contractual requirements as required.
  - 3.4 Contractual procurement rights for goods and services including contracts with relevant people, negotiated and secured as required in accordance with the business plan.
  - 3.5 Options for leasing/ownership of business premises identified and contractual arrangements completed in accordance with the business plan.

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Legal options for the business structure may be influenced by:

- preferences of owners
- requirements of financial backers
- confidentiality
- taxation
- superannuation
- ownership transfer
- partnership considerations

Ownership transfer considerations may include:

- ownership transfer may occur as a result of forced business closure, death, divorce, sale of business, buying out other partners, succession planning etc.

Occupational Health and Safety and requirements must include:

- establishing hazard management arrangements to identify workplace specific hazards
- establishing hazard management arrangements to assess and control the risks associated with workplace hazards including development of written safe operating procedures
- establishing OHS record keeping arrangements in accordance with regulatory requirements
- developing and implementing procedures to evaluate and review effectiveness of risk control measures
- the establishment and maintenance of a system for managing OHS

OHS may also include:

- establishing arrangements to induct, train and provide information on workplace hazards and their control, to all workplace personnel
- developing workplace arrangements to consult employees

Legal rights and responsibilities may include:

- marketing the business in accordance with consumer legislation
- operating the business with a duty of care (Law of Torts)
- obligations imposed by choice of business structure

Record-keeping may include but is not restricted to:

- personnel, financial, taxation, OHS and environmental
- record-keeping may include:
  - workers compensation and rehabilitation;
  - hazardous substances register;
  - material safety data sheets;
  - manufacturers' and suppliers' information;
  - OHS audits and inspections;
  - first aid and medical; accident reports and investigations
- plant maintenance and testing;
- instruction & training

Legislation, codes and national standards relevant to the workplace, which may include:

- award and enterprise agreements and relevant industrial instruments
- Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- relevant industry codes of practice
- 

Legal options for the business structure may include:

- company, trust, partnership or sole trader structure or form of business recognised by law. It may be profit or non-profit based

Taxation principles and requirements may include:

- Tax Registration Number (TRN), GTC registration, PAYE and pay roll withholding arrangements
- relevant taxation requirements/obligations for business

Legislation, codes and regulatory requirements may include:

- national and international legislation and regulations affecting business operations such as: business registration, planning and other permissions, license to practice, franchising, agencies, licensing e.g. (Real Estate Agents, Customs Brokers), fire, occupational health and safety and environmental legislation, industrial, taxation, copyright, patent trademark and design regulations, codes of practice, standards and anti-competition/monopoly, anti-trust and consumer legislation, Law of Torts

Legal documents may include:

- partnership agreements
- constitution documents
- statutory books for companies (Register of Members, Register of Directors and Minute Books)
- Certificate of Incorporation
- Franchise Agreements and financial documentation
- appropriate software for financial records

Procurement rights to products and services may include:

- royalties, copyright, patents, trademarks, registered design and applications, intellectual property, software licenses, franchises, agencies and any form of licensing

Contracts with relevant people may include:

- owners, suppliers, employees, landlords, agents, distributors, customers or any person with whom the business has, or seeks to have, a performance-based relationship

Insurance requirements may include:

- third party bodily injury on motor vehicles
- workers compensation
- any other insurance cover declared mandatory by government legislation

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range of Variables.

### (1) Critical Aspects of Evidence

- The capacity to implement a systematic approach to identifying, managing and meeting legal business requirements
- Interpreting compliance data and formulating appropriate action

### (2) Pre-requisite Relationship of Units

- BSBSBM0054A: Develop a business plan

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, industrial relations and anti-discrimination
- relevant OHS responsibilities and procedures
- business registration and licensing requirements
- legal rights and obligations of alternative ownership structures
- relevant taxation and related legislative requirements and legal rights and responsibilities related to the business
- bookkeeping and record keeping procedures to meet minimum financial and legal requirements
- industrial law relevant to recruitment and dismissal of employees
- creation and termination of relevant legal contracts
- relevant industry codes of practice
- relevant consumer legislation

Skills

The ability to:

- interpret legal requirements, develop company policies and procedures and analyse compliance information
- use communication, reporting and consultation skills necessary for the business operation
- apply time management skills to prioritise tasks and to meet datelines
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**(4) Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

**(5) Method of assessment**

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

**(6) Context of Assessment**

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment should reinforce the integration of the Critical Employable Skill Competencies and the Business Services Common Competencies for the particular Level. Refer to the Critical Employable Skills Levels at the end of this unit.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 3	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 3	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the critical Employability Skills

## **CSBBTH0044A: Use reflexology relaxation techniques in beauty treatments**

Competency Descriptor:

This unit describes the skills and knowledge required to use basic reflexology relaxation techniques in beauty treatments.

Competency Field:

Beauty Therapy

<b>ELEMENT OF COMPETENCY</b>		<b>PERFORMANCE CRITERIA</b>	
1.	Confirm treatment plan	1.1	Client treatment plan is accessed.
		1.2	Any variations to treatment plan are identified and noted.
		1.3	Principles of reflexology are discussed with client.
		1.4	Treatment plan is confirmed with client.
		1.5	Products and equipment are identified and selected according to treatment plan.
2.	Prepare client	2.1	Service area, operator and client are prepared for treatment according to relevant legislation and workplace policies and procedures and treatment plan.
		2.2	Equipment and materials are prepared according to treatment plan.
		2.3	Reflexology relaxation techniques are selected and sequenced according to treatment plan.
		2.4	Treatment area is prepared according to relevant legislation, workplace policies and procedures and treatment plan.
		2.5	Client is prepared according to appropriate hygiene requirements
3.	Apply reflexology relaxation techniques	3.1	Zones of the body are treated according to client treatment plan.
		3.2	Reflexology relaxation techniques are applied according to client treatment plan.
		3.3	Client response is monitored throughout the treatment and reflexology techniques and length of routine are adapted as required.

- |    |                          |     |                                                                                  |
|----|--------------------------|-----|----------------------------------------------------------------------------------|
| 4. | Provide aftercare advice | 4.1 | Client feedback is obtained and future treatment program recommended.            |
|    |                          | 4.2 | Treatment plan is amended and data recorded as required with the client consent. |
|    |                          | 4.3 | Aftercare advice is provided according to client needs.                          |
|    |                          | 4.4 | Adverse effects are explained to client.                                         |
|    |                          | 4.5 | Client is rebooked according to agreed treatment plan.                           |

### **RANGE STATEMENTS**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

Treatment plan may include but is not limited to:

Treatment/s:

- manicure/pedicare
- body treatments
- treatment routine
- products

Contra-indications may include:

- bacterial, viral or fungal infections
- inflamed skin
- rashes
- blisters/corns/calluses
- hammer toes
- impetigo
- boils/carbuncles
- scabies
- rashes
- lesions
- cuts
- bruising
- sprains
- broken bones
- adverse effects of previous treatments
- outcomes of previous treatments

Variations to treatment plan may include:

- changes in client's physical condition
- changes in client requirements

Principles of reflexology include:

- zones of the body
- reflex areas
- pressure points

Clients may include:

- new or regular clients with routine or special needs

Products may include:

- talc
- sanitation products
- gels
- creams
- oils

Workplace policies and procedures may include:

- health and hygiene
- designated time frame for the performance of the service

Adverse effects may include:

- increase in urination
- increase in bowel movements
- disturbed sleep
- headache
- cold-like symptoms due to detoxification

Treatment area must include:

- feet
- hands
- ear

Aftercare advice may include but is not limited to:

- dietary habits
- life style
- use of homecare products
- relaxation techniques

Relevant legislation may include:

- International, regional and local health and hygiene regulations
- relevant Occupational Health and Safety regulations
- industry Codes of Practice

Equipment may include:

- bowls
- foot baths

Reflexology relaxation techniques may include:

- warm-up massage
- thumb walking
- finger walking
- hook and back up
- flex rotation

Client feedback may include:

- comments
- suggestions
- enquiries

Future treatment program may include:

- reflexology treatments
- complementary treatments

## EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.



**(1) Critical Aspects and Evidence**

- Knowledge of the relationship between muscles and organs to zones of the body in the application of reflexology techniques.
- Knowledge and consistent application of reflexology relaxation techniques.
- Knowledge and consistent application of international, regional and local legislation/regulations and of workplace policies and procedures and industry Codes of Practice relevant to the application of reflexology relaxation techniques.
- Recognising and managing contra-indications and adverse effects.
- Consistently using effective questioning and active listening techniques to consult, reassure and negotiate with clients while maintaining discretion, tact and confidentiality.
- Interpreting a treatment plan and making any adjustments required by variations in the client's condition.
- Consistently using time effectively and controlling product waste.
- Evaluating the application of reflexology relaxation techniques and advising the client on future treatments.
- Accurately and legibly recording relevant data.

**(2) Pre-requisite Relationship of Units**

- Apply knowledge of anatomy and physiology to beauty therapy treatments

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- the provisions of relevant health and hygiene regulations
- the provisions of relevant Occupational Health and Safety regulations
- workplace policies and procedures in regard to the use of reflexology relaxation techniques
- factors likely to affect the suitability of the application of reflexology relaxation techniques and the effects and benefits of each step in the routine
- the body systems as listed below and their relationship to zones of the body and the effects of reflexology relaxation techniques.

Skill

The ability to:

- respond to contra-indications and adverse effects
- identify and manage changes in the client's condition
- apply reflexology relaxation techniques appropriate to the client's treatment plan.
- respond to questions and providing information and reassurance to the client throughout the service.
- Apply language, literacy and numeracy skills relevant to the role and workplace requirements

Knowledge

Knowledge of (Cont'd.):

- skeletal and muscular system, including an awareness of postural and skeletal abnormalities, muscle contractibility and motor points, position and action of superficial muscles of the body in relation to body treatments, including:
  - gastrocnemius, soleus, tibialis anterior, peroneus longus
- nervous system and its relationship to skin sensations
- lymphatic, digestive, respiratory, and circulatory systems and their relationship to skin function including thermoregulation and homeostasis
- endocrine and reproductive systems in relationship to hormonal control of the skin
- the categories of reflexology relaxation techniques and reflex points
- the operator's legal and insurance liabilities and responsibilities in regard to services

**(4) Resource Implications**

The following resources should be made available:

- Sofa bed/reclining chair
- Subdued lighting controls
- products

**(5) Method of Assessment**

The following assessment methods are suggested:

Observation of the learner performing a range of tasks in a simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:

- preparing the client for the application of reflexology relaxation techniques
- applying reflexology relaxation techniques according to the client's treatment plan
- advising on aftercare

Written and/or oral questioning to assess knowledge and understanding of using reflexology relaxation techniques in beauty treatments, including the application of health and hygiene procedures. Questions will be asked in a manner appropriate to the language and literacy level of the learner.

Completing workplace documentation relevant to using reflexology relaxation techniques in beauty treatments.

**(6) Context of Assessment**

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 3	
Use technology	Level 3	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## CSBCOR0015A: Facilitate and capitalise on change and innovation

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively facilitate and capitalise on change and innovation to promote growth and development of an organization.

Competency Field:

Salon Management

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Participate in planning the introduction of change	1.1	The manager contributes effectively in the organisation's planning processes to introduce change.
		1.2	Plans to introduce change are made in consultation with designated individuals/groups.
		1.3	The organisation's objectives and plans to introduce change are explained clearly to individuals/teams.
2.	Develop creative and flexible approaches and solutions	2.1	Alternative approaches to managing workplace issues and problems are identified and analysed.
		2.2	Risks are assessed and action is taken to achieve a recognized benefit or advantage to the organization.
		2.3	The workplace is managed in a way, which promotes the development of innovative approaches and outcomes.
		2.4	Creative and responsive approaches to resource management improve productivity and services and/or reduce costs.
3.	Manage emerging challenges and opportunities	3.1	Individuals/teams respond effectively and efficiently to changes in the organisation's goals, plans and priorities.
		3.2	Coaching and mentoring assists individuals/teams to develop competencies to handle change efficiently and effectively.
		3.3	The manager uses opportunities within their responsibility and authority to make adjustments to respond to the changing needs of customers and the organization.
		3.4	Individuals/teams are kept informed of progress in the implementation of change.
		3.5	Recommendations for improving the methods/techniques to manage change are negotiated with designated individuals/groups.

## RANGE STATEMENTS

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Frontline management will normally be engaged in a workplace context where they:

- engage in tactical and operational planning within the organisation's strategic plans. For example, prepares an annual tactical plan for a department
- take responsibility for own outputs in relation to broad quantity and quality parameters. For example, evaluates own annual performance against personal work plans and the organisation's standards
- take limited responsibility for the achievement of group outcomes. For example, reviews group performance against plans and prepares in consultation with the group a performance improvement strategy
- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas. For example, understands in depth the principles and techniques of performance management
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations. For example, researches, negotiates and establishes protocols for customer service for the department
- analyse and plan approaches to technical problems or management requirements. For example, given the work team's inability to achieve planned outcomes/outputs, analyses the team's performance and develops strategies with the team to rectify the situation
- evaluate information using it to forecast for planning or research purposes. For example, the organisation's goals and strategic and tactical plans are analysed in preparation for They may use legislation, codes and national standards relevant to the workplace including: the preparation of the department's annual operational plan
- award and enterprise agreements
- commonwealth and state/territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice

Frontline management at this level normally operate in a relatively diverse and complex workplace environment in which they use the organisation's:

- goals, objectives, plans, systems and processes
- quality and continuous improvement processes and standards
- access and equity principles and practice
- business and performance plans
- resources, which may be subject to negotiation
- ethical standards

Manager refers to:

- a person with frontline management roles and responsibilities, regardless of the title of their position

Designated individuals/groups includes:

- those who have a stake in the change and innovation

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

OHS considerations may include:

- provision of information about OHS in context of change and the organisation's OHS policies, procedures and programs
- implement and monitor participative arrangements for management of OHS in context of change
- OHS hazard identification, risk assessment and control
- implement procedures for dealing with hazardous events

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations.

### (1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- identifies opportunities to improve performance in consultation with appropriate individuals/groups
- develops flexible and creative approaches and strategies to introduce and manage change and innovation
- assesses risks associated with the introduction of change
- provides coaching and mentoring support to facilitate change

**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- The principles and techniques associated with:
  - managing change and innovation
  - assessing risks
  - the management styles which facilitate change
  - the organization's processes and procedures to plan and introduce change
  - the sources of change and how they impact on the organization
  - the factors which lead/cause resistance to change

Skill

The ability to:

- apply functional literacy skills to access and use workplace information
- apply communication skills including researching and analyzing information, reporting
- influence the organization's culture so that it is receptive to change and innovation
- monitor trends in the internal and/or external environment
- respond positively to new situations/challenges
- evaluate alternative proposals for change
- draw on the diversity of the workplace to assist the organization benefit from change
- manage resistance to change
- gain the trust and confidence of colleagues
- deal with people openly and fairly
- use consultation skills effectively
- use coaching and mentoring skills to provide support to colleagues
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**(4) Resource Implications**

To demonstrate this unit of competence the candidate will require access to:

- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

**(5) Method of Assessment**

Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competencies Levels at the end of this unit.

**(6) Context of Assessment**

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.