



**NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION****STATEMENT OF STANDARDS****UNIT NUMBER:** 5150084**UNIT TITLE:** COMPOSITE SKILLS IN BEAUTY CARE

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

**OUTCOME**

1. COMMUNICATE EFFECTIVELY WITH CLIENTS IN ORDER TO INTERPRET THEIR REQUIREMENTS AND GIVE ADVICE ON TREATMENT OPTIONS

**PERFORMANCE CRITERIA**

- (a) Oral communication is clearly announced and unambiguous.
- (b) Non verbal communication towards the client is positive and responsive.
- (c) Treatment requirements are clearly established.
- (d) Options are advised and discussed with the client prior to commencement of treatment.

**RANGE STATEMENT**

Methods of communication: verbal; non verbal.

Treatment requirements: contra indications; indications; client wishes.

Treatment range: facial treatments; eye treatments; nail treatments; depilation.

**EVIDENCE REQUIREMENTS**

Practical/oral evidence that the candidate can communicate effectively with the client, give advice and establish client requirements.

**OUTCOME**

2. PLAN AND EXECUTE ON ONE MODEL A COMPREHENSIVE TREATMENT STRATEGY WHICH INCORPORATES A VARIETY OF PROCESSES

**PERFORMANCE CRITERIA**

- (a) The treatment plan incorporates all the client requirements.
- (b) Any financial or time constraints imposed by the client are observed.
- (c) Any constraints imposed by availability of resources are accommodated in the plan.
- (d) Full treatment is applied in a logical sequence to achieve the stated aims and client satisfaction.

**RANGE STATEMENT**

Constraints:

- imposed by client: time; finance; contra indications to certain treatments; personal choice;
- imposed by industry: time; finance; availability of products or equipment; salon space.

Planning: range; choice; logical sequence; time management; resource management; aims; application methods; safety.

Hygienic practices; client care.

**EVIDENCE REQUIREMENTS**

Practical and written evidence of the candidate's ability to plan and execute a multiple process treatment to the standard imposed by industry.

**ASSESSMENT RECORDS**

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

**SPECIAL NEEDS**

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of Support Notes.

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**NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION****SUPPORT NOTES**

**UNIT NUMBER:** 5150084

**UNIT TITLE:** COMPOSITE SKILLS IN BEAUTY CARE

**SUPPORT NOTES:** This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

**NOTIONAL DESIGN LENGTH:** SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

**PURPOSE** This specialist module aims to contextualise the various beauty treatments processes defined in individual Beauty care Modules through the application of realistic commercial activities.

It is an appropriate module for those using wishing to practice beauty care at a professional level as it generates awareness of the level full range of skills required.

It is essential that candidates have previously achieved the beauty care modules listed in the access statement.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

In this module you will combine a range of individual beauty care skills to carry out a complete beauty care treatment for a client. You will require to discuss the treatment with the client to establish his/her needs and to carry out the treatment processes in a logical order and to an acceptable time scale.

**CONTENT/CONTEXT** Through this module the application of beauty care skills should be extended to accommodate the constraints imposed by industry along with the extensive variations in individual client requirements.

Corresponding to outcomes 1-2:

1. The candidate should communicate effectively with a cross section of clients including all age groups, people with physical disabilities, known and unknown clients and difficult clients.

The ability to accommodate unknown/unusual circumstances is a key factor in this module. Every effort should be made to ensure that candidates have the opportunity to work with new clients wherever possible.

They should demonstrate a pleasant and respectful manner, patience, tact and discretion and an ability to make light conversation and to deal with awkward situations.

Candidates should also be aware of the need to establish client's wishes and treatment aims avoiding the use of professional jargon which may confuse or mislead the client.

Any uncertainty should be clarified and assistance should be offered willingly. Body language should be recognised and should be positive to ensure that good relationships are established and maintained throughout the treatment.

The consultation process should be thorough and concise with due regard to time constraints. Contra indications should be identified and appropriate action taken.

Diagnostic procedures should be accurate and treatment options should be fully explained to the client.

Professional advice should be given to the client with the client's best interest in mind. However the client's wishes should always be considered and should be refused only where the outcome would be dangerous or in any way detrimental to the treatment aims.

Candidates should be aware of the possible positive and negative implications of refusal to perform a contra indicated treatment when requested to do so by a client.

2. In devising a treatment plan the candidate must be aware of the full extent of outcomes required in order to achieve the aims to satisfy the client.

Candidates should demonstrate the ability to modify treatments where required to accommodate clients wishes, treatment aims or economy of time or resources.

Treatment should at all times be planned in logical sequence to accommodate timed processes, eg: masks, eye lash tints, and to reposition the client and/or equipment as required with minimum disruption.

All equipment and products should be prepared in advance to ensure that the treatment is not interrupted.

All processes should be completed effectively within the designated time to meet with client's satisfaction.

Safe and hygienic practices should be demonstrated throughout all the treatments.

**APPROACHES TO GENERATING EVIDENCE** This module is essentially candidate centred with most of the underpinning skills and knowledge already developed in the previous modules requested for access.

This module deals with the application of these previously acquired skills within industrial parameters.

Practical activities evidenced by checklists, record cards, case studies and treatment plans could therefore be used effectively for each of the outcomes.

The candidates should in the first instance practice upon each other imposing time constraints common to the commercial salon. This enables the candidate to experience from both client and operator perspective the commercial realistic salon treatment process. This also offers an opportunity to use peer group assessment techniques.

Integrated assessment would allow opportunity to evaluate practical performance across the full treatment range along with the associated communication, diagnostic, planning and management skills. These could be recorded in checklists by candidates and/or tutor and/or clients.

Candidates will generate, through record cards and treatment plans, a bank of evidence which could be translated into reference case studies.

Progressive or staged treatment plans which become more complex by the inclusions of additional processes, constraints, contra indications or other client centred problems will help the candidate to develop confidence and competence in personal management.

**ASSESSMENT PROCEDURES** Corresponding to outcomes 1-2:

Outcome 1 This could be assessed by observation of the candidate's performance during role play and while interacting with clients.

A checklist could be used to indicate that each of the performance criteria have been achieved.

Satisfactory achievement of the outcome is based on all of the performance criteria being met.

Outcome 2 This could be assessed by observation of the candidate's performance during practical work using a checklist to assess all of the performance criteria.

An integrated assessment in the form of treatment plans or case studies could also be used as evidence that performance criteria have been achieved. A minimum of six plans would be required in order to represent a fair cross section of clients.

Satisfactory achievement of the outcome is based on all performance criteria being met.

**RECOGNITION** Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised and Recommended Groupings'.

## REFERENCES

1. Guidelines for Module Writers.
2. SQA's National Standards for Assessment and Verification.
3. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
4. Procedures for special needs statements are set out in SQA's guide 'Students with Special Needs'.

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