



National Unit Specification: general information

UNIT Beauty: Facial Techniques (Higher)

CODE F5AY 12

COURSE Beauty (Higher)

SUMMARY

This Unit has been designed as a mandatory Unit of the Beauty (Higher) Course and can also be taken as a free-standing Unit.

Candidates will learn about the structure and function of the skin, facial bones and muscles, skin types and common skin conditions. They will also learn how to analyse the skin before selecting appropriate products to reflect the client's skin type and condition. Candidates will also develop practical skills of cleansing, toning and moisturising the face incorporating a basic face massage. Massage techniques and demonstrating dexterity when applying these are areas which will be included.

Candidates will participate in a number of activities which will help them to develop the skills contained within this Unit. Candidates will also evaluate their own performance in specified employability skills and attitudes and set goals for improvement to enhance their employability profile.

This Unit is suitable for those who have no previous qualifications or experience and wish to gain an introductory award as part of a general education or to more specialised study.

OUTCOMES

- 1 Demonstrate knowledge of the skin, bones and muscles of the face.
- 2 Prepare for a standard facial treatment in a beauty salon environment.
- 3 Carry out a standard facial treatment in a beauty salon environment on three different skin types.
- 4 Review own performance in relation to the development of specified employability skills.

Administrative Information

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National Unit Specification: general information (cont)

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RECOMMENDED ENTRY

Entry is at the discretion of the centre

CREDIT VALUE

1 credit at Higher (6 SCQF credit points at SCQF level 6*).

**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.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in this Unit. Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches*.

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

Demonstrate knowledge of the skin, bones and muscles of the face.

Performance Criteria

- (a) Identify and describe the skin structure.
- (b) Identify the functions of the skin.
- (c) Identify facial bones and muscles.
- (d) Identify and describe skin types.
- (e) Describe common skin conditions.
- (f) Identify factors which would prevent treatment taking place.

OUTCOME 2

Prepare for a standard facial treatment in a beauty salon environment.

Performance Criteria

- (a) Meet specified salon standards for timekeeping, appearance and behaviour.
- (b) Select correct resources to carry out facial treatment.
- (c) Consult with and prepare client for a facial treatment.
- (d) Identify client's skin type.
- (e) Select correct products to be used according to skin type from the salon range.
- (f) Record skin type and product selection on client record card.

OUTCOME 3

Carry out a standard facial treatment in a beauty salon environment on three different skin types.

Performance Criteria

- (a) Carry out cleanse, massage, tone, and moisturise using correct products and techniques.
- (b) Give relevant aftercare advice to client.
- (c) Give relevant product recommendations to client.
- (d) Record aftercare and product recommendations on client record card.
- (e) Comply with relevant current health and safety requirements while carrying out the facial treatment.

National Unit Specification: statement of standards (cont)

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OUTCOME 4

Review own performance in relation to the development of specified employability skills.

Performance Criteria

- (a) Identify strengths and weaknesses in specified employability skills.
- (b) Gather feedback from others on own skills and abilities.
- (c) Identify areas for improvement in specified employability skills and set relevant goals.
- (d) Evaluate progress in achieving identified goals.

Evidence Requirements for this Unit

Performance evidence and written/oral recorded evidence which covers all the Outcomes and Performance Criteria is required for this Unit.

The term *client* is used in this Unit to mean a person receiving a beauty treatment. It is important to note that, while a variety of individuals (for example, candidates' peers, or other students of the centre) may act as clients for both formative activities and summative assessments, practical activities for this Unit must be carried out either in a realistic manner in a real or simulated salon environment, which involves working with clients, working with others in a team and will develop good working practice.

Outcome 1: Structured questions

Structured questions will be set which will be carried out in closed-book conditions. The questions must enable candidates to demonstrate their knowledge of the skin, bones and muscles of the face and will cover:

- ◆ skin structure — layers of the epidermis, dermis — arrector pili muscle, sweat gland, sebaceous gland, sensory nerve ending, lymph vessel, dermal papilla, blood supply, subcutaneous layer, hair follicle
- ◆ functions of the skin — sensation, heat regulation, absorption, protection, excretion, secretion
- ◆ facial bones — zygomatic, palatine, mandible, maxillae, vomer, turbinate, nasal, lacrimal
- ◆ facial muscles — frontalis, corrugator, orbicularis oculi, zygomaticus, procerus, nasalis, orbicularis oris, platysma
- ◆ skin types — dry, normal, oily, combination
- ◆ common skin conditions — comedones, milia, papules, pustules
- ◆ factors which would prevent treatment taking place — skin diseases, skin disorders, skin infections, viral conditions, conditions which would cause discomfort to the client

National Unit Specification: statement of standards (cont)

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Outcome 2: Performance evidence

Candidates will be required to demonstrate by practical activity on a minimum of **three** occasions that they are able to:

- ◆ meet specified salon standards for timekeeping, appearance and behaviour
- ◆ select correct resources to be used to carry out facial treatment
- ◆ consult with client
- ◆ prepare client for cleanse, massage tone and moisturise
- ◆ analyse skin
- ◆ select correct products to be used according to skin type and salon range
- ◆ record skin type and product selection on client record card

Outcome 3: Performance evidence

Candidates will be required to demonstrate by practical activity on a minimum of **three** occasions that they are able to:

- ◆ carry out cleanse, massage, tone and moisturise using correct products and techniques
- ◆ give relevant aftercare advice to client
- ◆ give relevant product recommendations to client
- ◆ record aftercare and product recommendations on client record card
- ◆ comply with relevant current health and safety requirements while carrying out the facial treatment

Performance evidence for Outcome 2 and 3 must be gathered on the same assessment occasion in a realistic commercial time.

Practical performance must be demonstrated on three different skin types. The specified skin types are dry, normal, oily, combination.

An assessor observation checklist and completed client record card which accurately records client skin type, product selection, aftercare advice and product recommendations must be used to provide evidence of performance for Outcome 2 and 3.

Outcome 4: Candidate Review Sheets

Evidence Requirements for Outcome 4 should take the form of **one** completed candidate review sheet which will give candidates an opportunity to record the development of their employability skills. This review should be carried out towards the end of candidate's programme of activities for this Unit.

Candidates will identify their strengths and weaknesses and get feedback from their teacher/lecturer. They will then identify three employability skills they intend to develop further in the future to improve their employability skills profile. They will also identify which one of these three is the highest priority for improvement, where they have improved most and where they need further development. If they have completed other Units in the Beauty Higher Course, they will have the opportunity to look at previous reviews and how they have improved.

National Unit Specification: statement of standards (cont)

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The National Assessment Bank pack provided for this Unit illustrates the standard that should be applied. It includes structured questions for Outcome 1, assessor checklists and client record card for Outcomes 2 and 3 and candidate review sheets for Outcome 4. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

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

Candidates will learn about the structure and function of the skin, facial bones, facial muscles, skin types and common skin blemishes.

They will also develop skills in analysing the skin before selecting appropriate products to reflect the client's skin type and condition as well as the practical skills of cleansing, toning and moisturising the face incorporating a basic face massage. Massage techniques and demonstrating dexterity when applying these techniques are areas which will be included.

Practical performance must be carried out on a client.

It is essential that relevant aspects of current health and safety legislation are explained and adhered to as part of the work of this Unit.

Key areas of knowledge are:

- ◆ skin structure — layers of the epidermis, dermis — arrector pili muscle, sweat gland, sebaceous gland, sensory nerve ending, lymph vessel, dermal papilla, blood supply, subcutaneous layer, hair follicle
- ◆ functions of the skin — sensation, heat regulation, absorption, protection, excretion, secretion
- ◆ facial bones — zygomatic, palatine, mandible, maxillae, vomer, turbinate, nasal, lacrimal
- ◆ facial muscles — frontalis, corrugator, orbicularis oculi, zygomaticus, procerus, nasalis, orbicularis oris, platysma
- ◆ skin types — dry, normal, oily, combination
- ◆ common skin conditions — comedones, milia, papules, pustules
- ◆ factors which would prevent treatment taking place — skin diseases, skin disorders, skin infections, viral conditions, conditions which would cause discomfort to the client
- ◆ working safely in the salon
- ◆ hygiene procedures
- ◆ prevention of infection
- ◆ factors which would prevent treatment taking place
- ◆ conditions of work, eg dress code, personal conduct
- ◆ resources required for specific services
- ◆ knowledge of the importance of adhering to appropriate current legislation and where to find further information on:
 - Health and Safety at Work Act
 - Control of Substances Hazardous to Health [COSHH] Regulations
 - Electricity at Work Regulations
 - Personal Protective Equipment [PPE] at Work Regulations
 - Data Protection Act
 - Provision and Use of Work Equipment Regulations

National Unit Specification: support notes (cont)

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- ◆ organisational requirements relating to treatment areas, storage and disposal
- ◆ client preparation — cleansing, toning, moisturise and facial massage
- ◆ product knowledge - salon's range of make-up removers, cleansers, toners, moisturisers, massage mediums
- ◆ benefits of facial massage
- ◆ massage techniques — effleurage, petrissage, tapotement, vibrations
- ◆ salon procedure for cleansing, toning and moisturising incorporating a facial massage
- ◆ salon method of basic face massage
- ◆ tools and equipment
- ◆ effective communication
- ◆ how to respond appropriately to others

In addition to the vocational content, candidates should be encouraged to develop a positive approach to the employability skills identified by employers. These should be taught as an integral part of the Unit. Opportunities will arise while working in the salon environment to highlight the value of a positive attitude, good timekeeping, appropriate appearance, good customer care, communication skills, teamwork, respect and consideration for others, time management and an understanding of current relevant health and safety legislation.

During this Unit, in addition to the specific vocational skills developed and assessed, candidates will have the opportunity to develop the following employability skills:

- ◆ A positive attitude and willingness to learn *
- ◆ Good timekeeping *
- ◆ Appropriate appearance *
- ◆ Customer care skills *
- ◆ Communication skills *
- ◆ Teamwork *
- ◆ Respect and consideration for others *
- ◆ Time management *
- ◆ Implementation and knowledge of health, safety and hygiene procedures *
- ◆ Awareness of salon procedures *
- ◆ Confidence to seek feedback *
- ◆ Review and self evaluation skills *

Achievement in a number of these employability skills [those marked with an asterisk *] will be clearly identified as a result of the evidence generated through the assessment activities for this Unit.

Practical activities should be carried out either in a realistic working environment or real workplace, which involves working with clients, working with others in a team and will develop good working practice. This Unit is not suitable for delivery in a conventional classroom setting.

National Unit Specification: support notes (cont)

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GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

There should be an induction to the Unit which allows candidates to understand fully what is required and the approaches which will be adopted.

The main approach to learning in this Unit should be experiential, practical and candidate-centred. Candidates should have the opportunity to learn and develop practical skills in a salon environment where they will experience workplace conditions and will learn how to work with others in a team.

Due to the practical nature of this Unit, each part of learning/teaching should incorporate both theory and practical, to facilitate learning. Candidates will therefore understand the relevance of the knowledge and understanding more easily as they experience the practical application. The learning and teaching should arise naturally throughout the practical activities.

Practical demonstration followed by supported role-play, initially with peers will enable candidates to practise and gain confidence before progressing to work on clients. Formative work throughout will enhance performance.

The importance of working safely in the salon should be stressed. Candidates must also be made aware of Salon ethics and confidentiality.

Candidates should be shown how to analyse then cleanse tone and moisturise the skin using suitable products according to client's skin type/condition and salon product range. Candidates should also be shown how to carry out a basic facial massage, using appropriate products — eg oil, cream. Cost effective use of products should also be discussed.

The selection and use of the correct products, tools and equipment should be emphasised throughout. Candidates should be able to give clients relevant aftercare and homecare recommendations and understand how this relates to the process of selling products.

It is important that candidates are made aware of the fact that the handling, disposing and storing of equipment and materials must comply with both the organisations and manufacturers instructions and legal requirements.

Achievement of this Unit will be dependant on candidates being able to carry out practical activities either in a realistic working environment or real workplace, which involves working with clients, working with others in a team and will develop good working practice.

CORE SKILLS

In this Unit candidates will carry out practical activities, and customer care duties, which involve listening and talking to customers. These are good opportunities for developing aspects of the Core Skill of *Communication*. Candidates will learn how important it is to work together as part of the salon team to meet the needs of customers which will allow the development of aspects of the Core Skill of *Working with Others*.

Candidates will also be encouraged to take responsibility for improving their own performance through self evaluation, taking feedback from others, setting goals for improvement and evaluating progress made. These are opportunities for developing aspects of Core Skills in *Communication* and *Problem Solving*.

National Unit Specification: support notes (cont)

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The opportunity could be taken during this Unit to emphasise that the employability skills developed and the relevant Core Skills indicated above, are skills which apply to a wide range of situations both in everyday life and in employment.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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 communications 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)*.

The Evidence Requirements are fully expressed in the mandatory section of this Unit Specification.

There are good opportunities for formative assessment in this Unit, including self and peer assessment and for collecting feedback from others.

When delivering this Unit as part of the Beauty (Higher) Course, written evidence for Outcome 1 and performance evidence for Outcomes 2 and 3 of this Unit could be integrated with the *Beauty: Facial Treatments Packages* Unit.

In Outcome 4 candidates should review their own performance and get feedback from their teacher/lecturer to record the development of their employability skills.

When delivering this Unit as part of the Beauty (Higher) Course, performance evidence for Outcome 4 of this Unit will give candidates greater opportunity to demonstrate the development of their employability skills profile across the duration of the Course.

The National Assessment Bank pack provided for this Unit illustrates the standard that should be applied. It includes structured questions for Outcome 1, assessor checklists and client record card for Outcomes 2 and 3 and candidate reviews for Outcome 4. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).