



## **National Unit Specification: general information**

**UNIT** Beauty: Facial Treatment Packages (Higher)

**CODE** F5B1 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, skin types and common skin conditions. They will also learn how to analyse the skin before selecting an appropriate package and products to reflect the client's skin type and condition as well as develop practical skills of cleansing, toning, skin warming, exfoliation, masque application and removal and moisturising.

Candidates will participate in a number of activities which will help them to develop the skills contained within this Unit. Candidates will also have the opportunity to review their own performance and identify areas for improvement in specified employability skills.

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

### **OUTCOMES**

- 1 Demonstrate knowledge of the skin.
- 2 Prepare for a customised facial treatment package in a beauty salon environment.
- 3 Carry out a customised facial treatment package in a beauty salon environment.
- 4 Review own performance in relation to the development of specified employability skills.

### **RECOMMENDED ENTRY**

Beauty: Facial Techniques or equivalent.

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#### **Administrative Information**

**Superclass:** HL

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## **National Unit Specification: general information (cont)**

**UNIT** Beauty: Facial Treatment Packages (Higher)

### **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**

### **UNIT Beauty: Facial Treatment Packages (Higher)**

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.

##### **Performance Criteria**

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

#### **OUTCOME 2**

Prepare for a customised facial treatment package in a beauty salon environment.

##### **Performance Criteria**

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

#### **OUTCOME 3**

Carry out a customised facial treatment package in a beauty salon environment.

##### **Performance Criteria**

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

## National Unit Specification: statement of standards (cont)

### UNIT Beauty: Facial Treatment Packages (Higher)

#### 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 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
- ◆ 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

#### 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
- ◆ consult with client to determine facial treatment package
- ◆ prepare client for identified treatment package
- ◆ analyse skin
- ◆ select correct products to be used according to skin type and salon range
- ◆ select correct resources to be used according to procedure
- ◆ record treatment package, skin type and product selection on client record card

## National Unit Specification: statement of standards (cont)

### UNIT Beauty: Facial Treatment Packages (Higher)

#### 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 a facial treatment package, using correct products and techniques relevant to the clients needs. Treatment packages may include cleanse, tone, skin warming, exfoliation, masque and moisturise.
- ◆ give relevant aftercare advice and 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 and completed in a realistic commercial time.

Practical performance must be demonstrated on three different skin types. The specified skin types are dry, normal, oily, combination. Skin warming must be demonstrated with warm towels and steamer. Masque application must include setting, non setting and paraffin wax. All techniques may not be applicable for all clients, but all techniques must be demonstrated over the three client packages.

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 most important to them, 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.

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

### UNIT Beauty: Facial Treatment Packages (Higher)

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, skin types and common skin blemishes. They will also learn how to analyse the skin before selecting appropriate products to reflect the client's skin type and condition as well as develop practical skills of cleansing, toning, skin warming, exfoliation, masque application and removal and moisturising.

Candidates will participate in a number of activities which will help them to develop the skills contained within this Unit. They will also review their employability skills profile.

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
- ◆ skin functions — sensation, heat regulation, absorption, protection, excretion, secretion
- ◆ skin types — dry, normal, oily, combination
- ◆ common skin blemishes — comedones, milia, papules, pustules
- ◆ working safely in the salon
- ◆ hygiene procedures
- ◆ prevention of infection
- ◆ factors which would prevent treatment taking place — skin diseases, skin disorders, skin infections, viral conditions, conditions which would cause discomfort to the client
- ◆ conditions of work, eg dress code, personal conduct
- ◆ resources required for specific services
- ◆ knowledge of the requirements of appropriate current health and safety 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
- ◆ organisational requirements relating to treatment areas, storage and disposal
- ◆ client preparation — cleanse, tone, skin warming, exfoliation, masque and moisturise
- ◆ product knowledge — salon's range of make-up removers, cleansers, toners, moisturisers, exfoliant and masques — setting, non setting and paraffin wax

## National Unit Specification: support notes (cont)

### UNIT Beauty: Facial Treatment Packages (Higher)

- ◆ aims of masque application
- ◆ salon procedure for cleanse, tone, skin warming, exfoliation, masque application and removal and moisturise
- ◆ methods of skin warming — hot towels, steamer
- ◆ tools and equipment
- ◆ how to select a facial treatment package which meets clients needs
- ◆ 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.

### **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.

## National Unit Specification: support notes (cont)

### UNIT Beauty: Facial Treatment Packages (Higher)

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 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, incorporating skin warming, exfoliation, and masques as determined by the clients needs. It should be stressed that not all techniques will be applicable for all clients.

Candidates should be shown how to warm the skin using both warm towels and a facial steamer and the reasons for selection. Different methods of exfoliation should be demonstrated — eg using a facial exfoliant with fingers, rotary brush with cleanser. Candidates should have the opportunity to use a variety of masques — eg setting, non setting, paraffin wax.

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 relevant aftercare and homecare recommendations to clients.

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 the Unit candidates will interact with customers and others. These are good opportunities for developing aspects of the Core Skill of *Communication* and also interpersonal skills. Many opportunities will arise in this Unit where candidates are working as part of the salon team. They will learn how important it is to work together co-operatively to meet customer needs. These opportunities will allow candidates to develop aspects of the Core Skill of *Working with Others*.

Candidates will be measuring masque products and recording quantities which will offer scope to develop aspects of the Core Skill of *Numeracy*.

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. These are opportunities for developing aspects of Core Skills in *Communication* and *Problem Solving*.



## National Unit Specification: support notes (cont)

### UNIT Beauty: Facial Treatment Packages (Higher)

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 Techniques* 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 review sheets 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](http://www.sqa.org.uk)).