

NVQ

Edexcel Level 1 NVQ in Beauty Therapy

February 2005

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Candidate guidance and logbook

Edexcel Limited is one of the leading examining and awarding bodies in the UK and throughout the world. It incorporates all the qualifications previously awarded under the Edexcel and BTEC brands. We provide a wide range of qualifications including general (academic), vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, our centres receive the support they need to help them deliver their education and training programmes to learners.

For further information please call Customer Services on 0870 240 9800, or visit our website at www.edexcel.org.uk

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Section 1: General information about NVQs

Introduction

This section provides an overview of NVQs.

What are NVQs?

National Vocational Qualifications (NVQs) are work-based qualifications that assess the skills and knowledge people need to perform their job role effectively. The qualifications are based on National Occupational Standards, which define what employees, or potential employees, must be able to do and know, how well they must do these things, and the circumstances in which they have to use the skills or carry out the activities.

The standards are usually defined by Sector Skills Councils or Standards Setting Bodies, which are made up of representatives from the relevant industrial sector.

The organisation responsible for the standards in this NVQ is:

Hairdressing And Beauty Industry Authority (HABIA)

Fraser House

Nether Hall Road

Doncaster DN1 2PH

Telephone: 01302 380000

Fax: 01302 380028

Email: mail@habia.org.uk

Each NVQ is designed to fit into a broad National Qualifications Framework, which allows for the comparison of different qualifications in the UK and throughout Europe.

NVQs are open to all. There are no entry requirements, no prescribed methods of delivery, no time constraints for completion and no age limits. Candidates do not have to achieve their NVQ all at once, unit accreditation is available for those wishing to achieve an NVQ unit by unit over a period of time.

On occasions, special assessment arrangements may be needed in order to provide equal opportunities to candidates with special needs. Further information on special assessment arrangements can be found in *Guidance to centres – Levels 1, 2 and 3 Beauty Therapy* and will be provided by your centre.

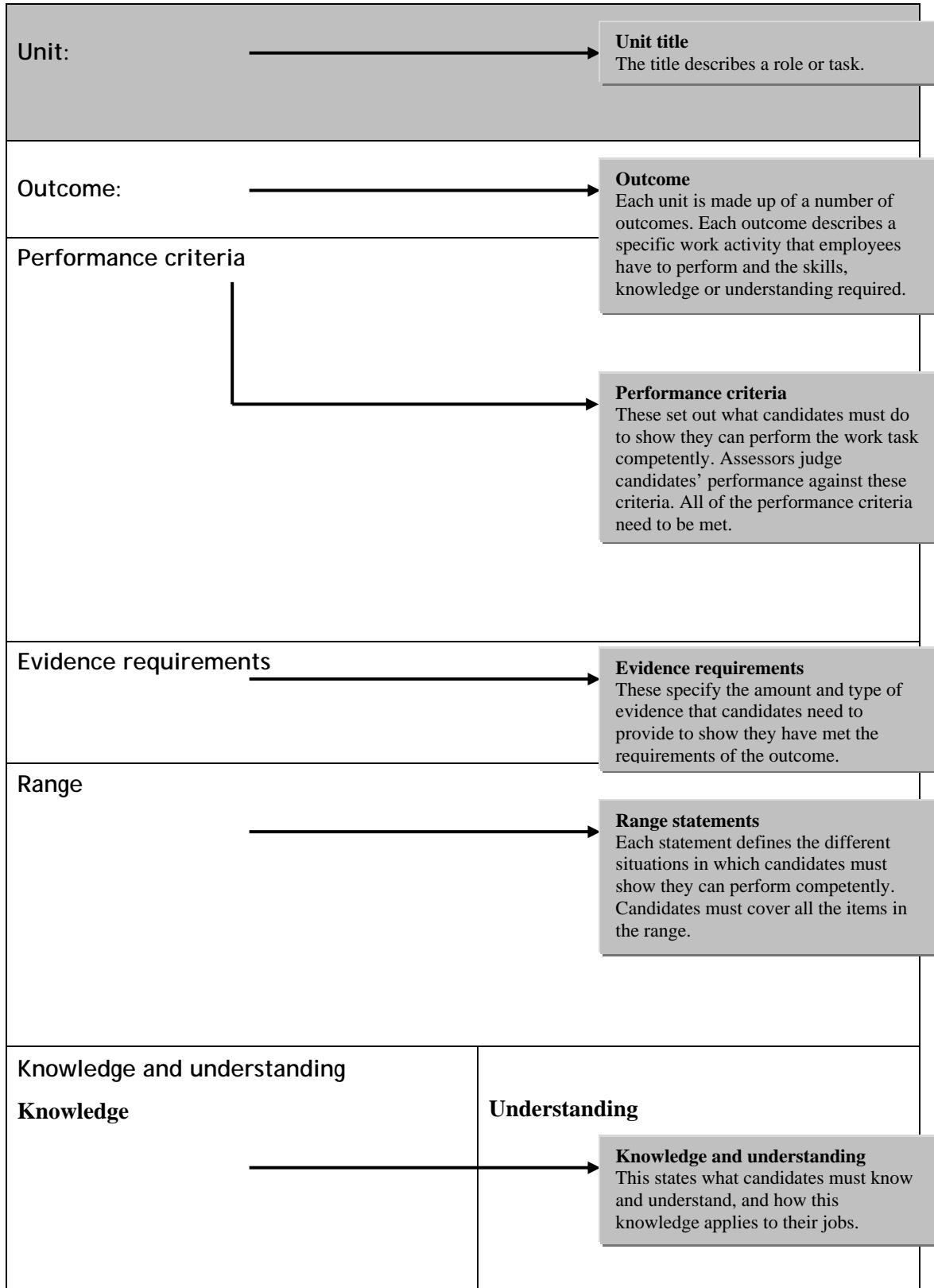
NVQs can be available at five levels, which reflect the range of technical and supervisory skills, knowledge, and experience that employees should have as they progress in their industry. An explanation of these levels is provided on the following page.

Explanation of levels

Level	Candidates must show their competence:
Level 1	in a range of activities that are largely routine and predictable.
Level 2	in a broader range of work activities that are less routine and predictable. Their job role will need to have some autonomy and responsibility and may require them to work as part of a team.
Level 3	by applying their knowledge and skills while carrying out a broad range of varied work activities, most of which are complex and non-routine. Their job role will have considerable autonomy or responsibility, and often require them to manage others.
Level 4	through complex work activities that require technical knowledge. Their job role requires substantial personal autonomy and often requires them to take responsibility for the work of others and for allocating resources.
Level 5	when carrying out activities in a wide range of situations, which are often unpredictable. Substantial responsibility and autonomy is involved in the job role, which requires deciding on the allocation of resources and the work of others. It requires the use of complex skills such as analysis, design and evaluation.

What is the structure of an NVQ?

All NVQs have a common structure. They consist of standards that can be broken down into the following parts:



Who is involved in NVQs?

A number of individuals and organisations are involved in NVQ assessment. Their roles have been designed to guarantee fair, accurate and consistent assessment.

	Who are they?	What is their role?
Centres	<ul style="list-style-type: none"> Organisations that offer NVQs on behalf of Edexcel. They may be schools, colleges, universities, training providers or employers. 	<ul style="list-style-type: none"> Responsible for the quality of the qualification. They must work within Edexcel's policies and guidelines, one of which is to provide a realistic working environment (RWE). Centres appoint assessors and internal verifiers. Once a year, centres must review the operation of the course and candidates' performance (see '<i>Review and evaluation</i>' in Section 5).
Candidates	<ul style="list-style-type: none"> The people who want to achieve the NVQ, eg employees. 	<ul style="list-style-type: none"> Need to show they can perform to national standards in order to be awarded an NVQ or unit(s).
Assessors	<ul style="list-style-type: none"> The people who assess candidates and decides if they have met the required standard, eg a supervisor. 	<ul style="list-style-type: none"> Judge candidates evidence of performance, knowledge and understanding against the national standards and decide whether candidates have demonstrated competence.
Internal verifiers	<ul style="list-style-type: none"> Individuals appointed by the centre who ensure that assessors apply the standards consistently, eg the supervisors line managers. 	<ul style="list-style-type: none"> Advise and support assessors and maintain the quality of assessment in a centre. Sample assessments systematically to confirm the quality and consistency of assessment decisions.
External verifiers	<ul style="list-style-type: none"> Individuals appointed by Edexcel to ensure that standards are being applied uniformly and consistently across all centres offering the NVQ. 	<ul style="list-style-type: none"> Check the quality and consistency of assessments, both within and between centres by systematically sampling evidence. Make regular visits to centres to ensure they continue to meet the approval criteria.
Edexcel	<ul style="list-style-type: none"> Your awarding body, approved by the government to offer qualifications and awards. 	<ul style="list-style-type: none"> Issues candidates' certificates so that employers can be sure the qualification has been gained after a rigorous and effective assessment process.

	Who are they?	What is their role?
Employers	<ul style="list-style-type: none"> Employers in this context may represent the actual employer of an employee who is being assessed or may be a provider of work experience opportunities to candidates who are based in a centre. Employees can be permanent or temporary, paid or voluntary. 	<ul style="list-style-type: none"> Work with centres to define the training need for an individual, negotiating or defining as needed levels, options and pathways. The agreed programme will depend upon the nature of the business and the business needs as well as the needs of the individual. Employers play a key role in the delivery of NVQs. Work with assessors to support candidates by providing training and experience opportunities during their NVQ. Provide assessment evidence through such mechanisms as expert witness statements or observations.

Assessors, internal verifiers and external verifiers should have occupational expertise in the NVQs they are assessing and verifying. The Standards Setting Body will normally specify the level of occupational expertise required, within the standards.

Assessors and verifiers are also expected to obtain an appropriate qualification in assessment and verification. This can take the form of the 'A' and 'V' units (the national standards for assessment and verification) or an alternative qualification that the Standards Setting Body recognises.

Edexcel expects all assessors, internal verifiers and external verifiers to obtain the appropriate 'A' and 'V' units within **18 months** of starting assessing or verifying.

You can contact us at:

Edexcel
One90 High Holborn
London WC1V 7BH

Customer Services:

Telephone: 0870 240 9800
Fax: 020 7190 5700
Enquiries: <http://enquiries.edexcel.org.uk>

How are NVQs achieved?

When you consistently meet the standards described in the outcomes and show that you have the required skills and knowledge across the range, you can then claim that you are competent in each unit. You can claim certification for single units or whole awards. Your claim to competence is registered through the awarding body. The awarding body you are registered with for this NVQ is Edexcel, who can be contacted at:

Edexcel
One90 High Holborn
London WC1V 7BH

Customer Services

Telephone: 0870 240 9800

Fax: 020 7190 5700

Enquiries: <http://enquiries.edexcel.org.uk>

The process of gaining an NVQ is flexible and depends on your needs. At the beginning of the process, your assessor will review your existing competence in relation to the standards and identify the most suitable NVQ. The level you start at will depend on the type and breadth of your current job role together with your past experience, skills and any relevant prior learning.

To achieve an NVQ, or a unit of an NVQ, you must:

- demonstrate that you meet the requirements of the performance criteria by collecting appropriate evidence as specified by the evidence requirements. This evidence is assessed against the national standards by a qualified assessor, who will be allocated to you by your centre. This will usually be someone who knows you, such as a manager or supervisor.

Evidence may come from:

- the **accreditation of prior learning and achievement (APL/A)** — where evidence relates to past experience or achievements
- **current practice** — where evidence is generated from a current job role
- a **programme of development** — where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- a combination of these.

How are NVQs assessed?

Assessment is based on what you can do and involves you, your assessor, an internal verifier and an external verifier — see *Who is involved in NVQs?* on page 4.

You will be asked to prove you are competent by providing evidence that shows you:

- can perform all the specified tasks consistently to the required standard
- understand why you are doing things (**knowledge and understanding**)
- can apply the required skills in different ways (**range**).

Assessment is flexible and you can be awarded a certificate for each unit you successfully achieve, even if you do not complete the full NVQ. There is no set period of time in which you need to complete a unit or NVQ. However, you and your assessor should still set target dates for completing each unit. Be realistic though, as there are many factors such as your previous experience, demands within your workplace and availability of resources which will affect how quickly you are able to achieve the qualification.

What is evidence?

To claim competence for an NVQ unit you need to gather evidence that shows you have met the standards. It is important that your evidence is easily understood so that it can be checked against the standards, by both your assessor and the awarding body.

Evidence can take many forms including:

- direct observation of your performance by your assessor
- products of your work
- authenticated statements — witness testimony

- personal statements
- outcomes from questioning
- outcomes from simulation
- case studies
- assignments or projects
- *Accreditation of Prior Learning and Achievement (APL/A)* — evidence from the past.

It is important that your evidence is:

- **valid** — it relates to the NVQ standard you are trying to prove
- **authentic** — the evidence, or an identified part of it eg a report was produced by **you**
- **consistent** — achieved on more than one occasion
- **current** — usually not more than two years old
- **sufficient** — covers all the performance and knowledge requirements laid down in the standards.

Note: You should check carefully that your evidence covers all of the above criteria. If you are in any doubt about whether to use a piece of evidence, you should ask your assessor for guidance.

Your evidence may be collected through a range of sources, such as employment, voluntary work, training programmes and interests/activities which you perform outside your work. It can also be produced in various formats, eg your own reports; testimonies from colleagues, supervisors or members of the public; projects; models; audio tapes; photographs; videos.

When you first begin your NVQ, you and your assessor should identify all the units and outcomes where you can use **integration of assessment**. Further details about integration of assessment can be found on page 9.

Demonstrating knowledge, understanding and skills

In order to meet the standards, you may also be required to prove knowledge and understanding. Each unit contains a list summarising the knowledge, understanding and skills a candidate must possess. Evidence of how these have been achieved and applied could be included in your performance evidence as one or all of the following:

- descriptions of why a particular approach was used
- personal reports about the learning process
- reflective reports which include how a theory or principle was applied
- assessment interviews
- assessment tests
- responses to questioning.

These should be included in your portfolio.

How will my assessor check I have the knowledge and understanding listed in the standards?

For some units, it will be clear to your assessor that you have the required knowledge and understanding from how you carry out your work. This is often referred to as *knowledge and understanding apparent from performance*. There will be other occasions though, when your assessor will be unsure if you know why, for example, it is important to give information to clients in certain situations. This could be because your assessor has not had the opportunity to observe all the performance criteria and range during assessment. In these situations, your assessor may wish to assess your knowledge and understanding by asking you some questions. These questions can be given orally or in writing.

Your assessor could also check you have the required level of knowledge and understanding by asking you to produce personal statements or to complete a project or assignment.

What if I have previous experience and knowledge and understanding from work and other qualifications?

If you have previous work experience, skills, and knowledge and understanding which you feel is relevant to your NVQ, you should tell your assessor about it. Your assessor may ask you for more proof in the form of letters from previous employers/training providers or details about any courses you have completed.

For example, you may have achieved an Entry Level qualification in a relevant subject in which case your assessor may feel that you already have some of the knowledge and understanding required for the NVQ.

The process of matching your previous experience and learning is often referred to as the *Accreditation of Prior Learning and Achievement (APL/A)*. The purpose of this process is to try and give you some credit towards your NVQ for things you can already do to the national standard. This means that your assessor should not have to assess you for these things all over again.

However, the success of this process depends on **you** telling **your assessor** what previous work experience or knowledge and understanding you have and how you think it is relevant to your NVQ. The more information you can supply to support your claims, the easier it should be to convince your assessor that you are competent.

When can simulation be used?

Throughout your NVQ, the emphasis is on you being able to carry out real work activities so assessment will normally be carried out in the workplace itself.

There may be times, however, when it might not be appropriate for you to be assessed while you are working. Examples might be where your NVQ requires you to carry out emergency or contingency procedures, for safety or confidentiality reasons or if your job role does not cover all aspects of the qualification. In such instances, when you have no other means of generating evidence, **simulation** might be appropriate.

Simulation is any structured exercise involving a specific task which reproduces real-life situations. Care must be taken though to ensure that the conditions in which you are assessed *exactly* mirror the work environment ie it is a **realistic working environment**.

You and your assessor should check the standards carefully to find out the Standards Setting Body's view of what constitutes a realistic working environment. Some Standards Setting Bodies stipulate the specific outcomes which are suitable for this approach.

Integration of assessment

It is not necessary for you to have each performance criterion assessed separately. Doing so could result in assessment which takes too long and places too great a burden on you and your assessor.

There will be instances when you will be able to use one piece of evidence to prove your competence across different outcomes or performance criteria. You may even find that evidence is relevant for different units — this is called **integration of assessment**.

When you first begin your NVQ, you and your assessor will spend time looking at the standards, planning how much time you are both able to devote to the qualification and drawing up an action plan.

At this stage, you should identify any activities which relate to more than one unit or outcome and arrange for the best way to collect a single piece of evidence which satisfactorily covers all the performance criteria.

If you are going to integrate assessments, make sure that the evidence is cross-referenced to the relevant units. Details of how to cross reference your evidence can be found in *Section 3: How to compile your portfolio*.

Section 2: The Edexcel Level 1 NVQ in Beauty Therapy

The Edexcel Level 1 NVQ in Beauty Therapy recognises candidates skills, knowledge and understanding and allows them to gain a qualification in the workplace that relates to their job area and promotes good working practice.

The standards on which these NVQs are based have been developed by HABIA, the Standards Setting Body for this industrial sector.

The NVQ is designed to be assessed in the workplace or in conditions resembling the workplace, for example:

- beauty therapy salons
- beauty salons within other businesses eg hotels and leisure centres
- beauty therapy salons in centres.

In a further education or training situation, assessment is often achieved through simulation. Simulation must be carried out in conditions resembling the workplace. These conditions are described as being a 'realistic working environment' (RWE).

Which Edexcel Beauty Therapy NVQs are available and who are they for?

The Edexcel NVQs in Beauty Therapy are presently available at Levels 1, 2 and 3. There is one NVQ available at Level 1.

The Edexcel Level 1 NVQ in Beauty Therapy provides an initial qualification for learners who have little or no experience in the industry. For example, it is available for 14–16 year olds (under supervision). It may provide a progression route for achievers of entry level qualifications eg Edexcel's Entry Level Skills for Working Life (Hair and Beauty). Achievers of the Level 1 NVQ in Beauty Therapy could obtain a junior position in the industry or continue their studies at the next level eg progress to an Edexcel Level 2 NVQ in Beauty Therapy, perhaps choosing to specialise.

Assessment

All units require you to demonstrate practical skills. The logbook will enable you to record the practical skills that you achieve as part of your assessment.

Some unit reference codes begin with the letters 'BT' and other unit reference codes begin with the letter 'G'. You will need to take a test for all units with a reference code that begin with the letters 'BT'. You will not need to take any tests for units with a reference code that begin with the letter 'G'.

Structure of the Edexcel Level 1 NVQ in Beauty Therapy

To achieve the whole qualification at Level 1, a candidate must prove competence in five **mandatory units**.

Mandatory units for the Edexcel Level 1 NVQ in Beauty Therapy

Candidates must achieve all of the units listed.

Unit number	Title	Outcome	Title
G1	Ensure your own actions reduce risks to health and safety	1	Identify the hazards and evaluate the risks in your workplace
		2	Reduce the risks to health and safety in your workplace
G2	Assist with salon reception duties	1	Maintain the reception area
		2	Attend to clients and enquiries
		3	Help to make appointments for salon services
BT1	Prepare and maintain the beauty therapy work area	1	Prepare the beauty therapy work area
		2	Maintain the beauty therapy work area
BT2	Assist with facial treatments	1	Prepare for facial treatments
		2	Carry out facial treatments
		3	Complete the treatments
BT3	Assist with nail treatments on the hands	1	Prepare for nail treatments
		2	Carry out nail treatments
		3	Complete the treatments

Section 3: How to compile your portfolio (including worked examples)

General information

A portfolio, like a logbook, is a way of recording evidence of your achievements. It is a collection of different items of evidence, which indicates that you have the required skills, knowledge and understanding to support your claim to a qualification.

The production of a well-organised, clearly labelled portfolio which relates each piece of evidence to the relevant outcomes and performance criteria requires a careful methodical approach. When your assessor looks through your portfolio, they will find the task of making judgements about your competence much easier if the information in it is presented in a logical sequence.

You will need to present your evidence in a format that is easy to read and in which materials can be added or taken away. This section gives suggestions on how to lay out and present your evidence and includes worked examples. There are also forms and matrices which will assist you to chart your progress.

You do not have to lay out your evidence in the way suggested but you may find it helpful to do so. Each portfolio will be different in content but all should include information about you, the organisation where you are undertaking your qualification, your assessor and so on.

Planning your portfolio

Start by carefully reading through the standards and, together with your assessor, decide which units you might like to work on first. You do not have to do the units in order. There may be some units that relate to tasks which you carry out on a regular basis, therefore making it easier to collect evidence right away. Alternatively, there may be activities in other units that you only undertake now and again; these can be left until the opportunity arises for you to collect evidence.

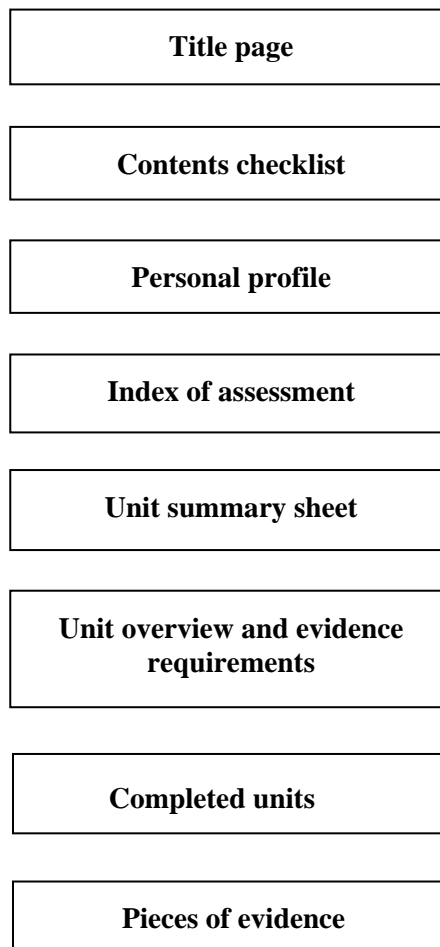
Before you start looking for different kinds of evidence, and deciding if they should be included in your portfolio, you will find it helpful to plan how you will carry out the tasks and how long they may take.

Starting your portfolio

Make sure that you label clearly your portfolio (or disk if you are recording your evidence electronically) with your name together with the title and level of the award.

Your portfolio will need a title page and a contents page. You should also complete a Personal Profile, which records details about yourself and your job as well as providing information about your employer, training provider or college. Blank samples of these forms are provided in *Section 5*.

We recommend that you compile your portfolio in the following order:



Contents checklist

You might also find it useful to complete the following checklist as you work your way through your portfolio. This will help you to see if you have included all the relevant items. Once you have completed your portfolio, you will be able to use this checklist again as a contents page, by inserting the relevant page or section numbers in the right hand column.

	COMPLETED?	PAGE/SECTION NUMBER
Title page for the portfolio	<input type="checkbox"/>	
Personal profile		
• Your own personal details	<input type="checkbox"/>	
• A brief CV or career profile	<input type="checkbox"/>	
• Description of your job	<input type="checkbox"/>	
• Information about your employer/training provider/college	<input type="checkbox"/>	
Index of assessment (with cross-referencing information completed)	<input type="checkbox"/>	
Unit summary sheet	<input type="checkbox"/>	
Unit overview and evidence requirements	<input type="checkbox"/>	
Completed units		
• Are the completed units signed by yourself, your assessor and the internal verifier (where relevant)?	<input type="checkbox"/>	
• Are reference numbers included?	<input type="checkbox"/>	
• Assessment plan	<input type="checkbox"/>	
• Unit tracking and verification sheets	<input type="checkbox"/>	
• Range tracking sheets	<input type="checkbox"/>	
• Knowledge and understanding tracking sheets	<input type="checkbox"/>	
Evidence (with reference numbers)		
• Assessor feedback forms	<input type="checkbox"/>	
• Witness testimony sheets	<input type="checkbox"/>	
• Personal statements	<input type="checkbox"/>	
• Observation records	<input type="checkbox"/>	
• Oral questioning reports	<input type="checkbox"/>	

Worked examples

Example 1: Index of assessment

The index of assessment should be placed at the front of your portfolio. As you are observed, any product evidence relating to the assessment (eg Consultation Record Forms, Treatment Plans), should be given a unique number. This number can be then used in the 'Your reference' column of the observation pages in the logbook.

Example 2: Unit summary sheet

This page enables you to see at a glance your progress to achieving this qualification.

Each time the candidate achieves a unit of the NVQ, you and assessor should put your signature, and the date, next to the relevant unit title. Before signing a unit title, the assessor will need to be satisfied that you have completed the recording documents correctly and that any evidence can be easily located within the portfolio.

Example 3: Unit overview and evidence requirements

This page introduces the unit to you, lists the outcomes in the unit and provides you with details of the evidence that is required to achieve the unit.

Space is provided for and your assessor to sign the unit when completed. Internal verifiers should sign this page when sampling a full unit.

The 'Hairdressing and Beauty Industry Authority' (HABIA), the 'Standards Setting Body' has identified the minimum number of direct observations required for each unit and any other aspects to the range variables.

Example 4: Unit tracking and verification sheet

This page is provided for the assessor to track the 'Outcomes' assessed on each occasion to ensure that the correct number of direct observation assessments as detailed in the 'Evidence Requirements' of the unit are fully met.

Internal verifiers should complete this page when sampling assessors carry out direct observation assessments.

Example 5: Outcome tracking sheet

These pages enable assessors to record which outcomes were observed when you perform a particular task.

Before making an observation, the assessor will enter the date in the space provided. As the assessor observes the candidate, they will tick the relevant boxes to indicate that the candidate has achieved a particular outcome. After completing the task, the assessor and candidate should sign in the spaces provided.

The opportunity may not present itself for an assessor to observe you managing a particular situation (eg a health and safety issue), so you may need to provide additional supplementary evidence. Two columns are provided for the assessor to record the type of evidence that is provided by you and its portfolio reference.

Example 6: Range tracking sheet

These pages enable the assessor to record the ranges observed when a candidate performs a particular task.

Before making an observation, the assessor will enter the date in the space provided. As the assessor observes you, they will tick the relevant boxes to indicate that you have achieved a particular outcome. After completing the task, you and your assessor should sign in the spaces provided.

The opportunity may not present itself for an assessor to observe you managing a particular situation (eg a health and safety issue), so the candidate may need to provide additional supplementary evidence. Two columns are provided for the assessor to record the type of evidence that you provide and its portfolio reference.

Supplementary evidence type column

When cross-referencing evidence not related to an assessor's direct observation of performance, you should enter one of the eight codes below in this column.

Supplementary evidence types

- **E1** = Observation
- **E2** = Witness testimony
- **E3** = Evidence generated through written questions/oral questions/assignments
- **E4** = Mandatory written papers
- **E5** = Product evidence
- **E6** = Simulation
- **E7** = APL/A
- **E8** = Professional discussion

Portfolio reference column

Records where the 'Supplementary Evidence Type' is located. The location may be a document in the candidate's portfolio or may refer to where the evidence is naturally located.

Example 7: Knowledge and understanding tracking sheet

These pages list all the knowledge and understanding requirements you need to demonstrate for a particular unit.

Mandatory Written Assessment papers will be stored by the assessment centre and not in your portfolio. Therefore, the knowledge and understanding relating to these assessments has been identified with the code 'E4'. Assessors or candidates should enter the date when these assessments have been achieved.

Example 8: Assessor feedback form

This page may be used by your assessor to record comments that relate directly to the outcome your performance. It may be used to provide comments when the assessor manages to observe you dealing with a situation that rarely arises.

When the assessor observes you completing a contingency performance criterion, the details of the performance criterion number and how you demonstrate your competence should be recorded.

It is not necessary for the assessor to complete this page for every assessment.

The following additional recording document examples are also provided in the logbook should centres or assessors choose to use them.

Example 9: Assessment plan

Before you begin to collect any evidence it will be helpful for you to compile, with the aid of the assessor, an assessment plan. The plan will define the tasks to be carried out, how long the tasks will take and the evidence that will be generated. The tasks could be 'normal working activities' and part of your day-to-day job role, or 'activities needing to be performed', which means opportunities to carry out the tasks need to be generated.

Producing an assessment plan will help to identify suitable opportunities for integrating assessment of different units.

Example 10: Witness testimony

There may be occasions when your assessor may not be able to observe you carrying out certain aspects of the job. In such instances, it may be appropriate for another person to comment on your performance by completing a statement called a 'witness testimony'.

Witness testimonies are useful for range statements, but since the standards specify the minimum number of observations by an assessor they cannot be used for performance criteria, except contingencies.

A witness testimony should:

- be provided by a person who is not related to you and is in a position to make a valid comment about your performance, eg a supervisor, line manager, client or customer
- contain comments that specifically relate your performance to the NVQ standards
- be authenticated by the inclusion of the witness's signature, role, address, telephone number and the date.

Example 11: Oral questioning report

This form may be used to record any additional assessor-devised questions asked to you to establish if you have the underpinning knowledge by a unit. Your answers should also be noted. Both your assessor and you should sign and date the report form.

Worked examples of forms

To give you a clearer picture of how to compile your portfolio, you will find worked examples of the various forms over the next few pages. You should ask your assessor for further advice and support if you are still unsure about how to use the forms and who should complete them.

Example 2: Unit summary sheet

CANDIDATE NAME: A CANDIDATE

CANDIDATE NUMBER: 12345678

CENTRE NAME: A COLLEGE

CENTRE NUMBER: 1234

This form should be completed as each unit is achieved.

By signing this summary of unit achievement you and your assessor are confirming that all the performance criteria, ranges and essential knowledge and understanding requirements for these units have been completed and that the evidence is authentic and has been obtained under specified conditions for which certification is now requested.

	DATE ACHIEVED	CANDIDATE'S SIGNATURE	ASSESSOR'S SIGNATURE	INTERNAL VERIFIER'S SIGNATURE (IF SAMPLED)
UNIT G1: ENSURE YOUR OWN ACTIONS REDUCE RISKS TO HEALTH AND SAFETY				
1. identify the hazards and evaluate the risks in your workplace	15/05/06	A Candidate	Ann Assessor	A Verifier
2. reduce the risks to health and safety in your work place	15/05/06	A candidate	Ann Assessor	A Verifier
UNIT G4: FULFIL SALON RECEPTION DUTIES				
1. maintain the reception area				
2. attend to clients and enquiries				
3. make appointments for salon services				
4. handle payments from clients				

Example 3: Unit overview and evidence requirements

Unit overview

Unit BT5 Provide Eyelash and Eyebrow Treatments

What is the unit about?

This unit is about providing eyelash and eyebrow treatments. It covers the use of a variety of consultation techniques to establish the service and outcomes required by the client. You will need to be able to provide eyebrow-shaping treatments using a variety of work techniques. You will also need to be able to tint eyebrows and lashes for clients with different colouring characteristics (ie fair, red, dark and white). You will also need to be able to perm eyelashes to meet client requirements.

To carry out this unit you will need to maintain effective health, safety and hygiene throughout your work. You will also need to maintain your personal appearance and good communication with the client.

Lists the outcomes in the unit

The main outcomes of this unit are:

1. Consult with the client
2. Prepare for the treatment
3. Plan the treatment
4. Shape the eyebrows to meet client requirements
5. Tint eyebrows and lashes to meet client requirements
6. Perm eyelashes to meet client requirements
7. Complete the treatment.

Evidence requirements

1. Simulation is not allowed for any performance evidence within this unit.
2. You must practically demonstrate in your everyday work that you have met the standard for providing eyelash and eyebrow treatments.
3. Your assessor will observe your performance on at least six occasions involving at least four different clients. Your assessor will want to see you perform two eyebrow shapes, two eyelash tints, two eyebrow tints and two eyelash perms.
4. From the range statement, you must practically demonstrate that you:
 - have used all the consultation techniques
 - have dealt with at least one of the necessary actions*
 - have maintained all the environmental conditions
 - have carried out three of the four types of preparation of the client*
 - have worked with two of the four colouring characteristics*
 - have provided all types of treatment advice.

Describes the evidence requirements for the unit including the minimum number of observations

*However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in these ranges.

- It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

TYPES OF EVIDENCE (USE THESE CODES TO IDENTIFY THE TYPES OF EVIDENCE WITHIN THE UNIT)

E1	OBSERVATION	E2	WITNESS TESTIMONY	E3	ASSIGNMENTS/WRITTEN/ORAL QUESTIONS
E4	MANDATORY WRITTEN PAPERS	E5	PRODUCT EVIDENCE	E6	SIMULATION
E7	ACCREDITATION OF PRIOR LEARNING AND ACHIEVEMENT (APL/A)	E8	PROFESSIONAL DISCUSSION		

FEEDBACK/COMMENTS

All evidence meet the requirements

Signed and dated by the assessor and candidate on completion of the full unit

We confirm that the evidence is authentic, all performance criteria, range and essential knowledge requirements have been met for this unit and the assessments were conducted under specified conditions.

CANDIDATE: A Candidate DATE: 01/02/05

ASSESSOR: An Assessor DATE: 01/02/05

SUMMATIVE INTERNAL VERIFICATION (COMPLETE UNIT)

INTERNAL VERIFIER: I Verifier DATE: 20/02/05

Completed by the internal verifier when sampling the full unit

Example 4: Unit tracking and verification sheet

Unit BT5 Provide Eyelash and Eyebrow Treatments

		YOUR REFERENCES:						
		A	D	F				
		OBSERVATION NO:						
		1	2	3	4	5	6	7
OUTCOME	DATE:	01/07/04	01/08/04	01/09/04				
1. Consult with the client		3	3	3				
2. Prepare for the treatment		3	3	3				
3. Plan the treatment		3	3	3				
4. Shape the eyebrows to meet client requirements		3						
5. Tint eyebrows and lashes to meet client requirements			3					
6. Perm eyelashes to meet client requirements				3				
7. Complete the treatment		3	3	3				
NUMBER OF OUTCOMES ASSESSED:		5	5	5				
ASSESSOR'S SIGNATURE:		Ann Assessor	Ann Assessor	Ann Assessor				
INTERIM INTERNAL VERIFICATION (OBSERVATION OF ASSESSOR)								
INTERNAL VERIFIER'S SIGNATURE:			I Verifier					
DATE:			01/08/04					

Records the outcomes assessed in each observation

Space for the internal verifier to sign when sampling assessors carrying out direct observation assessments

Example 5: Outcome tracking sheet

Unit BT5 Provide Eyelash and Eyebrow Treatments

Outcome 2 Prepare for the treatment

PERFORMANCE CRITERIA - IN ORDER TO PERFORM THIS UNIT SUCCESSFULLY YOU MUST PREPARE FOR THE TREATMENT BY:	YOUR REFERENCE:							TYPE OF EVIDENCE	PORTFOLIO REF
	A	D	F						
	1	2	3	4	5	6	7		
DATE:	01/07/04	01/08/04	01/09/04						
a preparing the work environment to meet legal, hygiene and treatment requirements	3	3	3	Space for the candidate's own reference numbers, for any additional supplementary evidence relating to the observation eg consultation forms, treatment plans					
b ensuring your personal appearance meets organisational requirements	3	3	3						
c making sure that environmental conditions are suitable for the client and the treatment	3	3	3						
d helping the client into a safe, comfortable and relaxed position for the treatment	3	3							
e sanitising your hands prior to treatment	3	3		Contingency performance criteria not covered for every observation					
f <i>conducting a sensitivity test correctly on a suitable area of the client's skin according to manufacturers' instructions and organisational requirements</i>	N/A	3	3						
g <i>informing the client in a tactful way if there is an adverse reaction to the sensitivity test and they cannot be treated</i>	N/A	3	3						
h <i>record the outcome of the sensitivity test accurately on the client's records</i>	N/A	3	3						
NUMBER OF PERFORMANCE CRITERIA ASSESSED:	5	8	8						
<i>The assessor and candidate signatures confirm the evidence is authentic.</i>	A Candidate	A Candidate	A Candidate						
CANDIDATE'S SIGNATURE									
ASSESSOR'S SIGNATURE	Ann Assessor	Ann Assessor	Ann Assessor						

Example 6: Range tracking sheet

Unit BT5 Provide Eyelash and Eyebrow Treatments

Range

YOUR REFERENCE:	A	D	F								
OBSERVATION NO:	1	2	3	4	5	6	7				
DATE:	01/07/04	01/08/04	01/09/04								
									TYPE OF EVIDENCE	PORTFOLIO REF	

1. Consultation techniques are (refers to outcome 1):

a. questioning	3	3	3								
b. visual	3	3	3								
c. manual	3	3	3								
d. reference to client records		3	3								

Each column is completed for each observation

2. Necessary action should be (refers to outcome 1):

a. encouraging the client to seek medical advice										E3	Q8
b. explaining why the treatment cannot be carried out	3										
c. modification of treatment										E3	Q8

ENTER NUMBER OF RANGE ITEMS ASSESSED:

CANDIDATE'S SIGNATURE:

ASSESSOR'S SIGNATURE:

A Candidate	A Candidate										
Ann Assessor	Ann Assessor	Ann Assessor									

Where the standards allow, supplementary evidence can be used where naturally occurring evidence is not available

Example 7: Knowledge and understanding tracking sheet

To perform this unit successfully, you will need to know and understand:	TYPE OF EVIDENCE	DATE	PORTFOLIO LOCATION
--	------------------	------	--------------------

1. the benefits of perming eyelashes	E4	05/02/05	
2. the importance of gel formulation in a chemical product	E4		
3. the reasons for poor eyelash perming results	E4		
4. the complementary treatments that may be performed during and after an eyelash perm	E4		
5. how to remove the eyelash treatment in an emergency (eg allergic reaction)	E4		
6. the importance of giving retail advice prior to treatment	E4		

CONTRA-INDICATIONS

7. how to recognise the contra-indications requiring medical referral, including severe skin conditions and eye infections	E4	05/02/05	
8. the contra-indications which prevent treatment (eg conjunctivitis, bacterial infections, inflammation of the skin, eye diseases and disorders, bruising, allergy to tint) and how to recognise them	E4		
9. the action to take if the tint enters the client's eye	E4		
10. how to identify erythema and its causes	E4		
11. the possible contra-actions resulting from lash and brow treatments and how to deal with them (eg eye irritations)	E4		

Mandatory written assessments are identified in each unit

EQUIPMENT, MATERIALS AND PRODUCTS

12. the types of materials, equipment and products available for enhancing the appearance of the eyebrows and lashes	E3	31/01/05	P2 - 3
13. how to prepare and use the equipment and materials for the work	E3	31/01/05	P4
14. how to use the equipment	E3	31/01/05	P5 - 6
15. how to use the materials in a clean and	E3	31/01/05	P7
16. the types of product suitable for soothing eye irritation	E3	31/01/05	P8 - 10

Candidates should use the supplementary evidence codes to cross reference additional evidence within their portfolio

The assessor and candidate signatures confirm the evidence is authentic.

CANDIDATE'S SIGNATURE: A Candidate

ASSESSOR'S SIGNATURE: Ann Assessor

Example 8: Assessor feedback form

UNIT: BT5 Provide Eyelash and Eyebrow Treatments

OBSERVATION RECORD NO	DATE:
OBSERVATION RECORD NO	DATE:
OBSERVATION RECORD NO 3	DATE:
PCs F & H - Carried out sensitivity test on 30/07/04 and recorded outcome of test at client's appointment date 01/08/04	
OBSERVATION RECORD NO	DATE:
OBSERVATION RECORD NO	DATE:
OBSERVATION RECORD NO	DATE:
OBSERVATION RECORD NO	DATE:

Assessor feedback should be related directly to the observation activity

Example 9: Assessment plan

CANDIDATE: A Candidate ASSESSOR: Ann Assessor AWARD: NVQ Level 1 Beauty Therapy

UNIT/OUTCOME(S) TO BE ASSESSED	ACTIVITIES/TASKS TO BE ASSESSED	SOURCE OF EVIDENCE OBSERVATION/TESTIMONY/PRODUCTS/APL/ Q&As/SIMULATION/OTHERS	TARGET DATE	RESULT OF ASSESSMENT/FURTHER ACTION AGREED
G1 G4 G6	Working on reception, dealing with client enquiries, booking appointments, selling retail products	Observation Oral questioning	01/02/05	

CANDIDATE SIGNATURE: A Candidate DATE: 01/01/05 ASSESSOR SIGNATURE: Ann Assessor DATE: 01/01/05

Example 10: Witness testimony

NVQ TITLE AND LEVEL: Beauty Therapy Level 1

CANDIDATE NAME: A Candidate

CLIENT'S NAME: N/A

REFERENCE: E DATE: 01/08/04

WITNESS NAME: W Assessor ROLE: Work Based Assessor

UNIT/OUTCOME NUMBER:	PERFORMANCE CRITERIA AND RANGE COVERED:
G2	All PC, Range 1B

DETAILS OF TESTIMONY:

Alice ensures that items are put back into their correct place after use.

Examples include:

1. When clients replace display leaflets in the wrong place, Alice discretely moves them to their correct position
2. Tidying up our stack of magazines when clients replace them on the table.

I can confirm the candidate's evidence is authentic and accurate.

WITNESS SIGNATURE: W Assessor

NAME: W. ASSESSOR

DATE: 01/08/04

Please tick (3) the appropriate box.

- | | |
|--------------------------|---|
| 3 | QUALIFIED ASSESSOR |
| 3 | OCCUPATIONAL EXPERT AND FAMILIAR WITH THE NVQ STANDARDS TO WHICH THE CANDIDATE IS WORKING |
| <input type="checkbox"/> | OCCUPATIONAL EXPERT BUT NOT FAMILIAR WITH THE NVQ STANDARDS TO WHICH THE CANDIDATE IS WORKING |
| <input type="checkbox"/> | NON EXPERT |

Example 11: Oral questioning report

CANDIDATE'S NAME: A CANDIDATE

ASSESSOR'S NAME: ANN ASSESSOR

UNIT(S): <i>G1</i>
REFERENCE:
CIRCUMSTANCES OF ASSESSMENT:
LIST OF QUESTIONS AND CANDIDATE'S RESPONSES:
Q: Under COSHH regulations, what is a specific duty? A: To use personal protective equipment properly.
Q: What would you do if you discovered a risk in the salon that you were unable to deal with? A: I would warn people about the risk and then report it immediately to my supervisor.
Q: As part of the current health and safety regulations, it is important that this Beauty Therapy centre carries out what type of assessment? A: A risk assessment.
ASSESSOR'S SIGNATURE: <i>Ann Assessor</i> DATE: <i>01/08/05</i>
CANDIDATE'S SIGNATURE: <i>A Candidate</i> DATE: <i>01/08/05</i>

Section 4: Candidate logbook

The Edexcel Level 1 NVQ in Beauty Therapy

To achieve the whole Edexcel NVQ at Level 1 in Beauty Therapy, a candidate must prove competence in five mandatory units.

The structure for the qualification can be found on page 12.

	Page No
Mandatory units	35
Unit G1 Ensure your own actions reduce risks to health and safety	37
Unit G2 Assist with salon reception duties	47
Unit BT1 Prepare and maintain the beauty therapy work area	57
Unit BT2 Assist with facial treatments	65
Unit BT3 Assist with nail treatments on the hands	65

Mandatory units

Unit summary sheet

Unit G1 Ensure your own actions reduce risks to health and safety

What is the unit about?

Fundamental to this unit is an understanding of the terms 'hazard' and 'risk'. They have been defined below and it is VERY IMPORTANT that they are understood before undertaking the unit.

The main outcomes of this unit are:

1. Identify the hazards and evaluate the risks in your workplace
2. Reduce the risks to health and safety in your workplace.

This unit is for everyone at work (whether paid, unpaid, full or part-time). The scope of the Health & Safety at Work Act 1974 covers 'all persons' whether employers, employees, self-employed, contractors, etc. Amongst other things the Act seeks to secure the health, safety and welfare of people whilst they work and protect other people against risks to health or safety arising from the activity of people at work. This unit does not require the candidate to undertake a full risk assessment; it is about having an appreciation of significant risks in the workplace and knowing how to identify them and deal with them.

This unit covers the health and safety duties for everyone in the workplace, irrespective of their work role. It describes the competencies required to ensure that:

- your own actions do not create any health and safety risks
- you do not ignore significant risks in your workplace
- you take sensible action to put things right, including: reporting situations which pose a danger to people in the workplace and seeking advice.

This is what you need to show. In outcome 1 you need to show that you understand the health and safety requirements and policies in the workplace, and that you check your own working practices and work area for any risk of you or others being harmed. You should be able to identify the risk arising from any hazards you have identified and know which you can deal with safely yourself, and those which you must report to the 'responsible person' for attention.

Outcome 2 requires you to show you have taken steps to reduce those health and safety risks with which you might come into contact during the course of your work. It covers carrying out tasks safely and in accordance with instructions and workplace requirements.

The Health and Safety Executive (HSE) is the body appointed to support and enforce health and safety law. They have defined two important concepts as follows:

Hazard 'a hazard is something with potential to cause harm'

Risk 'a risk is the likelihood of the hazard's potential being realised'.

Almost anything may be a hazard, but may or may not become a risk. For example:

1. A trailing electric cable from a piece of equipment is a hazard. If it is trailing across a passageway there is a high risk of someone tripping over it, but if it lies along a wall out of the way, the risk is much less.

Unit G1 Ensure your own actions reduce risks to health and safety

2. Toxic or flammable chemicals stored in a building are a hazard and by their nature may present a high risk. However, if they are kept in a properly designed secure store and handled by properly trained and equipped people, the risk is much less than if they are left about in a busy workshop for anyone to use – or misuse.
3. A failed light bulb is a hazard. If it is just one bulb out of many in a room it presents very little risk, but if it is the only light on a stairwell, it is a very high risk. Changing the bulb may be a high risk, if it is high up, or if the power has been left on, or low risk if it is in a table lamp which has been unplugged.
4. A box of heavy material is a hazard. It presents a higher risk to someone who lifts it manually than if a mechanical handling device is properly used.

Key points regarding health and safety legislation and regulations

‘Health & Safety at Work Act 1974’

The Health & Safety at Work Act 1974 is the main piece of legislation under which nearly all the other regulations are made. It is for this reason that only this piece of legislation is specifically referred to in this unit.

Employers have a legal duty under this Act to ensure, so far as is reasonably practicable, the health, safety and welfare at work of the people for whom they are responsible and the people who may be affected by the work they do.

Under this Act it is also important to be aware that all people at work, not just employers, have a duty to take reasonable care to avoid harming themselves or others through the work they do.

Risks should be reduced ‘so far as is reasonably practicable’. This term means the duty holder (in most instances the employer) can balance the cost against the degree of risk although obviously any Health and Safety Inspectors would expect that relevant good practice be followed.

According to the Act:

Employers must safeguard so far as is reasonably practicable, the health, safety and welfare at work of all the people who work for them and ‘other persons’. This applies in particular to the provision and maintenance of safe plant and systems of work and covers all machinery, equipment and substances used.

People at work also have a duty under the Act to take reasonable care to avoid harm to themselves or to others by their working practices and to co-operate with employers and others in meeting statutory requirements. The Act also requires employees not to interfere with or misuse anything provided to protect their health, safety or welfare in compliance with the Act.

Unit G1 Ensure your own actions reduce risks to health and safety

Other legislation

There is an array of health and safety regulations and codes of practice which affect people at work. There are regulations for those who, for example, work with electricity, or work on construction projects, as well as regulations covering noise at work, manual handling, working with VDUs, or dealing with substances hazardous to health, etc. The specific requirements for all or any of these can be obtained from HSE local offices.

As many of the regulations are only relevant to certain workplaces or working practices no specific reference has been made in the Knowledge Requirements to any of these regulations. The phrase 'your responsibilities for health and safety as required by any specific legislation covering your job role' is intended to relate to those specific pieces of legislation important to your workplace and/or working practices which you should be able to find out about.

Evidence requirements

1. You should satisfy the assessor that you can consistently meet the standards.
2. Evidence should be drawn from real working practices, and evidence must be provided across all the performance criteria. Your assessor must see performance evidence for the number of range items, as specified, appropriate to your own workplace context.
3. Answers to questions and other forms of evidence may additionally be used to demonstrate an understanding of the essential knowledge required for the unit, and for the specific knowledge required for each outcome.
4. Evidence must be provided to demonstrate competence in identifying hazards with reference to working activities or aspects of the workplace and acting upon your decisions as to whether the hazard presents a high or low risk.
5. Evidence must be provided to demonstrate competence in reducing the risk to health and safety.
6. Performance evidence must be provided against each of the performance criteria. The assessor will also need to be satisfied that you have the necessary knowledge and understanding to perform competently in respect of all the range items listed in this unit.
7. You must show from the range that you have identified a minimum of two types of risks resulting from those listed.
8. You must show evidence that you have followed a minimum of four types of workplace policy.
9. Performance evidence must be provided from real working practices.

Unit G1

Ensure your own actions reduce risks to health and safety

TYPES OF EVIDENCE (USE THESE CODES TO IDENTIFY THE TYPES OF EVIDENCE WITHIN THE UNIT)

E1	OBSERVATION	E2	WITNESS TESTIMONY	E3	ASSIGNMENTS/WRITTEN/ORAL QUESTIONS
E4	MANDATORY WRITTEN PAPERS	E5	PRODUCT EVIDENCE	E6	SIMULATION
E7	ACCREDITATION OF PRIOR LEARNING AND ACHIEVEMENT (APL/A)	E8	PROFESSIONAL DISCUSSION		

FEEDBACK/COMMENTS

We confirm that the evidence is authentic, all performance criteria, range and essential knowledge requirements have been met for this unit and the assessments were conducted under specified conditions.

CANDIDATE: _____ DATE: _____

ASSESSOR: _____ DATE: _____

SUMMATIVE INTERNAL VERIFICATION (COMPLETE UNIT)

INTERNAL VERIFIER: _____ DATE: _____

Unit tracking and verification

Unit G1 Ensure your own actions reduce risks to health and safety

		YOUR REFERENCE:						
		1	2	3	4	5	6	7
		OBSERVATION NO:						
OUTCOME	DATE:							
1. Identify the hazards and evaluate the risks in your workplace.								
2. Reduce the risks to health and safety in your workplace.								
NUMBER OF OUTCOMES ASSESSED:								
ASSESSOR'S SIGNATURE:								
INTERIM INTERNAL VERIFICATION (OBSERVATION OF ASSESSOR)								
INTERNAL VERIFIER'S SIGNATURE:								
DATE:								

Unit G1

Ensure your own actions reduce risks to health and safety

Outcome 1

Identify the hazards and evaluate the risks in your workplace

PERFORMANCE CRITERIA - IN ORDER TO PERFORM THIS UNIT SUCCESSFULLY YOU MUST IDENTIFY THE HAZARDS AND EVALUATE THE RISKS IN YOUR WORKPLACE BY:	YOUR REFERENCE:							TYPE OF EVIDENCE	PORTFOLIO REF	
	OBSERVATION NO:	1	2	3	4	5	6			7
	DATE:									
a) correctly naming and locating the persons responsible for health and safety in the workplace										
b) identifying which workplace polices are relevant to your working practices										
c) identifying those working practices in any part of your job role which could harm yourself or other persons										
d) identifying those aspects of the workplace which could harm yourself or other persons										
e) evaluating which of the potentially harmful working practices and the potentially harmful aspects of the workplace are those with the highest risk to you or to others										
f) reporting those hazards which present a high risk to the persons responsible for health and safety in the workplace										
g) dealing with the hazards with low risks in accordance with workplace policies and legal requirements.										
NUMBER OF PERFORMANCE CRITERIA ASSESSED:										
<i>The assessor and candidate signatures confirm the evidence is authentic.</i>										
CANDIDATE'S SIGNATURE:										
ASSESSOR'S SIGNATURE:										

Unit G1 Ensure your own actions reduce risks to health and safety

Outcome 2 Reduce the risks to health and safety in your workplace

PERFORMANCE CRITERIA - IN ORDER TO PERFORM THIS UNIT SUCCESSFULLY YOU MUST REDUCE THE RISKS TO HEALTH AND SAFETY IN YOUR WORKPLACE BY:	YOUR REFERENCE:							TYPE OF EVIDENCE	PORTFOLIO REF	
	OBSERVATION NO:	1	2	3	4	5	6			7
	DATE:									
a) carrying out your working practices in accordance with legal requirements										
b) following the most recent workplace policies for your job role										
c) rectifying those health and safety risks within your capability and the scope of your job responsibilities										
d) passing on any suggestions for reducing risks to health and safety within your job role to the responsible persons										
e) ensuring your personal conduct in the workplace does not endanger the health and safety of yourself or other persons										
f) following the workplace policies and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products										
g) reporting any differences between workplace policies and suppliers' or manufacturers' instructions as appropriate										
h) ensuring your personal presentation at work: <ul style="list-style-type: none"> ensures the health and safety of yourself and others meets any legal duties, and is in accordance with workplace policies. 										
NUMBER OF PERFORMANCE CRITERIA ASSESSED:										
<i>The assessor and candidate signatures confirm the evidence is authentic.</i>										
CANDIDATE'S SIGNATURE:										
ASSESSOR'S SIGNATURE:										

Unit G1 Ensure your own actions reduce risks to health and safety

Range

YOUR REFERENCE:									TYPE OF EVIDENCE	PORTFOLIO REF
OBSERVATION NO:	1	2	3	4	5	6	7			
DATE:										
1. Risks resulting from (refers to outcome 1):										
a) the use and maintenance of machinery or equipment										
b) the use of materials or substances										
c) working practices which do not conform to laid down policies										
d) unsafe behaviour										
e) accidental breakages and spillages										
f) environmental factors.										
2. Workplace policies covering (refers to outcome 2):										
a) the use of safe working methods and equipment										
b) the safe use of hazardous substances										
c) smoking, eating, drinking and drugs										
d) what to do in the event of an emergency										
e) personal presentation.										
ENTER NUMBER OF RANGE ITEMS ASSESSED:										
CANDIDATE'S SIGNATURE:										
ASSESSOR'S SIGNATURE:										

Unit G1 Ensure your own actions reduce risks to health and safety

Knowledge and understanding

To perform this unit successfully, you will need to know and understand:	TYPE OF EVIDENCE	DATE	PORTFOLIO LOCATION
--	------------------	------	--------------------

HEALTH AND SAFETY LEGISLATION AND WORKPLACE POLICIES

1. your legal duties for health and safety in the workplace as required by the Health & Safety at Work Act 1974			
2. your duties for health and safety as defined by any specific legislation covering your job role			
3. agreed workplace policies relating to controlling risks to health and safety			
4. responsibilities for health and safety in your job description			
5. the responsible persons to whom you report health and safety matters.			

RISKS TO HEALTH AND SAFETY

6. what hazards may exist in your workplace			
7. the particular health and safety risks which may be present in your own job role and the precautions you must take			
8. the importance of remaining alert to the presence of hazards in the whole workplace			
9. the importance of dealing with or promptly reporting risks			
10. the requirements and guidance on the precautions			
11. the specific workplace policies covering your job role			
12. suppliers' and manufacturers' instructions for the safe use of equipment, materials and products			
13. safe working practices for your own job role			
14. the importance of personal presentation in maintaining health and safety in the workplace			
15. the importance of personal conduct in maintaining the health and safety of yourself and others			
16. your scope and responsibility for rectifying risks			

Unit G1 Ensure your own actions reduce risks to health and safety

Knowledge and understanding (continued)

To perform this unit successfully, you will need to know and understand:	TYPE OF EVIDENCE	DATE	PORTFOLIO LOCATION
--	------------------	------	--------------------

17. workplace procedures for handling risks which you are unable to deal with.			
<p><i>The assessor and candidate signatures confirm the evidence is authentic.</i></p> <p>CANDIDATE'S SIGNATURE:</p> <p>ASSESSOR'S SIGNATURE:</p>			

Unit summary sheet

Unit G2 Assist with salon reception duties

What is the unit about?

This unit is about helping with salon reception duties. You will have to show you can keep the reception area neat and tidy, greet people entering the salon, deal with their questions and make straightforward appointments. Using good communication skills when people come into the salon or telephone the salon is a very important part of this unit.

The main outcomes of this unit are:

1. Maintain the reception area
2. Attend to clients and enquiries
3. Help to make appointments for salon services.

Evidence requirements

1. Simulation is not allowed for any performance evidence within this unit.
2. You must practically demonstrate in your work situation that you have met the standards for fulfilling salon reception duties.
3. You must practically demonstrate in your everyday work that you have met the standard for assisting with salon reception duties.
4. Your assessor will observe these aspects of your performance **on at least three occasions**, two of which will cover making appointments.
5. From the range you must show that you have:
 - handled face-to-face and telephone enquiries
 - made appointments over the telephone and face-to-face with clients
 - recorded all the appointment details listed.
6. It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit G2 Assist with salon reception duties

TYPES OF EVIDENCE (USE THESE CODES TO IDENTIFY THE TYPES OF EVIDENCE WITHIN THE UNIT)

E1	OBSERVATION	E2	WITNESS TESTIMONY	E3	ASSIGNMENTS/ WRITTEN/ORAL QUESTIONS
E4	MANDATORY WRITTEN PAPERS	E5	PRODUCT EVIDENCE	E6	SIMULATION
E7	ACCREDITATION OF PRIOR LEARNING AND ACHIEVEMENT (APL/A)	E8	PROFESSIONAL DISCUSSION		

FEEDBACK/COMMENTS

We confirm that the evidence is authentic, all performance criteria, range and essential knowledge requirements have been met for this unit and the assessments were conducted under specified conditions.

CANDIDATE: _____ DATE: _____

ASSESSOR: _____ DATE: _____

SUMMATIVE INTERNAL VERIFICATION (COMPLETE UNIT)

INTERNAL VERIFIER: _____ DATE: _____

Unit tracking and verification

Unit G2 Assist with salon reception duties

		YOUR REFERENCE:						
		OBSERVATION NO:						
		1	2	3	4	5	6	7
OUTCOME	DATE:							
1. Maintain the reception area.								
2. Attend to clients and enquires.								
3. Help to make appointments for salon services.								
NUMBER OF OUTCOMES ASSESSED:								
ASSESSOR'S SIGNATURE:								
INTERIM INTERNAL VERIFICATION (OBSERVATION OF ASSESSOR)								
INTERNAL VERIFIER'S SIGNATURE:								
DATE:								

Unit G2

Assist with salon reception duties

Outcome 1

Maintain the reception area

PERFORMANCE CRITERIA - IN ORDER TO PERFORM THIS UNIT SUCCESSFULLY YOU MUST MAINTAIN THE RECEPTION AREA BY:	YOUR REFERENCE:							TYPE OF EVIDENCE	PORTFOLIO REF	
	OBSERVATION NO:	1	2	3	4	5	6			7
	DATE:									
a) keeping the reception area clean and tidy at all times										
b) keeping product displays clean, neat and tidy at all times										
c) promptly reporting low levels of reception stationery and retail products on display to the relevant person										
d) promptly removing any faulty products from display and reporting them to the relevant person										
e) offering clients hospitality following your salon's client care policies.										
NUMBER OF PERFORMANCE CRITERIA ASSESSED:										
<i>The assessor and candidate signatures confirm the evidence is authentic.</i>										
CANDIDATE'S SIGNATURE:										
ASSESSOR'S SIGNATURE:										

Unit G2

Assist with salon reception duties

Outcome 2

Attend to clients and enquiries

PERFORMANCE CRITERIA - IN ORDER TO PERFORM THIS UNIT SUCCESSFULLY YOU MUST ATTEND TO CLIENTS AND ENQUIRIES BY:	YOUR REFERENCE:							TYPE OF EVIDENCE	PORTFOLIO REF	
	OBSERVATION NO:	1	2	3	4	5	6			7
	DATE:									
a) treating all people making enquiries in a positive and polite manner										
b) correctly identifying the purpose of the enquiry										
c) confirming appointments and promptly informing the relevant member of staff										
d) promptly referring any enquiries you cannot deal with to the relevant person for action										
e) recording messages correctly and passing them to the relevant person at the right time										
f) giving all information clearly and accurately										
g) giving confidential information only to authorised people.										
NUMBER OF PERFORMANCE CRITERIA ASSESSED:										
<i>The assessor and candidate signatures confirm the evidence is authentic.</i>										
CANDIDATE'S SIGNATURE:										
ASSESSOR'S SIGNATURE:										

Unit G2

Assist with salon reception duties

Outcome 3

Help to make appointments for salon services

PERFORMANCE CRITERIA - IN ORDER TO PERFORM THIS UNIT SUCCESSFULLY YOU MUST HELP TO MAKE APPOINTMENTS FOR SALON SERVICES BY:	YOUR REFERENCE:							TYPE OF EVIDENCE	PORTFOLIO REF	
	OBSERVATION NO:	1	2	3	4	5	6			7
	DATE:									
a) politely and promptly dealing with all requests for appointments										
b) accurately identifying client requirements										
c) making appointments within the limits of your own authority to satisfy the client and salon requirements										
d) promptly passing requests for appointments outside your own authority to the relevant person for action										
e) confirming appointment details are correct and acceptable to the client										
f) ensuring all appointment details are accurate, recorded in the right place and easy to read.										
NUMBER OF PERFORMANCE CRITERIA ASSESSED:										
<i>The assessor and candidate signatures confirm the evidence is authentic.</i>										
CANDIDATE'S SIGNATURE:										
ASSESSOR'S SIGNATURE:										

Unit G2 Assist with salon reception duties

Range

YOUR REFERENCE:										TYPE OF EVIDENCE	PORTFOLIO REF
OBSERVATION NO:	1	2	3	4	5	6	7				
DATE:											
1. Enquiries are (refers to outcome 2):											
a) face-to-face											
b) by telephone.											
2. Appointments are made (refers to outcome 3):											
a) face-to-face											
b) by telephone.											
3. Appointment details are (refers to outcome 3):											
a) client's name and contact details											
b) service											
c) date											
d) time											
e) member of staff booked for services.											
ENTER NUMBER OF RANGE ITEMS ASSESSED:											
CANDIDATE'S SIGNATURE:											
ASSESSOR'S SIGNATURE:											

Unit G2 Assist with salon reception duties

Knowledge and understanding

To perform this unit successfully, you will need to know and understand:	TYPE OF EVIDENCE	DATE	PORTFOLIO LOCATION
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SALON AND LEGAL REQUIREMENTS

1. your salon's procedures for: <ul style="list-style-type: none"> • maintaining confidentiality • taking messages • making and recording messages • client care at reception 			
2. The limits of your authority when: <ul style="list-style-type: none"> • maintaining the reception area • attending to people and enquiries • making appointments 			
3. the consequence of breaking confidentiality			
4. who to refer to with different types of enquiries			
5. the person in your salon to whom you should refer reception problems			
6. the confidentiality requirements within the Data Protection Act (general awareness only required at this level).			

COMMUNICATION

7. the importance of taking messages and passing them on to the right person at the right time			
8. the importance of effective communication to the salon's business			
9. how and when to ask questions			
10. how to say things that suit the purpose of your discussion			
11. how to speak clearly in a way that suits the situation			
12. how to show you are listening closely to what people are saying to you			

Unit G2 Assist with salon reception duties

Knowledge and understanding (continued)

To perform this unit successfully, you will need to know and understand:	TYPE OF EVIDENCE	DATE	PORTFOLIO LOCATION
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13. how to adapt what you say to suit different situations (ie the amount you say, your manner and tone of voice)			
14. how to show positive body language.			

SALON SERVICES, PRODUCTS AND PRICING

15. the services available and their duration			
16. the products available for sale and their cost			
17. what to look for to identify any faults in products as they are being prepared for sale (eg damage, loose packaging, cracks, leaks)			
18. what and how much reception stationery should be kept at your reception area			
19. the importance of making appointments correctly.			

The assessor and candidate signatures confirm the evidence is authentic.

CANDIDATE'S SIGNATURE:

ASSESSOR'S SIGNATURE:

Unit summary sheet

Unit BT1 Prepare and maintain the beauty therapy work area

What is the unit about?

This unit is about preparing and maintaining the beauty therapy work area. It covers preparing the work area for waxing, eye treatments, make-up, manicure, pedicure and facial treatments. You will need to be able to set up materials and equipment for these treatments, maintain personal appearance and hygiene, and obtain the clients' records. You will also need to dispose of waste after the treatments, store client records, clean the work area and leave it in a suitable condition.

To carry out this unit you will need to maintain effective health, safety and hygiene throughout your work. You will also need to maintain your personal appearance and good communication with the client.

The main outcomes of the unit are:

1. Prepare the beauty therapy work area
2. Maintain the beauty therapy work area.

Evidence requirements

1. Simulation is not allowed for any performance evidence within this unit.
2. You must practically demonstrate in your everyday work that you have met the standard for preparing and maintaining the beauty therapy work area.
3. Your assessor will observe your performance on at least three occasions.
4. From the range, you must practically demonstrate that you:
 - have prepared and maintained work areas for all types of beauty therapy treatments
 - have prepared all types of environmental conditions.
5. It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit BT1 Prepare and maintain the beauty therapy work area

TYPES OF EVIDENCE (USE THESE CODES TO IDENTIFY THE TYPES OF EVIDENCE WITHIN THE UNIT)

E1	OBSERVATION	E2	WITNESS TESTIMONY	E3	ASSIGNMENTS/WRITTEN/ORAL QUESTIONS
E4	MANDATORY WRITTEN PAPERS	E5	PRODUCT EVIDENCE	E6	SIMULATION
E7	ACCREDITATION OF PRIOR LEARNING AND ACHIEVEMENT (APL/A)	E8	PROFESSIONAL DISCUSSION		

FEEDBACK/COMMENTS

We confirm that the evidence is authentic, all performance criteria, range and essential knowledge requirements have been met for this unit and the assessments were conducted under specified conditions.

CANDIDATE: _____ DATE: _____

ASSESSOR: _____ DATE: _____

SUMMATIVE INTERNAL VERIFICATION (COMPLETE UNIT)

INTERNAL VERIFIER: _____ DATE: _____

Unit tracking and verification

Unit BT1 Prepare and maintain the beauty therapy work area

		YOUR REFERENCE:						
		1	2	3	4	5	6	7
OBSERVATION NO:		1	2	3	4	5	6	7
OUTCOME	DATE:							
1. Prepare the beauty therapy work area.								
2. Maintain the beauty therapy work area.								
NUMBER OF OUTCOMES ASSESSED:								
ASSESSOR'S SIGNATURE:								
INTERIM INTERNAL VERIFICATION (OBSERVATION OF ASSESSOR)								
INTERNAL VERIFIER'S SIGNATURE:								
DATE:								

Unit BT1 Prepare and maintain the beauty therapy work area

Outcome 1 Prepare the beauty therapy work area

PERFORMANCE CRITERIA - IN ORDER TO PERFORM THIS UNIT SUCCESSFULLY YOU MUST PREPARE THE BEAUTY THERAPY WORK AREA BY:	YOUR REFERENCE:							TYPE OF EVIDENCE	PORTFOLIO REF	
	OBSERVATION NO:	1	2	3	4	5	6			7
	DATE:									
a) setting up materials and equipment for beauty therapy treatments according to instructions										
b) ensuring that all tools and equipment for beauty therapy treatments are prepared using the correct sterilisation and sanitisation methods										
c) making sure that environmental conditions are suitable for the client and the treatment										
d) ensuring your personal appearance and hygiene meets accepted industry and organisational requirements										
e) obtaining the clients' records for consultation.										
NUMBER OF PERFORMANCE CRITERIA ASSESSED:										
<i>The assessor and candidate signatures confirm the evidence is authentic.</i>										
CANDIDATE'S SIGNATURE:										
ASSESSOR'S SIGNATURE:										

Unit BT1 Prepare and maintain the beauty therapy work area

Outcome 2 Maintain the beauty therapy work area

PERFORMANCE CRITERIA - IN ORDER TO PERFORM THIS UNIT SUCCESSFULLY YOU MUST MAINTAIN THE BEAUTY THERAPY WORK AREA BY:	YOUR REFERENCE:							TYPE OF EVIDENCE	PORTFOLIO REF	
	OBSERVATION NO:	1	2	3	4	5	6			7
	DATE:									
a) disposing of waste materials safely and correctly										
b) maintaining equipment according to manufacturers' instructions										
c) storing records, materials and equipment in the required location										
d) cleaning work surfaces effectively										
e) leaving the work area in a condition suitable for further treatments.										
NUMBER OF PERFORMANCE CRITERIA ASSESSED:										
<i>The assessor and candidate signatures confirm the evidence is authentic.</i>										
CANDIDATE'S SIGNATURE:										
ASSESSOR'S SIGNATURE:										

Unit BT1 Prepare and maintain the beauty therapy work area

Range

YOUR REFERENCE:													
OBSERVATION NO:	1	2	3	4	5	6	7						
DATE:													
												TYPE OF EVIDENCE	PORTFOLIO REF
1. Beauty therapy treatments are (refers to outcome 1):													
a) waxing													
b) eye treatments													
c) make-up													
d) manicure and pedicure													
e) facial.													
2. Environmental conditions are (refers to outcome 1):													
a) lighting													
b) heating													
c) ventilation													
d) general comfort.													
ENTER NUMBER OF RANGE ITEMS ASSESSED:													
CANDIDATE'S SIGNATURE:													
ASSESSOR'S SIGNATURE:													

Unit BT1 Prepare and maintain the beauty therapy work area

Knowledge and understanding

To perform this unit successfully, you will need to know and understand:	TYPE OF EVIDENCE	DATE	PORTFOLIO LOCATION
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ORGANISATIONAL AND LEGAL REQUIREMENTS

1. your responsibilities under relevant health and safety legislation	E4		
2. the importance and reasons for sanitising hands			
3. your responsibility for maintaining your own personal appearance according to accepted industry and organisational requirements			
4. the importance and reasons for keeping records of treatments			
5. the importance of the correct storage of client records in relation to the Data Protection Act	E4		
6. why it is important to maintain standards of hygiene and the principles for avoiding cross-infection.	E4		

PREPARING AND MAINTAINING THE BEAUTY THERAPY WORK AREA

7. the types of products, materials and equipment required for beauty therapy treatments			
8. how to set up materials and equipment for beauty therapy treatments			
9. the different types of sterilising equipment and products available	E4		
10. how to sterilise tools and equipment for the different beauty therapy treatments	E4		
11. the differences between sterilising and sanitising	E4		
12. the different types of chemicals used for sanitising	E4		
13. the necessary environmental conditions for beauty therapy treatments (including heating, lighting, ventilation and comfort)			
14. how to dispose of waste materials and products from treatments	E4		
15. how to maintain equipment used for beauty therapy treatments			
16. how, and where, to store materials and equipment	E4		

Unit BT1 Prepare and maintain the beauty therapy work area

Knowledge and understanding (continued)

To perform this unit successfully, you will need to know and understand:	TYPE OF EVIDENCE	DATE	PORTFOLIO LOCATION
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17. the condition in which the work area should be left.			
<i>The assessor and candidate signatures confirm the evidence is authentic.</i>			
CANDIDATE'S SIGNATURE:			
ASSESSOR'S SIGNATURE:			

Unit summary sheet

Unit BT2 Assist with facial treatments

What is the unit about?

This unit is about assisting with facial treatments. You will need to be able to prepare for treatments by setting up the work area, using consultation techniques, performing a skin analysis and preparing the client. You will also need to be able to assist with facial treatments, including cleansing, removing eye make-up, toning, mask application and moisturising. Completion of the treatment will involve checking the finished effect is to the satisfaction of the senior therapist and the client, advising the client on homecare products and leaving the work area in a suitable condition.

To carry out this unit you will need to maintain effective health, safety and hygiene throughout your work. You will also need to maintain your personal appearance and good communication with the client.

The main outcomes of the unit are:

1. Prepare for facial treatments
2. Carry out facial treatments
3. Complete the treatments.

Evidence requirements

1. Simulation is not allowed for any performance evidence within this unit.
 2. You must practically demonstrate in your everyday work that you have met the standard for assisting with facial treatments.
 3. Your assessor will observe your performance on at least three occasions.
 4. From the range, you must practically demonstrate that you:
 - have used all consultation techniques
 - have identified all skin types
 - have carried out three types of preparation of the client*
 - have used all types of facial products.
- *However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all items in this range.
5. It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit BT2 Assist with facial treatments

TYPES OF EVIDENCE (USE THESE CODES TO IDENTIFY THE TYPES OF EVIDENCE WITHIN THE UNIT)

E1	OBSERVATION	E2	WITNESS TESTIMONY	E3	ASSIGNMENTS/ WRITTEN/ORAL QUESTIONS
E4	MANDATORY WRITTEN PAPERS	E5	PRODUCT EVIDENCE	E6	SIMULATION
E7	ACCREDITATION OF PRIOR LEARNING AND ACHIEVEMENT (APL/A)	E8	PROFESSIONAL DISCUSSION		

FEEDBACK/COMMENTS

We confirm that the evidence is authentic, all performance criteria, range and essential knowledge requirements have been met for this unit and the assessments were conducted under specified conditions.

CANDIDATE: _____ DATE: _____

ASSESSOR: _____ DATE: _____

SUMMATIVE INTERNAL VERIFICATION (COMPLETE UNIT)

INTERNAL VERIFIER: _____ DATE: _____

Unit tracking and verification

Unit BT2 Assist with facial treatments

		YOUR REFERENCE:							
		OBSERVATION NO:	1	2	3	4	5	6	7
OUTCOME	DATE:								
1. Prepare for facial treatments.									
2. Carry out facial treatments.									
3. Complete the treatments.									
NUMBER OF OUTCOMES ASSESSED:									
ASSESSOR'S SIGNATURE:									
INTERIM INTERNAL VERIFICATION (OBSERVATION OF ASSESSOR)									
INTERNAL VERIFIER'S SIGNATURE:									
DATE:									

Unit BT2 Assist with facial treatments

Outcome 1 Prepare for facial treatments

PERFORMANCE CRITERIA - IN ORDER TO PERFORM THIS UNIT SUCCESSFULLY YOU MUST PREPARE FOR FACIAL TREATMENTS BY:	YOUR REFERENCE:							TYPE OF EVIDENCE	PORTFOLIO REF	
	OBSERVATION NO:	1	2	3	4	5	6			7
	DATE:									
a) setting up the work area in accordance with instructions										
b) making sure that environmental conditions are suitable for the client and the treatment										
c) using consultation techniques in a polite and friendly manner to determine the client's treatment needs within the limits of your responsibility										
d) assisting the client into a comfortable and relaxed position for the treatment										
e) sanitising your hands prior to facial treatment										
f) removing the client's make-up according to the needs of the treatment										
g) recognising conditions that may affect the treatment and referring them to the senior therapist										
h) superficially cleansing the client's skin										
i) performing a skin analysis on the client and accurately recording the skin type										
j) discussing and recommending suitable products for the client's skin type										
k) making sure the preparation of the client meets the agreed treatment										
l) checking that the preparation for facial treatment meets with the senior therapist's satisfaction.										
NUMBER OF PERFORMANCE CRITERIA ASSESSED:										

Unit BT2 Assist with facial treatments

Outcome 1 Prepare for facial treatments

PERFORMANCE CRITERIA - IN ORDER TO PERFORM THIS UNIT SUCCESSFULLY YOU MUST PREPARE FOR FACIAL TREATMENTS:

YOUR REFERENCE:							
OBSERVATION NO:	1	2	3	4	5	6	7
DATE:							
<i>The assessor and candidate signatures confirm the evidence is authentic.</i>							
CANDIDATE'S SIGNATURE:							
ASSESSOR'S SIGNATURE:							

Unit BT2 Assist with facial treatments

Outcome 2 Carry out facial treatments

PERFORMANCE CRITERIA - IN ORDER TO PERFORM THIS UNIT SUCCESSFULLY YOU MUST CARRY OUT FACIAL TREATMENTS BY:	YOUR REFERENCE:							TYPE OF EVIDENCE	PORTFOLIO REF	
	OBSERVATION NO:	1	2	3	4	5	6			7
	DATE:									
a) maintaining hygiene and safety throughout the treatment										
b) using facial products correctly and following manufacturers' instructions										
c) using suitable techniques to deep cleanse the client's skin										
d) checking that the skin is left clean and free of all traces of make-up										
e) applying pre-prepared non-setting mask treatments evenly and neatly, ensuring that the area to be treated is covered										
f) removing masks after the recommended time and without discomfort to the client										
g) applying the correct toner and moisturiser										
h) ensuring that the skin is left clean, toned and suitably moisturised.										
NUMBER OF PERFORMANCE CRITERIA ASSESSED:										
<i>The assessor and candidate signatures confirm the evidence is authentic.</i>										
CANDIDATE'S SIGNATURE:										
ASSESSOR'S SIGNATURE:										

Unit BT2 Assist with facial treatments

Outcome 3 Complete the treatments

PERFORMANCE CRITERIA - IN ORDER TO PERFORM THIS UNIT SUCCESSFULLY YOU MUST COMPLETE THE TREATMENTS BY:	YOUR REFERENCE:							TYPE OF EVIDENCE	PORTFOLIO REF	
	OBSERVATION NO:	1	2	3	4	5	6			7
	DATE:									
a) checking that the finished result is to the client's satisfaction										
b) checking that the finished result meets the senior therapist's needs for any further treatment										
c) advising the client on suitable basic home care										
d) ensuring the client's records are up-to-date, accurate, easy to read and complete in accordance with instructions										
e) ensuring that the treatment is cost effective and is carried out within a commercially viable time										
f) leaving the work area in a condition suitable for further treatments.										
NUMBER OF PERFORMANCE CRITERIA ASSESSED:										
<i>The assessor and candidate signatures confirm the evidence is authentic.</i>										
CANDIDATE'S SIGNATURE:										
ASSESSOR'S SIGNATURE:										

Unit BT2 Assist with facial treatments

Range

YOUR REFERENCE:										TYPE OF EVIDENCE	PORTFOLIO REF
OBSERVATION NO:	1	2	3	4	5	6	7				
DATE:											
1. Consultation techniques are (refers to outcome 1):											
a) questioning											
b) visual											
c) manual.											
2. Skin types are (refers to outcome 1):											
a) oily											
b) dry											
c) combination.											
Preparation of the clients includes (refers to outcome 1):											
a) covering of the client											
b) removal of accessories											
c) protection of hair											
d) removal of appropriate clothing.											
Facial products are (refers to outcome 2):											
a) cleanser											
b) toner											
c) eye make-up remover											
d) moisturiser											
e) mask.											
ENTER NUMBER OF RANGE ITEMS ASSESSED:											

Unit BT2 Assist with facial treatments

Range (continued)

YOUR REFERENCE:							
OBSERVATION NO:	1	2	3	4	5	6	7
DATE:							
CANDIDATE'S SIGNATURE:							
ASSESSOR'S SIGNATURE:							

Unit BT2 Assist with facial treatments

Knowledge and understanding

To perform this unit successfully, you will need to know and understand:	TYPE OF EVIDENCE	DATE	PORTFOLIO LOCATION
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ORGANISATIONAL AND LEGAL REQUIREMENTS

1. your responsibilities under relevant health and safety legislation			
2. the importance and reasons for sanitising hands			
3. why it is important to maintain standards of hygiene and the principles for avoiding cross-infection	E4		
4. the importance and reasons for keeping records of treatments			
5. the importance of the correct storage of client records in relation to the Data Protection Act			
6. the importance of following a senior therapist's instructions and the consequences of not doing so.	E4		

CLIENT CONSULTATION

7. how to communicate in a clear, polite, confident way and why this is important			
8. the questioning and listening skills you need in order to find out information			
9. the different methods of communication that you should use			
10. how to use consultation techniques to establish clients' needs.			

PREPARATION FOR FACIAL TREATMENTS

11. how to set up the work area for facial treatments			
12. the necessary environmental conditions for facial treatments (including: lighting, heating, ventilation and general comfort)			
13. the types of products, materials and equipment required for the work			
14. how to prepare yourself for carrying out the treatment			
15. how to prepare and position the client for facial treatments			
16. the possible risks to yourself of ineffective positioning of clients			
17. how to carry out a skin analysis			

Unit BT2 Assist with facial treatments

Knowledge and understanding (continued)

To perform this unit successfully, you will need to know and understand:	TYPE OF EVIDENCE	DATE	PORTFOLIO LOCATION
--	------------------	------	--------------------

18. the types of conditions and disorders that may restrict the treatment (eg cold sores, conjunctivitis, eczema, cuts, abrasions, redness, swelling, rashes, blood shot and watery eyes)	E4		
19. the different types of cleansing, toning, moisturising and mask products.	E4		

STRUCTURE OF THE SKIN

20. the basic structure of the skin (epidermis, dermis)	E4		
21. the basic function of the skin (protection, temperature control and sensitivity)	E4		
22. how to recognise the different skin types within the range.	E4		

FACIAL TREATMENTS

23. the different cleansing techniques used within facial treatments and how to carry them out			
24. the reasons for cleansing, toning, mask application and moisturising	E4		
25. the benefits of cleansing, toning, mask application and moisturising.	E4		

COMPLETE FACIAL TREATMENTS

26. why it is important to complete treatments in a given time	E4		
27. why it is important to provide basic home care advice	E4		
28. the home care advice that you should provide for basic facial treatments			
29. the industry accepted timings for facial treatments			
30. the condition in which the work area should be left.			

The assessor and candidate signatures confirm the evidence is authentic.

CANDIDATE'S SIGNATURE:

ASSESSOR'S SIGNATURE:

Unit summary sheet

Unit BT3 Assist with nail treatments on the hands

What is the unit about?

This unit is about assisting with and carrying out basic nail treatments on the hands. You will need to be able to prepare for nail treatments by setting up the work area and using consultation techniques. You will also need to be able to carry out basic nail treatments, including filing, buffing, application of clear nail polish and hand moisturiser. Completion of the treatment will involve checking the finished result is to the satisfaction of the senior therapist and the client, advising the client on home care products and leaving the work area in a suitable condition.

To carry out this unit you will need to maintain effective health, safety and hygiene throughout your work. You will also need to maintain your personal appearance and good communication with the client.

The main outcomes of the unit are:

1. Prepare for nail treatments
2. Carry out nail treatments
3. Complete the treatments.

Evidence requirements

1. Simulation is not allowed for any performance evidence within this unit.
2. You must practically demonstrate in your everyday work that you have met the standard for assisting with nail treatments on the hands.
3. Your assessor will observe your performance on at least three occasions.
4. From the range, you must show that you:
 - have used all consultation techniques
 - have applied all of the nail finishes.
5. It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit BT3 Assist with nail treatments on the hands

TYPES OF EVIDENCE (USE THESE CODES TO IDENTIFY THE TYPES OF EVIDENCE WITHIN THE UNIT)

E1	OBSERVATION	E2	WITNESS TESTIMONY	E3	ASSIGNMENTS/ WRITTEN/ORAL QUESTIONS
E4	MANDATORY WRITTEN PAPERS	E5	PRODUCT EVIDENCE	E6	SIMULATION
E7	ACCREDITATION OF PRIOR LEARNING AND ACHIEVEMENT (APL/A)	E8	PROFESSIONAL DISCUSSION		

FEEDBACK/COMMENTS

We confirm that the evidence is authentic, all performance criteria, range and essential knowledge requirements have been met for this unit and the assessments were conducted under specified conditions.

CANDIDATE: _____ DATE: _____

ASSESSOR: _____ DATE: _____

SUMMATIVE INTERNAL VERIFICATION (COMPLETE UNIT)

INTERNAL VERIFIER: _____ DATE: _____

Unit tracking and verification

Unit BT3 Assist with nail treatments on the hands

		YOUR REFERENCE:						
		1	2	3	4	5	6	7
OUTCOME	DATE:							
1. Prepare for nail treatments.								
2. Carry out nail treatments.								
3. Complete the treatments.								
NUMBER OF OUTCOMES ASSESSED:								
ASSESSOR'S SIGNATURE:								
INTERIM INTERNAL VERIFICATION (OBSERVATION OF ASSESSOR)								
INTERNAL VERIFIER'S SIGNATURE:								
DATE:								

Unit BT3 Assist with nail treatments on the hands

Outcome 1 Prepare for nail treatments

PERFORMANCE CRITERIA - IN ORDER TO PERFORM THIS UNIT SUCCESSFULLY YOU MUST PREPARE FOR NAIL TREATMENTS BY:	YOUR REFERENCE:							TYPE OF EVIDENCE	PORTFOLIO REF	
	OBSERVATION NO:	1	2	3	4	5	6			7
	DATE:									
a) setting up the work area in accordance with instructions										
b) making sure that environmental conditions are suitable for the client and the treatment										
c) using consultation techniques in a polite and friendly manner to determine the client's treatment needs within the limits of your responsibility										
d) assisting the client into a comfortable and relaxed position for the treatment										
e) sanitising your hands prior to nail treatment										
f) cleansing the treatment area to identify the condition of the nails and skin										
g) recognising conditions that may affect the treatment and referring them to the senior therapist										
h) removing any existing nail enamel and restoring nails to a natural condition										
i) confirming the client's choice of nail finish before starting										
j) checking that the preparation for nail treatment meets with the senior therapist's satisfaction.										
NUMBER OF PERFORMANCE CRITERIA ASSESSED:										
<p><i>The assessor and candidate signatures confirm the evidence is authentic.</i></p> <p>CANDIDATE'S SIGNATURE:</p> <p>ASSESSOR'S SIGNATURE:</p>										

Unit BT3 Assist with nail treatments on the hands

Outcome 2 Carry out nail treatments

PERFORMANCE CRITERIA - IN ORDER TO PERFORM THIS UNIT SUCCESSFULLY YOU MUST CARRY OUT NAIL TREATMENTS BY:	YOUR REFERENCE:							TYPE OF EVIDENCE	PORTFOLIO REF	
	OBSERVATION NO:	1	2	3	4	5	6			7
	DATE:									
a) maintaining hygiene and safety throughout the treatment										
b) using suitable equipment and materials correctly and following manufacturers' instructions										
c) filing the nails correctly, ensuring that the nail free edge is left smoothed and shaped to the required length										
d) confirming the desired length and shape with the client during the treatment and making any necessary alterations										
e) buffing using the correct technique for the client's needs										
f) applying a suitable hand moisturiser effectively and according to the senior therapist's instructions										
g) removing excess moisturiser from the natural nail ready for the required nail finish										
h) applying a suitable nail finish leaving the cuticle free from product according to the senior therapist's instructions.										
NUMBER OF PERFORMANCE CRITERIA ASSESSED:										
<i>The assessor and candidate signatures confirm the evidence is authentic.</i>										
CANDIDATE'S SIGNATURE:										
ASSESSOR'S SIGNATURE:										

Unit BT3 Assist with nail treatments on the hands

Outcome 3 Complete the treatments

PERFORMANCE CRITERIA - IN ORDER TO PERFORM THIS UNIT SUCCESSFULLY YOU MUST COMPLETE THE TREATMENTS BY:	YOUR REFERENCE:							TYPE OF EVIDENCE	PORTFOLIO REF	
	OBSERVATION NO:	1	2	3	4	5	6			7
	DATE:									
a) checking that the finished result is to the client's satisfaction										
b) checking that the finished result meets the senior therapist's satisfaction and meets the needs for any further treatment										
c) advising the client on suitable basic home care										
d) ensuring your client's records are up-to-date, accurate, easy to read and complete in accordance with instructions										
e) ensuring that the treatment is cost effective and is carried out within a commercially viable time										
f) leaving the work area in a condition suitable for further treatments.										
NUMBER OF PERFORMANCE CRITERIA ASSESSED:										
<i>The assessor and candidate signatures confirm the evidence is authentic.</i>										
CANDIDATE'S SIGNATURE:										
ASSESSOR'S SIGNATURE:										

Unit BT3 Assist with nail treatments on the hands

Range

YOUR REFERENCE:										TYPE OF EVIDENCE	PORTFOLIO REF
OBSERVATION NO:	1	2	3	4	5	6	7				
DATE:											
1. Consultation techniques (refers to outcomes 1 and 2):											
a) questioning											
b) visual											
c) manual.											
2. Nail finish (refers to outcome 2):											
a) buffing											
b) clear polish											
c) nail strengthener.											
ENTER NUMBER OF RANGE ITEMS ASSESSED:											
CANDIDATE'S SIGNATURE:											
ASSESSOR'S SIGNATURE:											

Unit BT3 Assist with nail treatments on the hands

Knowledge and understanding

To perform this unit successfully, you will need to know and understand:	TYPE OF EVIDENCE	DATE	PORTFOLIO LOCATION
--	------------------	------	--------------------

ORGANISATIONAL AND LEGAL REQUIREMENTS

1. your responsibilities under relevant health and safety legislation			
2. the importance and reasons for sanitising hands			
3. why it is important to maintain standards of hygiene and the principles for avoiding cross-infection	E4		
4. the importance and reasons for keeping records of treatments			
5. the importance of the correct storage of client records in relation to the Data Protection Act			
6. the importance of following a senior therapist's instructions and the consequences of not doing so.	E4		

CLIENT CONSULTATION

7. how to communicate in a clear, polite, confident way and why this is important			
8. the questioning and listening skills you need in order to find out information			
9. the different methods of communication that you should use			
10. how to use consultation techniques to establish clients' needs.			

PREPARATION FOR NAIL TREATMENTS

11. how to set up the work area for nail treatments			
12. the necessary environmental conditions for nail treatments (including, lighting, heating, ventilation and general comfort)			
13. the types of products, materials and equipment required for the work			
14. how to prepare yourself for carrying out the treatment			
15. how to prepare and position the client for nail treatments			
16. the possible risks to yourself of ineffective positioning of clients			
17. the different types of cleansing products available			

Unit BT3 Assist with nail treatments on the hands

Knowledge and understanding (continued)

To perform this unit successfully, you will need to know and understand:	TYPE OF EVIDENCE	DATE	PORTFOLIO LOCATION
--	------------------	------	--------------------

18. the types of conditions and disorders that may restrict the treatments (eg overgrown cuticles, warts, scabies, ring worm, cuts, abrasions, swelling, redness, discoloured nails, damaged nails)	E4		
19. correct method of removing nail polish			
20. correct method(s) of applying a clear nail polish coat or nail strengthener.			

STRUCTURE OF THE NAIL

21. the structure of the nail unit (including matrix, nail plate, nail bed, cuticle, free edge)	E4		
22. the different types of nail shapes you are likely to come across during nail treatments.	E4		

NAIL TREATMENTS

23. the different techniques used within a nail treatment and how to carry them out			
24. the different types of nail products	E4		
25. the different types of hand moisturising products			
26. the action of treatment products on nails and skin	E4		
27. the effects on the nails of incorrect use of nail treatment tools.	E4		

COMPLETING NAIL TREATMENTS

28. why it is important to complete treatments in a given time	E4		
29. why it is important to provide basic home care advice	E4		
30. the home care advice that you should provide for basic nail treatment			
31. the industry accepted timings for nail treatments			

Unit BT3 Assist with nail treatments on the hands

Knowledge and understanding (continued)

To perform this unit successfully, you will need to know and understand:	TYPE OF EVIDENCE	DATE	PORTFOLIO LOCATION
--	------------------	------	--------------------

32. the condition in which the work area should be left.	E4		
<p><i>The assessor and candidate signatures confirm the evidence is authentic.</i></p> <p>CANDIDATE'S SIGNATURE:</p> <p>ASSESSOR'S SIGNATURE:</p>			

Section 5: Blank recording forms

This section consists of the blank forms referred to in *How to complete your portfolio* on page 13 for you to photocopy. You may find these useful when compiling your portfolio.

Contents checklist

	COMPLETED?	PAGE/SECTION NUMBER
Title page for the portfolio	<input type="checkbox"/>	
Personal profile		
• Your own personal details	<input type="checkbox"/>	
• A brief CV or career profile	<input type="checkbox"/>	
• Description of your job	<input type="checkbox"/>	
• Information about your employer/training provider/college	<input type="checkbox"/>	
Index of assessment (with cross-referencing information completed)	<input type="checkbox"/>	
Unit summary sheet	<input type="checkbox"/>	
Unit overview and evidence requirements	<input type="checkbox"/>	
Completed units		
• Are the completed units signed by yourself, your assessor and the internal verifier (where relevant)?	<input type="checkbox"/>	
• Are reference numbers included?	<input type="checkbox"/>	
• Assessment plan	<input type="checkbox"/>	
• Unit tracking and verification sheets	<input type="checkbox"/>	
• Range tracking sheets	<input type="checkbox"/>	
• Knowledge and understanding tracking sheets	<input type="checkbox"/>	
Evidence (with reference numbers)		
• Assessor feedback forms	<input type="checkbox"/>	
• Witness testimony sheets	<input type="checkbox"/>	
• Personal statements	<input type="checkbox"/>	
• Observation records	<input type="checkbox"/>	
• Oral questioning reports	<input type="checkbox"/>	

Portfolio title page

YOUR NAME:

JOB TITLE:

NAME OF EMPLOYER/
TRAINING PROVIDER/
COLLEGE:

THEIR ADDRESS:

.....

.....

TEL NO:

NVQ:

LEVEL:

UNITS SUBMITTED FOR ASSESSMENT:

MENTOR:

(PLEASE PROVIDE DETAILS
OF MENTOR'S EXPERIENCE):

.....

ASSESSOR: DATE:

Personal profile

NAME:

ADDRESS:

.....

.....

POSTCODE:

TEL NO:

JOB TITLE:

RELEVANT EXPERIENCE

DESCRIPTION OF YOUR CURRENT JOB:

.....

.....

PREVIOUS WORK EXPERIENCE:

.....

.....

QUALIFICATIONS AND TRAINING:

.....

.....

(Continued overleaf...)

QUALIFICATIONS AND TRAINING:

(continued)

.....

.....

VOLUNTARY WORK/INTERESTS:

.....

NAME OF EMPLOYER/TRAINING

PROVIDER/COLLEGE:

ADDRESS:

.....

.....

POSTCODE:

TEL NO:

TYPE OF BUSINESS:

NUMBER OF STAFF:

STRUCTURE OF ORGANISATION

(INCLUDING CHART OR DIAGRAM IF AVAILABLE):

.....

.....

.....

.....

Assessor feedback form

UNIT: _____

OBSERVATION RECORD NO	DATE:
OBSERVATION RECORD NO	DATE:
OBSERVATION RECORD NO	DATE:
OBSERVATION RECORD NO	DATE:
OBSERVATION RECORD NO	DATE:
OBSERVATION RECORD NO	DATE:
OBSERVATION RECORD NO	DATE:

Assessment plan

CANDIDATE: _____ ASSESSOR: _____ AWARD: _____

UNIT/OUTCOME(S) TO BE ASSESSED	ACTIVITIES/TASKS TO BE ASSESSED	SOURCE OF EVIDENCE OBSERVATION/TESTIMONY/PRODUCTS/APL/Q&As/SIMULATION/OTHERS	TARGET DATE	RESULT OF ASSESSMENT/FURTHER ACTION AGREED

CANDIDATE SIGNATURE: _____ DATE: _____ ASSESSOR SIGNATURE: _____ DATE: _____

Witness testimony

NVQ TITLE AND LEVEL:

CANDIDATE NAME:

CLIENT'S NAME:

REFERENCE:

DATE:

WITNESS NAME:

ROLE:

UNIT/OUTCOME NUMBER:	PERFORMANCE CRITERIA AND RANGE COVERED:

DETAILS OF TESTIMONY:

I can confirm the candidate's evidence is authentic and accurate.

WITNESS SIGNATURE:

NAME:

DATE:

Please tick (3) the appropriate box.

- | | |
|--------------------------|---|
| <input type="checkbox"/> | QUALIFIED ASSESSOR |
| <input type="checkbox"/> | OCCUPATIONAL EXPERT AND FAMILIAR WITH THE NVQ STANDARDS TO WHICH THE CANDIDATE IS WORKING |
| <input type="checkbox"/> | OCCUPATIONAL EXPERT BUT NOT FAMILIAR WITH THE NVQ STANDARDS TO WHICH THE CANDIDATE IS WORKING |
| <input type="checkbox"/> | NON EXPERT |

Unit summary sheet

CANDIDATE NAME: _____

CANDIDATE NUMBER: _____

CENTRE NAME: _____

CENTRE NUMBER: _____

This form should be completed as each unit is achieved.

By signing this summary of unit achievement you and your assessor are confirming that all the performance criteria, ranges and essential knowledge and understanding requirements for these units have been completed and that the evidence is authentic and has been obtained under specified conditions for which certification is now requested.

	DATE ACHIEVED	CANDIDATE'S SIGNATURE	ASSESSOR'S SIGNATURE	INTERNAL VERIFIER'S SIGNATURE (IF SAMPLED)
UNIT G1: ENSURE YOUR OWN ACTIONS REDUCE RISKS TO HEALTH AND SAFETY				
Identify the hazards and evaluate the risks in your workplace				
Reduce the risks to health and safety in your work place				
UNIT G2: ASSIST WITH SALON RECEPTION DUTIES				
Maintain the reception area				
Attend to clients and enquiries				
Help to make appointments for salon services				
UNIT BT1: PREPARE AND MAINTAIN THE BEAUTY THERAPY WORK AREA				
Prepare the beauty therapy work area				
Maintain the beauty therapy work area				
UNIT BT2: ASSIST WITH FACIAL TREATMENTS				
Prepare for facial treatments				
Carry out facial treatments				
Complete the treatments				
UNIT BT3: ASSIST WITH NAIL TREATMENTS ON THE HANDS				
Prepare for nail treatments				
Carry out nail treatments				
Complete the treatments				

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