



Technical and Vocational Education and Training (TVET) Council



Occupational Standards of Competence

Nail Technology
Level 3

Hastings House West, Balmoral Gap, Hastings, Christ Church
Telephone: (246) 435-3096 Fax: (246) 429-2090
Email: office@tvetcouncil.com.bb

Published by:
The Technical and Vocational Education and Training (TVET) Council
Hastings House West
Balmoral Gap
Christ Church
BARBADOS, W.I.
Tel: (246) 435-3096
Fax: (246) 429-2060
Email: office@tvetcouncil.com.bb

Website: www.tvetcouncil.com.bb

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Members of the Nail Technology Working Group

- | | | |
|---------------------|---|--|
| Ms. Wendy Bishop | - | Demonstrator, Cosmetology
Barbados Vocational Training Board |
| Ms. Bonita King | - | Owner, Images of U Salon |
| Mrs. Maxine Thomas | - | Former Instructor, Cosmetology
Samuel Jackman Prescod Polytechnic |
| Ms. Althea Thompson | - | Owner, Almarie Salon |

Qualification Overview

NVQB

in

Nail Technology

Level 3

NVQ in Nail Technology Level 3

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. The 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 nails in the cosmetology industry. Persons with a sense of creativity, visual perception, good human relations and communication skills may be attracted to this occupation.

Jobs within the occupational area

There is no regimented career path for nail technologists which allows flexibility in the area, particularly self-employment. Relevant occupations in this area include:

- Nail technicians
- Beauty salon owners
- Instructors/teachers/trainers
- Product representative salespersons

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

Where could it 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, maintaining and removing false nails and extensions

A08703 - APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

NAIL TECHNOLOGY – LEVEL 3

To achieve the full qualification, candidates must complete all twenty (20) mandatory units.

<u>MANDATORY UNITS (ALL MUST BE COMPLETED.)</u>	<u>CODE</u>
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 a safe, clean and efficient work environment	U00306
2.1 Maintain personal health and hygiene	
2.2 Carry out procedures in the event of a fire	
2.3 Deal with the discovery of suspicious items/packages	
2.4 Carry out procedures in the event of an accident	
2.5 Maintain a safe work environment for customers, staff and visitors	
2.6 Maintain a secure work environment for customers staff and visitors	
3. Plan and organise work	UA11302
3.1 Identify work requirements	
3.2 Plan process to complete work	
3.3 Select tools and equipment	
3.4 Demonstrate safe and efficient sequence of work	
3.5 Report outcomes	
3.6 Clean up	
4. Prepare clients for salon service	UA11402
4.1 Prepare clients for service	
4.2 Cleanse skin	
4.3 Prepare feet and hands for nail service	
4.4 Prepare clients for massage service	
4.5 Prepare client for hair removal service	

MANDATORY UNITS (ALL MUST BE COMPLETED.)

CODE

5. Conduct pre and post treatment procedures for beauty therapy services

U54102

- 5.1 Consult with the client
- 5.2 Plan the treatment
- 5.3 Prepare for beauty therapy treatment
- 5.4 Complete the treatment

6. Provide manicure and pedicure services

UA11902

- 13.1 Prepare client for manicure/pedicure service
- 13.2 Perform a basic manicure/pedicure service
- 13.3 Provide aftercare advice

7. Apply acrylic nail enhancement

UA23503

- 7.1 Prepare client and work area for acrylic nail service
- 7.2 Remove acrylic nails
- 7.3 Apply/refill acrylic nails
- 7.4 Provide aftercare service

8. Apply gel nail enhancement

UA23603

- 8.1 Prepare client and work area for gel nail service
- 8.2 Apply/refill gel nails
- 8.3 Provide aftercare service

9. Apply nail artistry techniques

UA23703

- 9.1 Prepare client
- 9.2 Apply nail art
- 9.3 Provide aftercare service

10. Use electrical equipment for artificial nail application

UA23803

- 10.1 Identify client needs
- 10.2 Use electrical equipment
- 10.3 Clean-equipment and dispose of waste

MANDATORY UNITS (ALL MUST BE COMPLETED.)

CODE

11. Perform stock control procedures

UA11702

- 11.1 Receive and process incoming goods
- 11.2 Rotate stock
- 11.3 Participate in stock take
- 11.4 Reorder stock
- 11.5 Dispatch goods

12. Sell products and services

U92602

- 12.1 Apply product knowledge
- 12.2 Approach customer
- 12.3 Gather information
- 12.4 Sell benefits
- 12.5 Overcome objections
- 12.6 Close sales
- 12.7 Maximise sales opportunities

13. Schedule and check-out clients

UA23903

- 13.1 Schedule clients
- 13.2 Process payment
- 13.3 Supervise staff
- 13.4 Implement stock control measures

14. Create and maintain effective workplace relationships

U00106

- 14.1 Gain the trust and support of colleagues and team members
- 14.2 Gain the trust and support of one's immediate manager

15. Support leadership in the workplace

UA24003

- 15.1 Model high standards of management performance and behaviour
- 15.2 Enhance the organisation's image
- 15.3 Influence individuals and teams
- 15.4 Make informed decisions

16. Provide basic first aid

U54702

- 6.1 Plan and prepare for basic first aid response
- 6.2 Assess the situation
- 6.3 Apply First Aid
- 6.4 Record and report the incident
- 6.5 Clean up

MANDATORY UNITS (ALL MUST BE COMPLETED.)

CODE

- 17. Explore business opportunities** **UA24103**
- 17.1 Identify business opportunities
 - 17.2 Identify personal business skills
- 18. Design and layout salon** **UA24203**
- 18.1 Consult with interior designer
 - 18.2 Decide on type of salon operation
 - 18.3 Design and layout area for specific service
- 19. Develop a business plan** **U54602**
- 19.1 Identify organisational objectives
 - 19.2 Establish service profile and conduct resource audit
 - 19.3 Analyse client needs and expectations
 - 19.4 Establish staffing requirements
 - 19.5 Seek approval and market the plan
 - 19.6 Monitor, evaluate and update the business plan
- 20. Contribute to the protection of the environment** **U68402**
- 20.1 Work in an environmentally conscious way
 - 20.2 Contribute to continuous improvements in protecting the environment

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

RANGE STATEMENT

All range statements must be assessed:

1. Appropriate sources:

- team members
- suppliers
- trade personnel
- public sector (government)
- industry

2. Communication strategies:

- questioning
- listening
- speaking
- writing
- non-verbal communication

3. Medium:

- memorandum
- circular
- notice
- information discussion
- follow-up or verbal instruction
- face to face communication

4. Storage:

- manual filing system
- electronic filing system

5. Protocols:

- organisational policies and procedures
- legislation

6. Workplace interactions:

- face to face
- telephone
- ICT
- written (electronic, memos, instructions, forms)
- non-verbal (gestures, signals, signs, diagrams)

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

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

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on. 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.

U00306

Maintain a safe and secure working environment

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to contribute to maintaining a safe and secure working environment. It addresses the essential abilities of communicating effectively; working in a safe and hygienic manner, problem solving; keeping records; operating within organizational procedures and meeting legal requirements.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|--|
| 1. Maintain personal health and hygiene | 1.1 Wear clean, smart and appropriate clothing in accordance with job role. . |
| | 1.2 Wear hair neat and tidy in accordance with organisational requirements. |
| | 1.3 Wear jewelry, perfume and cosmetics in line with organisational requirements. |
| | 1.4 Confirm that cuts, grazes and wounds are treated by the appropriate person. |
| | 1.5 Report illness and infections promptly to the appropriate person. |
| | 1.6 Carry out work in accordance with hygiene practices that must be adhered to within the working environment. |
| | 1.7 Carry out work in an efficient and organized manner in accordance with appropriate organisational procedures and legal requirements . |
| 2. Carry out procedures in the event of a fire | 2.1 Raise the alarm immediately in the event of a fire in accordance with established procedures. |
| | 2.2 Use firefighting equipment correctly in accordance with manufacturer's instructions and organisational procedures. |
| | 2.3 Adhere to safety and emergency signs. |

- | | | |
|----|-----|--|
| | 2.4 | Follow correct evacuation procedures in a calm, orderly manner in accordance with organisational procedures. |
| | 2.5 | Complete registration once assembly points are reached. |
| | 2.6 | Deal with unexpected situations effectively and inform appropriate persons where necessary. |
| | 2.7 | Carry out work in an organized and efficient manner in accordance with safety and health regulations and organisational procedures. |
| 3. | | Deal with the discovery of suspicious items/packages |
| | 3.1 | Leave suspicious items and packages untouched in accordance with established procedures. |
| | 3.2 | Report suspicious items and packages in accordance with organisational procedures. |
| | 3.3 | Follow correct safety and security procedures in a calm and orderly manner in accordance with required procedures. |
| | 3.4 | Deal with unexpected situations effectively and inform the appropriate persons where necessary. |
| | 3.5 | Carry out work in an organized and efficient manner in accordance with safety and health regulations and organisational procedures. |
| 4. | | Carry out procedures in the event of an accident |
| | 4.1 | Perform basic first aid in the event of an accident following recommended procedures. |
| | 4.2 | Seek assistance immediately from the appropriate person responsible for first aid . |
| | 4.3 | Contact emergency services in accordance with organisational procedures. |

- 4.4 Take **appropriate action** to ensure the safety of injured and uninjured persons.
 - 4.5 Give comfort and reassurance to injured persons.
 - 4.6 Report and document accidents in accordance with organisational procedures.
 - 4.7 Deal with unexpected situations effectively and inform the appropriate persons where necessary.
 - 4.8 Carry out work in an organised and efficient manner in accordance with safety and health **regulations** and organisational procedures.
5. Maintain a safe work environment for customers, staff and visitors
- 5.1 Identify and promptly rectify **hazards and potential hazards** to the safety of customers, staff and visitors.
 - 5.2 Make customers, staff and visitors aware of **hazards and potential hazards** in accordance with organisational procedures.
 - 5.3 Take cautionary measures to warn customers, staff and visitors of **hazards and potential hazards**.
 - 5.4 Report **accidents**, damage and non-rectifiable **hazards** promptly to the appropriate person.
 - 5.5 Deal with unexpected situations effectively and inform the appropriate persons where necessary.
 - 5.6 Carry out work in an organised and efficient manner in accordance with safety and health **regulations** and organisational procedures.
6. Maintain a secure work environment for customers staff and visitors
- 6.1 Identify potential **security risks** and report to the appropriate person in accordance with organisation

- 6.2 Secure **customer and staff areas** correctly against unauthorised access.
- 6.3 Secure establishment **storage and security facilities** against unauthorised access.
- 6.4 Report establishment, staff or customer lost property to the appropriate person promptly.
- 6.5 Challenge suspicious individuals politely and promptly report them to the appropriate person.
- 6.6 Deal with unexpected situations effectively and inform the appropriate persons where necessary.
- 6.7 Carry out work in an organised and efficient manner in accordance with safety and health **regulations** and organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. Legal requirements:

- relevant health and safety legislation

2. Fire:

- all type of fires

3. Firefighting equipment:

- hose
- fire blanket
- foam/water/carbon dioxide extinguisher
- sand
- wet blanket

4. Regulations:

- legislation
- manufacturer's
- supplier's
- current legislation relating to safe and hygienic working practices when maintaining a safe environment for customers, staff and visitors

5. Suspicious items and packages:

- unattended bags, packages and parcels
- unusual and unaccounted for deliveries

6. Accidents:

- accidents involving injury to customers, staff and visitors

7. Basic first aid:

- bandaging
- ice/cold pack
- Heimlich manoeuvre

8. Appropriate action:

- removing and lifting injured persons
- rendering basic first aid

9. Responsible person:

- company nurse
- safety officer

10. Hazards and potential hazards:

- suspicious items
- areas and incident which threaten the safety of customers, staff and visitors

11. Security risks:

- prohibited area
- suspicious items
- unauthorized open entrances/exits
- missing keys

12. Customer and staff areas:

- storerooms
- safes
- cash boxes

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why it is important to comply with health and safety legislation.
2. Where and from whom information on current health and safety legislation can be obtained.
3. What general hygienic practices must be adhered to in own work environment.
4. Why the correct clothing, footwear and headgear should be worn at all times.
5. Why and to whom illness and infections should be reported.
6. Why it is important to maintain good personal hygiene.
7. What are the possible causes of fire in the working environment.
8. What preventative actions can be taken to minimise the risk of fire.
9. What organisational procedures should be followed in the event of fire.
10. Where alarms are located and how to activate them.
11. Why a fire should never be approached unless it is safe to do so.
12. Why suspicious items and packages should be left untouched.
13. Why suspicious items and packages should be reported.
14. What basic first aid should be applied in the event of an accident.
15. Who is the person responsible for first aid.
16. What emergency services are available in the event of an accident and why it is important to contact them.
17. What action should be taken to ensure the safety of the injured and the uninjured.
18. What are the organizational procedures for reporting an accident.
19. What cautionary measures can be taken to warn customers staff and visitors of potential hazards.
20. What are the potential hazards within the working environment.
21. Why suspicious items and packages must not be approached or tampered with.
22. Where first aid equipment and the accident register are located.
23. Why it is important to use correct lifting techniques.
24. What are the employee's responsibilities in relation to health and safety regulations.
25. Which keys, property and areas should be secured from unauthorised access at all times.
26. Why it is essential to be aware of potential security risks.
27. Why procedures relating to lost property must be adhered to.

28. Why only disclosable information should be given to customers.
29. Why it is important to report all unusual/non-routine incidents to the appropriate person.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

Evidence must be provided of dealing with **at least one (1) security risk**; working in **two (2) types of customer and staff areas** and dealing with **two (2) types of storage and facilities**.

(2) Method of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Photographs of yourself at work
- Entries made by you into the organization's incident book
- Correspondence written by you drawing attention to health and safety issues
- Witness testimony
- Personal statements from yourself describing how you carry out your duties

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

(3) Context of Assessment

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

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

Simulation **may** be used for **performance criteria 5.2, 5.3 and 5.4**.

UA11302

Plan and organise work

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to effectively plan and organise work assignments and applies to all individuals.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|--|
| 1. Identify work requirements | 1.1 Follow and adhere to instructions for work schedule, performance and quality assurance requirements and clarify where necessary. |
| | 1.2 Obtain and confirm understanding of the relevant specifications for activity outcomes and clarify where necessary. |
| 2. Plan process to complete work | 2.1 Identify tasks according to objectives, performance requirements and specifications. |
| | 2.2 Identify, prioritise and sequence tasks to achieve the effective completion of work according to organisational policy. |
| 3. Select tools and equipment | 3.1 Identify and correctly wear personal protective equipment to suit job requirements. |
| | 3.2 Identify and select appropriate tools and equipment for the required task. |
| 4. Demonstrate safe and efficient sequence of work | 4.1 Provide services safely in a logical and efficient sequence according to organisational procedures. |
| | 4.2 Store tools, supplies and equipment safely when not in immediate use according to organisational policy. |
| 5. Report outcomes | 5.1 Report to appropriate persons on the completion of activities according to organisational procedures. |

- 5.2 Enter relevant customer details on database according to organisational procedures.
- 6. Clean up
 - 6.1 Store unused materials safely in an appropriate area according to organisational safety procedures.
 - 6.2 Remove empty containers and waste materials from the service area according to organisational policies and procedures.
 - 6.3 Confirm that the service area is left clean, safe and secure on completion of work according to organisational health and safety requirements.
 - 6.4 Clean, maintain and store tools and equipment according to manufacturer's recommendations and organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. Personal protective equipment:

- Gloves
- Face
- Body
- Head

2. Appropriate persons:

- Supervisor
- Customer
- Colleague

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the organisational policies and procedures with regards to planning and organising allocated duties.
2. How to follow and adhere to instructions for work schedules, performance and quality assurance requirements and when to clarify.
3. Why it is important to obtain and confirm understanding of the relevant specifications for activity outcomes and how and when to clarify.
4. How to identify tasks according to objectives, performance requirements and specifications.
5. How to identify, prioritise and sequence tasks to achieve the effective completion of work according to organisational policy
6. How to identify and correctly wear personal protective equipment to suit job requirements.
7. What are the organisational and equipment safety requirements.
8. How to identify and select appropriate tools and equipment for the required service/task.
9. What are the materials and equipment appropriate to the task.
10. Why is it important to follow and adhere to instructions for work schedule, performance and quality assurance requirements.
11. How to follow routine instructions, perform tasks according to organisational procedures.
12. How to provide services safely in a logical and efficient sequence according to organisational procedures.
13. How to store tools, supplies and equipment safely when not in immediate use according to organisational policy.
14. How to report to appropriate persons on the completion of activities according to organisational procedures.
15. How to enter relevant client details on database according to organisational procedures.
16. How to store unused materials safely in an appropriate area according to organisational safety procedures.
17. How to remove empty containers and waste materials from the service area according to organisational policies and procedures.
18. Why it is important to leave the service area is left clean, safe and secure on completion of work according to organisational health and safety requirements.
19. Why it is important to clean, maintain and store tools and equipment according to manufacturer's recommendations and organisational procedures and how to do so.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

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

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

UA11402

Prepare clients for salon service

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to prepare clients for a range of beauty salon services.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|---|-----|--|
| 1. | Prepare clients for service | 1.1 | Verify the service to be provided with operator and client according to salon procedures. |
| | | 1.2 | Conduct appropriate analysis for required services. |
| | | 1.3 | Select clean gown/wrap and towels where applicable. |
| | | 1.4 | Follow relevant health and sanitation regulations. |
| 2. | Cleanse skin | 2.1 | Remove make-up and cleanse and tone skin correctly using correct products for client's skin type, condition and age. |
| | | 2.2 | Use the correct procedure with suitable equipment to tone and cleanse skin according to client's skin type, condition and age. |
| | | 2.3 | Prepare water at the appropriate temperature according to client's preference. |
| | | 2.4 | Dispose of used products and materials according to environmental and health and safety requirements. |
| | | 2.5 | Confirm client's comfort and safety during entire process according to salon policy. |
| 3. | Prepare feet and hands for nail service | 3.1 | Cleanse feet and hands with appropriate products according to client's skin type and condition. |
| | | 3.2 | Prepare water at the appropriate temperature according to client's preference. |

- 3.3 Remove old polish from nails according to salon procedures.
 - 3.4 Select and prepare appropriate nail products, tools and equipment.
- 4. Prepare clients for massage service
 - 4.1 Confirm treatment with client and explain proposed procedure allowing client to ask questions where necessary.
 - 4.2 Select appropriate products and materials according to massage service and salon procedures.
 - 4.3 Determine suitable massage for treatment according to client's preference, physical condition and age.
- 5. Prepare client for hair removal service
 - 5.1 Select appropriate products, equipment and materials for service.
 - 5.2 Determine appropriate hair removal techniques according to salon policy and client's hair type, skin, condition and age.
 - 5.3 Advise clients of procedure as required.

RANGE STATEMENT

All range statements must be assessed:

1. Clients:

- persons from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- pregnant clients
- clients with skin conditions/infections

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the salon policies and procedures and industry codes of practice in regard to salon services, product range and procedures.
2. How to use of shampoo equipment.
3. How to prepare service area, products and equipment.
4. How to select, apply and removal shampoo and conditioning products according to the manufacturer's instructions.
5. How to care and protection clients.
6. What are the hair/scalp massage procedures suitable for the type of salon service to follow?
7. What are post shampoo procedures.
8. What are the occupational health and safety and first aid regulations/requirements.
9. What are effective communication techniques and skills.
10. What are massage and hair removal techniques.
11. What are manicure and pedicure procedure requirements.
12. How to read, accurately interpret and consistently apply manufacturer's instructions for products and equipment.
13. How to consistently use effective questioning and active listening techniques to consult and negotiate with clients.
14. How to consistently verify the service to be provided.
15. How to consistently select and apply appropriate gown/wrap and towel(s) for salon services according to the range statement.
16. How to select, apply and remove products according to the manufacturer's and salon procedures.
17. How to use time and products efficiently.

EVIDENCE GUIDE

For assessment purposes:

1) Critical Aspects of Evidence

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

(2) Method of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
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- Witness testimony
- Professional discussion

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(3) Context of Assessment

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

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

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

U54102

Conduct pre and post-treatment procedures for beauty therapy services

Unit Descriptor:

This unit describes the skills, knowledge and attitudes required to provide before and aftercare for clients in beauty therapy services. It covers consulting with clients to establish their requirements and recognising any contraindications that may affect the service.

To carry out this unit, candidates will be required to maintain effective, safety, health and hygiene practices throughout the work. Candidates must also maintain a pleasant appearance and good communication at all times.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|----------------------------|--|
| 1. Consult with the client | <ul style="list-style-type: none"> 1.1 Carry out consultation in a sensitive and supportive manner to determine the required treatment and record according to organisational procedures. 1.2 Establish and record information on the client's lifestyle and current physical condition. 1.3 Encourage client to ask questions and be active in determining their treatment. 1.4 Identify contra-indications that may prevent or restrict treatment and take remedial action within the limits of your authority in accordance with organisational procedures. 1.5 Maintain client's modesty and privacy throughout the consultation and treatment. 1.6 Discuss and agree the treatment plan with the client and confirm understanding of the treatment to be carried out. |
| 2. Prepare the treatment | <ul style="list-style-type: none"> 2.1 Identify and select the required equipment and materials for the treatment and check to ensure functionality. |

- 2.2 Prepare the work area in accordance with industry and organisational, health safety and hygiene standards.
 - 2.3 Position equipment and materials safely within reach for ease of use.
 - 2.4 Select and correctly wear the required personal protective equipment for the task in accordance with organisational procedures.
 - 2.5 Set and maintain **environmental conditions** suitable for the treatment and comfort of the client.
 - 2.6 Prepare clients for service in accordance with the treatment plan and confirm that they are in a comfortable and relaxed position for the treatment.
 - 2.7 Select appropriate **products** to suit client's skin type and treatment plan.
3. Provide treatment
 - 3.1 Carry out treatment according to the agreed treatment plan ensuring client comfort throughout.
 - 3.3 Manage **resources** within the limits of own responsibility and according to organisational requirements.
 - 3.4 Monitor client's comfort and check to confirm no adverse reactions to products.
 - 3.5 Communicate with client throughout and explain when deviations have to be made from the agreed treatment plan.
 - 3.6 Check results and confirm that they meet the agreed treatment plan and client satisfaction.
4. Provide aftercare service
 - 4.1 Evaluate the treatment, note relevant outcomes accurately according to organisational procedures.
 - 4.2 Make recommendations for further treatments according to the treatment plan and client needs

- 4.3 Advise client of suitable homecare products and treatments according to treatment plan and client preferences.
- 4.4 Instruct client on product use and application according to manufacturer's instructions.
- 4.5 Advise client of expected outcomes of present and future treatments including contra-indications and actions according to salon procedures.

RANGE STATEMENT

All range statements must be assessed:

1. Consultation:

- questioning
- observation
- manual palpitation
- reference to client records

2. Contra-indications:

- fungal/bacterial/viral infection
- nail/skin separation/breakage/damage
- eczema psoriasis, dermatitis
- severely bitten/damaged nails
- unknown swelling/redness

3. Environmental conditions:

- lighting
- heating
- ventilation
- general comfort
- suitable music and sound

4. Products:

- oil
- cream
- emulsion
- gel
- powder

5. Resources:

- time
- products
- equipment

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why it is important to carry out consultation in a sensitive and supportive manner.
2. How to establish and record information on clients' lifestyle and current physical condition.
3. How to encourage client to ask questions and be active in determining their treatment/service.
4. How to identify contra-indications that may prevent or restrict treatment and to take remedial action as necessary.
5. How to give advice to clients in a sensitive manner appropriately and in accordance to the condition/need of nails/skin.
6. How to maintain clients' modesty and privacy at all times.
7. Why it is important to discuss and agree upon clients' consultation records before signing and keep them up-to-date.
8. Why it is important to discuss and agree treatment plan with the client.
9. How to identify, select and check appropriate equipment and materials for the treatment to ensure functionality
10. How to carry out consultations in a sensitive and supportive manner to determine and be able record the required treatment/service.
11. Why it important to establish and record information on clients' lifestyle and current physical condition and how to do so.
12. Why it is important to encourage clients to ask questions and be active in determining their treatment/service.
13. How to identify **contra-indications** that may prevent or restrict treatment and take remedial action as necessary.
14. How to give advice to clients in a sensitive manner and in accordance to the condition/need of nails/skin
15. Why it is important to maintain clients' modesty and privacy at all times and how to do so.
16. Identify and select the required equipment and materials for the treatment and check to ensure functionality.
17. How to identify and select the required equipment and materials for the treatment and check to ensure functionality.
18. What are the industry and organisational, health safety and hygiene standards for preparing the work area.
19. Where to position equipment and materials safely and for ease of use
20. Why it is important to select and correctly wear the required personal protective equipment for the task in accordance with organisational procedures.

21. Why it is important to set and maintain environmental conditions suitable for the treatment and comfort of the client.
22. How to prepare clients for service in accordance with the treatment plan and confirm that they are in a comfortable and relaxed position for the treatment.
23. Why it is important to select appropriate **products** to suit client's skin type and treatment plan.
24. How to carry out treatments according to the agreed treatment plan ensuring client comfort throughout.
25. How to manage resources within the limits of your own responsibility according to organisational requirements.
26. Why it is important to monitor clients' comfort and check to confirm there are no adverse reactions to products.
27. Why it is important to communicate with clients throughout and explain when deviations have to be made from the agreed treatment plan.
28. How to check results and confirm that they meet the agreed treatment plan and client satisfaction.
29. Why it is important to evaluate the treatment and note relevant outcomes accurately according to organisational procedures and how to do so.
30. How to make recommendations for further treatments according to the treatment plan and client needs.
31. Why it is important to advise clients of suitable homecare products and treatments according to treatment plan and client preferences.
32. Why it is important to instruct clients on product use and application according to manufacturer's instructions.
33. Why it is important to advise clients of expected outcomes of present and future treatments including contra-indications and actions according to salon procedures.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

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

(3) Context of Assessment

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

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

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

U54302

Provide manicure and pedicure services

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to perform a range of manicure and pedicure treatments in accordance with occupational health and safety requirements, health regulations and organisational requirements.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Prepare client for manicure/pedicure service | 1.1 Prepare client and treatment area for manicure/pedicure service according to health and hygiene requirements and salon procedures. |
| | 1.2 Protect client and maintain comfort and relaxation throughout service according to salon policy. |
| | 1.3 Identify client's characteristics based on information provided. |
| | 1.4 Evaluate clients' needs and expectations to enable accurate advice and recommendations for treatment plan. |
| | 1.5 Identify nail and skin condition of hands and feet accurately by physical and visual examination. |
| | 1.6 Identify and note disorders /areas of the hands/feet requiring special treatment. |
| | 1.7 Identify contra-indications where applicable, explain to client, and refer to appropriate professional where required. |
| | 1.8 Select hand/skin care products, materials, tools and equipment according to treatment plan and confirm with client/. |
| | 1.9 Confirm that client removes hand and nail jewelry according to salon policy. |

- 1.10 Reassure client during treatment as required and answer all questions fully and accurately according to salon procedures.
2. Perform a basic manicure/pedicure service
- 2.1 Use manicure and pedicure products and equipment sequentially according to health and hygiene regulations, manufacturers' instructions and client's requirements.
- 2.2 Clean client's hands, feet and nails according to treatment plan.
- 2.3 Remove nail varnish effectively, without damage to the nail or skin, as required.
- 2.4 Shape and file nails to a smooth even finish according to treatment plan requirements.
- 2.5 Apply exfoliation and/or treatments as required according to treatment plan and manufacturer's instructions.
- 2.6 Soften and push back cuticles gently and trim hangnails as required with no cuts or abrasions to skin or cuticles according to client and health and hygiene requirements
- 2.7 Apply **nail mend (fabric)** to fingernails as required and adhere securely with a clean smooth finish.
- 2.8 Apply **massage movements** to hand, lower arm, foot and leg smoothly and evenly.
- 2.9 Apply varnish smoothly and evenly to clean nail plate according to manufacturer's instructions and client requirements.
- 2.10 Apply varnish to nail only, and remove any excess product to leave a fine clear edge between nail plate and cuticle.
- 2.11 Complete manicure and pedicure service according to client and health and hygiene requirements and salon procedures with no cuts or abrasions.

- 2.12 Dispose of nail clippings, filing dust, and cleansing pads according to health and hygiene regulations and salon procedures.
 - 2.13 Disinfect and/or dispose of equipment including files according to health and hygiene regulations and salon procedures.
 - 2.14 Complete treatment within designated salon time frames.
 - 2.15 Use portion control to minimise wastage according to salon policy.
3. Provide aftercare advice
- 3.1 Use questioning and active listening to obtain client feedback according to salon procedures.
 - 3.2 Record relevant outcomes of treatment accurately and legibly according to salon procedures.
 - 3.3 Recommend future treatment program according to client needs.
 - 3.4 Revise treatment plan as required based on client feedback.
 - 3.5 Provide after care advice and guidelines accurately according to clients need and treatment plan.
 - 3.6 Make homecare product recommendations according to client requirements and treatment plan.
 - 3.7 Re-book client according to agreed treatment plan.

RANGE STATEMENT

All range statements must be assessed:

1. Needs and expectations:

- desired shape of nail
- treatment/service procedures
- varnish/polish application
- cuticle care

2. Disorders:

- split or brittle nails
- hang nails
- bruised nails
- blisters
- calluses/corns
- malformations i.e. bunions, hammer toes
- dermatitis
- circulatory problems

3. Contra-indications:

- infectious and non-infectious skin and nail disorders
- allergic reactions
- bruising/swelling
- cuts or bruises
- post-operative scars

4. Nail mend fabric

- silk
- fiber glass
- liner /tissue paper

5. Massage movements

- rhythm
- repetition

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the salon policies and procedures in regard to the performance of a manicure/pedicure treatment.
2. What are the state and local health and hygiene requirements/regulations and salon hygiene policies, including disinfection procedures.
3. What are the safe work practices, including first aid, in regard to the performance of manicure/pedicure treatments and safe use of product according to occupational health and safety.
4. Why is it important to know the transmission routes of infectious conditions.
5. What are manicure and pedicure treatments/services including hand/arm massage, paraffin wax treatments, exfoliation treatments, nail mends, French polish, buffing, callous rasping, polish/varnish application.
6. How to apply state and local health and hygiene requirements/regulations and salon hygiene policies, including disinfection procedures.
7. What is the variety of manicure and pedicure products according to the range of variables.
8. Why is it important to know the anatomy and physiology of the nail structure and shape and the function and growth of nails.
9. How to apply salon policies and procedures in regard to the performance of a manicure/pedicure treatment.
10. Why is it important to know the anatomy and physiology of the hands, feet, lower legs, lower arms, bones muscles, circulation in regards to manicure and pedicure service.
11. What are the gross anatomy and physiology of the skin and skin structures including: dermis, epidermis and subcutaneous layers.
12. How to apply safe work practices, including first aid, in regard to the performance of manicure/pedicure treatments and safe use of product according to occupational health and safety regulations/requirements.
13. How to recognise and manage local and general contra-indications/special precautions to treatment and specific treatment complications/contra-actions and conditions which may indicate referral to an appropriate professional according to the range of variables.
14. How to apply standard infection control precautions.
15. How to read, accurately interpret, and consistently apply, manufacturers instructions regarding the selection and application of products, and use of tools and equipment.

16. How to consistently use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality.
17. Why is it important to analyse the client's nails and skin and design a treatment plan to meet the client's needs including: areas requiring special treatment, product application techniques and areas requiring corrective/remedial services

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Method of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

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

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

UA23503**Apply acrylic nail enhancement**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to perform a range of acrylic nail enhancement services. This competency may apply to a range of roles in the workplace.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Prepare client and work area for acrylic nail service | <ul style="list-style-type: none"> 1.1 Prepare the service area set up and operator for the acrylic nail enhancement service according to relevant legislation and workplace policies and procedures. 1.2 Prepare the work area for acrylic nail service according to industry standards and organisational requirements. 1.3 Evaluate client needs and expectations to provide advice and recommendations for a treatment plan. 1.4 Advise the client of maintenance requirements and the advantages and disadvantages of various types of acrylic nails. 1.5 Identify nail and skin conditions and note areas of the hands/nails requiring special treatment. 1.6 Identify and explain contra-indications to the client and refer to an appropriate professional where required. 1.7 Select the type of artificial nail application and finish nail shape according to the treatment plan and confirm with the client. 1.8 Select acrylic nail products according to the treatment plan and confirm with the client. |
| 2. Remove acrylic nails | <ul style="list-style-type: none"> 2.1 Select artificial nail removal products and equipment according to manufacturer's instructions and client requirements. |

- 2.2 Remove artificial nails according to manufacturer's instructions and client requirements.
 - 2.3 Provide aftercare advice and product recommendations according to client requirements.
 3. Apply/refill acrylic nails
 - 3.1 Select acrylic nail products and equipment according to relevant legislation, manufacturer's instructions and client requirements.
 - 3.2 Utilise protective equipment for the client and operator as required.
 - 3.3 Sanitise and prepare nails according to manufacturer's recommendations and treatment plan.
 - 3.4 Apply nail products in sequence according to manufacturer instructions.
 - 3.5 Apply or refill artificial nails as required and secure according to manufacturer's recommendations and treatment plan.
 - 3.6 Complete acrylic nail application service according to client requirements, relevant legislation and workplace policies and procedures.
 - 3.7 Dispose of waste and sanitise equipment, according to relevant legislation and workplace policies and procedures.
 - 3.8 Evaluate the finished result against the treatment plan and client needs.
 4. Provide aftercare service
 - 4.1 Obtain client feedback and record relevant outcomes of the treatment.
 - 4.2 Recommend future treatment programs according to client requirements.
 - 4.3 Revise the treatment plan as required in accordance with client requirements and organisational requirements.

- 4.4 Provide aftercare advice and make homecare product recommendations according to client needs.
- 4.5 Rebook client according to the agreed treatment plan.

RANGE STATEMENT

All range statements must be assessed:

1. Acrylic nail service:

- acrylics
- odourless acrylics
- UV gel coating over acrylic
- UV acrylic

2. Client:

- new
- regular
- special needs

3. Maintenance requirements:

- repair damaged, chipped or broken nails (natural or artificial)
- blend demarcation lines
- re-polish (colour/French polish)
- filing/buffing
- shortening
- re-shaping
- re-applying new nail
- re-balancing stress curve
- correction to side walls of extension

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to prepare the service area set up and operator for acrylic nail enhancement service.
2. How to prepare the work area for acrylic nail service according to industry standards.
3. How to evaluate client needs and expectations to provide advice and recommendations for a treatment plan.
4. Why it is important to advise the client of the maintenance requirements and advantages and disadvantages of various types of acrylic nails.
5. How to identify nail and skin conditions and note areas of the hands/nails requiring special treatment.
6. Why it is important to identify and explain contra-indications to the client and refer to an appropriate professional where required.
7. How to select the type of artificial nail application and finish nail shape according to treatment plan and confirm with client.
8. How to select acrylic nail products according to the treatment plan and confirm with the client.
9. How to select artificial nail removal products and equipment according to manufacturer's instructions and client requirements.
10. How to remove artificial nails according to manufacturer's instructions and client requirements.
11. How to provide aftercare advice and product recommendations according to client requirements.
12. How to select acrylic nail products and equipment according to relevant legislation, manufacturer's instructions and client requirements.
13. How to utilise protective equipment for the client and operator.
14. How to sanitise and prepare nails according to manufacturer's recommendations and the treatment plan.
15. How to apply nail products in sequence according to manufacturer's instructions.
16. How to apply or refill artificial nails as required and secure according to manufacturer's recommendations and treatment plan.
17. How to complete the acrylic nail application service according to client requirements, relevant legislation and workplace policies and procedures.
18. How to dispose of waste and sanitise equipment according to relevant legislation and workplace policies and procedures.
19. How to evaluate the finished result against the treatment plan.
20. How to obtain client feedback and record relevant outcomes of the treatment.

21. Why is it important to recommend future treatment program according to client requirements
22. How to revise treatment plan.
23. How to give aftercare advice and make homecare product recommendations according to client needs.
24. How to rebook client according to agreed treatment plan.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

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

(3) Context of Assessment

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

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

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

UA23603**Apply gel nail enhancement**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to perform a range of artificial gel nail application services.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Prepare client and work area for gel nail service | <ul style="list-style-type: none"> 1.1 Prepare the service area, client and operator for the gel nail enhancement service according to relevant legislation and workplace policies and procedures. 1.2 Evaluate client needs and expectations to provide advice and recommendations for a treatment plan. 1.3 Advise the client of the maintenance requirements and advantages and disadvantages of various types of gel nails. 1.4 Identify nail and skin conditions and areas of the hands/nails requiring special treatment in accordance with organisational requirements. 1.5 Identify and explain contra-indications to the client and refer to an appropriate professional where required. 1.6 Select the type of gel nail application and finish nail shape according to the treatment plan and confirm with client. 1.7 Select gel nail products according to the treatment plan and confirm with the client. |
| 2. Apply/refill gel nails | <ul style="list-style-type: none"> 2.1 Select nail products and equipment according to relevant legislation, manufacturer's instructions and client requirements. 2.2 Use protective equipment for the client and operator as required in accordance with health and safety policies and organisational requirements. |

- 2.3 Sanitise and prepare nails according to manufacturer's recommendations and treatment plan in line with organisational requirements.
 - 2.4 Apply nail products sequentially according to manufacturer's instructions and in line with organisational requirements.
 - 2.5 Apply or refill gel to nail and cure as required and secure according to manufacturer's recommendations and treatment plan.
 - 2.6 Complete the gel nail application service according to client requirements, relevant legislation and workplace policies and procedures.
 - 2.7 Dispose of waste and sanitise equipment according to relevant legislation and workplace policies and procedures.
 - 2.8 Evaluate the finish results against the treatment plan in accordance with organisational requirements.
3. Provide aftercare service
 - 3.1 Obtain client feedback and record relevant outcomes of the treatment.
 - 3.2 Recommend future treatment programs according to client requirements
 - 3.3 Revise treatment plan as required according to client needs.
 - 3.4 Provide aftercare advice and make homecare product recommendations according to client needs.
 - 3.5 Re-book the client according to the agreed treatment plan.

RANGE STATEMENT

All range statements must be assessed:

1. Acrylic nail service:

- acrylics
- odourless acrylics
- UV gel coating over acrylic
- UV acrylic

2. Client:

- new
- regular
- special needs

3. Maintenance requirements:

- repair damaged, chipped or broken nails (natural or artificial)
- blend demarcation lines
- re-polish (colour/French polish)
- filing/buffing
- shortening
- re-shaping
- re-applying new nail
- re-balancing stress curve
- correction to side walls of extension

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to prepare service area set up and operator for acrylic nail enhancement service.
2. How to prepare the work area for acrylic nail service according to industry standards.
3. How to evaluate client needs and expectations to provide advice and recommendations for a treatment plan.
4. Why it is important to advise the client of the maintenance requirements and advantages and disadvantages of various types of acrylic nails.
5. How to identify nail and skin conditions and note areas of the hands/nails requiring special treatment.
6. Why it is important to identify and explain contra-indications to client and refer to appropriate professional where required.
7. How to select type of artificial nail application and finish nail shape according to the treatment plan and confirm with the client.
8. How to select acrylic nail products according to the treatment plan and confirm with the client.
9. How to select artificial nail removal products and equipment according to manufacturer's instructions and client requirements.
10. How to remove artificial nails according to manufacturer's instructions and client requirements.
11. How to provide aftercare advice and product recommendations according to client requirements.
12. How to select acrylic nail products and equipment according to relevant legislation, manufacturer's instructions and client requirements.
13. How to utilise protective equipment for the client and operator.
14. How to sanitise and prepare nails according to manufacturer's recommendations and treatment plan.
15. How to apply nail products in sequence according to manufacturer's instructions.
16. How to apply or refill artificial nails as required and secure according to manufacturer's recommendations and treatment plan.
17. How to complete acrylic nail application service according to client requirements, relevant legislation and workplace policies and procedures.
18. How to dispose of waste and sanitise equipment, according to relevant legislation and workplace policies and procedures.
19. How to evaluate the finished result against the treatment plan.
20. How to obtain client feedback and record relevant outcomes of the treatment.

21. Why is it important to recommend future treatment programs according to client requirements
22. How to revise the treatment plan according to client needs.
23. How to provide aftercare advice and make homecare product recommendations according to client needs.
24. How to re-book the client according to the agreed treatment plan.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

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

(3) Context of Assessment

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

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

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

UA23703

Apply nail artistry techniques

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to perform a range of nail art services using airbrushing techniques.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|-------------------|--|
| 1. Prepare client | <ul style="list-style-type: none"> 1.1 Prepare the service area, client and operator according to relevant legislation and workplace policies and procedures. 1.2 Evaluate client needs and expectations to provide advice and recommendations for a treatment plan. 1.3 Advise the client of the advantages and disadvantages of airbrushing services. 1.4 Identify nail and skin conditions and note areas of the hands/nails requiring special treatment. 1.5 Identify contra-indications, explain them to client and refer to an appropriate professional where required. 1.6 Select nail art products, designs and equipment according to the treatment plan and confirm with the client. |
| 2. Apply nail art | <ul style="list-style-type: none"> 2.1 Use protective equipment as required according to health and safety policies. 2.2 Prepare nails according to manufacturer's instructions and treatment plan. 2.3 Apply nail art products sequentially according to relevant legislation, manufacturer's instructions and workplace policies and procedures. 2.4 Complete the nail art service according to client requirements, relevant legislation and workplace policies and procedures. |

- 2.5 Dispose of waste and clean and sanitise equipment according to relevant legislation workplace policies and procedures and manufacturer's instructions.
 - 2.6 Evaluate the finished result against the treatment plan.
 3. Provide aftercare advice
 - 3.1 Obtain client feedback and record the relevant outcomes of treatment.
 - 3.2 Recommend future treatment programs according to client needs.
 - 3.3 Revise the treatment plan as required according to client needs.
 - 3.4 Provide aftercare advice and product recommendations according to client needs.
 - 3.5 Re-book the client according to the agreed treatment plan and client needs.

RANGE STATEMENT

All range statements must be assessed:

1. Contra-indications:

- bacterial, viral, or fungal infections
- warts
- inflamed skin
- visible non-normal nails
- rashes
- blisters/corns/calluses
- circulatory problems

2. Equipment:

- airbrush gun
- compressor
- airbrush cleaning apparatus
- scissors
- table

3. Protective equipment:

- face masks
- overcoat

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why it is important to prepare the service area client and operator.
2. Why it is important to evaluate client needs and how to do so.
3. How to advise the client of the advantages and disadvantages of nail art services and the importance of giving advice.
4. How to identify nail and skin conditions and the importance of making notes of areas of the hands/nails requiring special treatment.
5. Why it is important to identify contra-indications and how to do so.
6. How to select nail art products, designs and equipment according to the treatment plan.
7. Why it is important to prepare nails according to manufacturer's instructions and treatment plan and how to do so.
8. How to apply nail art products sequentially.
9. Which protective equipment is required according to health and safety policies.
10. How to complete the nail art service according to client requirements.
11. What methods to use to dispose of waste and clean and sanitise equipment.
12. How to evaluate the finished result against the treatment plan.
13. Why it is important to obtain client's feedback and record relevant outcomes of treatment.
14. Why it is important to recommend future treatment programs according to client needs.
15. Why it is important to revise the treatment plan as required according to client needs.
16. Why it is important to provide aftercare advice and product recommendations according to client needs.
17. Why it is important to re-book the client according to the agreed treatment plan and client needs.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Method of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

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

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

UA23903**Use electrical equipment for artificial nail application**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to use electrical equipment for artificial nail application services.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|-----------------------------|---|
| 1. Identify client needs | <ul style="list-style-type: none"> 1.1 Prepare the service area, client and operator according to relevant legislation and workplace policies and procedures. 1.2 Identify and evaluate client needs, expectations and characteristics to provide advice and recommendations for the treatment plan. 1.3 Identify nail conditions and note areas of the skin/nail requiring special treatment. 1.4 Identify and explain contra-indications to the client, and refer to an appropriate professional where required. 1.5 Select and style finish nail shape according to treatment plan. 1.6 Select equipment and artificial nail products in accordance with the treatment plan. |
| 2. Use electrical equipment | <ul style="list-style-type: none"> 2.1 Use protective equipment in line with manufacturer's instructions and health and safety policies of the organization. 2.2 Prepare equipment according to the treatment plan, client requirements and manufacturer's instructions. 2.3 Use equipment correctly and safely in accordance with manufacturer's instructions and relevant legislation. 2.4 Elicit feedback from the client during treatment and take remedial action if indicated. |

- 2.5 Evaluate the finished result against treatment plan and client's satisfaction.
- 3. Clean equipment and dispose of waste
 - 3.1 Clean and maintain equipment according to organisational policies and procedures and manufacturer's instructions.
 - 3.2 Clean-up and dispose of waste in accordance with environmental and organisational health and safety policies and procedures.

RANGE STATEMENT

All range statements must be assessed:

1. Clients:

- regular/new
- persons from different social, cultural or ethnic backgrounds
- persons with medical conditions
- persons with different physical and mental abilities

2. Appropriate professional:

- medical practitioner
- dermatologist
- chiropodist

3. Protective equipment:

- safety goggles/glasses
- masks
- overalls

4. Equipment:

- ultra violet lamps
- table with air venting facility
- table lamp

5. Remedial action:

- adjust the electrical current
- selecting different equipment

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to prepare the service area, client and operator according to relevant legislation and workplace policies and procedures.
2. Why it is important to identify and evaluate client needs, expectations and characteristics to provide advice and recommendations for a treatment plan.
3. How to identify nail conditions and note areas of the nail/skin requiring special treatment.
4. Why it is important to identify and explain contra-indications to the client and refer to an appropriate professional where required.
5. Why it is important to select and style the finished nail shape according to the treatment plan.
6. Why it is important to select equipment and artificial nail products in accordance to treatment plan.
7. How to use protective equipment in line with manufacturer's instructions and health and safety policies of the organisation.
8. What equipment should be prepared according to treatment plan, client requirements.
9. How to use equipment correctly and safely in accordance with manufacturer's instructions and relevant legislation.
10. Why it is important to elicit feedback is from the client during treatment and take remedial action if indicated.
11. How to evaluate the finished result against the treatment plan.
12. How to clean and maintain equipment according to organisational policies and procedures and manufacturer's instructions.
13. How to clean-up and dispose waste in accordance with environmental and organisational health and safety policies and procedures.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

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

(3) Context of Assessment

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

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

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

UA11702

Perform stock control procedures

Unit Descriptor:

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

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|------------------------------------|-----|---|
| 1. | Receive and process incoming goods | 1.1 | Maintain cleanliness and order in receiving area according to salon policy. |
| | | 1.2 | Unpack goods using correct techniques and equipment in line with salon policy. |
| | | 1.3 | Remove and dispose of packing materials promptly according to industry and environmental standards. |
| | | 1.4 | Check and validate incoming stock accurately against purchase orders and delivery documentation. |
| | | 1.5 | Inspect items received for damage, quality, use-by dates, breakage or discrepancies and record according to salon policy. |
| | | 1.6 | Record stock levels accurately on stock recording system according to financial requirements. |
| | | 1.7 | Arrange secure storage of goods according to salon regulations. |
| | | 1.8 | Dispatch stock to appropriate area/department as required. |
| | | 1.9 | Label stock price when required according to salon procedures |
| 2. | Rotate stock | 2.1 | Carry out routine stock rotation procedures for merchandise and wrapping and packing materials accurately according to salon procedures. |

- 2.2 Place excess stock in storage or dispose of correctly in accordance with salon policy and manufacturer's recommendations.
 - 2.3 Maintain safe lifting and carrying techniques in line with salon/ occupational health and safety policies.
 - 3. Participate in stock take
 - 3.1 Confirm stocktaking and cyclical counts according to salon policy and procedures.
 - 3.2 Complete records documentation accurately according to salon/stock control system.
 - 3.3 Record and report discrepancies in stock according to salon procedures.
 - 3.4 Operate and maintain electronic recording equipment according to manufacturer's specifications.
 - 4. Reorder stock
 - 4.1 Complete stock requisition forms or electronic orders accurately and identify minimum stock levels according to salon policy.
 - 4.2 Identify undelivered stock orders on stock system and follow up without undue delay.
 - 5. Dispatch goods
 - 5.1 Identify goods to be returned to supplier and label with date, supplier and reason for return or refer to management if required.
 - 5.2 Complete credit request documentation according to salon procedures.
 - 5.3 Store salon goods securely while awaiting dispatch according to established procedures.
 - 5.4 Complete delivery documentation according to salon procedures.
 - 5.5 Confirm and follow special delivery instructions.
 - 5.6 Pack items safely and securely to avoid damage in transit according to manufacturer's instructions.

RANGE STATEMENT

All range statements must be assessed:

1. Packing materials:

- boxes
- packing paper
- bubble wrap
- tape
- packing peanuts

2. Stock recording system:

- electronic
- manual

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the state and local health and hygiene requirements/regulations and relevant government legislation and statutory requirements including Consumer Law, Trade Practices Act and Fair Trading Act.
2. What are the safe work practices and emergency procedures in regard to the provision of services.
3. How to safely handle product/stock according to occupational health and safety regulations/requirements, including first aid procedures as required.
4. How to read, accurately interpret and consistently apply manufacturers' instructions for handling or using products, tools and equipment.
5. What are the correct handling techniques for protection of self and merchandise.
6. How to rotate stock and assist in stocktaking according to store procedures.
7. How to apply literacy and numeracy skills to stock records and documentation.
8. Receive and process incoming goods and dispatch outgoing goods.
9. How to apply salon procedures to correctly rotate stock and assist in stocktaking procedures according to the range of variables.
10. How to apply literacy and numeracy skills to stock records and documentation.
11. Why is it important to know stock location and methods of storage.
12. Why is it important to know salon product and service range.
13. How to use of electronic labelling/ticketing equipment.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Method of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

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

Simulation **should not be used** except in exceptional circumstances where natural work evidence is

U92602**Sell products and services**

Unit Descriptor:

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

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|----------------------------|--|
| 1. Apply product knowledge | 1.1 Use and apply knowledge of relevant products and services. |
| | 1.2 Consult with experienced sales staff or product information guide to increase product knowledge. |
| 2. Approach customer | 2.1 Identify, determine and apply timing of effective sales approach. |
| | 2.2 Convey a positive impression to arouse customer interest. |
| | 2.3 Demonstrate a knowledge of customer buying behavior. |
| | 2.4 Focus customer on specific merchandise using appropriate communication skills . |
| 3. Gather information | 3.1 Apply questioning techniques to determine customer buying motives. |
| | 3.2 Demonstrate effective listening skills to determine customer requirements. |
| | 3.3 Respond appropriately to non-verbal communication cues. |
| 4. Sell benefits | 4.1 Match customer needs to appropriate products and services |
| | 4.2 Communicate knowledge of products' features and benefits clearly to customers |
| | 4.3 Describe product use and safety requirements to customers. |

- 4.4 Refer customers to appropriate product specialist as required.
- 4.5 Answer routine customer questions accurately and honestly or refer to more experienced senior sales staff.
- 5. Overcome objections
 - 5.1 Identify and accept customer objections in a courteous and respectful manner according to organisational procedures.
 - 5.2 Categorize objections into price, time and merchandise characteristics.
 - 5.3 Apply problem solving to overcome customer objections.
 - 5.4 Offer appropriate solutions according to organisational policy.
- 6. Close sale
 - 6.1 Monitor, identify and respond to customer buying signals appropriately according to organisational procedures.
 - 6.2 Use appropriate **communication skills** to encourage customers to make purchase decisions.
 - 6.3 Select and apply appropriate method of closing sale according to organisational procedures.
- 7. Maximise sales opportunities
 - 7.1 Identify and apply opportunities for making additional sales.
 - 7.2 Advise customers on complimentary products or services according to customer's identified need and organisational policies.
 - 7.3 Review personal sales outcomes to maximise future sales.

RANGE STATEMENT

All range statements must be assessed:

1. Communication skills:

- body language
- active listening
- tone of voice
- questioning
- providing feedback

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

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

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** the performance criteria, range and underpinning knowledge. 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
- Research/project work

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

(3) Context of Assessment

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

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

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

UA23903

Schedule and check out clients

Unit Descriptor:

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

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|----------------------------------|-----|--|
| 1. | Schedule clients | 1.1 | Schedule appointments according to timing of services, availability of operators and salon procedures. |
| | | 1.2 | Confirm appointment arrangements with client and accurately record details in accordance with organisational policies. |
| 2. | Process payments | 2.1 | Calculate clients' bills accurately according to organisational financial policies. |
| | | 2.2 | Record items sold in accordance with organisational procedures. |
| | | 2.3 | Receive and accurately record payments for goods and services in accordance with organisational financial procedures. |
| | | 2.4 | Complete relevant credit card sales vouchers accurately and facilitate credit clearance when required according to organisational financial policies and procedures. |
| 3. | Supervise staff | 3.1 | Provide assistance as necessary with regards to scheduling and checking out clients . |
| | | 3.2 | Record client service history accurately according to organisational requirements. |
| 4. | Implement stock control measures | 4.1 | Count and record existing stock in line with organisational procedures. |
| | | 4.2 | Confirm items against delivery documentation and check for accuracy and damage. |
| | | 4.3 | Receive and record items and store appropriately in accordance with organisational procedures. |

RANGE STATEMENT

All range statements must be assessed:

1. Scheduling and checking out techniques:

- effective questioning and active listening
- negotiating with regular and new clients
- accommodating the needs of clients with routine or specialist request
- accommodating a variety of persons from a range of social, cultural or ethnic backgrounds and physical and mental abilities

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

18. Why it is important to schedule appointments and how to do so.
19. Why it is important to confirm appointment arrangements with clients and record details and accurately.
20. How to calculate clients' bills accurately.
21. How to record items sold in accordance with organisational policies.
22. How to receive and accurately record payments for salon goods and services.
23. Why it is important to complete relevant credit card sales vouchers accurately and facilitate credit clearance and how to do so.
24. How to provide assistance in regards to scheduling and checking out clients.
25. How to record client service history accurately according to organisational procedures.
26. Which methods to use to count and record existing stock on stock systems in line with organisational policies.
27. How to confirm items against delivery documentations to check for accuracy and damage.
28. How to receive and record items and store appropriately in accordance with organisational procedures.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Method of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

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

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

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to create and maintain effective relationships. It describes the essential abilities of communicating effectively; managing time; problem solving; developing new skills to improve performance; operating within organisational procedures and meeting legal requirements.

ELEMENT

PERFORMANCE CRITERIA

To be competent you must achieve the following:

- | | | |
|---|---|---|
| 1 | Gain the trust and support of colleagues and team members | <ul style="list-style-type: none"> 1.1 Communicate with colleagues and team members at appropriate times about proposed activities in a manner which encourages open and frank discussion. 1.2 Inform colleagues and teams sufficiently about organisational plans and activities. 1.3 Confirm that commitments made to colleagues and team members are realistic and honoured. 1.4 Treat colleagues and team members in a manner that shows respect for individuals and the need for confidentiality. 1.5 Support colleagues and team members sufficiently to achieve work objectives. 1.6 Discuss evaluations of output and behavior with colleagues and team members promptly and effectively. 1.7 Deal with unexpected situations effectively and inform the appropriate persons where necessary. 1.8 Carry out work in an organised and efficient manner in accordance with organisational procedures. |
|---|---|---|

- 2.1 Gain the trust and support of one's immediate manager
- 2.1 Confirm that the immediate manager receives timely and accurate reports on activities, issues, progress, results and achievement.
- 2.2 Confirm that the immediate manager receives clear, accurate and timely information about emerging threats and opportunities.
- 2.3 Consult the immediate manager at appropriate times about organisational policies and ways of working.
- 2.4 Confirm that proposals for action are realistic, clear and presented at an appropriate time.
- 2.5 Make constructive efforts, where there are disagreements to resolve them with the immediate manager.
- 2.6 Deal with unexpected situations effectively and inform the appropriate persons where necessary.
- 2.7 Carry out work in an organised and efficient manner in accordance with organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. Colleagues:

- Persons working at a lower level
- Persons working at a higher level
- Persons working at the same level

2. Team members:

- Persons with whom the individual works to fulfill line responsibilities
- Persons with whom the individual works to fulfill functional responsibilities

3. Immediate manager:

- Persons to whom the individual reports
- Organisation or authority to which the person reports

4. Proposals:

- Oral
- Written

5. Disagreements:

- Actual
- Potential

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why gaining the trust and support of colleagues and team members are important for effective performance.
2. How to encourage good working relationships and a feeling that colleagues and team members are respected.
3. Why gaining the trust and support of one's immediate manager is important to effective performance.
4. What types of emerging threats and opportunities the manager needs to be informed about and the degree of urgency attached to these.
5. Why commitments to colleagues need to be realistic and why they should be honoured.
6. What types of support colleagues and team members may require to achieve their objectives and how to respond effectively to these needs.
7. How to select appropriate times, methods and styles of consultation according to a range of issues and contexts.
8. What range of issues about which colleagues and team members need to be informed.
9. What range of communication methods is available and how to select methods appropriate to a range of issues and contexts.
10. What types of information concerning colleagues and team members need to be treated confidentially and what procedures need to be followed to achieve this.
11. How to provide feedback in a way which will lead to a constructive outcome.
12. What types of disagreements may occur with the immediate manager and what are the methods of handling these in any appropriate manner.
13. Why the immediate manager needs to be kept informed of activities, progress, results and achievements.
14. How to develop and present proposals in a way, which is realistic, clear and likely to influence the immediate manager's decision-making positively.
15. What range of communication methods can be used to keep the immediate manager informed and how to select an appropriate *method according to the range of issues and contexts*.
16. How to develop and present proposals in a way which is realistic, clear and likely to influence the immediate manager's decision-making positively.
17. What types of organisational policies and way of working the manager needs to be informed about and what the appropriate methods of doing so are

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on. 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.

UA24103**Support leadership in the workplace**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required for the frontline supervisor to provide support for leadership in the workplace while working with teams and individuals.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Model high standards of management performance and behaviour | 1.1 Adhere to the organisation's management performance and behaviour requirements.

1.2 Confirm that management performance and behaviour serve as a positive role model for others.

1.3 Develop and implement performance plans in accordance with the organisation's goals and objectives.

1.4 Establish and use key performance indicators to meet the organisation's goals and objectives |
| 2. Enhance the organisation's image | 2.1 Use the organisation's standards and values in conducting business.

2.2 Question standards and values considered to be damaging to the organisation through established communication channels.

2.3 Confirm that personal performance contributes to developing an organisation which has integrity and credibility. |
| 3. Influence individuals and teams | 3.1 Communicate expectations, roles and responsibilities in a way which encourages individuals and teams to take responsibility for their work.

3.2 Encourage, value and reward individual and team efforts and contributions.

3.3 Confirm that ideas and information receive the acceptance and support of colleagues. |

- 4. Make informed decisions
 - 4.1 Gather and organise information relevant to the issues under consideration.
 - 4.2 Confirm that individuals and teams actively participate in decision making processes.
 - 4.3 Examine options and assess their associated risks to determine preferred course of action.
 - 4.4 Confirm that decisions are timely and clearly communicated to individuals and teams.
 - 4.5 Prepare plans to implement decisions and confirm that they are agreed by relevant individuals and teams.
 - 4.6 Use **feedback** effectively to monitor the implementation and impact of decisions.

RANGE STATEMENT

All range statements must be assessed:

1. Feedback:

- external
- internal
- written
- verbal

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to adhere to the organisation's requirements management performance and behaviour.
2. How to serve management performance and behaviour as a positive role model for others.
3. Why it is important to develop and implement performance plans in accordance with the organisation's goals and objectives.
4. When to establish and use key performance indicators to meet the organisation's goals and objectives
5. How to use the organisation's standards and values in conducting business.
6. When to question standards and values considered to be damaging to the organisation through established communication channels and how to do so.
7. Why it is important to contribute personal performance to developing an organisation which has integrity and credibility.
8. How to communicate expectations, roles and responsibilities in a way which encourages individuals and teams to take responsibility for their work.
9. How to encourage, value and reward individual and team efforts and contributions.
10. How to receive ideas and information for the acceptance and support of colleagues
11. How to gather and organise information relevant to the issues under consideration.
12. Why it is important to participate actively in the decision making processes.
13. How to examine options and their associated risks assessed to determine preferred course of action.
14. Why it is important to communicate decisions clearly and in a timely manner to individuals and teams.
15. How to prepare plans to implement decisions agreed by relevant individuals and teams.
16. How to use feedback processes effectively to monitor the implementation and impact of decisions.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

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

(3) Context of Assessment

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

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

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

U54702

Provide basic first aid

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to provide basic First Aid responses, until 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 | <ul style="list-style-type: none"> 1.1 Interpret the work activity and first aid documentation to ensure accuracy of preparation of the response. 1.2 Identify potential risks, hazards and environmental issues and address these through control measures. 1.3 Select and correctly wear personal protective equipment appropriate for the response. 1.4 Identify, select and maintain communication systems to be used during the response. 1.5 Coordinate activities with others prior to, during and on completion of the response. 1.6 Record, report and replenish first aid resources. |
| 2. Assess the situation | <ul style="list-style-type: none"> 2.1 Identify risks and hazards. 2.2 Minimise immediate risks and implement control measures. 2.3 Assess the casualty's vital signs and physical conditions within the scope of the individual providing the initial response. |
| 3. Apply first aid | <ul style="list-style-type: none"> 3.1 Provide first aid management within the scope of the individual and according to industry requirements. 3.2 Reassure the casualty in a calm and sensitive manner and ensure that they are made comfortable. |

- 3.3 Obtain and use first aid **resources and equipment** correctly as required to control hazards and risks and attend to the casualty.
 - 3.4 Monitor the casualty's condition and provide a timely, accurate response in accordance with effective first aid principles and organisational procedures.
 - 3.5 Seek appropriate **emergency services** in a timely manner.
 - 3.6 Finalise casualty management.
- 4. Record and report the incident
 - 4.1 Convey details of the casualty's condition and management activities to relevant emergency services while maintaining sensitivity to the casualty and surroundings.
 - 4.2 Prepare and submit relevant documentation in an appropriate and timely manner, presenting all relevant facts according to established industry guidelines.
 - 4.3 Use, record and accurately report on first aid resources.
- 5. Clean up
 - 5.1 Recover first aid equipment, if practical; clean, inspect/test, replace (if necessary) and store correctly.
 - 5.2 Report equipment faults to the appropriate persons.
 - 5.3 Dispose of medical waste in accordance with industry requirements
 - 5.4 Conduct appropriate debriefing or evaluation.

RANGE STATEMENT

All range statements must be assessed:

1. Hazards:

- physical
- biological
- chemical
- manual handling

2. Risks:

- electrical
- manual
- substances
- environmental
- biological
- injury
- proximity
- vehicles

3. Resources and equipment:

- defibrillation units
- first Aid kit
- auto-injector
- ventilation chamber/inhaler
- resuscitation mask
- spacer device
- personal protective equipment
- stretcher
- communication equipment

4. First Aid:

- cardio-pulmonary resuscitation (CPR)
- bleeding control
- basic patient management
- stabilizing fractures
- heimlich maneuver

5. Emergency services:

- ambulance
- fire
- 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 and health and safety requirements.
5. What are the basic principles and concepts underlying the practice of first aid and how to carry out the 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 of the elements, meeting **all** the performance criteria, underpinning knowledge and range on more than one occasion. This evidence must come from a real work 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 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.

UA24203

Explore business opportunities

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to explore and ascertain the feasibility of business opportunities. It is suitable for those persons considering setting up a business.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--------------------------------------|--|
| 1. Identify business opportunities | 1.1 Investigate and identify business opportunities . |
| | 1.2 Undertake a feasibility study to determine likely business viability. |
| | 1.3 Identify specialist services and sources of advice where required. |
| | 1.4 Evaluate the impact of emerging or changing technology including e-commerce, on business operations. |
| | 1.5 Assess the practicability of business opportunities in line with perceived risks, returns sought and available resources. |
| 2. Identify personal business skills | 2.1 Identify and take into account available financial and business skills when business opportunities are researched. |
| | 2.2 Identify and assess required technical competencies in regards to business opportunities in line with the current competencies of available personnel. |
| | 2.3 Assess and match personal skills and attributes against those perceived as necessary for a particular business opportunity. |
| | 2.4 Identify and assess business risks according to available resources and personal preferences. |

RANGE STATEMENT

All range statements must be assessed:

1. Business opportunities:

- to increase client numbers
- sell additional products
- expand business services

2. Personal skills/attributes:

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

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why it is important to investigate and identify business opportunities.
2. How to undertake a feasibility study to determine likely business viability.
3. Why it is important to identify specialist services and sources of advice where required.
4. How to evaluate the impact of emerging or changing technology including e-commerce, on business operations.
5. How to assess the practicability of business opportunities in line with perceived risks, returns sought and available resources.
6. How to identify and take into account available financial and business skills when business opportunities are researched.
7. How to identify and assess required technical competencies in regards to the business opportunity in line with current competencies of available personnel.
8. Why it is important to assess and match personal skills and attributes against those perceived as necessary for a particular business opportunity.
9. How to identify and assess business risks according to available resources and personal preferences.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Method of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

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

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

UA24203**Design and lay-out salon**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to design and lay out a salon to ensure the safety of the operations conform to all legal requirements.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|---|
| 1. Consult with interior designer | 1.1 Create a floor plan in consultation with an interior designer. |
| | 1.2 Select colour schemes using colour templates to aid the process. |
| | 1.3 Select furniture and equipment in consultation with an interior designer. |
| 2. Decide on the type of salon operation | 2.1 Make decisions on the type of salon layout based on the services to be offered and the type of clients |
| | 2.2 Create a services menu based on the business plan. |
| 3. Design and lay-out area for specific service | 3.1 Design reception and waiting area with chairs that are comfortable and sturdy to accommodate various types of clients. |
| | 3.2 Design manicure and pedicure stations to meet specifications. |
| | 3.3 Design stations to facilitate physically and visually challenged clients. |
| | 3.4 Confirm that electrical apparatus meets the required standards and are appropriately installed according to relevant building regulations. |
| | 3.5 Place cupboards, shelves, dispensers, air condition, and sanitisers in appropriate areas according to layout. |
| | 3.6 Confirm that furniture and equipment meet industry standards. |

- 3.7 Install plumbing work and accessories correctly according to relevant building standards.
- 3.8 Fit service area with appropriate facilities designed to meet customer satisfaction and statutory regulations.

RANGE STATEMENT

All range statements must be assessed:

1. Services:

- chemical service offerings
- nail care
- hair and skin care
- body treatments

2. Type of clients:

- aged
- physically challenged

3. Salon layout:

- lighting
- ventilation
- heating

4. Openings:

- internal and external doors
- bathroom doors
- gates

5. Electrical apparatus:

- heaters
- air conditioner

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why it is important to introduce business plan to the consultant and share ideas.
2. How to select colour schemes using colour templates to aid the process.
3. Why it is important to discuss furniture and equipment with an interior designer.
4. Why it is important to consider the services that would be offered and the type of clients and make decisions on the type of salon operations, and salon layout.
5. Why it is important to fit the reception and waiting area with chairs that are comfortable and sturdy to accommodate various types of clients.
6. Why it is important to design manicure and pedicure area to meet specifications.
7. What designs offer openings to facilitate the physically and visually challenged clients.
8. Why it is important to check to ensure that electrical apparatus meets the required standards and are appropriately installed.
9. Why cupboards, shelves, dispensers, air condition, and sanitisers should be in appropriate areas.
10. Why it important to use furniture designed to meet industry standards.
11. Why plumbing work and accessories should be installed appropriately.
12. How to fit service areas with appropriate facilities designed to meet customer satisfaction and statutory regulations.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

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

(3) Context of Assessment

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

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

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

U54602**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 organisational objectives | <ul style="list-style-type: none"> 1.1 Identify organisational objectives for specific service delivery objectives. 1.2 Identify specific performance targets and set against delivery objectives. 1.3 Identify and agree the quality of outcomes. 1.4 Assess the financial viability of proposed outcomes. 1.5 Match core values, principles and aims against proposed strategies. 1.6 Establish performance indicators to evaluate the effectiveness and efficiency of service delivery. |
| 2. Establish service profile and conduct resource audit | <ul style="list-style-type: none"> 2.1 Review existing services to identify strengths and weaknesses. 2.2 Identify core services to be reflected in the business plan and use to inform the plan's outcomes. 2.3 Examine the organisation and management of the workforce and match to resource requirements. 2.4 Determine financial resources and unit costs. 2.5 Identify and determine physical resources, plant and equipment. |

-
- | | |
|---|---|
| 3. Analyse client needs and expectations | 3.1 Identify clients and their needs. |
| | 3.2 Identify demographic trends/issues which may impact on service delivery. |
| 4. Establish staffing requirements | 4.1 Identify staffing levels and skill requirements. |
| | 4.2 Identify, develop and implement training programmes to develop competence in business planning. |
| | 4.3 Identify changes in productivity related to pay and conditions of service and put measures in place to counter these. |
| | 4.4 Identify occupational health and safety practices and put methods of implementation in place. |
| | 4.5 Manage changes in organisational and client needs and put measures in place to deal with them. |
| 5. Seek approval and market the plan | 5.1 Communicate the business plan, strategy and outcomes to stakeholders and financial organisations for funding. |
| | 5.2 Undertake and monitor the production of promotional materials. |
| | 5.3 Construct and approve appropriate marketing plans. |
| | 5.4 Engage appropriate communication and public relations techniques to successfully market the plan and services. |
| 6. Monitor, evaluate and update the business plan | 6.1 Measure performance and targets against business plan outcomes. |
| | 6.2 Review outcomes and adjust the business plan. |

RANGE STATEMENT

All range statements must be assessed:

1. Financial viability:

- maintenance and working costs
- capital requirements

2. Demographic trends/issues:

- political
- economic
- social
- cultural
- environmental
- 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 analyse 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.

U68402

Contribute to the protection of the environment

Unit Descriptor:

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

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Work in an environmentally conscious way | <ul style="list-style-type: none"> 1.1 Perform duties in accordance with relevant policies and legislation. 1.2 Execute duties in a manner which minimises environmental damage. 1.3 Operate and handle equipment and materials in a manner that minimises environmental damage. |
| 2. Contribute to continuous improvements in protecting the environment | <ul style="list-style-type: none"> 2.1 Identify instances of likely or actual environmental damage and take appropriate action. 2.2 Identify improvements to procedures and practices in terms of good environmental practice and report to relevant persons. 2.3 Dispose of hazardous and non-hazardous waste safely according to approved legislative procedures and practices. 2.4 Contribute to sustainable development particularly in the conservation of energy, water, use of resources and equipment to minimise environmental damage. |

RANGE STATEMENT

All range statements must be assessed:

1. Relevant policies and legislation:

- organisational policies
- health and safety at work
- environmental legislation
- Solid waste management policies
- recyclable policies

2. Manner which minimises environmental damage:

- using recycled/reused items and materials where appropriate
- disposing of polluting substances safely
- reducing the volume of waste
- using biodegradable and eco-friendly chemicals
- planning tasks to reduce the use of fuel and electricity

3. Equipment and materials

- hand tools
- power tools
- personal protective equipment
- cleaning chemicals
- soaps and sanitisers
- paper towels
- garbage disposal bags
- cloths and towels
- containers
- access equipment

4. Hazardous waste:

- oils
- chemicals and solutions
- harmful materials (asbestos, fibreglass)
- electronic equipment
- organic hazards (pest excrement, pest carcasses)

5. Non-hazardous waste:

- Food
- Plant matter
- Paper

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

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

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

(3) Context of Assessment

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

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

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

Assessment methods

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

Assessors

The Assessor guides and assesses the candidate. His/her 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.

Case Studies

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

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

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

Competence

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

Element

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

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

Level 1 - Entry Level

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

Explanation of NVQ Levels**Level 2 - Skilled Occupations:**

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

Level 3 - Technician and Supervisory Occupations:

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

Level 4 - Technical Specialist and Middle Management Occupations:

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

Level 5 - Chartered, Professional and Senior Management Occupations:

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

External Verifier

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

Internal Verifier

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

NVQ

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

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

NVQ Coordinator

The NVQ Coordinator is the centre contact within each approved Centre offering NVQs. He/she has overall responsibility for the operation and administration of the NVQ system.

Observation

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

Performance Criteria

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

Product of Work

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

Questioning

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

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

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

Range statements

The range puts the element of competence into context. A range statement is a description of the range of situations to which an element and its performance criteria is intended to apply.

Range statements are prescriptive therefore each category must be assessed.

Role-plays

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

Simulations

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

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

Supplementary evidence

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

Underpinning knowledge

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

Units

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

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

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

Work-based projects

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

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