Occupational Standards of Competence

Nail Technology

Level 2

ACKNOWLEDGEMENTS

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

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Qualification Overview

NVQ

in

Nail Technology

Level 2

NVQ in Nail Technology Level 2

Overview

Nail technology is the study and art of manicures and pedicures, which focuses on the development of the underlying principles and practical skills required in the beauty therapy industry. In other words, a nail technician is a health and beauty professional who works to improve the health of and decorate customers' nails.

Who is this qualification for?

These units of competency are aimed at persons who are interested in the beauty or care of the nail aspect of the cosmetology industry. People with a sense of creativity, visual perception, good human relations, and communication skills will be attracted to this occupation.

Jobs within the occupational area

There is no regimented career path for nail technology and this allows flexibility. Relevant occupations in this area include:

- Nail technician
- Salon owner
- Instructor/teacher
- Product representative/salesperson

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

Where could the qualification be used?

These competencies are for persons whose duties will include:

- Applying basic treatments such as manicures and pedicures
- Cleaning and filing nails
- Applying false nails or extensions
- Decorating nails with coloured varnish, transfers, gems or glitter manually or with an airbrush
- Repairing, looking after and removing false nails and extensions

A02802 - APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

NAIL TECHNOLOGY – LEVEL 2

To achieve the full qualification, candidates must complete nine (9) mandatory units in total. Candidates can also take the additional unit, although this is not required to complete the qualification. Any elective units completed will be awarded unit certification.

MANDATORY UNITS (ALL MUST BE COMPLETED)   **CODE**

1.   Participate in workplace communication   **U53802**

      1.1   Gather and convey workplace information
      1.2   Participate in workplace meetings and discussions
      1.3   Complete work related documents

2.   Maintain health, hygiene, safety and security   **U53902**

      2.1   Follow health, safety and security practices
      2.2   Deal with emergency situations
      2.3   Follow hygiene procedures

3.   Undertake salon reception duties   **U54002**

      3.1   Maintain the reception area
      3.2   Deal with clients and enquiries
      3.3   Make appointments for salon services
      3.4   Manage client payments

4.   Conduct pre and post-treatment procedures for beauty therapy services   **U54102**

      4.1   Consult with the client
      4.2   Plan the treatment
      4.3   Prepare for beauty therapy treatment
      4.4   Complete the treatment

5.   Provide customer service   **U54202**

      5.1   Greet customer
      5.2   Identify customer needs
      5.3   Deliver customer service
      5.4   Resolve customer complaints

NVQ in Nail Technology Level 2

Mandatory Units (All must be completed)	CODE

6. Provide manicure and pedicure service   **U54302**

    6.1   Perform a basic manicure/pedicure service

    6.2   Provide aftercare advice

7. Enhance and maintain nails   **U54402**

    7.1   Remove enhancements

    7.2   Apply and sculpt tips and overlays

    7.3   Create nail sculpture

    7.4   Maintain enhancements and overlays

8. Plan and create nail art   **U54502**

    8.1   Maintain safe methods of work

    8.2   Plan and create nail art

9. Develop a business plan   **U54602**

    9.1   Identify organizational objectives

    9.2   Establish service profile and conduct resource audit

    9.3   Analyze client needs and expectations

    9.4   Establish staffing requirements

    9.5   Seek approval and market the plan

    9.6   Monitor, evaluate and update the business plan

Optional Unit

10. Provide basic First Aid   **U54702**

    10.1   Plan and prepare for basic First Aid response

    10.2   Assess the situation

10.3   Apply First Aid
10.4   Record and report the incident
10.5   Clean up

U53802   Participate in workplace communication

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

ELEMENT	**PERFORMANCE CRITERIA**
	To be competent you must achieve the following:
1. Gather and convey workplace information	1.1 Relevant and up-to-date information is accessed from **appropriate sources**.
	1.2 Effective **communication strategies** are used to gather and convey information.
	1.3 Appropriate **medium** is used to transfer information and ideas.
	1.4 Lines of communication with management and colleagues are identified and followed.
	1.5 Procedures for the location and **storage** of information are defined.
	1.6 Information is recorded according to organizational procedures.
2. Participate in workplace meetings and discussions	2.1 Useful contributions are made in meetings and discussions.
	2.2 Opinions are clearly expressed in a courteous and respectful manner.
	2.3 Discussions are appropriate to the purpose and proposed outcome of the meeting.
	2.4 Meeting outcomes are interpreted and implemented.
3. Complete work-related documents	3.1 Correct documentation is selected and completed accurately and legibly according to organizational requirements.
	3.2 Errors on forms and documents are identified and properly corrected.

RANGE STATEMENT

All range statements must be assessed:

A.   Appropriate sources:

(i)   Team members
(ii)   Suppliers
(iii)   Trade personnel
(iv)   Public sector (government)
(v)   Industry

B.   Communication Strategies:

(i)   Questioning
(ii)   Listening
(iii)   Speaking
(iv)   Writing
(v)   Non-verbal communication

C.   Medium:

(i)   Memorandum
(ii)   Circular
(iii)   Notice
(iv)   Information discussion
(v)   Follow-up or verbal instruction
(vi)   Face-to-face communication

D.   Storage:

(i)   Manual filing system
(ii)   Electronic filing system

E.   Protocols:

(i)   Organizational policies and procedures
(ii)   Legislation

F.   Workplace Interactions:

(i)   Face to face
(ii)   Telephone
(iii)   ICT
(iv)   Written (electronic, memos, instructions, forms)
(v)   Non-verbal (gestures, signals, signs, diagrams)

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1.   What are the organizational policies and procedures relating to the communication of information.

2.   How to locate, interpret and provide information in response to organizational requirements or customer requests.

3.   What are appropriate sources of information.

4.   What is effective communication.

5.   What are the different modes of communication and how these should be used.

6.   What are the different communication strategies and how these should be used.

7.   How to communicate effectively with management, colleagues and clients to provide information and feedback.

8.   How to participate in workplace meetings and discussions.

9.   How to identify the purpose and proposed outcomes of a meeting and make positive contributions to achieve them.

10.   How to express opinions in a clear and courteous manner.

11.   How to use basic ICT resources (fax, telephone, computer).

12.   What is the range of work-related documentation and how this should be completed.

EVIDENCE GUIDE

For assessment purposes:

Evidence Guide

(1)   Critical Aspects of Evidence

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

(2)   Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3)   Context of Assessment

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

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

U53902   **Maintain health, hygiene, safety and security**

Unit Descriptor:	This unit describes the knowledge, skills and attitudes required to maintain health, hygiene, safety and security. It details the outcomes required to comply with regulatory and organizational requirements for health, safety and hygiene including dealing with emergency situations and maintaining safe personal presentation standards.

ELEMENT	PERFORMANCE CRITERIA
	To be competent you must achieve the following:
1. Follow health, safety and security practices	1.1 Correct **health, safety and security procedures** are followed in line with legislation, regulations and organizational procedures.
	1.2 **Breaches** to health, safety and security procedures are identified and reported according to legislation, regulations and procedures.
	1.2 Suspicious behaviour or unusual occurrences are dealt with according to legislation, regulations and procedures.
2. Deal with emergency situations	2.1 **Emergency** and potential emergency situations are recognized.
	2.2 Appropriate action is taken to deal with recognized emergency situations within own scope of responsibility.
	2.3 Assistance is sought from colleagues to resolve or respond to emergency situations.
	2.4 Details of emergency situations are reported according to organizational procedures.
3. Follow hygiene procedures	3.1 Safe personal standards are identified and followed according to organizational policies.
	3.2 Workplace **hygiene procedures** are implemented in accordance with organizational policies and legislation.

	3.3 Handling and storage of items are undertaken in line with given policies and procedures.
4. Identify and prevent hygiene risks	4.1 Potential **hygiene risks** are identified in accordance with organizational policies and legislation.
	4.2 Responsible actions are taken, within the scope of own authority, to minimize and/or remove risks.
	4.3 Hygiene risks beyond own control are reported to an appropriate person.

RANGE STATEMENT

All range statements must be assessed:

A.   Health, Safety and Security Procedures:

(i)   Use of personal protective clothing and equipment
(ii)   Safe work techniques
(iii)   Safe handling of chemicals and dangerous materials
(iv)   Ergonomic work stations
(v)   Emergency, fire and accident
(vi)   Hazard identification and control
(vii)   Security of documents, cash, equipment, people
(viii)   Key control systems

B.   Breaches:

(i)   Loss of keys
(ii)   Strange or suspicious persons
(iii)   Broken or malfunctioning equipment
(iv)   Loss of property, goods or materials
(v)   Damage to property
(vi)   Lack of suitable signage
(vii)   Lack of training on health and safety issues
(viii)   Unsafe work practices
(ix)   Bullying
(x)   Harassment

C.   Emergency:

(i)   Injuries (personal/others)
(ii)   Fire
(iii)   Electrocution
(iv)   Natural disasters
(v)   Criminal acts

D.   Hygiene Procedures:

(i)   Regular hand washing
(ii)   Appropriate and clean clothing
(iii)   Avoidance of cross contamination
(iv)   Handling and disposal of linen and laundry
(v)   Handling and disposal of garbage
(vi)   Cleaning and sanitizing procedures
(vii)   Personal hygiene

E.   Hygiene Risks:

(i)   Infectious linen
(ii)   Cross contamination

(iii)   Personal hygiene practices
(iv)   Poor work practices:
             a.   Cleaning
             b.   Housekeeping
             c.   Airborne dust

F.   Minimize and Remove Risks:

(i)   Auditing staff skills
(ii)   Provide training
(iii)   Organizational policies and procedures
(iv)   Follow up actions for audits or incidents

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1.   What are the hygiene and control procedures in the industry.

2.   What factors contribute to workplace hygiene problems.

3.   How to handle linen, laundry and garbage to avoid cross contamination and infection.

4.   When and how to apply hygiene principles.

5.   How to communicate effectively on health, safety, security and hygiene matters.

6.   What are the relevant workplace health, safety, emergency and security procedures.

7.   How to correctly dispose of garbage.

EVIDENCE GUIDE

For assessment purposes:

Evidence Guide

(1)   Critical Aspects of Evidence

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

(2)   Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3)   Context of Assessment

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

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U54002   Undertake salon reception duties

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to welcome and receive persons entering the salon while establishing their requirements. It covers handling enquiries, making appointments, dealing with client payments and maintaining the reception area.

ELEMENT	PERFORMANCE CRITERIA
	To be competent you must achieve the following:
1. Maintain the reception area	1.1 Reception area is kept clean and tidy at all times.
	1.2 Agreed levels of stock of reception stationery and product displays are maintained.
	1.3 Salon's client care policies are followed and met.
2. Deal with clients and enquiries	2.1 **Clients** are attended to promptly and accurate information provided.
	2.2 **Clients'** needs are identified.
	2.3 **Enquiries** which cannot be dealt with are referred promptly to the relevant person.
	2.4 Messages are recorded and passed on to relevant persons.
	2.5 Confidential information is passed onto authorized persons.
3. Make appointments for salon services	3.1 **Appointments** are made to suit **clients'** needs and the availability of the therapist.
	3.2 **Appointment** details are recorded correctly and according to salon's requirements.
4. Manage client payments	4.1 **Clients** are informed clearly and courteously of all charges.
	4.2 Products for purchase are inspected for condition and quality prior to payment.

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4.3   **Method of payment** is determined and recorded accordingly.

4.4   Sales are recorded accurately in line with the salon's requirements.

4.5   Authorization for card payment is obtained from the relevant persons where required.

4.6   **Clients** are informed in a sensitive manner when card payment is declined.

4.7   **Discrepancies** in payments are resolved within limitations or referred, in a sensitive manner, to relevant person for resolution.

4.8   Cash point security procedures are followed at all times.

4.9   Cash payments are reconciled at the close of business.

RANGE STATEMENT

All range statements must be assessed:

A.   Client:

   (i)   People with different needs and expectations
   (ii)   Angry
   (iii)   Confused
   (iv)   Complainant

B.   Enquiries:

   (i)   In person
   (ii)   By telephone
   (iii)   Electronically

C.   Appointment:

   (i)   In person
   (ii)   By telephone

D.   Method of Payment:

   (i)   Cash
   (ii)   Cash equivalent
   (iii)   Cheque
   (iv)   Payment cards

E.   Discrepancies:

   (i)   Invalid currency
   (ii)   Invalid card
   (iii)   Incorrect completion of cheque
   (iv)   Suspected fraudulent use of payment card
   (v)   Payment disputes

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1.   Why it is important to take messages and correctly pass them on.

2.   Why it is important to the salon's business to communicate effectively.

3.   How and when to ask questions.

4.   How to balance attention to individual clients during busy trading periods.

5.   How to show that you are listening closely to what people are saying.

6.   What are the available services, their duration and cost.

7.   What are the available products for sale and their cost.

8.   How to identify defects in products while processing a sale.

9.   How to identify current discounts and special offers.

10.   What and how much stationery should be at the reception area.

11.   What are the common methods of calculating payments including point of sale and physical calculations.

12.   How to keep cash and payments secure.

13.   What are the types of authorized payment methods.

14.   How to gain electronic authorization for payment cards.

15.   How to identify suspected counterfeit payments, stolen cheques, credit and payment methods.

16.   How to handle customers offering suspected tender or noncash payments.

17.   What are the consequences of failing to correctly handle payments.

18.   Why it is important to make appointments correctly.

19.   What are the common systems used for appointment making within the hairdressing industry.

EVIDENCE GUIDE

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Evidence Guide

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U54202   **Provide customer service**

| Unit Descriptor: | This unit describes the knowledge, skills and attitudes required to provide effective customer service. It includes greeting the customer, identifying customer needs, delivering customer service, handling queries and complaints, carrying out evaluations and making recommendations. |

ELEMENT	PERFORMANCE CRITERIA
	To be competent you must achieve the following:
1. Greet customer	1.1 **Customers** are greeted in a courteous manner and attended to promptly.
	1.2 Appropriate verbal and non-verbal communication is used.
	1.3 Appropriate rapport is established and maintained with **customers**.
	1.5 **Non-verbal communication** is observed when responding to **customers**.
	1.6 Sensitivity to cultural, social and mental differences is demonstrated.
	1.7 **Customers** are directed to designated areas for specific services.
2. Identify customer needs	2.1 Appropriate **communication skills** are used to identify customer needs and provide **customers** with accurate information.
	2.2 **Customer** needs are prioritized.
	2.3 Follow up action is taken as necessary and in a timely manner.
	2.4 Personal limitations in addressing **customer** needs are identified and where necessary, assistance sought from an appropriate person.

3. Deliver customer service	3.1	**Customers'** needs are promptly attended to according to **organizational policies and procedures**.
	3.2	Available opportunities to enhance the quality of service and products are taken wherever possible.
4. Resolve customer complaints and queries and queries	4.1	Queries and complaints are recorded according to organizational policies and procedures.
	4.2	Appropriate questions are asked in a sensitive and courteous manner to determine **customers'** complaints.
	4.3	Queries and complaints are acted upon promptly and correctly.
	4.4	Responsibility for resolving complaints is taken based on limits of own authority.
	4.5	Nature and details of complaints are established and agreed with **customers**.
	4.6	Appropriate action is taken to resolve complaints to **customers'** satisfaction wherever possible.
	4.7	**Customers** are kept fully informed about what is happening to resolve problems.
	4.8	**Customers** are consulted to ensure the problems have been resolved to their satisfaction.
	4.9	**Customers** are provided with clear reasons why the problem cannot be resolved to their satisfaction.

RANGE STATEMENT

All range statements must be assessed:

A.   Customers:

(i)   Regular/new
(ii)   Male
(iii)   Female
(iv)   Persons with disabilities
(v)   Persons with special cultural/spiritual/language needs
(vi)   Accompanied by children

B.   Non-verbal Communication:

(i)   Body language
(ii)   Dress and accessories
(iii)   Voice (volume and tone)
(iv)   Use of space
(v)   Use of language

C.   Cultural, Social and Mental Differences:

(i)   Culturally specific communication customs and practices
(ii)   Physically challenged individuals
(iii)   Persons with cognitive disabilities

D.   Organizational Policies and Procedures:

(i)   Modes for greeting and departure
(ii)   Response times

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the organizational policies and procedures with respect to communication and handling customers and their queries.

2. What is the full range of products and services offered by the organization.

3. What are and how to use communication techniques and skills including:

   - Listening and questioning techniques
   - Verbal and non-verbal communication skills
   - Negotiation techniques

4. How to use various communication techniques and skills to interact with different types of customers.

5. How literacy and numeracy skills assist in providing customer service.

6. How to consistently provide a welcoming client environment.

7. How to consistently interpret and communicate information to customers to meet their needs.

8. How to carry out tasks in a timely manner.

9. How to resolve complaints and the correct procedures for doing so.

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| **U54302** | **Provide manicure and pedicure services** |

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to perform a range of manicure and pedicure treatments.
>
> **Pre-requisite – U45102: Conduct pre-and post-treatment procedures for beauty therapy services.**

ELEMENT	**PERFORMANCE CRITERIA**
	To be competent you must achieve the following:
1. Perform a basic manicure and pedicure service	1.1 Clients' hands, feet and nails are cleaned thoroughly according to the treatment plan.
	1.2 Cuticles are softened and pushed back and hangnails trimmed as required, causing no damage to the skin or cuticles.
	1.3 Nail damage is repaired with nail fabric to a clean, smooth finish.
	1.4 Nails are shaped and filed to a smooth, even finish according to the treatment plan.
	1.5 **Treatment** is applied according to the treatment plan and the manufacturer's instructions.
	1.6 **Massage techniques** are used on limbs to complete the treatment according to clients' requirements.
	1.7 Polish is applied smoothly and evenly in accordance with the manufacturer's instructions and clients' requirements.
	1.8 Manicure and pedicure service is completed according to clients' requirements and within the allotted timeframe.
2. Provide aftercare advice	2.1 After-care advice and guidelines are provided accurately according to clients' needs.
	2.2 Clients' records are accurate, legible and kept up-to-date.

RANGE STATEMENT

All range statements must be assessed:

A.   Treatment:

    (i)   Paraffin wax
    (ii)   Hand and foot mask
    (iii)   Thermal mitts and boots
    (iv)   Exfoliators
    (v)   Warm oil
    (vi)   Shaping
    (vii)   Cuticle care
    (viii) Nail varnish and polish application of varying colours
    (ix)   French manicure
    (x)   Nail mend
    (xi)   Buffing
    (xii)   Callous rasping

B.   Massage Techniques:

    (i)   Effleurage
    (ii)   Petrissage
    (iii)   Tapotement
    (iv)   Vibration
    (v)   Friction

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1.   How to apply salon policies and procedures with regard to the performance of the manicure or pedicure treatment.

2.   How to undertake all hygiene requirements/regulations including salon hygiene policies as applicable.

3.   How to recognize and manage any contra-indications or conditions which may require referral to an appropriate professional.

4.   What are the standard infection control precautions and when/how these should be applied.

5.   How to read, accurately interpret and consistently apply the manufacturer's instructions regarding the selection and application of products as well as the use of the tools and equipment.

6.   How to question effectively and listen actively to clients while maintaining discretion, tact and confidentiality.

7.   How to analyse clients' nails and skin and design a treatment plan to meet their needs.

8.   What are areas which require special treatment/corrective/remedial services.

9.   How to describe the structure and function of the bones and muscle of the limbs.

10.   How to describe the blood circulation in the limbs.

11.   What are the structure and function of the skin and nails and what is the process of nail growth.

12.   How to compare the skin characteristic and skin types of different client groups.

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U54402	**Enhance and maintain nails**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to provide services which will enhance, maintain and repair nails using liquids or powdered products to create a natural finish. It also covers sculpting techniques and tip application.
>
> **Prerequisite – U45102: Conduct pre and post-treatment procedures for beauty therapy services.**

ELEMENT	**PERFORMANCE CRITERIA**
	To be competent you must achieve the following:
1. Remove enhancements	1.1 Correct **equipment and materials** are selected and **removal techniques** are used according to industry procedures and product requirements.
	1.2 **Occupational safety and health procedures** are observed during the service.
	1.3 Nail plate and surrounding skin are left clean and undamaged.
	1.4 Remedial techniques are used when necessary to correct or mitigate contra-indications.
2. Apply and sculpt tips and overlays	2.1 Nails are cleaned and prepared correctly for tip application.
	2.2 Tip is accurately selected, positioned and adhered to the natural nail and customized to suit clients' requests.
	2.3 Tips are blended and **shaped** correctly according to clients' needs, using correct **filing techniques**.
	2.4 Nail is prepared correctly to accept chosen **overlay**.
	2.5 Overlay is applied according to manufacturer's instructions.
	2.6 Nails are balanced and finished according to clients' requests.

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3.	Create nail sculpture	3.1	Nail is prepared to receive sculpture form.
		3.2	Sculpting form is applied, fitted and customized according to manufacturer's instructions.
		3.3	Applied form is balanced and shaped using correct **filing techniques** to suit clients' requests.
		3.4	Form is completed with chosen overlay, if required.
		3.5	Achieved finish meets clients' satisfaction.
4.	Maintain enhancements and overlays	4.1	**Problems** with enhancements and overlays are identified and resolved according to operational procedures.
		4.2	Enhancements and overlays are prepared for **maintenance** according to product requirements.
		4.3	Maintenance techniques are used to restore enhancements and overlays to required condition.
		4.4	Finished product meets clients' satisfaction and requirements.
		4.5	Clients are provided with suitable aftercare **advice** and information.

RANGE STATEMENT

All range statements must be assessed:

A.   Equipment and Materials:

   (i)   Manual file
   (ii)   Electric file
   (iii) Chemical soak
   (iv)   Oil

B.   Occupational Safety and Health Procedures:

   (i)   Personal protective equipment
   (ii)   Ventilation
   (iii) Lighting
   (iv)   Ergonomics

C.   Removal Technique:

   (i)   Soaking
   (ii)   Filing

D.   Shaped:

   (i)   Squoval
   (ii)   Square
   (iii) Pointed
   (iv)   Rounded
   (v)   Oval
   (vi)   Stiletto

E.   Filing Technique:

   (i)   Reducing
   (ii)   Refining
   (iii) Thinning
   (iv)   Buffing

F.   Overlay:

   (i)   Hard ultra-violet gel
   (ii)   Soft ultra-violet gel
   (iii) Acrylic
   (iv)   Wrap (fibreglass/silk)

G.   Problems:

    (i)   Lifting of product
    (ii)   Cracking and splitting of product
    (iii) Loss of artificial nail structure
    (iv)   Discolouration of product
    (v)   Damage of natural nail

H.   Maintenance:

    (i)   Infill
    (ii)   Rebalance
    (iii) Reposition
    (iv)   Replacement
    (v)   Filing

I.   Advice:

    (i)   Suitable aftercare products and their use
    (ii)   Avoidance of activities which may cause contraindications
    (iii) Recommended time intervals between acrylic/overlay nail enhancements

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1.   What are the various techniques for removal of enhancements and when and how to use them.

2.   What are the types of conditions and disorders that may restrict or prevent a service.

3.   Why the practitioner should be sensitive to the client when discussing contra-indications.

4.   What are the safety and health procedures to be observed when carrying out a service.

5.   Why is it important to prepare the natural nail before nail enhancement services.

6.   How to prepare the nail before enhancement service.

7.   What are the different types of filing equipment and how and when these should be used.

8.   How to blend the tip correctly into the natural nail.

9.   What are the different natural nail shapes and how to explain their structure.

10.   What are the different types of ultra-violet gels and acrylic used and what is the reason for using one as opposed to another.

11.   What is the process for using overlays, including preparation in the enhancement service.

12.   What are the various types of nail structures and the importance of using the correct methods and techniques to avoid damage to the natural nail or surrounding skin.

13.   What is the difference between the types of sculpting forms and how these should be used.

14.   Why is it important to prepare and understand the correct techniques and selection of files and buffers for use in nail enhancement services.

15.   How the incorrect removal of acrylics and nail tips damage natural nails, cuticles and the skin.

16.   What is the importance of leaving a free margin around the cuticle and side wall.

17.   Why should the correct size and type of tip and adhesive be selected.

18.   What are the correct techniques for repairing natural nails and overlays including splits, cracks, flaking and breakage.

19.   What is the aftercare maintenance of overlays and what products should be used by the client and how these should be applied.

EVIDENCE GUIDE

For assessment purposes:

Evidence Guide

(1)   Critical Aspects of Evidence

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

(2)   Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3)   Context of Assessment

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

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

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

U54502	**Plan and create nail art**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to plan and create nail art designs using a range of nail art products and tools. These nail art designs and techniques range from simple to complex.

Pre-requisite – U45102: Conduct pre and post-treatment procedures for beauty therapy services.

ELEMENT	**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1. Maintain safe methods of work

1.1 Work area is prepared according to industry and organizational requirements.

1.2 **Occupational safety and health procedures** are observed at all times during service.

1.3 **Tools and equipment** are tested, used and maintained according to manufacturer's specifications.

1.4 Remedial action is taken promptly to correct or mitigate **contra-indications** occurring during service.

1.5 Waste is disposed of correctly after service.

2. Plan and create nail art

2.1 Nail is prepared for nail art service, according to clients' requests.

2.2 Suitable tools and products are selected for the requested **nail art design** and techniques.

2.3 **Nail art techniques** and **products** are applied accurately and in the correct sequence to achieve the required design.

2.4 **Nail art design** is sealed according to industry requirements.

2.5 **Nail art design** meets clients' requirements.

2.6   Suitable **aftercare advice** is provided as required.

RANGE STATEMENT

All range statements must be assessed:

A.   **Occupational Safety and Health Procedures:**

    (i)   Personal protective equipment
    (ii)   Ventilation
    (iii)   Lighting
    (iv)   Ergonomics

B.   **Tools and Equipment:**

    (i)   Airbrush and compressor
    (ii)   Manual nail art brushes

C.   **Contra-indications:**

    (i)   Fungal infection
    (ii)   Bacterial infection
    (iii)   Viral infection
    (iv)   Severe nail/skin separation/breakage/damage
    (v)   Severe eczema, psoriasis, dermatitis
    (vi)   Minor nail/skin separation/breakage/damage
    (vii) Minor eczema, psoriasis, dermatitis
    (viii) Severely bitten/damaged nails
    (ix)   Unknown swelling/redness

D.   **Nail Art Design:**

    (i)   3D
    (ii)   Embedding
    (iii)   Alternative tip shape
    (iv)   Freehand designs
    (v)   Airbrush designs

E.   **Nail Art Techniques:**

    (i)   Colour blending
    (ii)   Marbling
    (iii)   Painting

F. **Nail Art Products:**

    (i)   Coloured polishes
    (ii)   Ultra-violet gels
    (iii)   Decals/transfers
    (iv)   Glitters
    (v)   Foiling
    (vi)   Gem stones

G. **Aftercare Advice:**

    (i)   Suitable aftercare products and their use
    (ii)   Avoidance of activities which may cause contra-indications

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1.   What are the types of personal protective equipment which should be worn and how to use them correctly.

2.   How to prepare, use and maintain tools, equipment and materials for the service.

3.   What are the occupational safety and health regulations which should be observed when performing services.

4.   What is colour theory and why is it important to the service.

5.   What are the different types of techniques used within the nail art service and how these should be applied.

6.   What are the different types of designs available to the client and how these can be produced.

7.   How to select, blend and mix products including colours.

8.   How to select, adapt and create nail art designs to suit different occasions as requested by the client.

9.   What are the aftercare advice, maintenance and removal requirements for specific designs and why these are important.

10.   What contraindications could occur after or during nail service and how to advise the client.

EVIDENCE GUIDE

For assessment purposes:

(1)   Critical Aspects of Evidence

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

(2)   Method of Assessment

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

Evidence may be collected in a variety of ways including:

- Written/oral questioning
- Observation
- Written evidence (case study, projects, assignments)
- Witness testimony

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

(3)   Context of Assessment

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

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

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

U54606   **Develop a business plan**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to develop a business plan which is linked to outcomes and facilitates the achievement of service delivery. The unit also covers research strategies, setting up and marketing a business.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1.   Identify organizational objectives

1.1   Organizational objectives are identified for specific service delivery objectives.

1.2   Specific performance targets are identified and set against delivery objectives.

1.3   Quality of outcomes are identified and agreed.

1.4   **Financial viability** of proposed outcomes is assessed.

1.5   Core values, principles and aims are matched against proposed strategies.

1.6   Performance indicators to evaluate the effectiveness and efficiency of service delivery are established.

2.   Establish service profile and conduct resource audit

2.1   Existing services are reviewed to identify strengths and weaknesses

2.2   Core services to be reflected in the business plan are identified and used to inform the plan's outcomes

2.3   Organization and management of the workforce are examined and matched to resource requirements.

2.4   Financial resources and unit costs are determined.

2.5   Physical resources, plant and equipment are identified and determined.

3.	Analyze client needs and expectations	3.1	Clients and their needs are identified.
		3.2	**Demographic trends/issues** which may impact on service delivery are identified.
4.	Establish staffing requirements	4.1	Staffing levels and skill requirements are identified.
		4.2	Training programmes to develop competence in business planning are identified, developed and implemented.
		4.3	Changes in productivity related to pay and conditions of service are recognized and measures to counter these put in place.
		4.4	Occupational health and safety practices are identified and methods of implementation put in place.
		4.5	Changes in the organization's and clients' needs are managed and measures put in place to deal with them.
5.	Seek approval and market the plan	5.1	Business plan, strategy and outcomes are communicated to stakeholders and financial organizations for funding.
		5.2	Production of promotional materials is undertaken and monitored.
		5.3	Appropriate marketing plan is constructed and approved.
		5.4	Appropriate communication and public relations techniques are engaged to successfully market the plan and services.
6.	Monitor, evaluate and update the business plan	6.1	Performance and targets are measured against business plan outcomes.
		6.2	Outcomes are reviewed and the business plan adjusted.

RANGE STATEMENT

All range statements must be assessed:

A.   Financial Viability:

    (i)   Maintenance and working costs
    (ii)   Capital requirements

B.   Demographic Trends/Issues:

    (i)   Political
    (ii)   Economic
    (iii)   Social
    (iv)   Cultural
    (v)   Environmental
    (vi)   Legal

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1.   How to identify objectives, goals, values and principles.

2.   How to determine what performance indicators are to be used to evaluate service delivery.

3.   How to conduct an analysis of existing businesses.

4.   How to develop a business plan based on evidence from analyses.

5.   How to determine financial, physical and human resources needs.

6.   How to analyze client needs.

7.   How to promote a business.

8.   How to put monitoring criteria in place and evaluate the results.

EVIDENCE GUIDE

For assessment purposes:

(1)   Critical Aspects of Evidence   7

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

(2)   Method of Assessment

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

Evidence may be collected in a variety of ways including:

- Written/oral questioning
- Observation
- Written evidence (case study, projects, assignments)
- Witness testimony

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

(3)   Context of Assessment

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

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

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

U54702   **Provide basic First Aid**

Unit Descriptor:

> This unit covers the knowledge, skills and attitudes required to provide basic First Aid responses whilst awaiting the arrival of medical assistance.

ELEMENT	PERFORMANCE CRITERIA
	To be competent you must achieve the following:
1. Plan and prepare for basic First Aid response	1.1 Work activity and First Aid documentation are interpreted to ensure accuracy of preparation of the response.
	1.2 Potential risks, **hazards** and environmental issues are identified and addressed through control measures.
	1.3 Personal protective equipment appropriate for the response is selected and worn correctly.
	1.4 Communication systems are identified, selected and maintained during the response.
	1.5 Activities are coordinated with others prior to, during and on completion of the response.
	1.6 First Aid **resources** are recorded, reported and replenished.
2. Assess the situation	2.1 Risks and hazards are identified.
	2.2 Immediate risks are minimized and control measures are implemented.
	2.3 Casualty's vital signs and physical conditions are assessed within the scope of own knowledge whilst providing the initial response.
3. Apply First Aid	3.1 **First Aid management** is provided within the scope of own responsibility according to industry requirements.
	3.2 Casualty is reassured in a calm and sensitive manner and made comfortable.

		3.3	First Aid **resources and equipment** are obtained and used correctly as required to control hazards and risks and attend to the casualty.
		3.4	Casualty's condition is monitored and a timely, accurate response is given in accordance with effective First Aid principles and organizational procedures.
		3.5	Appropriate **emergency services** are sought in a timely manner.
		3.6	Management of casualty is finalized.
4.	Record and report the incident	4.1	Details of the casualty's condition and management activities are conveyed to relevant emergency services while maintaining sensitivity to the casualty and surroundings.
		4.2	Relevant documentation is prepared and submitted in an appropriate and timely manner, and all relevant facts presented according to established procedures.
		4.3	Personal effects of the **casualty** are safely secured and given to relevant personnel.
		4.4	First Aid **resources** are used, recorded and reported accurately.
5.	Clean up	5.1	First Aid equipment is recovered, if practical, cleaned, inspected/tested, replaced (if necessary) and stored correctly.
		5.2	Medical waste is disposed of in accordance with industry requirements.

RANGE STATEMENT

All range statements must be assessed:

A. Financial Viability:

(i)   Physical
(ii)   Biological
(iii)   Chemical
(iv)   Manual handling

B. Risks:

(i)   Electrical
(ii)   Manual
(iii)   Substances
(iv)   Environmental
(v)   Biological
(vi)   Injury
(vii)   Proximity
(viii) Vehicles

C. Resources and Equipment:

(i)   Defibrillation units
(ii)   First Aid kit
(iii)   Auto-injector
(iv)   Ventilation chamber/inhaler
(v)   Resuscitation mask
(vi)   Spacer device
(vii)   Personal protective equipment
(viii) Stretcher
(ix)   Communication equipment

D. First Aid:

(i)   Cardio-pulmonary resuscitation (CPR)
(ii)   Bleeding control
(iii)   Basic patient management
(iv)   Stabilizing fractures

E. Emergency Services:

(i)   Ambulance
(ii)   Fire
(iii)   Police

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1.   What are the social/legal issues surrounding the provision of First Aid.

2.   How to plan an appropriate First Aid response and casualty management.

3.   When and how to use defibrillation units.

4.   What are the basic occupational health and safety requirements.

5.   What are the basic principles and concepts underlying the practice of First Aid and how to carry out associated functions.

6.   How and when to call emergency services.

7.   How to use communication, information technology and literacy skills to function in an emergency environment.

8.   How to prepare appropriate documentation.

9.   How to clean up and dispose of waste, including hazardous waste.

EVIDENCE GUIDE

For assessment purposes:

(1)   Critical Aspects of Evidence

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

(2)   Methods of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
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Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3)   Context of Assessment

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

Level 2 — Glossary of Terms

Assessment Methods

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

Assessors

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

Approved Centre

Organization/centre approved by the TVET Council to offer full National Vocational Qualifications (NVQs).

Case Studies

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

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

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

Competence

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

Element

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

Explanation of NVQ Levels

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

Appendix 2

Level	
2	**Glossary of Terms**

Level 1 – Entry Level

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

Level 2 – Skilled Occupations

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

Level 3 – Technician and Supervisory Occupations

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

Level 4 – Technical Specialist and Middle Management Occupations

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

Level 5 – Chartered, Professional and Senior Management Occupations

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

External Verifier

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

Internal Verifier

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

Appendix 2

<table>
<tr><td>**Level**
2</td><td>**Glossary of Terms**</td></tr>
</table>

NVQ

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

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

NVQ Coordinator

This is a contact person within each approved Centre centre offering NVQs who has overall responsibility for the operation and administration of the NVQ system.

Observation

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

Performance Criteria

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

Product of Work

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

Questioning

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

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

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

Appendix 2

Level 2 — Glossary of Terms

Range Statements

The range puts the element of competence into context. A range statement describes the range of situations to which an element and its performance criteria should be applied. Range statements are prescriptive; therefore, each category must be assessed.

Role Plays

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

Simulations

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

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

Supplementary Evidence

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

Underpinning Knowledge

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

Units

A unit of competence describes one or more than one activity which forms a significant part of a candidate's work. Units are accredited separately but, in combination, can make up a vocational qualification. There are three categories of units:

Appendix 2

<table>
<tr><td>**Level**
2</td><td>**Glossary of Terms**</td></tr>
</table>

Mandatory Units: These are core to a qualification and must be completed.

Optional Units: Candidates must choose the required number of individual units, specified in the qualification structure, to achieve the qualification.

Additional Units: These are units which the candidate can undertake but which are not required to achieve a qualification.

Work-based Projects

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

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