



Technical and Vocational Education and Training (TVET) Council



Occupational Standards of Competence

Spa Therapy

Level 2

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Qualification Overview
NVQB
in
Spa Therapy
Level 2

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Heart Trust/NTA, Jamaica

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Qualification Overview

The NVQB in Spa Therapy Level 2 is designed to provide training, assessment and recognised certification for persons in the beauty sector. Candidates must be able to deliver a variety of spa services (body treatments, massages, facials, waxing and manicure/pedicure) in a safe and comfortable manner; maintain equipment and sample inventory of products; acknowledge and respond to relevant customer queries, needs and expectations within the beauty sector, where necessary, in accordance with industry standards.

Who is the qualification for?

This qualification is aimed at persons who have a level of autonomy within their job roles in the beauty sector. The base skills are such that progression can be made to higher levels within the beauty sector. The competencies are for persons who are likely to be in roles where, for example, their duties include:

- Delivering spa treatments and techniques
- Applying knowledge of anatomy and physiology to beauty therapy treatments
- Providing skin care
- Providing massages, body scrubs, body wraps
- Maintaining customer relations
- Promoting a sense of relaxation, rejuvenation and well-being

Jobs within the occupational area

Relevant occupations include:

- Aestheticians
- Beauty/Spa Therapists

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

**A07702 - APPROVED DRAFT NATIONAL VOCATIONAL QUALIFICATION
STRUCTURE**

SPA THERAPY - LEVEL 2

To achieve the full qualification, candidates must complete **all** eighteen (18) mandatory units.

MANDATORY UNITS (ALL MUST BE COMPLETED.)

Code

1. Participate in workplace communication

U53802

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

2. Maintain a safe and secure working 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 clients for hair removal service

5. Deliver reliable customer service

U12902

- 5.1 Prepare to deal with your customers
- 5.2 Give consistent service to customers
- 5.3 Check customer service delivery

MANDATORY UNITS (ALL MUST BE COMPLETED.)

Code

6. 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

7. Carry out data entry and retrieval procedures

U66302

- 7.1 Initiate computer system
- 7.2 Enter data
- 7.3 Retrieve data
- 7.4 Amend data
- 7.5 Use document layout and data format facilities
- 7.6 Monitor the operation of equipment
- 7.7 Access and transmit information via the Internet
- 7.8 Close down computer system
- 7.9 Maintain computer equipment

8. Process and check-out clients

UA11502

- 8.1 Schedule clients
- 8.2 Receive and direct clients
- 8.3 Answer the telephone
- 8.4 Process payment
- 8.5 Complete client details

9. Sell products and services

U92602

- 9.1 Apply product knowledge
- 9.2 Approach customer
- 9.3 Gather information
- 9.4 Sell benefits
- 9.5 Overcome objections
- 9.6 Close sale
- 9.7 Maximise sales opportunities

10. Conduct financial transactions

UA11602

- 10.1 Operate point of sale equipment
- 10.2 Perform point of sale transactions
- 10.3 Complete sales
- 10.4 Wrap and pack goods
- 10.5 Reconcile takings

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. Perform facial treatments

UA11802

- 12.1 Prepare client for facial treatment
- 12.2 Prepare face
- 12.3 Perform massage
- 12.4 Apply skin care products
- 12.5 Advise on further treatments

13. 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

14. Provide Swedish massage

UA12002

- 14.1 Prepare client and work area for Swedish massage
- 14.2 Assess client requirements
- 14.3 Perform body massage techniques
- 14.4 Provide aftercare advice

15. Apply body scrub and body wrap

UA12102

- 15.1 Assess client requirements
- 15.2 Prepare client and work area for body treatment
- 15.3 Apply body scrub
- 15.3 Apply body wrap
- 15.4 Provide aftercare advice

16. Provide stone therapy treatments

U55602

- 16.1 Maintain safe and effective methods of working
- 16.2 Perform stone therapy treatments

MANDATORY UNITS (ALL MUST BE COMPLETED.)

Code

17. Craft personal entrepreneurial strategy

U92702

- 17.1 Demonstrate knowledge of the nature of entrepreneurship
- 17.2 Identify and assess entrepreneurial characteristics
- 17.3 Develop self-assessment profile
- 17.4 Craft an entrepreneurial strategy

18. Contribute to the protection of the environment

U68402

- 19.1 Work in an environmentally conscious way
- 19.2 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 safeenvironment 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 your 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 regard 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 it is 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 the 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 clients 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 client 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 shampoo equipment.
3. How to prepare service area, products and equipment.
4. How to select, apply and remove shampoo and conditioning products according to the manufacturer's instructions.
5. How to care for and protect clients.
6. What are the hair/scalp massage procedures to be followed that are suitable for the type of salon service
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:

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- Witness testimony
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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.

U12902**Deliver reliable customer service**

Unit Descriptor:

This unit is all about how you deliver consistent reliable service to customers as part of your job. As well as being good with people, you need to work with your organization's service systems to meet and wherever possible, exceed customer expectations. In your job there will be many examples of how you combine your approach and behaviour with your organization's systems to ensure that you:

- are prepared for each transaction
- deal with different types of customers under different circumstances
- check that what you have done has been effective.

When you have completed this unit you will have shown that you can deliver excellent customer service over and over again.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Prepare to deal with your customers. | 1.1 Keep your knowledge of products or services offered by your organisation up-to-date using information from your colleagues and organisational literature. |
| | 1.2 Confirm that any equipment you use is in good and safe working order. |
| | 1.3 Confirm that the area you work in is tidy and the space is used efficiently. |
| | 1.4 Prepare and arrange everything you need to deal with your customers before your shift or period of work commences. |
| 2. Give consistent service to customers. | 2.1 Make realistic commitments to your customers regarding products or services during service delivery. |
| | 2.2 Make extra efforts to keep your commitments to your customers. |
| | 2.3 Inform your customers when you cannot keep your commitments due to unforeseen developments. |

- 2.4 Identify when your customer's needs or expectations have changed and adjust your service to meet their new requirements.
 - 2.5 Pass your customers on to the relevant person or organisation if you are unable to deal with their needs and expectations and keep your customers advised about what is happening.
- 3. Check customer service delivery.
 - 3.1 Check that the service you have given meets your customers' needs and expectations.
 - 3.2 Identify where you could have given a better service to your customers and how your service could have been improved.
 - 3.3 Share relevant information with others to maintain your organisation's standards for service delivery.

RANGE STATEMENT

All range statements must be assessed:

1. Prepare and arrange:

- tools and equipment
- consumables (wrapping papers, bags etc.)
- documentation

2. Customers:

- with clearly stated needs
- who are not clear about their needs and expectations
- who are unhappy with the level of service being provided

3. Service:

- during busy periods
- during quiet periods
- at times when people, systems or services have let you down
- when working with colleagues

4. Identify:

- by inviting feedback from colleagues and managers on your performance
- by asking customers for feedback directly
- by examining written customer feedback

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

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

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

You must prove that you: a

- a) consistently follow the steps of preparing, delivering and checking customer service
- b) have worked with different customers who have different needs and expectations

As well as providing routine delivery of customer service, you need to include evidence which relates to:

- a) busy periods
- b) quiet periods
- c) times when people, systems or resources have let you down
- d) working with colleagues

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

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

Simulation is not allowed.

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. | 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. | 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 condition within the scope of the individual providing the initial response. |
| 3. Apply first aid. | 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.

U66302

Carry out data entry and retrieval procedures

Unit Descriptor:

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

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|------------------------------|--|
| 1. Initiate computer system. | <ul style="list-style-type: none"> 1.1 Check equipment and work environment for readiness to perform scheduled tasks. 1.2 Identify hardware components of the computer and their functions correctly. 1.3 Power up equipment correctly and correctly apply access codes. 1.4 Select or load appropriate software from the menu. |
| 2. Enter data. | <ul style="list-style-type: none"> 2.1 Identify and correctly collect types of data for entry. 2.2 Select and use appropriate input devices for the intended operations. 2.3 Confirm that the manipulative procedures of input devices conform to established practices. 2.4 Operate keyboard/mouse within the designated speed and accuracy requirements. 2.5 Locate computer files correctly or create, name and save new files. 2.6 Enter data accurately in the appropriate files using specified procedure and format and validate in accordance with specified procedures. 2.7 Anomalous results are corrected or reported in accordance with specified procedures. |

- 2.8 Back up in accordance with approved procedures.
- 3. Retrieve data.
 - 3.1 Establish identity and source of information.
 - 3.2 Obtain authority to access data where required.
 - 3.3 Locate and access files and data correctly.
 - 3.4 Maintain integrity and confidentiality of data.
 - 3.5 Retrieve relevant reports or information using approved procedure.
 - 3.6 Confirm that formats to retrieve report or information conform to requirements.
 - 3.7 Print copy of data where required.
- 4. Amend data.
 - 4.1 Establish source of data/information for amendment.
 - 4.2 Locate data to be amended correctly within the file.
 - 4.3 Enter, change, delete or correct data/information using appropriate input device and approved procedures.
- 5. Use document layout and data format facilities.
 - 5.1 Verify requirements for document where necessary.
 - 5.2 Apply given format and layout appropriately.
 - 5.3 Identify, access and use facilities correctly to achieve the desired format and layout.
 - 5.4 Use data manipulating facilities correctly.
 - 5.5 Confirm that format reflects accuracy and completeness.
- 6. Monitor the operation of equipment.
 - 6.1 Monitor system to ensure the correct operation of tasks.

- 6.2 Deal with routine system messages promptly and correctly.
 - 6.3 Refer non-routine messages promptly to the appropriate person in accordance with operating requirements.
 - 6.4 Deal with error conditions promptly within your level of authority and report uncorrected errors.
 - 6.5 Monitor output devices and materials for quality.
- 7. Access and transmit information via the Internet.
 - 7.1 Gain access to the Internet in accordance with the provider's operating procedures.
 - 7.2 Demonstrate efficiently the ability to negotiate websites to locate and access specified information and other services.
 - 7.3 Send and retrieve e-mail competently.
- 8. Close down computer system.
 - 8.1 Follow the correct shut down sequence and promptly report any problems with shutting down computer.
 - 8.2 Observe safety and protective procedures.
 - 8.3 Preserve the system integrity and security.
- 9. Maintain computer equipment.
 - 9.1 Confirm that cleaning materials and/or solutions used meet specified recommendations.
 - 9.2 Clean equipment as directed.
 - 9.3 Report identified wear and faults promptly to the appropriate personnel.

RANGE STATEMENT

All range statements must be assessed:

1. Equipment

- install supplied computer
- install supplied peripherals

2. Work environment:

- equipment
- furniture
- cabling
- power supply

3. Appropriate software:

- word processing
- spread sheet
- internet access

4. Input devices:

- keyboard
- mouse
- scanner
- microphone
- camera

5. Data:

- textual
- numerical
- graphical

6. File operations:

- naming
- updating
- archiving
- traversing field and records in database
- use of search
- sort
- print

7. Files saved on:

- network
- magnetic media
- personal computer

8. Maintenance:

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

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to work safely with and around computers.
2. How to identify computer hardware.
3. What are computer hardware and software systems.
4. What are the procedures for initiating and closing down a computer.
5. What are the operations of the data entry management system.
6. What are the organisation's standards applicable to accessing files.
7. What are file operations and their applications.
8. How to create, locate and save files.
9. How to manipulate data input devices.
10. How to use input devices.
11. How to use data checking devices.
12. How to format software.
13. How to use software for graphic productions and manipulation.
14. How to access data.
15. How to key-in and format reports and letters.
16. How to retrieve data.
17. How to amend data.
18. How to print data.
19. How to save data.
20. How to search and retrieve data from the internet.
21. How to send and receive E-Mail.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

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

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

UA11502

Process 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 including scheduling, receiving and directing clients, answering the telephone and processing payments.

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 record details neatly and accurately in the appointment book according to salon procedures. |
| 2. Receive and direct clients. | 2.1 Acknowledge and greet clients on arrival in a positive manner and attend to them promptly. |
| | 2.2 Ask clients relevant questions to directly identify their needs in a courteous and respectful manner. |
| | 2.3 Source client information from file or record client's personal details in a new file. |
| | 2.4 Inform appropriate operator of client's arrival and direct them to designated areas for specific service according to salon procedures. |
| 3. Answer the telephone. | 3.1 Answer telephone promptly according to salon procedures. |
| | 3.2 Use questioning and active listening techniques to identify caller and establish and confirm requirements accurately. |
| | 3.3 Inform client of any problems and the action that is being taken according to salon procedures. |

- 3.4 Record telephone messages accurately and relay information received to the appropriate person.
- 4. Process payment.
 - 4.1 Calculate **clients'** bills accurately according to salon financial procedures.
 - 4.2 Record items sold according to salon procedures.
 - 4.3 Receive and record payments for salon **products** and services according to salon policies.
 - 4.4 Complete relevant credit card sales vouchers accurately and facilitate credit clearance when required according to salon procedures.
- 5. Complete client details.
 - 5.1 Collect and record **clients'** relevant personal details accurately and/or update in the client record system according to salon procedures.
 - 5.2 Record **client** service history neatly and accurately on salon record system.

RANGE STATEMENT

All range statements must be assessed:

1. Appointment book:

- manual
- electronic

2. Products:

- salon's services
- stock
- vouchers and gift certificates

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the salon policies and procedures with regard to client reception, telephone answering and client records.
2. What are the salon policies and procedures and industry codes of practice with regard to verbal and non-verbal presentation, internal and external client contact and personal hygiene and deportment.
3. What are the occupational health and safety and first-aid regulations/requirements.
4. Why it is important to know telephone function and procedures.
5. How to file and retrieve information.
6. How to maintain a salon filing system.
7. What are the full range of products and services and prices of products and services offered by the salon.
8. What are listening and questioning techniques.
9. What are verbal and non-verbal communication skills.
10. How to read, interpret and use communication equipment according to manufacturer's instruction.
11. How to consistently provide a welcoming client environment.
12. How to consistently interpret and communicate information to internal and external customers.
13. How to efficiently source clients' files and maintain client record system.
14. How to use appropriate communication techniques to consult and negotiate with clients.
15. Why it is important to carry out tasks in a timely manner.
16. How to receive and schedule clients and make appointments.
17. How to process payments.
18. How to assist in stock control.
19. Why it is important to know different point of sale procedures.
20. What are the numeracy skills that enable accuracy in calculating client bills.
21. What are the procedures for client returns/refunds, client refund rights, gift vouchers lay-away procedures.
22. What are the types of processing methods for credit cards and cheques.

23. What are the methods for obtaining credit clearances.
24. What are the methods for receiving and recording payments.

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.

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 knowledge of customer buying behaviour. |
| | 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 them 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. Maximize sales opportunities.
 - 7.1 Identify and apply opportunities for making additional sales.
 - 7.2 Advise customers on complimentary products or services according to customers' identified needs 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.

UA11602

Conduct financial transactions

Unit Descriptor:

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

| ELEMENT | PERFORMANCE CRITERIA |
|--|--|
| <i>To be competent you must achieve the following:</i> | |
| 1. Operate point of sale equipment. | 1.1 Operate point of sale equipment according to manufacturer's specifications. 1.2 Open and close point of sale terminal according to salon procedures. 1.3 Clear point of sale terminal and transfer tender according to salon procedures. 1.4 Handle cash according to salon security procedures. 1.5 Maintain supplies of change/cash float in point of sale terminal according to established financial procedures. 1.6 Manage active point of sale terminals according to established job requirements. 1.7 Complete records for transaction errors according to salon financial regulations. 1.8 Maintain adequate supplies of dockets, vouchers and point of sale documents. |
| 2. Perform point of sale transactions. | 2.1 Complete point of sale transactions according to financial policies and procedures. 2.2 Identify and apply financial procedures in respect of transactions . 2.3 Handle foreign currency according to salon policies. |

- 2.4 Identify and apply salon procedures in regard to exchanges and returns.
 - 2.5 Confirm cost of service and amount of cash received with client according to salon policy.
 - 2.6 Tender correct change according to amount received and cost of product/service.
- 3. Complete sales.
 - 3.1 Complete client order forms, invoices and receipts accurately according to salon policies or procedures.
 - 3.2 Process sales transactions without undue delay or direct clients to point of sale terminals according to salon requirements.
- 4. Wrap and pack goods.
 - 4.1 Maintain adequate supplies of wrapping material or bags and request when necessary.
 - 4.2 Select appropriate packaging material according to salon policy.
 - 4.3 Wrap merchandise neatly and effectively where required.
 - 4.4 Pack items safely to avoid damage in transit and attach labels where required according to manufacturer's instructions.
- 5. Reconcile takings.
 - 5.1 Count cash accurately according to salon policy and financial requirements.
 - 5.2 Calculate non-cash documents accurately according to financial procedures.
 - 5.3 Determine balance between register/terminal reading and sum of cash and non-cash transactions accurately according to transaction receipts.
 - 5.4 Record takings accurately according to salon policy.

RANGE STATEMENT

All range statements must be assessed:

1. Point of sale equipment:

- manual
- electronic

2. Point of sale transactions:

- cards (debit/ credit/ smart)
- cheques
- customer refunds
- gift vouchers

3. Transactions:

- cash
- non-cash

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

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates 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.

UA11702

Perform stock control procedures

Unit Descriptor:

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

| ELEMENT | PERFORMANCE CRITERIA |
|--|---|
| <i>To be competent you must achieve the following:</i> | |
| 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, wrapping and packing materials accurately according to salon procedures. |

- 2.2 Place excess stock in storage or dispose of it 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. How to 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 it is important to know stock location and methods of storage.
12. Why it is important to know salon product and service range.
13. How to use 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 unlikely to occur.

UA11802**Perform facial treatments**

Unit Descriptor:

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

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|---|
| 1. Prepare client for facial treatment. | 1.1 Carry out consultation and analysis to determine client's skin type and requirements according to industry practice and salon policy. |
| | 1.2 Prepare treatment area and client for treatment according to health and hygiene requirements and salon procedures. |
| | 1.3 Remove metallic jewellery from clients treatment area where required and store securely according to salon policy. |
| | 1.4 Place protective covering and headband over client's hair and clothes according to salon procedures. |
| | 1.5 Adjust room temperature according to client needs and treatment plan. |
| | 1.6 Select and sequence treatment routine according to client's treatment plan. |
| | 1.7 Identify areas of the skin requiring special treatment and note any abnormal conditions or contraindications according to salon procedures. |
| | 1.8 Explain procedures accurately to the client according to salon policy. |
| 2. Prepare face. | 2.1 Cleanse client's skin thoroughly and remove all make-up according to treatment plan and salon procedures. |
| | 2.2 Exfoliate and steam client's skin according to agreed treatment plan. |

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

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

RANGE STATEMENT

All range statements must be assessed:

1. Client's skin type:

- normal
- oily
- dry
- combination
- sensitive
- mature
- couperose

2. Abnormal conditions:

- bacterial/ viral or fungal infections (e.g. herpes, scabies, boils/carbuncles, impetigo, warts, candidiasis)
- skin disorders (e.g. erysipelas, various types of acne, rosacea/couperose, pigmentation disorders, psoriasis, eczema, hypertrichosis, erysipelas)
- hair disorders (e.g. pediculosis)
- sensitivity of skin (e.g. prone to rashes, itching etc.)
- age related disorders (e.g. varicose veins)

3. Contra-indications:

- contagious skin disorders
- damaged/fragile skin (e.g. cuts, bruises, swelling, trauma, significant scarring, moles, ephelides lesions, sunburn)
- allergies/sensitivities (e.g. to skin products)
- milia, open pores, comedones, pityriasis rosea, dilated capillaries/couperose
- disorders of aging skin
- skin changes due to puberty, menopause, premature aging

4. Massage medium:

- oil
- cream

5. Massage movements:

- rhythm
- repetition

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

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

18. How to consistently use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates 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.

UA11902**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 client's needs and expectations to enable accurate advice and recommendations for treatment plan. |
| | 1.5 Identify accurately, nail and skin condition of hands and feet by physical and visual examination. |
| | 1.6 Identify and note disorders /areas of the hands/feet requiring special treatment. |
| | 1.7 Identify contraindications 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 jewellery according to salon policy. |

2. Perform a basic manicure and pedicure service.
- 1.10 Reassure client during treatment as required and answer all questions fully and accurately according to salon procedures.
 - 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 timeframes.
- 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 aftercare advice and guidelines accurately according to client's needs and treatment plan.
 - 3.6 Make homecare product recommendations according to client requirements and treatment plan.
 - 3.7 Rebook 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 the safe use of products, according to occupational health and safety procedures.
4. Why it is 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 it is important to know the anatomy and physiology of the nail structure and the shape, 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 it is important to know and understand the anatomy and physiology of the hands, feet, lower legs, lower arms, bones, muscles, circulation, in regard to manicure and pedicure services.
11. What are the gross anatomy and physiology of the skin and skin structures including the 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 the safe use of products, according to occupational health and safety regulations/requirements.
13. How to recognise and manage local and general contraindications/special precautions regarding 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 the 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 it is 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.

UA12002**Provide Swedish massage**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to perform a Swedish massage.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|--|-----|--|
| 1. | Prepare client and work area for Swedish massage | 1.1 | Prepare treatment area , self and client for treatment according to health and hygiene requirements and salon procedures. |
| | | 1.2 | Conduct a skin sensitivity test prior to treatment to determine tolerance level of client, according to industry procedures. |
| | | 1.3 | Provide pre-massage treatment to achieve muscle relaxation according to salon procedures. |
| | | 1.4 | Confirm that client comfort, relaxation, privacy and confidentiality are maintained throughout service. |
| | | 1.5 | Reassure client as required and answer all questions fully and accurately according to salon policy. |
| | | 1.6 | Adjust room temperature and keep client warm and appropriately covered according to client needs. |
| 2. | Assess client requirements. | 2.1 | Develop and record a treatment plan accurately, based on client requirements according to salon procedures. |
| | | 2.2 | Sequence treatment routine according to client's treatment plan. |
| | | 2.3 | Identify and note areas of the body requiring special treatment according to salon procedures. |

- 2.4 Identify **contraindications** and specific treatment **contra-actions** where applicable, explain to client and refer to appropriate professional where required.
 - 2.5 Evaluate and select a range of **massage movements**.
 - 3. Perform body massage techniques.
 - 3.1 Confirm that operator's hands and massage medium are at the appropriate temperature throughout the treatment.
 - 3.2 Confirm that rhythm, repetition and variation of massage movements are suited to elasticity of skin, degree of subcutaneous fat, treatment products and client's relaxation needs.
 - 3.3 Evaluate and modify massage routine during treatment, according to client responses.
 - 3.4 Confirm that length of massage routine is suited to the clients' needs.
 - 3.5 Monitor client's response throughout the treatment and adapt massage techniques as required.
 - 3.6 Use questioning and active listening to obtain client feedback.
 - 3.7 Deliver techniques of massage according to client's requirements.
 - 3.8 Maintain correct posture throughout treatment to prevent possible harm or injury to self or client, according to occupational health and safety requirements and industry practice.
 - 4. Provide aftercare advice.
 - 4.1 Recommend future treatment programme according to client's needs.
 - 4.2 Revise treatment plan as required based on client's feedback and salon procedures.

- 4.3 Provide aftercare advice and guidelines accurately, according to client's needs and industry standards.
- 4.4 Make product recommendations according to client requirements and manufacturer's instructions.
- 4.5 Rebook client according to agreed treatment plan.

RANGE STATEMENT

All range statements must be assessed:

1. Treatment area:

- neck, face and scalp
- chest and shoulders
- arms and hands
- back and gluteals
- legs and feet
- full body

2. Pre-massage:

- infra-red
- heat inducing products

3. Contra-indications:

- contagious skin disorders
- damaged/fragile skin (e.g. cuts, bruises, swelling, trauma, significant scarring, moles (skin cancer), epelides lesions, sunburn)
- allergies/sensitivities (e.g. to skin products)
- milia, open pores, comedones, pityriasis rosea, dilated capillaries/couperose
- disorders of aging skin (e.g. varicose veins)
- skin changes due to puberty, menopause, premature aging
- heart conditions/circulatory disorders (e.g. high blood pressure)
- recent fractures/sprains
- scar tissue/loss of feeling
- epilepsy
- diabetes
- pregnancy

4. Contra-actions:

- erythema arising from skin care products
- problems arising from massage media (e.g. blemishes, redness, itching, swelling)

5. Massage movements:

- effleurage
- petrissage
- pincement
- vibrations
- friction
- hacking
- tapotement

6. Massage movements:

- Oils/gels
- Creams/milks/powder

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the salon policies and procedures, industry codes of practice in regard to the performance of massage.
2. What are the state and local health and hygiene requirements/regulations and salon policies and procedures in regard to hygiene.
3. Why it is important to know safe work practices in regard to the provision of body treatments and safe use of products, according to occupational health and safety regulations/requirements, including first-aid procedures, as required.
4. What are the transmission routes of infectious conditions.
5. What are the varieties of treatment products, massage mediums/lubricants according to the range of variables.
6. What are the varieties of body treatments, routines, including use of electrical equipment, and procedures according to the range of variables.
7. Why it is important to know the anatomy and physiology of the skin and skin structures as it relates to massage, including
 - a simplified cross-section of the skin
 - glands as they relate to basic skin function
 - normal skin responses to irritation and trauma
 - scars including hypertrophic and keloid, their origin, evolution, and abnormal scar tissue
 - the effects of salon treatments on the physical structure of the skin
 - trans-epidermal water loss
 - wound healing in different skin types and locations
 - percutaneous absorption and factors affecting the penetration of cosmetics
 - normal body flora.
8. What are abnormal skin conditions, their appearance, and symptoms.
9. What are the categories of massage, motor points and reflex points.
10. What are the classifications, benefits and application of effleurage, petrissage, vibratory massage movements.

11. How to apply salon policies and procedures, industry codes of practice in regard to the performance of massage.
12. How to apply state and local health and hygiene requirements/regulations and of salon policies and procedures in regard to hygiene.
13. How to apply safe work practices in regard to the provision of body treatments and safe use of products according to occupational health and safety regulations/requirements and first-aid procedures, as required.
14. How to recognise and manage local and general contraindications/special precautions for treatment and specific treatment complications/contra-actions, according to the range of variables.
15. How to apply standard infection control precautions.
16. Why it is important to read, accurately interpret and consistently apply manufacturer's instructions for products, tools and equipment.
17. Why it is important to analyse client and identify the client's requirements/needs, refer clients to appropriate professionals, as required and develop and record a treatment plan including:body areas requiring special treatment
 - range of appropriate treatment products and application techniques
 - range of appropriate massage movements and treatment procedures
 - review of previous treatments.
18. Why it is important to select massage movements and electrical treatments to suit elasticity of skin, skin condition, degree of subcutaneous fat, muscle density and tone.
19. How to apply a variety of treatment products, massage mediums/lubricants according to the range of variables.
20. How to prepare the body for treatment including body treatments to be undertaken pre or post-electrical treatment.
21. How to consistently use time effectively and to control product waste.
22. Why it is important to identify client's body language and its meaning.
23. How to determine the physical appearance of
 - various skin types
 - normal skin
 - abnormal skin conditions
 - minor skin blemishes.

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.

UA12102**Apply body scrub and body wrap**

Unit Descriptor:

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

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|--|-----|--|
| 1. | Assess client requirements. | 1.1 | Identify client's requirements accurately and develop and record a treatment plan according to salon and industry standards. |
| | | 1.2 | Sequence treatment routine according to client's treatment plan. |
| | | 1.3 | Identify and note areas of the body requiring special treatment according to salon procedures. |
| | | 1.4 | Identify skin conditions that are contagious or non-contagious; explain to client, and refer to appropriate professional where required. |
| 2. | Prepare client and work area for body treatment. | 2.1 | Prepare client and work area for body treatment according to salon and industry standards. |
| | | 2.2 | Use effective communication to inform client about the steps of treatment according to salon procedures. |
| | | 2.3 | Reassure client as required and answer all questions fully and accurately. |
| 3. | Apply body scrub and body wrap. | 3.1 | Allow client privacy in removal of garments for body scrub and body wrap according to salon policy. |
| | | 3.2 | Inform client about draping or non-draping according to salon policy. |
| | | 3.3 | Use products according to client's skin type, sensitivity and manufacturer's instructions. |

- 3.4 Identify client's body language to determine pressure and comfort level and make adjustments where necessary.
- 3.5 Help client with usage of showers while ensuring safety according to salon procedures.
- 3.6 Maintain correct posture throughout treatment to prevent possible harm or injury to self or client according to occupational safety and health requirements and industry practice.
- 3.7 Maintain ambience of room, according to salon standards.
- 3.8 Confirm client's comfort, relaxation, privacy and confidentiality throughout service according to salon policy.
- 3.9 Deal with complications, if any, according to salon and industry requirements.
4. Provide aftercare advice.
 - 4.1 Recommend future treatment program according to client's needs and industry standards.
 - 4.2 Provide aftercare advice and guidelines accurately according to client's needs and industry standards.
 - 4.3 Make product recommendations according to client requirements and manufacturer's instructions.
 - 4.4 Rebook client according to agreed treatment plan.

RANGE STATEMENT

All range statements must be assessed:

1. Body scrub:

- Salt scrub (glow)
- Sugar scrub

2. Body wrap:

- Mud
- Clay
- Gels

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the safe work practices in regard to the provision of body scrub and the safe use of products, according to occupational health and safety regulations/requirements and first aid procedures.
2. What are the transmission routes of infectious conditions.
3. Why it is important to have a variety of body scrub products, routines and procedures according to glands, as they relate to basic skin function, normal skin response to irritation and trauma.
4. Why it is important to have a variety of body scrub products, routines and procedures according to scars, including hypertrophic and keloid, their origin, evolution, and abnormal scar tissue.
5. What are the effects of salon treatments on the physical structure of the skin.
6. What is trans-epidermal water loss.
7. Why it is important to know wound healing in different skin types and locations.
8. How to apply safe work practices in regard to the provision of body treatments and the safe use of products, according to occupational health and safety regulations/requirements, and first aid procedures..
9. How to recognise and manage local and general contraindications/special precautions for treatment and specific treatment complications/contra-actions according to the range of variables.
10. How to apply standard infection control precautions.
11. How to read, accurately interpret and consistently apply manufacturer's instructions for products, tools and equipment.
12. How to analyse and identify clients' requirements/needs, refer clients to appropriate professional as required and develop and record a treatment plan.

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.

U55602**Provide stone therapy treatments**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to provide hot and cold stone therapy treatments. It covers massage therapy and the placing of stones on the head, face and body. The ability to adapt stone therapy treatments to suit the individual needs of clients is a crucial requirement.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|---|-----|---|
| 1. | Maintain safe and effective methods of working. | 1.1 | Set up and monitor treatment areas according to salon procedures and manufacturer's instructions. |
| | | 1.2 | Confirm that environmental conditions are suitable for clients and the treatment. |
| | | 1.3 | Confirm that personal hygiene and appearance meet accepted industry and organisational requirements. |
| | | 1.4 | Explain and demonstrate sanitation procedures correctly according to salon and industry practices. |
| | | 1.5 | Maintain personal protection and safety during the treatment to minimise fatigue and risk of injury according to salon policies and procedures. |
| | | 1.6 | Handle and remove stones in a manner which prevents injury to self and clients according to salon procedures and industry practices. |
| | | 1.7 | Clean and sanitise tools and equipment according to salon and industry procedures. |
| | | 1.8 | Sanitise stones correctly after each treatment and leave to dry overnight according to industry practices. |
| | | 1.9 | Store stones in a manner which effectively energises them according to industry procedures. |

- 1.10 Position equipment and treatment products for ease and safety of use according to salon policies.
 - 1.11 Heat and cool stones according to manufacturer's instructions and industry practices.
 - 1.12 Place clients in a comfortable and relaxed position appropriate for the treatment.
 - 1.13 Use suitable materials to protect client's skin against extremes of temperature during placement of stones according to industry procedures.
2. Perform stone therapy treatments.
- 2.1 Explain sensations created by the stones clearly to clients, according to salon procedures.
 - 2.2 Explain treatment procedure to clients clearly and concisely at each stage of the process according to salon procedures.
 - 2.3 Provide support and cushioning for specific areas of the body during treatment according to industry procedures.
 - 2.4 Place suitable **types of stones** correctly on the chakra points, as required, to meet agreed treatment plan.
 - 2.5 Place suitable **types of stones** under the body correctly, when required, according to client's comfort.
 - 2.6 Lubricate skin fully to allow smooth, continuous movement of the stones over the skin and to avoid overheating according to industry practices.
 - 2.7 Adapt **stone therapy techniques** to meet client's **physical characteristics** and preferences.

- 2.8 Vary depth, rhythm and pressure of **treatment techniques** to effectively meet client's physical characteristics, treatment plan and target **treatment areas**.
- 2.9 Monitor client's wellbeing throughout the stone therapy treatment.
- 2.10 Handle stones carefully to avoid excessive noise and disturbance during the treatment according to salon procedures.
- 2.11 Take prompt and appropriate remedial action if difficulties or discomfort occurs during treatment.
- 2.12 Allow clients adequate time for recovery post-treatment according to industry standards.
- 2.13 Clean and tidy treatment area for future treatments according to salon procedures.
- 2.14 Confirm that the finished result is to client's satisfaction and meets the agreed treatment plan according to salon policy.

RANGE STATEMENT

All range statements must be assessed:

1. Types of stone:

- basalt
- marine
- marble

2. Stone therapy techniques:

- rotation of stones
- alternation of hot and cold stones
- use of hot stones only
- use of cold stones only
- combination of stone types and sizes
- temperature management

3. Treatment areas:

- neck, face and scalp
- chest and shoulders
- arms and hands
- abdomen
- back and gluteals
- legs and feet
- full body

4. Treatment techniques:

- effleurage
- petrissage
- friction
- tapping
- placement

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to apply the principles and knowledge of anatomy and physiology to massage treatments.
2. What are the contraindications that prevent or restrict treatment and why.
3. What are the contra-actions which may occur during and post-treatment, why and how to deal with them.
4. What are the different types of safe, purpose-built stone heating equipment.
5. How to use and position stones safely on the body.
6. What are the implications of using non-professional stone heating equipment.
7. What are the different methods of cooling stones.
8. How to select the correct size and shape of stone for the client's physical characteristics and the area being treated.
9. How to dry and store different types of stones in a way that will effectively energise them.
10. What are the suitable types of materials used to protect the client's skin against extremes of temperature during stone therapy treatments.
11. What are the recommended operating temperatures for hot and cold stones.
12. What are the types of oils used for stone therapy treatments and their purposes.
13. What is the historical and cultural background of stone therapy.
14. What are the five elements of stone therapy.
15. What are the basic principles and characteristics of the seven major chakras and their significance to the practice of stone therapy treatment.
16. How to place stones underneath the body to maximise their benefits, purpose and client comfort.
17. How to introduce stones to the client's body during treatment and the importance of doing so in a careful, safe and considerate manner.
18. What is the importance of temperature and time management of the stones during treatment.
19. How to safely handle stones to avoid excessive noise and disturbance during the treatment.
20. How to adapt and combine stone therapy treatment techniques, depth and pressure to suit different physical characteristics of the body, areas of the body and preferences.
21. What are the advantages of stone therapy treatments.

22. How and why support and cushioning should be used during treatment.
23. How to safely reposition the client during treatment and the type of assistance that should be provided by the therapist.
24. What is the importance of evaluating the effectiveness of stone therapy treatments.
25. Why are recovery times important.
26. How stone therapy treatments may be used to enhance other treatments.
27. What are the benefits of future and continuous treatments.
28. What post-treatment advice can be given in relation to dietary and fluid intake.
29. How to recognise erythema and hyperemia and their causes.
30. Why it is important to maintain correct posture during massage and to complete your own stretching exercises to prevent repetitive strain injury.
31. How to adapt massage treatments for male and female clients.

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.

U92702**Craft personal entrepreneurial strategy**

Unit Descriptor:

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

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|---|
| 1. Demonstrate knowledge of the nature of entrepreneurship. | 1.1 Define concepts associated with entrepreneurship clearly. |
| | 1.2 Identify and explain factors which influence entrepreneurship locally and regionally. |
| | 1.3 Explain clearly the importance of entrepreneurship to economic development and employment. |
| | 1.4 Present the findings of research conducted on entrepreneurial ventures and successes in the Caribbean region clearly, in the appropriate format. |
| | 1.5 State the difference between wage employment and entrepreneurial ventures correctly. |
| 2. Identify and assess entrepreneurial characteristics. | 2.1 Carry out relevant research and identify the required entrepreneurial characteristics. |
| | 2.2 Assess and rank identified entrepreneurial characteristics. |
| | 2.3 Demonstrate an understanding of the process and discipline that enables an individual to evaluate and shape choices and to initiate effective action correctly. |

- 2.4 Identify **factors** that will help an entrepreneur to manage the risk and uncertainties of the future, while maintaining a future-oriented frame of mind.
3. Develop self-assessment profile.
 - 3.1 Use self-assessment tools/methods to properly identify personal entrepreneurial potential.
 - 3.2 Demonstrate the ability to apply creatively, problem-solving techniques and principles to solve business-related problems.
 - 3.3 Obtain appropriate feedback from others for the purpose of becoming aware of blind spots and for reinforcing or changing existing perceptions of strengths or weaknesses.
4. Craft an entrepreneurial strategy.
 - 4.1 Develop a profile of the past that includes accomplishments and preferences in terms of likes and work styles, coupled with a look into the future and an identification of what you would like to do.
 - 4.2 Identify areas for development to determine commitment, determination and perseverance; orientation towards goals; taking initiative and accepting personal responsibility; recognising management competencies.
 - 4.3 Develop written guidelines to obtain feedback that is solicited, honest, straightforward, and helpful, but not all positive or negative, to facilitate reviews.
 - 4.4 Develop a framework and process of setting goals which demand time, self-discipline, commitment, dedication and practice.
 - 4.5 Establish goals that are specific and concrete, measurable, relate to time, realistic and attainable.

- 4.6 Establish how priorities including identifying conflicts and trade-offs and how these may be resolved.
- 4.7 Identify potential problems, obstacles and risks in meeting goals.
- 4.8 Identify specific action steps that are to be performed in order to accomplish goals.
- 4.9 Indicate the method by which results will be measured.
- 4.10 Establish milestones for reviewing progress and tying these to specific dates on a calendar.
- 4.11 Identify sources of help to obtain resources.
- 4.12 Demonstrate evidence of the ability to review process and periodically revise goals.

RANGE STATEMENT

All range statements must be assessed:

1. Concepts:

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

2. Factors:

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

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What is a personal entrepreneurial profile system.
2. Explain the following effective management systems.
 - marketing
 - operations/productions
 - finance
 - administration
 - law
3. How to measure feedback.
4. What are the methods for developing a personal business plan.
5. What is the difference between entrepreneurial and management culture.
6. How to determine barriers to entrepreneurship.
7. How to minimise exposure to risk.
8. How to exploit any available resource.
9. How to tailor a reward system to meet a particular situation.
10. How to effectively plan and execute activities.
11. How to use computer technology to undertake assessments.

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:

- Products of work
- 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.

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. | <p>1.1 Perform duties in accordance with relevant policies and legislation.</p> <p>1.2 Execute duties in a manner which minimises environmental damage.</p> <p>1.3 Operate and handle equipment and materials in a manner that minimises environmental damage.</p> |
| 2. Contribute to continuous improvements in protecting the environment. | <p>2.1 Identify instances of likely or actual environmental damage and take appropriate action.</p> <p>Identify improvements to procedures and practices in terms of good environmental practice and report to relevant persons.</p> <p>Dispose of hazardous and non-hazardous waste safely according to approved legislative procedures and practices.</p> <p>Contribute to sustainable development particularly in the conservation of energy, water, use of resources and equipment to minimise environmental damage.</p> |

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

Approved Centre

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.

Explanation of NVQ Levels

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

Level 1 - Entry Level

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

Level 2 - Skilled Occupations:

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

Level 3 - Technical and Supervisory Occupations:

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

Level 4 - Technical Specialist and Middle Management Occupations:

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

Level 5 - Chartered, Professional and Senior Management Occupations:

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

External Verifier

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

Internal Verifier

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

NVQ

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

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

NVQ Coordinator

Within each approved Centre offering NVQs, there is a centre contact who has overall responsibility for the operation and administration of the NVQ system.

Observation

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

Performance criteria

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

Product of Work

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

Questioning

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

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

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

Range statements

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

Range statements are prescriptive therefore each category must be assessed.

Role-plays

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

Simulations

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

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

Supplementary evidence

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

Underpinning knowledge

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

Units

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