



National Unit specification: general information

Unit title: Beauty Skills: An Introduction (SCQF level 4)

Unit code: FW08 10

Superclass: HL

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Summary

This is a mandatory Unit within the NPA Beauty and Digital Communication at SCQF level 4. It can also be taken as a free-standing Unit.

The purpose of this Unit is to allow learners to experience a range of beauty therapy treatments as an introduction to the therapies industry. Candidates will gain an understanding of health and safety procedures relevant to beauty treatments. They will gain knowledge of performing a specified range of beauty treatments.

This Unit is suitable for young college students, school pupils and adult returners who have an interest in the subject area.

Outcomes

- 1 Identify and describe health and safety procedures relevant to beauty therapy treatments.
- 2 Demonstrate knowledge of basic beauty therapy treatments from a specified range.
- 3 Apply beauty therapy treatments from the specified range.

Recommended entry

Entry is at the discretion of the centre.

Credit points and level

1 National Unit credit at SCQF level 4: (6 SCQF credit points at SCQF level 4*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

General information (cont)

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Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill component in this Unit.

National Unit specification: statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Identify and describe health and safety procedures relevant to beauty therapy treatments.

Performance Criteria

- (a) Describe the importance of following hygienic standards.
- (b) Demonstrate a basic knowledge of the preparation and maintenance of the treatment area and self.
- (c) Identify potential hazards in the beauty salon.

Outcome 2

Demonstrate knowledge of introductory beauty treatments, products, tools and equipment.

Performance Criteria

- (a) Investigate the specified range of treatments.
- (b) Identify a range of products, tools and equipment used in the beauty therapy treatments from the specified range.

Outcome 3

Apply beauty therapy treatments from the specified range.

Performance Criteria

- (a) Prepare self, area and client for the treatment.
- (b) Select tools, products and equipment for a range of specified beauty therapy treatments.
- (c) Perform the treatment using selected products, tools and equipment.

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

Evidence is required to demonstrate that the candidates have achieved all Outcomes and Performance Criteria, and a holistic approach to gathering evidence should be used.

Performance evidence as well as written and/or recorded oral evidence is required which demonstrates that the candidate has achieved all outcomes to the standards specified in the Outcome and Performance Criteria.

This evidence should be produced under supervision, controlled conditions at appropriate points throughout the Unit either on an Outcome by Outcome basis or as integrated assessments.

Outcome 1 and 2: written and/or oral evidence

Satisfactory attainment of both outcomes 1 and 2, candidates must produce written and/or oral evidence that demonstrate knowledge and identification of the following:

- ◆ Importance of following hygienic standards.
- ◆ The preparation and maintenance of the treatment area and self.
- ◆ Potential hazards in the beauty salon.
- ◆ Specified range of beauty treatments, to include:
 - Nail care
 - Skin cleanse, tone, moisturise
 - Make up
 - Tweezing
- ◆ Range of products, tools and equipment used in the beauty therapy treatments from a specified range.

Outcomes 1 and 2 can be assessed individually and/or jointly recording the contribution of the individual candidate's achievement.

Outcome 3: Performance evidence

Performance evidence is required which demonstrates that the candidate has developed basic skills in the application of beauty therapy treatments by performing 3 treatments from the range of skills on clients within the peer group, from the following range:

- ◆ Nail care, hands or feet.
- ◆ Skin cleanse, tone, moisturise.
- ◆ Make up to include eyes, lips and face to suit the young clients choice.
- ◆ Tweezing — to tidy eyebrows (re-shape not required at this level).

The candidate will be required to perform:

One occasion — one nail treatment — either on hand or foot.

One occasion — one facial treatment including cleanse, tone and moisturise, eyebrow tidy, make up.

A client consultation sheet should be used to record the treatments applications and should include health and safety checklist.

National Unit specification: support notes

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This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit is designed for candidates who are considering a career or studying in further education the beauty therapy industry. The purpose of the Unit is to provide candidates with the knowledge and understanding of beauty treatments and application. They will develop skills in nail care, skin care, tweezing and make up application:

- ◆ Nail care; basic cuticle treatment (no knife), hand massage, file and polish.
- ◆ Skin care; cleanse, tone and moisturise facial.
- ◆ Tweezing; to tidy the eyebrows. Re-shape not required at this level.
- ◆ Make up application; to include, eyes, lips and face as appropriate to the young client.

The Unit will contain tasters of various practical skills and introduce the concepts of working within the parameters of an appropriate salon environment.

The importance of health and safety within the industry will also be introduced. Candidates will be encouraged to practice the skills within the peer group to encourage and promote independent learning and communication skills, problem solving and responsibility for their own actions.

Current legislation (an appropriate information and guidance pack should be used to encompass the relevant standards):

- ◆ Health and Safety at work Act.
- ◆ Workplace Regulations.
- ◆ Manual Handling Regulations.
- ◆ Personal Protective Equipment at Work Regulations.
- ◆ Provision and use of Work Equipment regulations.
- ◆ Control of Substances Hazardous to Health regulations (COSHH).
- ◆ Electricity at Work Regulations.
- ◆ Reporting of Injuries, diseases and Dangerous Occurrences regulations (RIDDOR).

The candidates should be able to reproduce a variety of practical skills within the peer group with assistance and guidance.

National Unit specification: support notes (cont.)

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Guidance on learning and teaching approaches for this Unit

This Unit should be delivered in an appropriate environment where safe and hygienic practices can be followed. The candidate will practice the skills, under supervision on peers and where deemed appropriate on clients.

The teacher/lecturer/tutor should provide demonstration to allow candidates to practice the skills required. A range of delivery techniques can be used to deliver the Unit, such as:

- ◆ Tutor exposition and demonstrations of skills, treatments and standards expected.
- ◆ Skills practice with tutor support within the peer group.
- ◆ Use of technology to research and support relevant knowledge and understanding.
- ◆ Use of technology to record achievement, ie camera.
- ◆ Peer assessment through discussion.
- ◆ Self assessment through completion of worksheets/workbooks.
- ◆ The use of checklists to reinforce learning and teaching and assessment in a holistic approach.
- ◆ Tutor led discussions should be used to encourage communication skills and promote awareness of self and others.

Guidance on approaches to assessment for this Unit

Where possible assessment should be holistic and provide opportunities for candidates to recognise progression and achievement.

The candidate should be able to carry out the skills within the peer group. The clients may be members of their peer group.

The candidates may compile a portfolio of evidence to support their activities (holistic approach to gathering evidence).

By observation, using checklists for practical applications.

Skills performance may also be evidenced by digital media recording.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists.

Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

National Unit specification: support notes (cont.)

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Opportunities for developing Core Skills

This Unit may provide the opportunities to develop Core Skills through practical activity. Candidates will be involved in listening, seeking advice, planning resources and producing written and/or oral evidence. There are good opportunities for developing *Communication*, *Working with Others* and *Problem Solving* although there is no automatic certification for Core Skills.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date

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