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WRB04 Beauty Training Package

Volume 1 of 1

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ISC INDUSTRY SKILLS COUNCILS
Creating Australia's Future

WRB04
Beauty Training Package

Qualifications, Assessment Guidelines, Competency Standards

Volume 1 of 1
Beauty Training Package - Introduction, Assessment Guidelines, Competency Standards

The material contained within this volume forms the Endorsed Component of the Training Package.

Endorsed by the NTQC on 7 June 2004 and agreed by Ministers.

This Training Package is to be reviewed by 30 June 2007.

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WRB04 - Beauty Training Package

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Preliminary Information

Important Note to Users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

Check the version number before commencing training or assessment

This Training Package is Version 2 - check whether this is the latest version by going to the National Training Information Service (www.ntis.gov.au) and locating information about the Training Package. Alternatively, contact Service Industry Skills Council at http://www.serviceskills.com.au to confirm the latest version number.

Explanation of version number conventions

The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Packages national code (which remains the same during its period of endorsement).

Version modification history

The version details of this endorsed Training Package are in the table below. The latest information is at the top of the table.

Version	Release Date	Comments
2	10/10/2005	The weighting arrangements for elective units within the Certificate IV in Beauty Therapy and Diploma of Beauty Therapy were revised and clarified, resulting in recoding of these two qualifications: • WRB40104 Certificate IV in Beauty Therapy replaced by WRB40105 Certificate IV in Beauty Therapy • WRB50104 Diploma of Beauty Therapy replaced by WRB50105 Diploma of Beauty Therapy. Amended documents: Qualifications pages 42, 45 and 47. The Range Statement in unit WRBCS407A Develop a treatment plan for beauty therapy treatments was modified to remove all references to temporary epilation. Amended pages: 233 - 234
1	21/06/2004	Primary Release.

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Forms Control:

All endorsed Training Packages will have a version number displayed on the imprint page of every volume constituting that Training Package. Every Training Package will display an up-to-date copy of this modification history form, to be placed immediately after the contents page of the first volume of the Training Package. Comments on changes will only show sufficient detail to enable a user to identify the nature and location of the change. Changes to Training Packages will generally be batched at quarterly intervals. This modification history form will be included within any displayed sample of that Training Package and will constitute all detail available to identify changes.

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Summary of AQF qualifications in this Training Package

Code	Title
WRB20104	Certificate II in Nail Technology
WRB20204	Certificate II in Make-up Services
WRB20304	Certificate II in Retail Cosmetic Services
WRB30104	Certificate III in Beauty Services
WRB30204	Certificate III in Nail Technology
WRB40105	Certificate IV in Beauty Therapy
WRB50105	Diploma of Beauty Therapy

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Units of competency in this Training Package and their prerequisites

Code	Title	Prerequisite
WRBBS201B	Provide manicure and pedicare services	None
WRBBS202A	Apply gel nail enhancement	None
WRBBS203A	Apply acrylic nail enhancement	None
WRBBS204B	Apply nail art	None
WRBBS305B	Use electrical equipment for nails	None
WRBBS306A	Apply airbrushed nail art	None
WRBBS407B	Provide body treatments	WRBCS407A
WRBBS408B	Provide aesthetic aromatic massage	WRBCS407A WRBBS407B
WRBBS509A	Plan the spa program	WRBCS407A
WRBBS510A	Provide the spa program	WRBBS509A WRBCS407A
WRBBS511A	Apply aromatic plant oil chemistry to beauty treatments	WRBCS407A
WRBBS512A	Blend a range of aromatic plant oils for beauty treatments	WRBCS407A
WRBBS513A	Use reflexology relaxation techniques in beauty treatments	WRBCS407A
WRBBS514A	Provide superficial lymph drainage massage	WRBCS407A
WRBCS201B	Conduct financial transactions	None
WRBCS202A	Apply techniques to update beauty industry knowledge	None
WRBCS203B	Provide service to clients	None
WRBCS204A	Apply knowledge of nail science to nail services	None
WRBCS305A	Apply knowledge of skin biology to beauty treatments	None
WRBCS306B	Advise on beauty services	None
WRBCS407A	Develop a treatment plan for beauty therapy treatments	None
WRBCS408A	Apply knowledge of anatomy and physiology to beauty therapy treatments	None
WRBCS409A	Apply knowledge of skin science to beauty therapy treatments	None
WRBCS410A	Apply knowledge of electricity to beauty therapy treatments	None

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Code	Title	Prerequisite
WRBCS411A	Apply knowledge of nutrition to beauty therapy treatments	None
WRBCS412A	Apply knowledge of cosmetic chemistry to beauty therapy treatments	None
WRBCS513B	Investigate new products and services	None
WRBFS201B	Demonstrate retail skin care products	None
WRBFS202B	Design and apply make-up	None
WRBFS203B	Design and apply make-up for photography	None
WRBFS204B	Design and apply remedial camouflage	None
WRBFS305B	Provide lash and brow treatments	None
WRBFS406B	Provide facial treatments	WRBCS407A
WRBFS407B	Provide advanced facial treatments	WRBCS407A WRBFS406B
WRBSS201B	Pierce ears	None
WRBSS302B	Provide temporary epilation and bleaching treatments	None
WRBSS503B	Provide permanent epilation	WRBCS407A
WRBSS504B	Perform diathermy service	WRBCS407A WRBSS503B
WRBSS505B	Design and perform cosmetic tattooing/micropigmentation procedures	WRBCS407A
WRBSS506A	Provide upper body piercing	WRBCS407A

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Imported units of competency in this Training Package

Code	Title	Origin
BSBEBUS301A	Search and assess online business information	BSB01
BSBFLM505A	Manage operational plan	TBA
BSBFLM507A	Manage quality customer service	TBA
BSBFLM509A	Promote continuous improvement	TBA
BSBMKG404A	Forecast market and business needs	BSB01
BSBSBM301A	Research business opportunities	BSB01
BSBSBM401A	Establish business and legal requirements	BSB01
BSBSBM403A	Promote the business	BSB01
BSBSBM404A	Undertake business planning	BSB01
BSBSBM405A	Monitor and manage business operations	BSB01
BSBSBM406A	Manage finances	BSB01
BSBSBM407A	Manage a small team	BSB01
BSZ401A	Plan assessment	BSZ98
BSZ402A	Conduct assessment	BSZ98
BSZ403A	Review assessment	BSZ98
BSZ404A	Train small groups	BSZ98
CUEMUP2A	Design, apply and remove period make-up	TBA
CUEMUP3A	Design, apply and remove specialised make-up	TBA
HLTREM6A	Provide the Massage treatment	HLT02
HLTREM7A	Plan the Massage treatment	HLT02
WRRCA1B	Operate retail equipment	WRR02
WRRCS1B	Communicate in the workplace	WRR02
WRRER1B	Work effectively in a retail environment	WRR02
WRRER2B	Coordinate work teams	WRR02
WRRER3B	Maintain employee relations	WRR02
WRRI1B	Perform stock control procedures	WRR02

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Code	Title	Origin
WRRLP1B	Apply safe working practices	WRR02
WRRLP2B	Minimise theft	WRR02
WRRM1B	Merchandise products	WRR02
WRRM2B	Perform routine housekeeping duties	WRR02
WRRM5A	Monitor in-store visual merchandising display	WRR02
WRRM6A	Create a display for a small business	WRR02
WRRO3B	Provide a safe working environment	WRR02
WRRO7A	Profile a retail market	WRR02
WRRO8A	Develop innovative ideas at work	WRR02
WRRPL3B	Initiate and implement change	WRR02
WRRPM3B	Lead and manage people	WRR02
WRRS1B	Sell products and services	WRR02
WRRS4B	Build relationships with customers	WRR02

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The Review of the Beauty Training Package

The Beauty Training Package was first endorsed in 1999. It has since undergone a review process which was completed in 2004, and resulted in the development of the WRB04 Beauty Training Package. The review process was funded by the Australian National Training Authority (ANTA).

The review process has led to a number of changes to the Beauty Training Package. Changes made include:

- Review of all existing units of competency. This has included:
  - inclusion of detailed application statements for each unit of competency
  - performance criteria were refined, with some performance criteria moved to the Range Statement
  - suggested assessment methods for each unit
  - refinement of the Range Statement to ensure consistency of terminology
  - an overview of assessment requirements for each unit of competency
  - development of context statements and revision of performance levels around the Key Competencies
  - review of the coding/numbering used in the Beauty units of competency to provide additional clarity. This has been achieved by including a functional area alpha code and the AQF level identifying the level at which the unit is first packaged.
  - review of units imported from other Training Packages. This has resulted in the inclusion of thirty-nine (39) imported units of competency
- Development and validation of seven (7) new units of competency related to application of knowledge to beauty and beauty therapy treatments. These are:
  - WRBCS204A Apply knowledge of nail science to nail services
  - WRBCS305A Apply knowledge of skin biology to beauty treatments
  - WRBCS408A Apply knowledge of anatomy and physiology to beauty therapy treatments
  - WRBCS409A Apply knowledge of skin science to beauty therapy treatments
  - WRBCS410A Apply knowledge of electricity to beauty therapy treatments
  - WRBCS411A Apply knowledge of nutrition to beauty therapy treatments
  - WRBCS412A Apply knowledge of cosmetic chemistry to beauty therapy treatments.
- Development and validation of twelve (12) new units of competency in the functional areas of Body Services, Client Services and Skin Services:
  - WRBBS202A Apply gel nail enhancement
  - WRBBS203A Apply acrylic nail enhancement
  - WRBBS306A Apply airbrushed nail art
  - WRBBS509A Plan the spa program
  - WRBBS510A Provide the spa program
  - WRBBS511A Apply aromatic plant oil chemistry to beauty treatments

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  - WRBBS512A Blend a range of aromatic plant oils for beauty treatments
  - WRBBS513A Use reflexology relaxation techniques in beauty treatments
  - WRBBS514A Provide superficial lymph drainage massage
  - WRBCS202A Apply techniques to update beauty industry knowledge
  - WRBCS407A Develop a treatment plan for beauty therapy treatments
  - WRBSS506A Provide upper body piercing.
- review of the Assessment Guidelines in order to provide additional industry-specific information and information on integrated assessment approaches. This has included adoption of the ANTA Assessment Guidelines template.
- Changes to the titles of the qualifications:
  - Certificate II in Retail Cosmetic Services to replace Certificate II in Retail Cosmetic Assistant.
  - Certificate II in Make-up Services to replace Certificate II in Makeup Artistry.
  - Certificate III in Beauty Services to replace Certificate III in Beauty.

All other qualifications titles remain unchanged

- revision of the qualifications framework to provide further flexibility. This has included the creation of an elective structure for all qualifications, and an increase in the number of units available as elective options.
- inclusion of version control identifiers in all components of the reviewed Training Package.

A mapping of the units from the WRB99 Beauty Training Package to the revised units in the WRB04 Beauty Training Package is provided on page 6 of this Qualifications document. Advice on equivalence is also included in the unit descriptor for each of the Beauty specific units where appropriate.

A mapping of the qualification outcomes from WRB99 to the qualification outcomes in WRB04 is provided on page 9 of this Qualifications document.

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Transition Advice

Transition advice for units of competency

The following table provides advice on the transition of existing units of competency from the WRB99 Beauty Training Package to the WRB04 Beauty Training Package.

WRB99 units	WRB04 units	Transition advice
WRB01A Communicate with Clients	WRRCS1B Communicate in the workplace	Equivalent to WRB01A
WRB02A Work Effectively in a Salon/Store environment	WRRER1B Work effectively in a retail environment	Equivalent to WRB02A
WRB04A Apply Safe Working Practices	WRRLP1B Apply safe working practices	Equivalent to WRB04A
WRB04A Perform Salon/Store Cleaning Duties	WRRM2B Perform routine housekeeping duties	Equivalent to WRB04A
WRB05A Merchandise Beauty Products	WRRM1B Merchandise products	Equivalent to WRB05A
WRB06A Sell Beauty Products	WRRS1B Sell products and services	Equivalent to WRB06A
WRB07A Conduct Financial Transactions	WRBCS201B Conduct financial transactions	Equivalent to WRBO7A
WRB08A Provide Service to Clients	WRBCS203B Provide service to clients	Equivalent to WRB08A
WRB09A Perform Stock Control Procedures	WRRI1B Perform stock control procedures	Equivalent to WRB09A
WRB10A Minimise Theft	WRRLP2B Minimise theft	Equivalent to WRB10A
WRB11A Operate Retail Equipment	WRRCA1B Operate retail equipment	Equivalent to WRB11A
WRB12A Demonstrate Retail Skin Care Products	WRBFS201B Demonstrate retail skin care products	Equivalent to WRB12A
WRB13A Advise on Beauty Services	WRBCS306B Advise on beauty services	Equivalent to WRB13A

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WRB14A Pierce Ears	WRBSS201B Pierce ears	Equivalent to WRB14A
WRB15A Provide Lash and Brow Treatments	WRBFS305B Provide lash and brow treatments	Equivalent to WRB15A
WRB16A Provide Temporary Epilation and Bleaching Treatments	WRBSS302B Provide temporary epilation and bleaching treatments	Equivalent to WRB16A
WRB17A Provide Manicure and Pedicare Service	WRBBS201B Provide manicure and pedicare services	Equivalent to WRB17A
WRB18A Apply Nail Enhancement	WRBBS202A Apply gel nail enhancement WRBBS203A Apply acrylic nail enhancement	Replaces WRB18A Replaces WRB18A
WRB19A Use Electrical Equipment for Nails	WRBBS305B Use electrical equipment for nails	Equivalent to WRB19A
WRB20A Apply Nail Art	WRBBS204B Apply nail art	Equivalent to WRB20A
WRB21A Design and Apply Make Up	WRBFS202B Design and apply make-up	Equivalent to WRB21A
WRB22A Design and Apply Make Up for Photography	WRBFS203B Design and apply make-up for photography	Equivalent to WRB22A
WRB23A Design and Apply Remedial Camouflage	WRBFS204B Design and apply remedial camouflage	Equivalent to WRB23A
WRB24A Assess Client's Treatment Needs	WRBCS407A Develop a treatment plan for beauty therapy treatments	Equivalent to WRB24A
WRB25A Provide Facial Treatments	WRBFS406B Provide facial treatments	Equivalent toWRB25A
WRB26A Provide Advanced Facial Treatments	WRBFS407B Provide advanced facial treatments	Equivalent to WRB26A
WRB27A Provide Body Treatments	WRBBS407B Provide body treatments	Equivalent to WRB27A
WRB28A Provide Aesthetic Aromatherapy Massage	WRBBS408B Provide aesthetic aromatic massage	Equivalent to WRB28A

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WRB29A Provide Permanent Epilation	WRBSS503B Provide permanent epilation	Equivalent to WRB29A
WRB30A Perform Diathermy Service	WRBSS504B Perform diathermy service	Equivalent to WRB30A
WRB31A Design and Perform Cosmetic Tattooing/Micropigmentation Procedures	WRBSS505B Design and perform cosmetic tatooing/micropigmentation procedures	Equivalent to WRB31A
WRB32A Co-ordinate Work Teams	WRRER2B Co-ordinate work teams	Equivalent to WRB32A
WRB33A Maintain Employee Relations	WRRER3B Maintain employee relations	Equivalent to WRB33A
WRB34A Investigate New Beauty Products and Services	WRBCS513B Investigate new products and services	Equivalent to WRB34A
WRB35A Implement Training WRB36A Prepare for Training WRB37A Deliver Training WRB38A Assess Workplace Competencies WRB39A Review and Promote Training	BSZ401A Plan assessment BSZ402A Conduct assessment BSZ403A Review assessment BSZ404A Train small groups	Replaces: WRB35A WRB36A WRB37A WRB38A WRB39A
WRB40A Provide a Safe Working Environment	WRRO3B Provide a safe working environment	Equivalent to WRB40A
BSX001/A Evaluate a Business Opportunity	BSBSBM301A Research business opportunities	Equivalent to BSX001/A
BSX002/A Complete a Business Plan	BSBSBM404A Undertake business planning	Equivalent to BSX002/A
BSX003/A Address Legal and Administrative Requirements	BSBSBM401A Establish business and legal requirements	Equivalent to BSX003/A
BSX004/A Address Client Requirements	BSBSBM403A Promote the business	Equivalent to BSX004/A
BSX005/A Manage Business Operations	BSBSBM405A Monitor and manage business operations	Equivalent to BSX005/A

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BSX006/A Manage Self and Staff	BSBSBM407A Manage a small team	Equivalent to BSX006/A
BSX007/A Manage Finances	BSBSBM406A Manage finances	Equivalent to BSX007/A
BSX008/A Review Business	BSBMKG404A Forecast market and business needs	Equivalent to BSX008/A
BSXFMI502A Provide Leadership in the Workplace	WRRPM3B Lead and manage people	Equivalent to BSXFMI502A
BSXFMI505A Manage Operations to achieve Planned Outcomes	BSBFLM505A Manage operational plan	Equivalent to BSXFMI505A
BSXFMI507A Manage Quality Customer Service	BSBFLM507A Manage quality customer service	Equivalent to BSXFMI507A
BSXFMI509A Implement and Monitor Continuous Improvement Systems and Process	BSBFLM509A Promote continuous improvement	Equivalent to BSXFMI509A
BSXFMI510A Facilitate and Capitalise on Change and Innovation	WRRPL3B Initiate and implement change	Replaces BSXFMI510A

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Transition advice for qualifications

In implementing the WRB04 Beauty Training Package there are a number of considerations impacting on RTOs in relation to mutual recognition and scope of registration. The following table provides advice on the relationship between qualifications from WRB99 and WRB04.

WRB99 Qualifications Framework	WRB04 Qualifications Framework	Transition Advice
WRB20199 Certificate II in Nail Technology	WRB20104 Certificate II in Nail Technology	WRB20104 replaces WRB20199 as the intent of the qualification remains unchanged. The total number of units required to achieve this qualification has been increased, from 12 to 13: • There is an additional requirement to complete 1 elective unit
WRB20299 Certificate II in Makeup Artistry	WRB20204 Certificate II in Make-up Services	WRB20204 replaces WRB20299 as the intent of the qualification remains unchanged. The total number of units required to achieve this qualification has been increased, from 12 to 15: • The number of core units has increased from 12 to 13 • There is an additional requirement to complete 2 elective units.
WRB20399 Certificate II in Retail Cosmetic Assistant	WRB20304 Certificate II Retail Cosmetic Services	WRB20304 replaces WRB20399 as the intent of the qualification remains unchanged. The total number of units required to achieve this qualification has been increased, from 13 to 15: • The number of core units remains the same • There is an additional requirement to complete 2 elective units.

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WRB30199 Certificate III in Beauty	WRB30104 Certificate III in Beauty Services	WRB30104 replaces WRB30199 as the intent remains unchanged. The total number of units required to achieve this qualification has been increased, from 17 to 21: • The number of core units has increased from 12 to 15 • The number of elective units required has increased, from 5 to 6 Two units of competency which overtly address the application of skin biology and nail science to beauty treatments have been included in the core, and the elective bank has been expanded.
WRB30299 Certificate III in Nail Technology (Small Business)	WRB30204 Certificate III in Nail Technology	WRB30204 replaces WRB30299 as the intent remains unchanged. The total number of units required to achieve this qualification has been increased, from 17 to 21: • The number of core units has increased from 12 to 15 • The number of elective units required has increased, from 5 to 6 One unit of competency which overtly address the application of nail science to nail treatments has been included in the core and the elective bank has been expanded.
WRB40199 Certificate IV in Beauty Therapy	WRB40104 Certificate IV in Beauty Therapy	WRB40104 replaces WRB40199 as the intent remains unchanged. The total number of units required to achieve this qualification has been increased, from 19 to 25: • The number of core units has increased, from 17 to 21 • The number of elective units required has increased, from 2 to 4

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		Seven units of competency which overtly address the application of anatomy and physiology, skin science, skin biology, electricity, nutrition, cosmetic chemistry and nail science to beauty and beauty therapy treatments have been included in the core and the elective bank has been expanded.
WRB50199 Diploma of Beauty Therapy	WRB50104 Diploma of Beauty Therapy	WRB50104 replaces WRB50199 as the intent remains unchanged. The total number of units required to achieve this qualification has been increased, from 29 to 33: • The number of core units required has not changed • The number of elective units required has increased, from 6 to 10 Six units of competency which overtly address the application of anatomy and physiology, skin science, skin biology, electricity, nutrition, cosmetic chemistry and nail science to beauty therapy treatments have been included in the core. One which overtly addresses application of nail science to nail treatments is included in the elective bank which has been expanded, particularly in relation to beauty specific units of competency.

Explanation of the review date

The review date (shown on the title page and in the header of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as changing technologies and circumstances. The review date is not an expiry date. Endorsed Training Packages and their components remain current until they are reviewed or replaced.

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Overview

What is a Training Package?

A Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.

Each Training Package:

- provides a consistent and reliable set of components for training, recognising and assessing peoples skills, and may also have optional support materials
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training which suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

How do Training Packages fit within the National Training Framework?

The National Training Framework is made up of the nationally agreed quality arrangements for the vocational education and training sector, the Australian Quality Training Framework (AQTF), and Training Packages endorsed by the National Training Quality Council (NTQC).

How are Training Packages developed?

Training Packages are developed by Industry Skills Councils or enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement of Training Packages, developers must provide evidence of extensive research, consultation and support within the industry area or enterprise.

How do Training Packages encourage flexibility?

Training Packages describe the skills and knowledge needed to perform effectively in the workplace without prescribing how people should be trained.

Training Packages acknowledge that people can achieve vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it. For example, some experienced workers might be able to demonstrate competency against the units of competency, and even gain a qualification, without completing a formal training program.

With Training Packages, assessment and training may be conducted at the workplace, off-the-job, at a training organisation, during regular work, or through work experience, work placement, work simulation or any combination of these.

Who can deliver and assess using Training Packages?

Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO as specified in the AQTF *Standards for Registered Training Organisations.*

Training Package Components

Training Packages are made up of mandatory components endorsed by the NTQC, and optional support materials.

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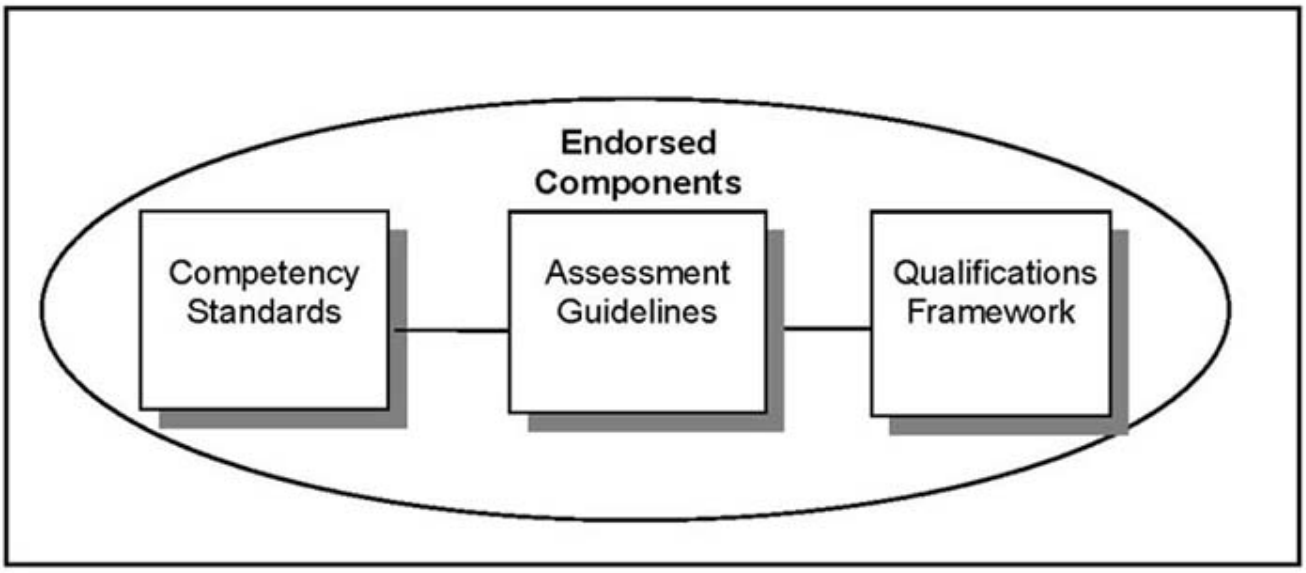
Training Package Endorsed Components

The nationally endorsed components include the Competency Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package and, as such, they must be used.



Competency Standards

Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy; and occupational health and safety requirements. The units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Assessment Guidelines

The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the *Standards for Registered Training Organisations*. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

Qualifications Framework

Each Training Package provides details of those units of competency that must be achieved to award AQF qualifications. The rules around which units of competency can be combined to make up a valid AQF qualification in the Training Package are referred to as the packaging rules. The packaging rules must be followed to ensure the integrity of nationally recognised qualifications issued.

Training Package Support Materials

The endorsed components of Training Packages are complemented and supported by optional support materials that provide for choice in the design of training and assessment to meet the needs of industry and learners.

Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.

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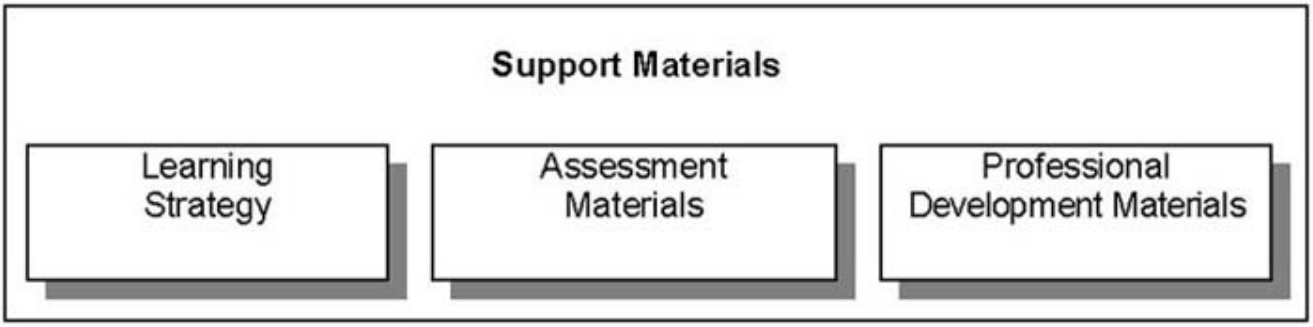

Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and Government agencies.

Where such materials have been quality assured through a process of noting by the NTQC, they display the following official logo. Noted support materials are listed on the National Training Information Service (NTIS), together with a detailed description and information on the type of product and its availability (www.ntis.gov.au).

It is not compulsory to submit support materials for noting; any resources that meet the requirements of the Training Package can be used.

Training Package, Qualification and Unit of Competency Codes

There are agreed conventions for the national codes used for Training Packages and their components. Always use the correct codes, exactly as they appear in the Training Package, **and with the title always following the code.**

Training Package Codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example WRB04. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement.

Qualification Codes

Within each Training Package, each qualification has a unique eight-character code, for example WRB20104. The first three letters identify the Training Package; the first number identifies the qualification level (noting that arabic numbers are not used in qualification titles themselves); the next two numbers identify the position in the sequence of the qualification at that level; and the last two numbers identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed).

Unit of Competency Codes

Within each Training Package, each unit of competency has a unique code. The unit of

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competency codes are assigned when the Training Package is endorsed, or when new units of competency are added to an existing endorsed Training Package.

A typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in WRBBS202A. The first three characters signify the Training Package (WRB04Beauty Training Package in the above example) and up to eight characters, relating to an industry sector, function or skill area, follow. The last character is always a letter and identifies the unit of competency version. The A in the example above indicates that this is the original unit of competency. An incremented version identifier usually means that minor changes have been made. Typically this would mean that wording has changed in the range statement or evidence guide, providing clearer intent. Where changes are made that alter the outcome, a new code is assigned and the title is changed.

Training Package, Qualification and Unit of Competency Titles

There are agreed conventions for titling Training Packages and their components. Always use the correct titles, exactly as they appear in the Training Package, and with the code always placed before the title.

Training Package Titles

The title of each endorsed Training Package is unique and relates the Training Packages broad industry coverage.

Qualification Titles

The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:

- firstly, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma or Advanced Diploma
- this is followed by the words in for Certificates I to IV and of for Diploma and Advanced Diploma
- then the industry descriptor follows, for example Telecommunications, and
- if applicable, the occupational or functional stream follows in brackets, for example (Computer Systems).

For example:

- WRB20104 Certificate II in Nail Technology
- WRB20204 Certificate II in Make-up Services

Unit of Competency Titles

Each unit of competency title is unique. Unit of competency titles describe the competency outcome concisely, and are written in sentence case.

For example:

- WRBBS201B Provide manicure and pedicare services
- WRBBS202A Apply gel nail enhancement

The Qualifications Framework sets out the requirements for attainment of qualifications in the Beauty industry. Beauty Training Package has been designed to be the foundation for structured, nationally portable training that is aligned to the Australian Qualifications Framework (AQF).

The Beauty Training Package consists of three major components:

1. Qualifications Framework

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The Qualifications Framework sets out the requirements for attainment of qualifications in the Beauty industry. There are seven qualifications, which range from Certificate II to Diploma. Each qualification is achieved by demonstration of competency against specified units of competency from the Beauty Training Package.

2. Assessment Guidelines

The Assessment Guidelines provide the framework for assessment of units of competency in the Beauty Training Package. They are designed to ensure that assessment activities are consistent with the Australian Quality Training Framework (AQTF) for Registered Training Organisations (RTOs) and that assessment processes and outcomes are valid, reliable, flexible and fair.

3. Beauty Competency Standards

The Beauty Competency Standards represent the skills and knowledge applied at work and identified by the industry as appropriate across the full range of Beauty industry workplaces. The Beauty Competency Standards comprise 79 units of competency:

- 40 Beauty-specific units; and
- 39 units imported from other Training Packages: this consists of 19 units from the revised WRR02 Retail Training Package, 16 units from the revised BSB01 Business Services Training Package, 2 units from the CUE98 Entertainment Training Package and 2 units from the HLT02 Health Training Package.

The concept of competency focuses on what is expected of an employee in the workplace rather than on the learning process. It embodies the ability to transfer and apply skills and knowledge to new situations and environments and includes all aspects of workplace performance, not just narrow task skills.

These components are endorsed by the National Training Quality Council (NTQC) of the Australian National Training Authority (ANTA). These three components have been designed to establish the criteria and guidelines against which beauty qualifications are awarded. All components have been developed through a consultative process with the industry in conjunction with the other critical stakeholders.

The key features of the Beauty Training Package are that it is:

1. industry driven

It has been developed by the Beauty industry for the Beauty industry.

2. competency based

To be successful, beauty professionals need to have a wide range of skills. These skills have been defined by the Beauty industry and are set out in the competency standards.

3. Adaptable

The Beauty Training Package has been purpose designed to be adaptable, so that there is scope to tailor what employees learn to the needs of individual businesses, while achieving nationally consistent training outcomes.

4. Flexible

Employers and employees may choose the training provider, the mode of delivery and how the training happens, either in a training organisation or on-the-job.

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Beauty professionals benefit from use of the Beauty Training Package.

- Employees
  - gain the skills the Beauty industry needs
  - obtain recognition for their achievements
  - are productive workers as they learn
  - get more satisfaction from a professional approach to their work
  - see the links between the national qualifications in the Beauty Training Package and a career in the Beauty industry.
- Employers
  - adapt national skills standards to enhance their own 'competitive edge'
  - increase staff efficiency through training
  - retain and 'grow' a more talented staff
  - create a more positive salon/store environment.

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Introduction

The Beauty industry in Australia is characterised by a substantial number of small businesses providing unique and complex beauty services to clients on a one-to-one basis.

The Beauty industry employs workers providing services that demand the highest level of skills and knowledge to support the treatments provided. The industry provides a range of services, including complex skin therapies and treatments. Specialist enterprises are common in the industry and provide particular services as their core business activity. The industry workforce has always comprised predominantly of female employees and this profile is projected to continue. Employees are mostly full time with part time and casual employment used to offset periods of high demand. Historically the Beauty industry has focussed services on females, but as the industry has evolved this has changed, with services to cater for men's therapeutic needs increasing.

The Beauty industry is made up of small employers, many of whom are self-employed and operate their businesses from salons, hotels, health spas and hairdressing salons and retail outlets.

Training in the Beauty industry has largely been undertaken through institute-based training because of the intensely personal one-to-one nature of clinical services provided, where the presence of a third person for training purposes is viewed as invasive. The majority of employers seek already competent operators in preference to providing training on-the-job. Consequently, accredited training has primarily been undertaken at training institutions, thus in part preserving client privacy and confidentiality. Since the introduction of the Beauty Training Package in 1999 a number of traineeships have been implemented where employers have indicated that they wanted the option of on-the-job training for the less complex competency areas.

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Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF see the *AQF Implementation Handbook, 3rd Edition 2002*. You can download it from the Australian Qualifications Advisory Board (AQFAB) website (www.aqf.edu.au) or obtain a hard copy by contacting AQFAB on phone 03 9639 1606 or by emailing AQFAB on aqfab@curriculum.edu.au

The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the vocational education and training (VET) sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

Training Package qualifications in the VET sector must comply with the titles and guidelines of the AQF. Endorsed Training Packages provide a unique title for each AQF qualification which must always be reproduced accurately.

Qualifications

Training Packages can incorporate the following eight AQF qualifications.

- Certificate I in ...
- Certificate II in ...
- Certificate III in ...
- Certificate IV in ...
- Diploma of ...
- Advanced Diploma of ...
- Vocational Graduate Certificate of ...
- Vocational Graduate Diploma of ...

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the *AQF Implementation Handbook* and the Australian Quality Training Framework *Standards for Registered Training Organisations*, particularly Standard 10.

Statement of Attainment

Where an AQF qualification is partially achieved through the achievement of one or more endorsed units of competency, an RTO may issue a Statement of Attainment. Issuance of Statements of Attainment must comply with the advice provided in the *AQF Implementation Handbook* and the Australian Quality Training Framework *Standards for Registered Training Organisations*, particularly Standard 10.

Under the *Standards for Registered Training Organisations*, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

AQF Guidelines and Learning Outcomes

The *AQF Implementation Handbook* provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET related AQF qualification is provided below.

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Certificate I

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.

Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate knowledge by recall in a narrow range of areas;
- demonstrate basic practical skills, such as the use of relevant tools;
- perform a sequence of routine tasks given clear direction
- receive and pass on messages/information.

Certificate II

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of operations to be applied.

Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate basic operational knowledge in a moderate range of areas;
- apply a defined range of skills;
- apply known solutions to a limited range of predictable problems;
- perform a range of tasks where choice between a limited range of options is required;
- assess and record information from varied sources;
- take limited responsibility for own outputs in work and learning.

Certificate III

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.

Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the section of equipment, services or contingency measures

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and within known time constraints.

Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate some relevant theoretical knowledge
- apply a range of well-developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills where some discretion and judgement is required
- interpret available information, using discretion and judgement
- take responsibility for own outputs in work and learning
- take limited responsibility for the output of others.

Certificate IV

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills. Applications involve responsibility for, and limited organisation of, others.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others.

Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination.

The self directed application of knowledge and skills, with substantial depth in some areas where judgement is required in planning and selecting appropriate equipment, services and techniques for self and others.

Applications involve participation in development of strategic initiatives as well as personal

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responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas
- analyse and plan approaches to technical problems or management requirements
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- evaluate information, using it to forecast for planning or research purposes
- take responsibility for own outputs in relation to broad quantity and quality parameters
- take some responsibility for the achievement of group outcomes.

Advanced Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.

The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.

Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of specialised knowledge with depth in some areas
- analyse, diagnose, design and execute judgements across a broad range of technical or management functions
- generate ideas through the analysis of information and concepts at an abstract level
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills
- demonstrate accountability for personal outputs within broad parameters
- demonstrate accountability for personal and group outcomes within broad parameters.

Vocational Graduate Certificate

Characteristics of competencies or learning outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.

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- Substantial breadth and complexity involving the initiation, analysis, design, planning, execution and evaluation of technical and management functions in highly varied and highly specialised contexts.
- Applications involve making significant, high-level, independent judgements in major broad or planning, design, operational, technical and management functions in highly varied and specialised contexts. They may include responsibility and broad ranging accountability for the structure, management and output of the work or functions of others.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major broad or technical and management functions in highly varied and highly specialised contexts.
- Generate and evaluate ideas through the analysis of information and concepts at an abstract level.
- Demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills in complex contexts.
- Demonstrate responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.

Vocational Graduate Diploma

Characteristics of competencies or learning outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and highly specialised, in highly varied and highly specialised contexts.
- Further specialisation within a systematic and coherent body of knowledge.
- Applications involve making high-level, fully independent, complex judgements in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for all aspects of work and functions of others, including planning, budgeting and strategy development.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and highly specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major functions, both broad and within highly varied and highly specialised contexts.
- Generate and evaluate complex ideas through the analysis of information and concepts at an abstract level.
- Demonstrate an expert command of wide-ranging, highly specialised, technical, creative or conceptual skills in complex and highly specialised or varied contexts.
- Demonstrate full responsibility and accountability for personal outputs.
- Demonstrate full responsibility and accountability for all aspects of the work or functions of others, including planning, budgeting and strategy.

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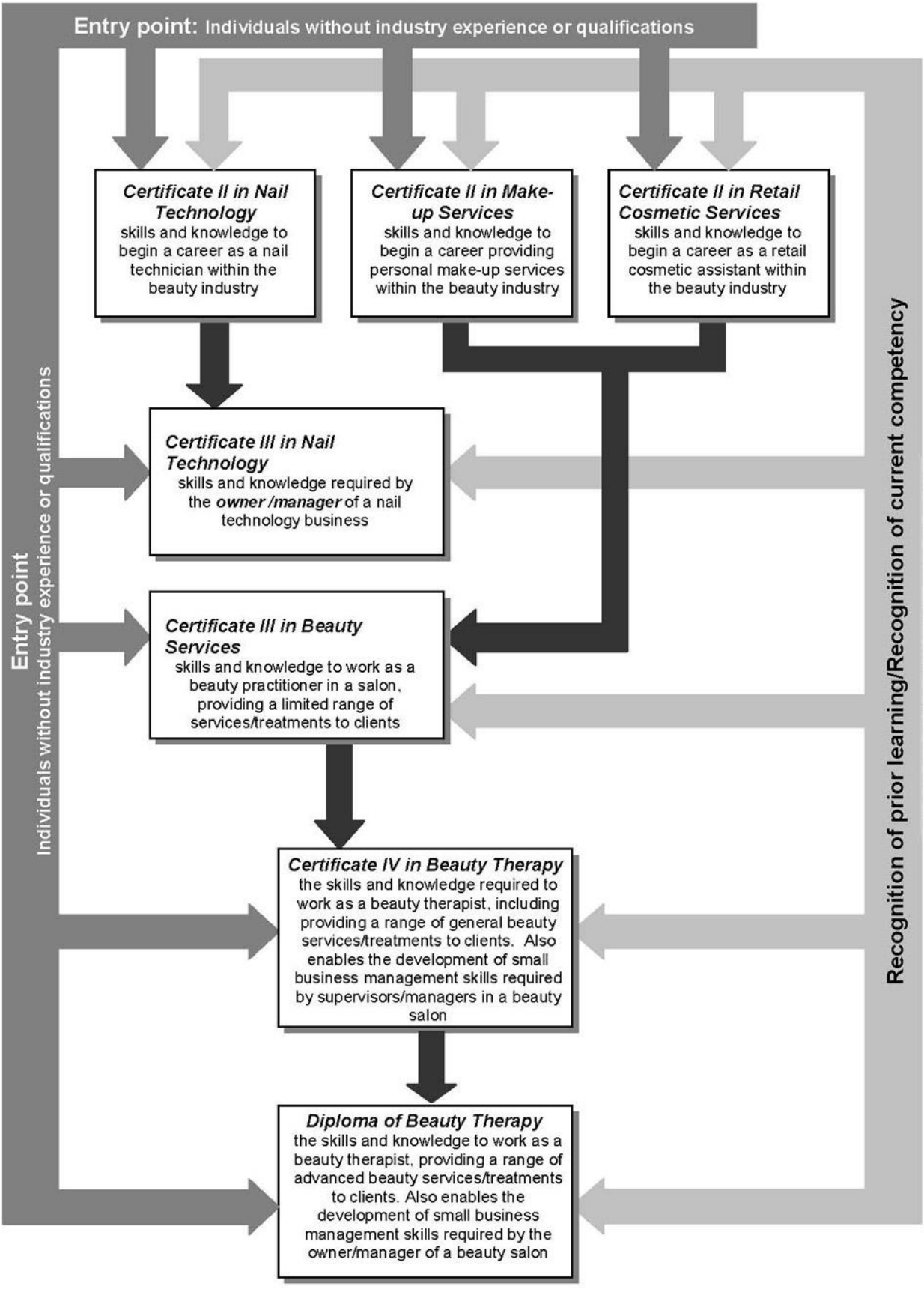
Beauty Qualification Pathways

Due to the broad range of elective options available at Certificate IV and Diploma, there is the potential to move into other sectors, for example Retail, Business, Health and Entertainment.



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Customisation

The customisation guidelines in this Training Package set the boundaries of change accepted within the Australian Qualifications Framework. While maintaining the integrity of the original qualification outcomes and structure, options for customising include:

- Selecting appropriate elective units of competency from those listed in the qualifications in this Training Package.
- Importing units of competency from other Training Packages where the qualification packaging rules allow.
- Customising units of competency to better suit an enterprise or industry context.

Selecting elective units

The qualifications within this Training Package may be customised by selecting elective units to suit the candidate's individual needs or work context. The elective units listed provide for skill development in a variety of Beauty industry environments. A number of elective units in this package have already been imported from other Training Packages.

Importing elective units from other Training Packages

The Beauty Training Package allows for units from other Training Packages to be imported. Imported units of competency should be selected that are directly relevant to the learner's current or intended beauty job role/function.

The following rules apply when importing units of competency:

- The imported unit/s of competency must relate to the core function or role of the candidate's current or intended work environment.
- The original title and code of the imported unit must be retained.
- Imported units must be selected from an endorsed Training Package.
- Any pre-requisite units specified for the imported units cannot be counted as electives in this Training Package.
- Advice should be sought from the relevant State/Territory Training Authority to determine if there is a requirement for an extension to the RTO's scope of registration in relation to imported unit/s.

Customising Units of Competency

Units of competency may be customised to meet the needs of industry and enterprises. They may be customised in the following ways:

- Contextualisation of the content to identify unique aspects that apply to an industry area, enterprise or particular client group. For example, replacing general directions, generic equipment, process, procedures and policies with enterprise specific ones.
- The customised unit must not reduce the health, safety and environmental requirements of the unit.
- The customised unit must not alter the outcome of the unit.

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New Apprenticeship Pathways

New Apprenticeship pathways are applicable in the Beauty Training Package for:

- WRB20104 Certificate II in Nail Technology
- WRB20204 Certificate II in Make-up Services
- WRB20304 Certificate II in Retail Cosmetic Services
- WRB30104 Certificate III in Beauty Services
- WRB30204 Certificate III in Nail Technology
- WRB40105 Certificate IV in Beauty Therapy

Industry does not support a New Apprenticeship pathway for the Diploma of Beauty Therapy.

Note: Advice should be sought from the relevant State Training Authorities on the specific arrangements in each State and Territory.

Skill Sets

Definition

Skill sets are defined as single units of competency, or combinations of units of competency from an endorsed Training Package, which link to a licence or regulatory requirement, or defined industry need.

Wording on Statements of Attainment

Skill sets are a way of publicly identifying logical groupings of units of competency which meet an identified need or industry outcome. Skill sets are not qualifications.

Where skill sets are identified in a Training Package, the Statement of Attainment can set out the competencies a person has achieved in a way that is consistent and clear for employers and others. This is done by including the wording 'these competencies meet [the relevant skill set title or industry need is included]' on the Statement of Attainment. This wording applies only to skill sets that are formally identified as such in the endorsed Training Package.

All Statements of Attainment must include the wording 'A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from a nationally recognised qualification'. The following may also be used 'these competencies form part of the [the relevant qualification(s) code and title are inserted]'.

This section below provides information on skill sets within this Training Package, with the following important disclaimer: **Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.**

Skill Sets in this Training Package

Where this section is blank, nationally recognised skill sets have yet to be identified in this industry.

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Qualifications

WRB20104 Certificate II in Nail Technology

	Certificate II in Nail Technology has been designed as a standard entry level qualification for the Beauty industry. It applies to those wishing to develop the skills and knowledge to begin a career in the nail technology stream of the Beauty industry. Likely functions within the Beauty industry for those who achieve this level of qualification include working within clearly defined contexts and under supervision. It involves interacting with customers, providing manicure and pedicare services, applying acrylic or gel nail enhancement and applying nail art.
Entry advice	There are no pre-requisites for entry to this qualification.
Language, literacy and numeracy advice	The National Reporting System informs the identification and description of underpinning English language, literacy and numeracy features and requirements within competency standards. The learner's language, literacy and numeracy levels are expected to be equivalent to Level 3 of the National Reporting System. ***Reading and writing***- a learner will be able to read, comprehend and write a range of texts within a variety of contexts. ***Oral communication*** - a learner will be able to use and respond to spoken language including some unfamiliar material within a variety of contexts. ***Numeracy and mathematics*** - a learner will be able to recognise and use some of the conventions and symbolism of formal mathematics, including measurement, graphs and simple statistics, use of maps and directions and an introductory understanding of the use of formulae and problem solving strategies.

Qualification requirements	To achieve a Certificate II in Nail Technology a total of thirteen (13) units must be completed. This comprises: • Twelve (12) core units, and • One (1) elective unit

Core units - complete all 12 units of competency

WRBBS201B	Provide manicure and pedicare services
WRBCS201B	Conduct financial transactions
WRBCS202A	Apply techniques to update beauty industry knowledge
WRBCS203B	Provide service to clients
WRBCS204A	Apply knowledge of nail science to nail services
WRRCS1B	Communicate in the workplace

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WRRER1B	Work effectively in a retail environment
WRRLP1B	Apply safe working practices
WRRM1B	Merchandise products
WRRM2B	Perform routine housekeeping duties
WRRS1B	Sell products and services
AND EITHER	
WRBBS202A	Apply gel nail enhancement
	OR
WRBBS203A	Apply acrylic nail enhancement

plus

Elective units - complete one unit of competency

WRBBS202A	Apply gel nail enhancement
WRBBS203A	Apply acrylic nail enhancement
WRBBS204B	Apply nail art

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Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate II in Nail Technology:

- **13 Units**
  - **11 Core units**
    Core (refer to the unit list at the end of this section)
    - **1 addtitional core unit from the following units**
      - **WRBBS203A Apply acrylic nail enhancement**
      - ***or* WRBBS202A Apply gel nail enhancement**
  - ***and* 1 unit from Electives**
    Electives (refer to the unit list at the end of this section)

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CORE UNITS

Core

Code	Title
WRBBS201B	Provide manicure and pedicare services
WRBBS202A	Apply gel nail enhancement
WRBBS203A	Apply acrylic nail enhancement
WRBCS201B	Conduct financial transactions
WRBCS202A	Apply techniques to update beauty industry knowledge
WRBCS203B	Provide service to clients
WRBCS204A	Apply knowledge of nail science to nail services
WRRCS1B	Communicate in the workplace
WRRER1B	Work effectively in a retail environment
WRRLP1B	Apply safe working practices
WRRM1B	Merchandise products
WRRM2B	Perform routine housekeeping duties
WRRS1B	Sell products and services

ELECTIVE UNITS

Electives

Code	Title
WRBBS202A	Apply gel nail enhancement
WRBBS203A	Apply acrylic nail enhancement
WRBBS204B	Apply nail art

Elective Units referenced in the Packaging Rules

Code	Title
WRBBS202A	Apply gel nail enhancement
WRBBS203A	Apply acrylic nail enhancement

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WRB20204 Certificate II in Make-up Services

	Certificate II in Make-up Services has been designed as a standard entry level qualification for the Beauty industry. It applies to those wishing to develop the skills and knowledge to begin a career in the Beauty industry. Likely functions within the Beauty industry for those who achieve this level of qualification include working within clearly defined contexts and under supervision. It involves communicating in the workplace, performing routine salon/store functions, demonstrating skin care products and designing and applying make-up in general and specialist situations.
Entry advice	There are no pre-requisites for entry to this qualification.
Language, literacy and numeracy advice	The National Reporting System informs the identification and description of underpinning English language, literacy and numeracy features and requirements within competency standards. The learner's language, literacy and numeracy levels are expected to be equivalent to Level 3 of the National Reporting System. ***Reading and writing***- a learner will be able to read, comprehend and write a range of texts within a variety of contexts. ***Oral communication*** - a learner will be able to use and respond to spoken language including some unfamiliar material within a variety of contexts. ***Numeracy and mathematics*** - a learner will be able to recognise and use some of the conventions and symbolism of formal mathematics, including measurement, graphs and simple statistics, use of maps and directions and an introductory understanding of the use of formulae and problem solving strategies.

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Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate II in Make-up Services:

- **15 units :**
  - **13 Core units**
    Core (refer to the unit list at the end of this section)
  - ***and* 2 units from Electives**
    Electives (refer to the unit list at the end of this section)
    - **NOTE: If WRBBS201B Provide manicure and pedicure services or WRBBS202A Apply gel nail enhancement, or WRBBS203A Apply acrylic nail enhancement are selected, then WRBCS204A Apply knowledge of nail science services must also be selected.**

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CORE UNITS

Core

Code	Title
WRBCS201B	Conduct financial transactions
WRBCS202A	Apply techniques to update beauty industry knowledge
WRBCS203B	Provide service to clients
WRBFS201B	Demonstrate retail skin care products
WRBFS202B	Design and apply make-up
WRBFS203B	Design and apply make-up for photography
WRBFS204B	Design and apply remedial camouflage
WRRCS1B	Communicate in the workplace
WRRER1B	Work effectively in a retail environment
WRRLP1B	Apply safe working practices
WRRM1B	Merchandise products
WRRM2B	Perform routine housekeeping duties
WRRS1B	Sell products and services

ELECTIVE UNITS

Electives

Code	Title
BSBEBUS301A	Search and assess online business information
BSBSBM301A	Research business opportunities
WRBBS201B	Provide manicure and pedicare services
WRBBS202A	Apply gel nail enhancement
WRBBS203A	Apply acrylic nail enhancement
WRBCS204A	Apply knowledge of nail science to nail services
WRBSS201B	Pierce ears
WRRCA1B	Operate retail equipment
WRRER2B	Coordinate work teams
WRRI1B	Perform stock control procedures
WRRLP2B	Minimise theft
WRRM5A	Monitor in-store visual merchandising display
WRRM6A	Create a display for a small business
WRRO7A	Profile a retail market
WRRO8A	Develop innovative ideas at work

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WRB20304 Certificate II in Retail Cosmetic Services

	Certificate II in Retail Cosmetic Services has been designed as a standard entry level qualification for the Beauty industry. It applies to those wishing to develop the skills and knowledge to begin a career in the Beauty industry. Likely functions within the Beauty industry for those who achieve this level of qualification include working within clearly defined contexts and under supervision. It involves communicating in the workplace, performing routine salon/store functions, demonstrating skin care products and designing and applying make-up.
Entry advice	There are no pre-requisites for entry to this qualification.
Language, literacy and numeracy advice	The National Reporting System informs the identification and description of underpinning English language, literacy and numeracy features and requirements within competency standards. The learner's language, literacy and numeracy levels are expected to be equivalent to Level 3 of the National Reporting System. ***Reading and writing***- a learner will be able to read, comprehend and write a range of texts within a variety of contexts. ***Oral communication*** - a learner will be able to use and respond to spoken language including some unfamiliar material within a variety of contexts. ***Numeracy and mathematics*** - a learner will be able to recognise and use some of the conventions and symbolism of formal mathematics, including measurement, graphs and simple statistics, use of maps and directions and an introductory understanding of the use of formulae and problem solving strategies.

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Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate II in Retail Cosmetic Services:

- **15 units :**
  - **13 Core units**
    Core (refer to the unit list at the end of this section)
  - ***and* 2 units from Electives**
    Electives (refer to the unit list at the end of this section)
    - **NOTE: If WRBBS201B Provide manicure and pedicure services or WRBBS202A Apply gel nail enhancement, or WRBBS203A Apply acrylic nail enhancement are selected, then WRBCS204A Apply knowledge of nail science services must also be selected.**

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CORE UNITS

Core

Code	Title
WRBCS201B	Conduct financial transactions
WRBCS202A	Apply techniques to update beauty industry knowledge
WRBCS203B	Provide service to clients
WRBFS201B	Demonstrate retail skin care products
WRBFS202B	Design and apply make-up
WRRCA1B	Operate retail equipment
WRRCS1B	Communicate in the workplace
WRRER1B	Work effectively in a retail environment
WRRI1B	Perform stock control procedures
WRRLP1B	Apply safe working practices
WRRM1B	Merchandise products
WRRM2B	Perform routine housekeeping duties
WRRS1B	Sell products and services

ELECTIVE UNITS

Electives

Code	Title
BSBEBUS301A	Search and assess online business information
BSBSBM301A	Research business opportunities
WRBBS201B	Provide manicure and pedicare services
WRBBS202A	Apply gel nail enhancement
WRBBS203A	Apply acrylic nail enhancement
WRBCS204A	Apply knowledge of nail science to nail services
WRBFS203B	Design and apply make-up for photography
WRBFS204B	Design and apply remedial camouflage
WRBSS201B	Pierce ears
WRRER2B	Coordinate work teams
WRRLP2B	Minimise theft
WRRM5A	Monitor in-store visual merchandising display
WRRM6A	Create a display for a small business
WRRO7A	Profile a retail market
WRRO8A	Develop innovative ideas at work

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WRB30104 Certificate III in Beauty Services

	Certificate III in Beauty Services has been designed to develop the skills and knowledge of those employees who wish to be employed as a beauty practitioner in a salon with limited supervision, ensuring a safe working environment, providing treatments, including lash and brow treatment and temporary epilation.
Entry advice	There are no pre-requisites for entry to this qualification.
Language, literacy and numeracy advice	The National Reporting System informs the identification and description of underpinning English language, literacy and numeracy features and requirements within competency standards. The learner's language, literacy and numeracy levels are expected to be equivalent to Level 3 of the National Reporting System. ***Reading and writing***- a learner will be able to read, comprehend and write a range of texts within a variety of contexts. ***Oral communication*** - a learner will be able to use and respond to spoken language including some unfamiliar material within a variety of contexts. ***Numeracy and mathematics*** - a learner will be able to recognise and use some of the conventions and symbolism of formal mathematics, including measurement, graphs and simple statistics, use of maps and directions and an introductory understanding of the use of formulae and problem solving strategies.

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Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate III in Beauty Services:

- **21 units :**
  - **15 Core units**
    Core (refer to the unit list at the end of this section)
  - ***and* 6 units from:**
    - **5 or more units from Electives**
      Electives (refer to the unit list at the end of this section)
    - ***and* between 0 and 1 unit from another relevant Training Package, for example Retail and Business Services within:**
      - Certificate II
      - Certificate III
      - Certificate IV
      - Note: When selecting an elective unit from another Training Package, refer to the Assessment Guidelines relevant to that package.

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CORE UNITS

Core

Code	Title
WRBBS201B	Provide manicure and pedicare services
WRBCS201B	Conduct financial transactions
WRBCS202A	Apply techniques to update beauty industry knowledge
WRBCS203B	Provide service to clients
WRBCS204A	Apply knowledge of nail science to nail services
WRBCS305A	Apply knowledge of skin biology to beauty treatments
WRBCS306B	Advise on beauty services
WRBFS305B	Provide lash and brow treatments
WRBSS302B	Provide temporary epilation and bleaching treatments
WRRCS1B	Communicate in the workplace
WRRER1B	Work effectively in a retail environment
WRRLP1B	Apply safe working practices
WRRM1B	Merchandise products
WRRM2B	Perform routine housekeeping duties
WRRS1B	Sell products and services

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ELECTIVE UNITS

Electives

Code	Title
BSBEBUS301A	Search and assess online business information
BSBMKG404A	Forecast market and business needs
BSBSBM301A	Research business opportunities
BSBSBM401A	Establish business and legal requirements
BSBSBM403A	Promote the business
BSBSBM404A	Undertake business planning
BSBSBM405A	Monitor and manage business operations
BSBSBM406A	Manage finances
BSBSBM407A	Manage a small team
BSZ404A	Train small groups
WRBBS202A	Apply gel nail enhancement
WRBBS203A	Apply acrylic nail enhancement
WRBBS204B	Apply nail art
WRBBS305B	Use electrical equipment for nails
WRBBS306A	Apply airbrushed nail art
WRBFS201B	Demonstrate retail skin care products
WRBFS202B	Design and apply make-up
WRBFS203B	Design and apply make-up for photography
WRBFS204B	Design and apply remedial camouflage
WRBSS201B	Pierce ears
WRRCA1B	Operate retail equipment
WRRER2B	Coordinate work teams
WRRI1B	Perform stock control procedures
WRRLP2B	Minimise theft
WRRM5A	Monitor in-store visual merchandising display
WRRM6A	Create a display for a small business
WRRO3B	Provide a safe working environment
WRRO7A	Profile a retail market
WRRO8A	Develop innovative ideas at work

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WRB30204 Certificate III in Nail Technology

	Certificate III in Nail Technology has been designed to develop the skills and knowledge of those wishing to establish their own nail technology business as an owner-operator.
Entry advice	There are no pre-requisites for entry to this qualification.
Language, literacy and numeracy advice	The National Reporting System informs the identification and description of underpinning English language, literacy and numeracy features and requirements within competency standards. The learner's language, literacy and numeracy levels are expected to be equivalent to Level 3 of the National Reporting System. ***Reading and writing***- a learner will be able to read, comprehend and write a range of texts within a variety of contexts. ***Oral communication*** - a learner will be able to use and respond to spoken language including some unfamiliar material within a variety of contexts. ***Numeracy and mathematics*** - a learner will be able to recognise and use some of the conventions and symbolism of formal mathematics, including measurement, graphs and simple statistics, use of maps and directions and an introductory understanding of the use of formulae and problem solving strategies.

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Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate III in Nail Technology:

- **21 units :**
  - **15 Core units**
    Core (refer to the unit list at the end of this section)
  - ***and* 6 units from:**
    - **5 or more units from Electives**
      Electives (refer to the unit list at the end of this section)
    - ***and* between 0 and 1 unit from another relevant Training Package, for example Retail and Business Services within:**
      - Certificate II
      - Certificate III
      - Certificate IV
      - Note: When selecting an elective unit from another Training Package, refer to the Assessment Guidelines relevant to that package.

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CORE UNITS

Core

Code	Title
WRBBS201B	Provide manicure and pedicare services
WRBBS202A	Apply gel nail enhancement
WRBBS203A	Apply acrylic nail enhancement
WRBBS204B	Apply nail art
WRBBS305B	Use electrical equipment for nails
WRBCS201B	Conduct financial transactions
WRBCS202A	Apply techniques to update beauty industry knowledge
WRBCS203B	Provide service to clients
WRBCS204A	Apply knowledge of nail science to nail services
WRRCS1B	Communicate in the workplace
WRRER1B	Work effectively in a retail environment
WRRLP1B	Apply safe working practices
WRRM1B	Merchandise products
WRRM2B	Perform routine housekeeping duties
WRRS1B	Sell products and services

ELECTIVE UNITS

Electives

Code	Title
BSBEBUS301A	Search and assess online business information
BSBMKG404A	Forecast market and business needs
BSBSBM301A	Research business opportunities
BSBSBM401A	Establish business and legal requirements
BSBSBM403A	Promote the business
BSBSBM404A	Undertake business planning
BSBSBM405A	Monitor and manage business operations
BSBSBM406A	Manage finances
BSBSBM407A	Manage a small team
BSZ404A	Train small groups
WRBBS306A	Apply airbrushed nail art
WRRER2B	Coordinate work teams
WRRM5A	Monitor in-store visual merchandising display
WRRM6A	Create a display for a small business
WRRO3B	Provide a safe working environment
WRRO7A	Profile a retail market
WRRO8A	Develop innovative ideas at work

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WRB40105 Certificate IV in Beauty Therapy

	Certificate IV in Beauty Therapy has been designed to develop the first line management skills of those working in the Beauty industry. It applies to those who are co-ordinating or managing the services within a small beauty salon, or a section or department within a larger store. It incorporates self-directed application of knowledge and skills. The beauty specialist at this level would provide services, including lash and brow treatments, facial treatments and make-up application.
Entry advice	There are no pre-requisites for entry to this qualification.
Language, literacy and numeracy advice	The National Reporting System informs the identification and description of underpinning English language, literacy and numeracy features and requirements within competency standards. The learner's language, literacy and numeracy levels are expected to be equivalent to Level 3 of the National Reporting System. ***Reading and writing***- a learner will be able to read, comprehend and write a range of texts within a variety of contexts. ***Oral communication*** - a learner will be able to use and respond to spoken language including some unfamiliar material within a variety of contexts. ***Numeracy and mathematics*** - a learner will be able to recognise and use some of the conventions and symbolism of formal mathematics, including measurement, graphs and simple statistics, use of maps and directions and an introductory understanding of the use of formulae and problem solving strategies.

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Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate IV in Beauty Therapy:

- **25 Units**
  - **21 Core**
    Core (refer to the unit list at the end of this section)
  - ***and* 4 Elective units**
    - **3 or more units from the Electives group**
      Electives (refer to the unit list at the end of this section)
    - ***and* Maximum of 1 from another relevant Training Package, for example Retail and Business Services within:**
      - Certificate II
      - Certificate III
      - Certificate IV
    - Note: When selecting an elective unit from another Training Package, refer to the Assessment Guidelines relevant to that package.

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CORE UNITS

Core

Code	Title
WRBBS201B	Provide manicure and pedicare services
WRBCS201B	Conduct financial transactions
WRBCS203B	Provide service to clients
WRBCS204A	Apply knowledge of nail science to nail services
WRBCS305A	Apply knowledge of skin biology to beauty treatments
WRBCS306B	Advise on beauty services
WRBCS407A	Develop a treatment plan for beauty therapy treatments
WRBCS408A	Apply knowledge of anatomy and physiology to beauty therapy treatments
WRBCS409A	Apply knowledge of skin science to beauty therapy treatments
WRBCS410A	Apply knowledge of electricity to beauty therapy treatments
WRBCS411A	Apply knowledge of nutrition to beauty therapy treatments
WRBCS412A	Apply knowledge of cosmetic chemistry to beauty therapy treatments
WRBFS202B	Design and apply make-up
WRBFS305B	Provide lash and brow treatments
WRBFS406B	Provide facial treatments
WRBFS407B	Provide advanced facial treatments
WRBSS302B	Provide temporary epilation and bleaching treatments
WRRCS1B	Communicate in the workplace
WRRER1B	Work effectively in a retail environment
WRRLP1B	Apply safe working practices
WRRS1B	Sell products and services

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ELECTIVE UNITS

Electives

Code	Title
BSBEBUS301A	Search and assess online business information
BSBMKG404A	Forecast market and business needs
BSBSBM301A	Research business opportunities
BSBSBM401A	Establish business and legal requirements
BSBSBM403A	Promote the business
BSBSBM404A	Undertake business planning
BSBSBM405A	Monitor and manage business operations
BSBSBM406A	Manage finances
BSBSBM407A	Manage a small team
BSZ401A	Plan assessment
BSZ402A	Conduct assessment
BSZ403A	Review assessment
BSZ404A	Train small groups
WRBBS202A	Apply gel nail enhancement
WRBBS203A	Apply acrylic nail enhancement
WRBBS204B	Apply nail art
WRBBS305B	Use electrical equipment for nails
WRBBS306A	Apply airbrushed nail art
WRBBS407B	Provide body treatments
WRBBS408B	Provide aesthetic aromatic massage
WRBCS202A	Apply techniques to update beauty industry knowledge
WRBFS203B	Design and apply make-up for photography
WRBFS204B	Design and apply remedial camouflage
WRBSS201B	Pierce ears
WRRCA1B	Operate retail equipment
WRRER2B	Coordinate work teams
WRRI1B	Perform stock control procedures
WRRLP2B	Minimise theft
WRRM1B	Merchandise products
WRRM2B	Perform routine housekeeping duties
WRRM6A	Create a display for a small business
WRRO3B	Provide a safe working environment
WRRO7A	Profile a retail market
WRRO8A	Develop innovative ideas at work
WRRS4B	Build relationships with customers

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WRB50105 Diploma of Beauty Therapy

	The Diploma has been designed for those wishing to operate as a beauty therapist employing staff and managing a beauty salon.
Entry advice	There are no pre-requisites for entry to this qualification.
Language, literacy and numeracy advice	The National Reporting System informs the identification and description of underpinning English language, literacy and numeracy features and requirements within competency standards. The learner's language, literacy and numeracy levels are expected to be equivalent to Level 3/4 of the National Reporting System. ***Reading and writing***- a learner will be able to read, comprehend and write a range of texts within a variety of contexts. ***Oral communication*** - a learner will be able to use and respond to spoken language including some unfamiliar material within a variety of contexts. ***Numeracy and mathematics*** - a learner will be able to recognise and use a variety of conventions and symbolism of formal mathematics.

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Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Diploma of Beauty Therapy:

- **33 Units**
  - **23 Core units**
    Core (refer to the unit list at the end of this section)
    - **10 Elective units**
      Electives (refer to the unit list at the end of this section)
      - **10 elective units including at least 8 Specialist Electives from**
        - **Specialist Electives**
          Specialist Electives (refer to the unit list at the end of this section)
        - ***and*** **Note 1: The following units are weighted to support parity across units available as electives within this qualification. This is based on criteria related to delivery and assessment requirements for each unit: 1. The following unit will count as 2 units: WRBBS510A Provide the spa program 2. The following units will each count as 3 units: WRBSS503B Provide permanent epilation WRBSS505B Design and perform cosmetic tattooing/micropigmentation procedures CUEMUP2A Design, apply and remove period make-up CUEMUP3A Design, apply and remove specialised make-up HLTREM6A Provide the massage treatment**
      - ***and*** **choose no more than 2 units from the Electives group;**
        - **Electives**
          Electives (refer to the unit list at the end of this section)
        - Note: The following units are weighted to support parity across units available as electives within this qualification. This is based on criteria related to delivery and assessment requirements for each unit: * The following three units must be undertaken together and will together equate to 1 unit: # BSZ401A Plan assessment BSZ402A Conduct assessment BSZ403A Review assessment
      - ***and*** **Maximum of 1 unit from another relevant Training Package, for example Retail and Business Services within:**
        - **Certificate IV**
        - ***and*** **Diploma**
        - ***and*** **Advanced Diploma**
        - Note: When selecting an elective unit from another Training Package, refer to the Assessment Guidelines relevant to that package.

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CORE UNITS

Core

Code	Title
WRBBS201B	Provide manicure and pedicare services
WRBBS407B	Provide body treatments
WRBCS201B	Conduct financial transactions
WRBCS203B	Provide service to clients
WRBCS204A	Apply knowledge of nail science to nail services
WRBCS305A	Apply knowledge of skin biology to beauty treatments
WRBCS306B	Advise on beauty services
WRBCS407A	Develop a treatment plan for beauty therapy treatments
WRBCS408A	Apply knowledge of anatomy and physiology to beauty therapy treatments
WRBCS409A	Apply knowledge of skin science to beauty therapy treatments
WRBCS410A	Apply knowledge of electricity to beauty therapy treatments
WRBCS411A	Apply knowledge of nutrition to beauty therapy treatments
WRBCS412A	Apply knowledge of cosmetic chemistry to beauty therapy treatments
WRBCS513B	Investigate new products and services
WRBFS202B	Design and apply make-up
WRBFS305B	Provide lash and brow treatments
WRBFS406B	Provide facial treatments
WRBFS407B	Provide advanced facial treatments
WRBSS302B	Provide temporary epilation and bleaching treatments
WRRCS1B	Communicate in the workplace
WRRER1B	Work effectively in a retail environment
WRRLP1B	Apply safe working practices
WRRS1B	Sell products and services

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ELECTIVE UNITS

Electives

Code	Title
BSBEBUS301A	Search and assess online business information
BSBFLM505B	Manage operational plan
BSBFLM507A	Manage quality customer service
BSBFLM509A	Promote continuous improvement
BSBMKG404A	Forecast market and business needs
BSBSBM301A	Research business opportunities
BSBSBM401A	Establish business and legal requirements
BSBSBM402A	Undertake financial planning
BSBSBM403A	Promote the business
BSBSBM404A	Undertake business planning
BSBSBM405A	Monitor and manage business operations
BSBSBM406A	Manage finances
BSBSBM407A	Manage a small team
BSZ401A	Plan assessment
BSZ402A	Conduct assessment
BSZ403A	Review assessment
BSZ404A	Train small groups
WRBFS203B	Design and apply make-up for photography
WRBFS204B	Design and apply remedial camouflage
WRBSS201B	Pierce ears
WRRCA1B	Operate retail equipment
WRRER2B	Coordinate work teams
WRRER3B	Maintain employee relations
WRRI1B	Perform stock control procedures
WRRLP2B	Minimise theft
WRRM1B	Merchandise products
WRRM2B	Perform routine housekeeping duties
WRRM5A	Monitor in-store visual merchandising display
WRRM6A	Create a display for a small business
WRRO3B	Provide a safe working environment
WRRO7A	Profile a retail market
WRRO8A	Develop innovative ideas at work
WRRPL3B	Initiate and implement change
WRRPM3B	Lead and manage people
WRRS4B	Build relationships with customers

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Specialist Electives

Code	Title
CUEMUP2A	Design, apply and remove period make-up
CUEMUP3A	Design, apply and remove specialised make-up
HLTREM6A	Provide the Massage treatment
HLTREM7A	Plan the Massage treatment
WRBBS408B	Provide aesthetic aromatic massage
WRBBS509A	Plan the spa program
WRBBS510A	Provide the spa program
WRBBS511A	Apply aromatic plant oil chemistry to beauty treatments
WRBBS512A	Blend a range of aromatic plant oils for beauty treatments
WRBBS513A	Use reflexology relaxation techniques in beauty treatments
WRBBS514A	Provide superficial lymph drainage massage
WRBSS503B	Provide permanent epilation
WRBSS504B	Perform diathermy service
WRBSS505B	Design and perform cosmetic tattooing/micropigmentation procedures
WRBSS506A	Provide upper body piercing

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Assessment Guidelines

Introduction

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the Australian Quality Training Framework (AQTF) *Standards for Registered Training Organisations*. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

Assessment System Overview

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF requirements; licensing/registration requirements; and assessment pathways.

Benchmarks for Assessment

Assessment within the National Training Framework is the process of collecting evidence and making judgements about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

In the areas of work covered by this Training Package, the endorsed units of competency are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

Australian Quality Training Framework Assessment Requirements

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the *Standards for Registered Training Organisations.*

The *Standards for Registered Training Organisations* can be downloaded from the DEST website at *www.dest.gov.au* or can be obtained in hard copy from DEST. The following points summarise the assessment requirements under the AQTF.

Registration of Training Organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering/Course Accrediting Body in accordance with the *Standards for Registered Training Organisations*. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration. See Section 1 of the *Standards for Registered Training Organisations*.

Quality Training and Assessment

Each RTO must have systems in place to plan for and provide quality training and assessment across all its operations. See Standard 1 of the *Standards for Registered Training Organisations*.

Assessor Competency Requirements

Each person involved in training, assessment or client service must be competent for the functions they perform. See Standard 7 of the *Standards for Registered Training Organisations* for assessor competency requirements. Standard 7 also specifies the competencies that must be held by trainers.

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Assessment Requirements

The RTOs assessments must meet the requirements of the endorsed components of Training Packages within its scope of registration. See Standard 8 of the *Standards for Registered Training Organisations*.

Assessment Strategies

Each RTO must identify, negotiate, plan and implement appropriate learning and assessment strategies to meet the needs of each of its clients. See Standard 9 of the *Standards for Registered Training Organisations*.

Mutual Recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See Standard 5 of the *Standards for Registered Training Organisations*.

Access and Equity and Client Services

Each RTO must apply access and equity principles, provide timely and appropriate information, advice and support services that assist clients to identify and achieve desired outcomes. This may include reasonable adjustment in assessment. See Standard 6 of the *Standards for Registered Training Organisations*.

Partnership Arrangements

RTOs must have, and comply with, written agreements with each organisation providing training and/or assessment on its behalf. See Standard 1.6 of *Standards for Registered Training Organisations*.

Recording Assessment Outcomes

Each RTO must have effective administration and records management procedures in place, and must record AQF qualifications and Statements of Attainment issued. See Standards 4 and 10.2 of the *Standards for Registered Training*.

Issuing AQF Qualifications and Statement of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the *AQF Implementation Handbook* and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued where the individual is assessed as competent against fewer units of competency than required for an AQF qualification. See Standard 10 and Section 2 of the *Standards for Registered Training Organisations*.

Pathways

The competencies in this Training Package may be attained in a number of ways including through:

- formal or informal education and training
- experiences in the workplace
- general life experience, and/or
- any combination of the above.

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, an assessment-only or recognition pathway, or a combination of the two as illustrated in the following diagram.

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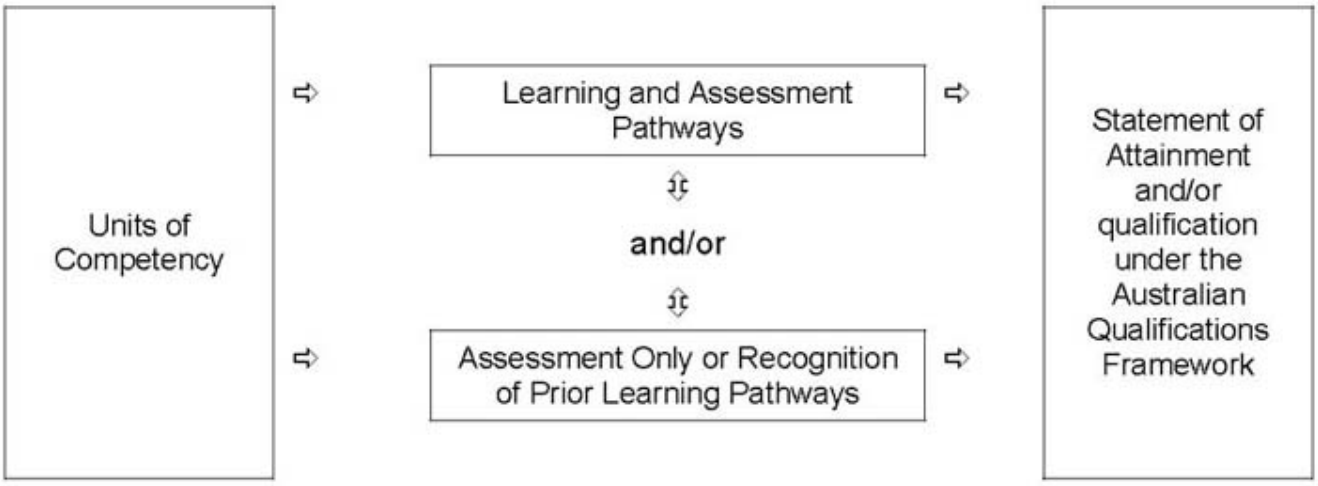

Each of these assessment pathways leads to full recognition of competencies held - the critical issue is that the candidate is competent, not how the competency was acquired.

Assessment, by any pathway, must comply with the assessment requirements set out in the *Standards for Registered Training Organisations*.

Learning and Assessment Pathways

Usually, learning and assessment are integrated, with assessment evidence being collected and feedback provided to the candidate at anytime throughout the learning and assessment process.

Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be: group-based, work-based, project-based, self-paced, action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

Learning and assessment pathways to suit New Apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

Assessment-Only or Recognition of Prior Learning Pathway

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were achieved.

In an assessment-only or Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor, such as in the compilation of portfolios; or directed by the assessor, such as through observation of workplace performance and skills application, and oral and/or written assessment. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of Standard 8.2 of the *Standards for Registered Training Organisations* must be met.

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, and work samples. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:

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- authentic (the candidates own work)
- valid (directly related to the current version of the relevant endorsed unit of competency)
- reliable (shows that the candidate consistently meets the endorsed unit of competency)
- current (reflects the candidates current capacity to perform the aspect of the work covered by the endorsed unit of competency), and
- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

The assessment only or recognition of prior learning pathway is likely to be most appropriate in the following scenarios:

- candidates enrolling in qualifications who want recognition for prior learning or current competencies
- existing workers
- individuals with overseas qualifications
- recent migrants with established work histories
- people returning to the workplace, and
- people with disabilities or injuries requiring a change in career.

Combination of Pathways

Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

Assessor Requirements

This section identifies the mandatory competencies for assessors, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

Assessor Competencies

The *Standards for Registered Training Organisations* specify mandatory competency requirements for assessors. For information, Standard 7.3 from the *Standards for Registered Training Organisations* follows:

7.3	**a**	The RTO must ensure that assessments are conducted by a person who has:

		• the following competencies* from the Training Package for Assessment and Workplace Training, or demonstrated equivalent competencies:
		  • TAAASS401A Plan and organise assessment;
		  • TAAASS402A Assess competence;
		  • TAAASS404A Participate in assessment validation;
		• relevant vocational competencies, at least to the level being assessed.

	b	However, if a person does not have all of the competencies in Standards 7.3 **a** (i) and the vocational competencies as defined in 7.3 **a** (ii), one person with the competencies listed in Standard 7.3 **a** (i), and one or more persons who have the competencies listed in Standard 7.3 **a** (ii) may work together to conduct assessments.

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		* A person who holds the competencies BSZ401A Plan assessment, BSZ402A Conduct assessment, and BSZ403A Review assessment from the Training Package for Assessment and Workplace Training will be accepted for the purposes of this standard. A person who has demonstrated equivalent competencies to BSZ401A and BSZ402A and BSZ403A in the period up to 12 months following publication of the Training and Assessment Training Package will also be accepted for the purposes of this standard.

Assessor Qualifications

There are mandatory requirements that must be met by individual assessors or collectively by the members of an assessment team or panel conducting assessments against this Training Package. Assessors must:

- have the following assessment units of competency from the BSZ98 Training Package for Assessment and Workplace Training, or must have demonstrated equivalent competencies:
  - BSZ401A Plan assessment
  - BSZ402A Conduct assessment
  - BSZ403A Review assessment.
- be recognised as competent in the specific units of competency to be assessed.
- demonstrate current knowledge and experience of the industry, industry practices, and the job or role against which performance is being assessed. This may be demonstrated through evidence of actual workplace experience within the last two years and:
  - attendance at professional development/training and education activities focusing on good practice in the relevant industry competencies
  - participation in professional/industry networks.
- demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts. This may be demonstrated through evidence of:
  - familiarity with the units of competency in this Training Package to be used by the learner as a basis of assessment
  - recent planning, conduct and review of assessment and/or workplace training activities in a Beauty industry context
  - participation in moderation/validation processes
  - attendance at professional development activities focused on assessment and/or workplace training.
- demonstrate the necessary interpersonal and communication skills required in the assessment process. This may be demonstrated through evidence of:
  - attendance in professional development and/or training activities focused on effective communication in assessment and/or workplace training contexts
  - knowledge of language, literacy and numeracy issues in the context of assessment and workplace training
  - recent assessment and/or workplace training activities.
- All assessors who are engaged in assessing against this Training Package must be either:
  - employed by an RTO, or
  - acting in partnership with an RTO where the assessor is working in an enterprise with a partnership arrangement with a private or public RTO.

This Training Package provides a range of options for meeting these assessor requirements. Assessments can be undertaken in a variety of workplace and institutional contexts by individual assessors, partnerships involving assessors and technical experts, and teams of assessors.

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The following options show how the requirement to use qualified assessors may be met.

Alternative ways of meeting the requirement to use qualified assessors

OPTIONS	**Assessors, Technical Experts and Workplace Supervisors** (Includes mandated requirements and recommended attributes)
Single assessor An individual **assessor** conducts the assessment	An **assessor** is required to: • hold formal recognition of competence in the relevant units in the Training Package for Assessment and Workplace Training • be deemed competent, and where possible, hold formal recognition in the specific units of competency from this Training Package, at least to the level being assessed • demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed • demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts • demonstrate the necessary interpersonal and communication skills required in the assessment process.
Partnership arrangement 1. An **assessor** works with a **technical expert** to conduct the assessment	An **assessor** is required to: • hold formal recognition of competence in the relevant units in the Training Package for Assessment and Workplace Training • demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts • demonstrate the necessary interpersonal and communication skills required in the assessment process A **technical expert** shall be a person who: • is deemed competent and, where possible, holds formal recognition of competence in the specific units of competency from this Training Package, at least to the level being assessed • demonstrates current knowledge of the industry, industry practices, and the job or role against which performance is being assessed. • communicates and liaises with the assessor throughout the assessment process.
2. An **assessor** works with **workplace supervisor** in collecting evidence for valid assessment	An **assessor** is required to: • hold formal recognition of competence in Assessment and Workplace Training in the relevant units in the Training Package • make the assessment decision • demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts • demonstrate the interpersonal and communication skills required in the assessment process • communicate and liaise, where appropriate, with the workplace supervisor throughout the assessment process. A **workplace supervisor** is required to be deemed competent and, where possible, is to hold formal recognition of competence in the specific Units of Competency from this Training Package, at least to the level being assessed.

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	In addition, it is recommended that the workplace supervisor is able to: • demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed • communicate and liaise, where appropriate, with the assessor throughout the assessment process • use agreed practices to gather and record evidence for the assessor to use in making a valid judgment on competency.

Assessment Team/Panel
A team working together to conduct the assessment
	Members of an **assessment team or panel** that comprises assessment and industry experience and expertise, work together in the collection of evidence and making judgements about competency. The members of the team must include at least one person who:
	• holds formal recognition of competence in the relevant units in the Training Package for Assessment and Workplace Training
	• is deemed competent, and where possible, holds formal recognition of competence in the specific units of competency from this Training Package, at least to the level being assessed
	• demonstrates of current knowledge of the industry, industry practices, and the job or role against which performance is being assessed. This would be demonstrated through evidence of actual workplace experience within the last two years and one or more of the items below:
	  • attendance at professional development/training and education activities focusing on good practice in the relevant industry competencies
	  • participation in professional/industry networks
	• demonstrates current knowledge and skill in assessing against this Training Package in a range of contexts
	• demonstrates the necessary interpersonal and communication skills required in the assessment process.

Designing Assessment Tools

This section provides an overview on the use and development of assessment tools.

Use of Assessment Tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgements about whether candidates have achieved competency.

There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

Using Prepared Assessment Tools

If using prepared assessment tools, assessors should ensure these are benchmarked, or mapped, against the current version of the relevant unit of competency. This can be done by checking that the materials are listed on the National Training Information Service (http://www.ntis.gov.au). Materials on the list have been noted by the National Training Quality Council as meeting their quality criteria for Training Package support materials.

Developing Assessment Tools

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When developing assessment tools, assessors must ensure that they:

- are benchmarked against the relevant unit or units of competency
- are reviewed as part of the validation of assessment strategies as required under 9.2 (i) of the *Standards for Registered Training Organisations*
- meet the assessment requirements expressed in the *Standards for Registered Training Organisations*, particularly Standards 8 and 9.

A key reference for assessors developing assessment tools is TAA04 Training and Assessment Training Package and the unit of competency TAAASS403A *Develop assessment tools*. There is no set format or process for the design, production or development of assessment materials.

Conducting Assessment

This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

Mandatory Assessment Requirements

Assessments must meet the criteria set out in Standard 8 from the *Standards for Registered Training Organisations*. For information, Standard 8 from the *Standards for Registered Training Organisations* is reproduced below.

8		**RTO Assessments**
		The RTOs assessments meet the requirements of the endorsed components of Training Packages and the outcomes specified in accredited courses within the scope of its registration.
8.1		The RTO must ensure that assessments (including RPL):
	i.	comply with the assessment guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in accredited courses;
	ii.	lead to the issuing of a statement of attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable Training Package or modules specified in the applicable accredited course;
	iii.	are valid, reliable, fair and flexible;
	iv.	provide for applicants to be informed of the context and purpose of the assessment and the assessment process;
	v.	where relevant, focus on the application of knowledge and skill to standard of performance required in the workplace and cover all aspects workplace performance, including task skills, task management skills, contingency management skills and job role environment skills;
	vi.	involve the evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained;
	vii.	provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options in relation to those outcomes;
	viii.	are equitable for all persons, taking account of individual needs relevant to the

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		assessment; and
	ix.	provide for reassessment on appeal.
8.2	a	The RTO must ensure that RPL is offered to all applicants on enrolment
	b	The RTO must have an RPL process that:
		i. is structured to minimise the time and cost to applicants; and ii. provides adequate information, support and opportunities for participants to engage in the RPL process.

Access and Equity

An individuals access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities. Adjustments include any changes to the assessment process or context that meet the individual needs of the person with a disability, but do not change competency outcomes. Such adjustments are considered reasonable if they do not impose an unjustifiable hardship on a training provider or employer. When assessing people with disabilities, assessors are encouraged to apply good practice assessment methods with sensitivity and flexibility.

Assessment in the Beauty Industry

The following table is a summary of assessment requirements, including pre and co-requisites for individual units contained in the WRB04 Beauty Training Package.

Context of assessment	For valid and reliable assessment, competency should be consistently demonstrated over a period of time and observed by the assessor and/or technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or a technically competent person. Competency should be demonstrated in the workplace and/or a simulated workplace environment, as identified in each individual unit of competency. Industry has determined that due to the personal nature of some Beauty Therapy services, assessment in a real workplace environment is not appropriate for some units. The units of competency identified by industry for delivery and assessment in a simulated environment are identified in a table on page 10 of this Assessment Guidelines document.
Assessment methods	All units identify assessment methods appropriate to the individual unit of competency. This may include observation of workplace tasks, written or oral questioning to assess knowledge, completing workplace documents and role-plays.
Integrated assessment	All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.
Evidence required for demonstration of	For valid and reliable assessment, evidence should be gathered through a range of methods to indicate consistent performance.

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consistent performance	It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both. Evidence should be gathered as part of a learning process where appropriate.
Specific resources required for assessment	All units identify resource requirements appropriate to the unit. For example: • A real or simulated beauty work environment (for further guidance on the use of an appropriate simulated environment, see page 32 of this document) • Relevant documentation such as workplace policy and procedures manuals • Access to a range of clients with different requirements • A range of equipment and products appropriate to the beauty workplace • Product labels and sources of product information • A qualified workplace assessor or assessment team.
Pre-requisite requirements at qualification level	All qualifications stand alone as discrete qualification outcomes, and have no pre-requisite requirements.
Pre-requisite and co-requisite requirements at unit level	There are pre-requisite and co-requisite requirements at the unit of competency level for some units; these are identified in the Evidence Guide of each unit of competency, and summarised on page 12 of this Assessment Guidelines document.

Supporting Integrated Training Delivery and Assessment

As a general principle, the Beauty industry supports the integration of units of competency for assessment, where practical, as this reflects real work practices.

An integrated approach to assessment brings together a number of units of competency which reflect actual workplace requirements. For example, an employee working in a beauty salon would complete a number of interrelated customer service, administration and technical tasks together, not simply one individual task at a time. An integrated assessment activity would be designed to collect evidence for a number of units together rather than designing one assessment activity for each individual unit, or individual elements and performance criteria.

It would be expected that where an integrated competency assessment approach is implemented that several integrated competency assessments would be necessary to cover the breadth and complexity of the qualification and to ensure the rigour and validity of the assessment outcome.

The context of the assessment, the role of the learner and the complexity of the task will influence how many units of competency will be integrated. Within each qualification there are units of competency which are interrelated and which a learner would naturally complete as part of their job function.

It is important that the assessor clearly identifies units of competency that can be grouped together to ensure an efficient and effective assessment process. Units of competency can be grouped together in a number of ways and how this is achieved will depend on pre-requisites

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and co-requisites for the unit/s being assessed, other relevant units and the functional job role of the learner.

Integrated assessments

Following is an example of a possible integrated competency assessment within the Training Package, building on the concepts outlined above.

If a learner is completing an assessment for unit WRBFS407A Provide advanced facial treatments, the learner would be undertaking or have completed the following related units.

Prerequisite units:

- WRBCS407A Develop a treatment plan for beauty therapy treatments
- WRBFS406B Provide facial treatments

Co-requisite units:

- WRBCS408A Apply knowledge of anatomy and physiology to beauty therapy treatments
- WRBCS410A Apply knowledge of electricity to beauty therapy treatments
- WRBCS305A Apply knowledge of skin biology to beauty treatments
- WRBCS409A Apply knowledge of skin science to beauty therapy treatments
- WRBCS411A Apply knowledge of nutrition to beauty therapy treatments
- WRBCS412A Apply knowledge of cosmetic chemistry to beauty therapy treatments

The development of a treatment plan is a pre-requisite unit to a number of units. Evidence collected for one unit may cover all or some of another unit.

The following scenario shows how the assessor undertook an observation of a learner in a simulated workplace environment, consulting with a client to develop a treatment plan, and performing an advanced facial service. The observation was the basis for the assessment and was supported by knowledge tests and additional observations over a period of time. The assessor used a checklist to identify the critical aspects of evidence and underpinning knowledge covered by the service being observed.

SCENARIO

After welcoming the client and ensuring the client's comfort, the learner begins a thorough consultation process where careful assessments of the client's treatment needs are made. The client's skin characteristics are carefully assessed and a treatment plan is developed, based on the service the client has booked and any additional services agreed upon. Any contra-indications or limitations to the treatment are discussed with the client and agreement is reached regarding the service.

The client is informed of the procedure and is prepared for the facial treatment service. Products and equipment are prepared and treatment routines are selected and performed according to the treatment plan. During the course of the treatment the client is carefully monitored and any necessary variations to the treatment plan are made. Details of the treatment are recorded on the client record card. Following the service, aftercare advice is provided and a future treatment program is recommended. Finally the service transaction fee is processed and the client is rebooked and farewelled according to the salon policy.

This example highlights how units of competency can be grouped together and evidence collected for a range of units during the one assessment activity.

It would be expected that this integrated assessment scenario could be demonstrated several times across a range of combinations.

Further suggested integrated assessments

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The following groupings of units are suggested ways in which various units of competency may be integrated into an assessment activity.

1. A candidate who is developing the skills and knowledge in Beauty Services would complete the following units as part of the Certificate III in Beauty Services.

- WRBCS204A Apply knowledge of nail science to nail services
- WRBB201A Provide manicure and pedicare services

As part of the candidate's workplace requirements, many of the tasks associated with these units would be completed together. The units therefore would be able to be integrated into one assessment activity.

2. An employee whose job role involves advising customers and selling skin care and cosmetic products may undertake a Certificate II in Retail Cosmetic Services. Core units in this qualification include:

- WRRS1B Sell products and services
- WRBCS203B Provide service to clients
- WRBFS201B Demonstrate retail skin care products
- WRBFS202B Design and apply make-up

An employee may use all the elements from these units in the course of the normal work day. Two integrated assessments could be conducted to ensure that all aspects of the units are covered. Additional role plays, third party reports and questioning would ensure that relevant underpinning knowledge was also covered.

Context of Delivery and Assessment

The Beauty industry has identified a number of units of competency for which training delivery and assessment in a real workplace environment is considered inappropriate.

These units have been identified on the basis of:

- the highly personal nature of a number of services and treatments
- client health and safety considerations
- the fact that not all salons have the range of equipment required to support the delivery and assessment of the more complex units of competency.

The Beauty units of competency within the Training Package have therefore been classified into two categories:

- Units that may be delivered and assessed in a real workplace and/or simulated environment.
- Units that are not suitable for delivery or assessment in a work environment, and should therefore only be delivered and assessed in a simulated environment.

The following table identifies industry preference for the assessment of beauty units.

Unit Code	Unit name	Workplace and/or simulated environment	Simulated environment only
WRBBS201B	Provide manicure and pedicare services	X	
WRBBS202A	Apply gel nail enhancement	X	
WRBBS203A	Apply acrylic nail enhancement	X	

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WRBBS304B	Use electrical equipment for nails	X	
WRBBS205B	Apply nail art	X	
WRBBS306A	Apply airbrushed nail art	X	
WRBBS407B	Provide body treatments		X
WRBBS408B	Provide aesthetic aromatic massage		X
WRBBS509A	Plan the spa program		X
WRBBS510A	Provide the spa program		X
WRBBS511A	Apply aromatic plant oil chemistry to beauty treatments		X
WRBBS512A	Blend a range of aromatic plant oils for beauty treatments		X
WRBBS513A	Use reflexology relaxation techniques in beauty treatments		X
WRBBS514A	Provide superficial lymph drainage massage		X
WRBCS201B	Conduct financial transactions	X	
WRBCS202A	Apply techniques to update beauty industry knowledge	X	
WRBCS203B	Provide service to clients	X	
WRBCS204A	Apply knowledge of nail science to nail services	X	
WRBCS305A	Apply knowledge of skin biology to beauty treatments	X	
WRBCS306B	Advise on beauty services	X	
WRBCS407A	Develop a treatment plan for beauty therapy treatments		X
WRBCS408A	Apply knowledge of anatomy and physiology to beauty therapy treatments		X
WRBCS409A	Apply knowledge of skin science to beauty therapy treatments		X
WRBCS410A	Apply knowledge of electricity to beauty therapy treatments		X
WRBCS411A	Apply knowledge of nutrition to beauty therapy treatments		X
WRBCS412A	Apply knowledge of cosmetic chemistry to beauty therapy treatments		X

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WRBCS513B	Investigate new products and services	X	
WRBFS201B	Demonstrate retail skin care products	X	
WRBFS202B	Design and apply make-up	X	
WRBFS203B	Design and apply make-up for photography	X	
WRBFS204B	Design and apply remedial camouflage	X	
WRBFS305B	Provide lash and brow treatments	X	
WRBFS406B	Provide facial treatments		X
WRBFS407B	Provide advanced facial treatments		X
WRBSS201B	Pierce ears	X	
WRBSS302B	Provide temporary epilation and bleaching treatments	X	
WRBSS503B	Provide permanent epilation		X
WRBSS504B	Perform diathermy service		X
WRBSS505B	Design and perform cosmetic tattooing/micropigmentation procedures		X
WRBSS506A	Provide upper body piercing		X

Industry Expectations of the Roles and Responsibilities of Registered Training Organisations (RTOs)

The Training Package identifies industry expectations in relation to the roles and responsibilities of RTOs who will deliver and assess against the units of competency and the qualifications in this package. These expectations are to:

- ensure the quality of the delivery and assessment
- ensure trainers have relevant industry experience, that is, actual workplace experience within the last twelve months in the competency area being delivered
- ensure these Assessment Guidelines are used as the basis for assessing against the units of competency and qualifications in this Training Package
- provide comprehensive and accessible advice to employers and learners on their responsibilities and rights
- ensure assessors have the appropriate qualifications and experience as set out in Section 3 of these Assessment Guidelines
- ensure processes for industry involvement in consultation and validation of assessment as identified in the Australian Quality Training Framework (AQTF) Standards for RTOs.

Further Sources of Information

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The section provides a listing of useful contacts and resources to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.

Contacts

Services Industries Skills Council

Level 10, 171 Clarence St

Sydney NSW 2000

GPO Box 4194, Sydney NSW 2001

Telephone: (02) 8243 1200

Facsimile: (02) 8243 1299

Website: www.serviceskills.com.au

Email: info@serviceskills.com.au

Australian Training Products Ltd

Level 25, 150 Lonsdale Street

MELBOURNE VIC 3000

PO Box 12211

A'Beckett Street Post Office

MELBOURNE VIC 8006

Telephone: (03) 9655 0600

Fax: (03) 9639 4684

Web: *www.atpl.net.au*

Email: sales@atpl.net.au

Innovation and Business Industry Skills Council

Building B, Level 2

192 Burwood Road

Telephone: (03) 9815 7000

Fax: (03) 9815 7001

Email: virtual@ibsa.org.au

General Resources

Refer to http://antapubs.dest.gov.au/publications/search.asp to locate the following ANTA publications.

AQF Implementation Handbook, third Edition. Australian Qualifications Framework Advisory Board, 2002, aqf.edu.au

Australian Quality Training Framework (AQTF) - for general information go to: www.dest.gov.au/sectors

Australian Quality Training Framework (AQTF) - for resources and information go to: www.dest.gov.au

Australian Quality Training Framework *Standards for Registered Training Organisations*, Australian National Training Authority, Melbourne, 2005. Available in hard copy from State

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and Territory Training Authorities or can be downloaded from www.dest.gov.au

TAA04 Training and Assessment Training Package. This is available from the Innovation and Business Skills Australia (IBSA) Industry Skills Council and can be viewed, and components downloaded, from the National Training Information Service (NTIS). National Training Information Service, an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses - www.ntis.gov.au*Style Guide for Training Package Support Materials*, Australian National Training Authority, Melbourne, 2003. Can be downloaded from the ANTA page at www.dest.gov.au

Assessment Resources

Training Package Assessment Guides - a range of resources to assist RTOs in developing Training Package assessment materials developed by DEST with funding from the Department of Education, Training and Youth Affairs. It is made up of 10 separate titles, as described at the ANTA publications page of www.dest.gov.au. Go to www.resourcegenerator.gov.au/loadpage.asp?TPAG.htm

Printed and/or CD ROM versions of the Guides can be purchased from Australian Training Products (ATP). The resource includes the following guides:

- Training Package Assessment Materials Kit
- Assessing Competencies in Higher Qualifications
- Recognition Resource
- Kit to Support Assessor Training
- Candidates Kit: Guide to Assessment in New Apprenticeships
- Assessment Approaches for Small Workplaces
- Assessment Using Partnership Arrangements
- Strategies for ensuring Consistency in Assessment
- Networking for Assessors
- Quality Assurance Guide for Assessment

An additional guide "Delivery and Assessment Strategies" has been developed to complement these resources.

Assessment Tool Design and Conducting Assessment

VETASSESS AND; Western Australian Department of Training and Employment 2000, *Designing Tests - Guidelines for designing knowledge based tests for Training Packages*. Vocational Education and Assessment Centre 1997, Designing Workplace Assessment Tools, *A self-directed learning program*, NSW TAFE.

Manufacturing Learning Australia 2000, *Assessment Solutions*, Australian Training Products, Melbourne.

Rumsey, David 1994, *Assessment practical guide*, Australian Government Publishing Service, Canberra.

Assessor Training

Australian Committee on Training Curriculum (ACTRAC) 1994, *Assessor training program - learning materials*, Australian Training Products, Melbourne.

Australian National Training Authority, *A Guide for Professional* Development, ANTA, Brisbane.

Australian Training Products Ltd *Assessment and Workplace Training, Training Package - Toolbox*, ATPL Melbourne.

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Green, M, et al. 1997, *Key competencies professional development Package*, Department for Education and Childrens Services, South Australia.

Victorian TAFE Association 2000, *The professional development CD: A learning tool*, VTA, Melbourne.

Assessment System Design and Management

Office of Training and Further Education 1998, *Demonstrating best practice in VET project - assessment systems and processes*, OTFE Victoria.

Toop, L., Gibb, J. and; Worsnop, P. *Assessment system designs*, Australian Government Publishing Service, Canberra.

Western Australia Department of Training and VETASSESS 1998, *Kit for Skills Recognition Organisations*, WADOT, Perth.

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Competency Standards

What is competency?

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.

Competency covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and, dealing with the responsibilities of the workplace, including working with others. Workplace competency requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments. In line with this concept of competency Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focussing on the learning process itself.

Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualifications.

Contextualisation of Units of Competency by RTOs

Registered Training Organisation (RTOs) may contextualise units of competency to reflect local outcomes required. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained.

Any contextualisation of units of competency in this endorsed Training Package must be within the bounds of the following advice. In contextualising units of competency, RTOs:

- must not remove or add to the number and content of elements and performance criteria
- may add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes
- may make amendments and additions to the range statement as long as such changes do not diminish the breadth of application of the competency and reduce its portability, and/or
- may add detail to the evidence guide in areas such as the critical aspects of evidence or resources and infrastructure required where these expand the breadth of the competency but do not limit its use.

Components of Units of Competency

The components of units of competency are summarised below, in the order in which they appear in each unit of competency.

Unit Title

The unit title is a succinct statement of the outcome of the unit of competency. Each unit of competency title is unique, both within and across Training Packages.

Unit Descriptor

The unit descriptor broadly communicates the content of the unit of competency and the skill area it addresses. Where units of competency have been contextualised from units of

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competency from other endorsed Training Packages, summary information is provided. There may also be a brief second paragraph that describes its relationship with other units of competency, and any licensing requirements.

Prerequisite Units (optional)

If there are any units of competency that must be completed before the unit, these will be listed.

Application of the Unit

This sub-section fleshes out the unit of competencys scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.

Competency Field (Optional)

The competency field either reflects the way the units of competency are categorised in the Training Package or denotes the industry sector, specialisation or function. It is an optional component of the unit of competency.

Sector (optional)

The industry sector is a further categorisation of the competency field and identifies the next classification, for example an elective or supervision field.

Elements of Competency

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

Performance Criteria

The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance. They are usually written in passive voice. Critical terms or phrases may be written in bold italics and then defined in range statement, in the order of their appearance in the performance criteria.

Required Skills and Knowledge

The essential skills and knowledge are either identified separately or combined. Knowledge identifies what a person needs to know to perform the work in an informed and effective manner. Skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Key Competencies

The way the Key Competencies relate to the unit will be described (unless the developer has described them at the level of the qualification). The Key Competencies are described in more detail at the end of this section.

Range Statement

The range statement provides a context for the unit of competency, describing essential operating conditions that may be present with training and assessment, depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. As applicable, the meanings of key terms used in the performance criteria will also be explained in the range statement.

Evidence Guide

The evidence guide is critical in assessment as it provides information to the Registered Training Organisation (RTO) and assessor about how the described competency may be demonstrated. The evidence guide does this by providing a range of evidence for the

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assessor to make determinations, and by providing the assessment context. The evidence guide describes:

- conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment
- relationships with the assessment of any other units of competency
- suitable methodologies for conducting assessment including the potential for workplace simulation
- resource implications, for example access to particular equipment, infrastructure or situations
- how consistency in performance can be assessed over time, various contexts and with a range of evidence, and
- the required underpinning knowledge and skills

Key Competencies

All Training Packages require the integration of Key Competencies either in each unit of competency, or across a qualification, depending on industry needs and preferences.

The Key Competencies were first defined in 1992 in the project report, *Putting General Education to Work: The Key Competencies Report* (Mayer Committee 1992). The skills and knowledge they describe are essential for effective workplace participation and involve the sorts of capabilities commonly used by employers as selection criteria. They underpin the ability of employees to adapt to technological, organisational, societal and functional change.

The Key Competencies are generic, in that they apply to work in general, rather than to particular occupations or industries. They focus on the application of knowledge and skills in an integrated way in workplace situations. The seven Key Competencies are:

1 Communicating ideas and information

The capacity to communicate effectively with others using the range of spoken, written, graphic and other non-verbal means of expression.

2 Collecting, analysing and organising information

The capacity to locate, sift and sort information in order to select what is required and to present it in a useful way, and evaluate both the information itself and the sources and methods used to collect it.

3 Planning and organising activities

The capacity to plan and organise ones own work activities, including making good use of time and resources, sorting out priorities and monitoring ones performance.

4 Working with others in teams

The capacity to interact effectively with other people both on a one-to-one basis and in groups, including understanding and responding to the needs of a client and working effectively as a member of a team to achieve a shared goal.

5 Using mathematical ideas and techniques

The capacity to use mathematical ideas, such as number and space, and techniques such as estimation and approximation, for practical purposes.

6 Solving problems

The capacity to apply problem-solving strategies in purposeful ways, both in situations where the problem and the solution are clearly evident and in situations requiring creative thinking and a creative approach to achieve a desired outcome.

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7 Using technology

The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.

Performance Levels

There are three levels of performance defined within the Key Competencies. These are stand-alone levels and do not correspond to the AQF qualification levels.

- **Performance Level 1** is concerned with the level of competence needed to *undertake* activities efficiently with sufficient self-management to meet the explicit requirements of the activity, and to make judgements about the quality of outcomes against established criteria.
- **Performance Level 2** describes the competence needed to *manage* activities requiring the selection, application and integration of a number of elements, and to select from established criteria to judge quality of process and outcome.
- **Performance Level 3** describes the competence needed to *evaluate and reshape* processes, to establish and use principles in order to determine appropriate ways of approaching activities, and to establish criteria for judging quality of process and outcome.

However, relating performance to the specific industry or workplace context may be more useful than interpreting the somewhat abstracted performance levels provided above. Where the Key Competencies are defined in the unit of competency, you will find them in a table, together with examples of their application, to help with assessment of their performance.

Also, in evaluating the level of performance for the Key Competencies, consider the performance expectations at the AQF qualification level involved.

Delivery and Assessment of Key Competencies

The Key Competencies are integral to workplace competency, and, as such must be explicitly considered in the design, customisation, delivery and assessment of vocational education and training programs as represented diagrammatically below.

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Coding of Units of Competency

All the units of competency within the Beauty Training Package have a code that assists in identifying the specific area of competence and the currency of the unit. An explanation of the coding system is provided below.

The first three letters of the unit code are consistent with the code of the Training Package the unit was developed for. For the Beauty Training Package, the letters WRB have been selected, with the WR representing the Wholesale Retail and Personal Services industry group, and the B representing the Beauty industry specifically.

The following two letters of the code identify the functional area:

- BS Body Services
- CS Client Services
- FS Facial Services
- SS Skin Services

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Appendices

Appendix A - Steps to Develop Assessment Materials

1. Select the unit/s of competency to be assessed

Identify the unit of competency in this Training Package that is to be assessed. The assessment resource may focus on a single unit of competency or a cluster or group of related units of competency.

2. Analyse the unit of competency

The unit of competency describes the work and the required standards of performance. Read the full unit of competency carefully and familiarise yourself with the:

- **Unit Description** - this outlines the aspect of work to be assessed.
- **Elements and Performance Criteria** - these describe the nature of the task to be assessed and the standard of performance that is expected of the learner.
- **Range Statement** - this describes the conditions under which the task must be performed.
- **Evidence Guide** - this provides information on the key tasks which a learner must be able to do [critical aspects of competency], the underpinning knowledge and skills required to perform the task [underpinning knowledge and skill] and units of competency that may be grouped for assessment purposes [interdependent assessment of unit].

Identify the key skills that the learner will require to perform the work activity described in the unit of competency. These are:

- **Task Skills** - these involve performing the task to the required standard as described in the unit of competency
- **Task Management Skills** - these involve managing a number of different tasks within the job
- **Contingency Management Skills** - these involve responding to problems, breakdowns and changes in routine
- **Job/Role Environment Skills** - these involve fulfilling the responsibilities and expectations of the workplace.

3. Identify the type and amount of evidence to be collected

Prepare a list of the evidence that might be collected to show that the learner is able to perform the work activity described in the unit of competency. There are three broad categories of assessment evidence that may be used in conducting competency assessments.

These are:

- **Product** - this refers to an item that is constructed or a service that is delivered
- **Process** - this refers to the way in which a product is produced or achieved.
- **Knowledge** - this refers to the information that is required to perform the aspect of work described in the unit[s] of competency. This may include knowledge of specific information, knowledge of specific laws, regulations and Codes of Practice and knowledge of principles, processes and procedures.

This evidence may be collected through a variety of methods. These include:

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Direct

- observation of workplace activities
- demonstration of specific tasks
- observation of activities under simulated workplace conditions.

Indirect

- questioning - oral questioning, written tests, interviews.

Supplementary Evidence

- supervisor reports
- employer references
- documentation about past or prior achievements
- portfolios.
- The assessor must determine the type and amount of evidence that is required and how this will be collected.

4. Plan the assessment activity

Prepare a brief written description of the assessment activity that will be used to collect the required evidence. For example, this may be an observation of workplace activity, a simulation, a test or some other form of evidence-gathering technique. The description does not have to be detailed but should at least describe, in broad terms, the nature of the activities to be undertaken. The description should detail the:

- type of evidence gathered under each evidence requirement (direct, indirect, supplementary)
- tasks which the learner is required to do.

In planning the activity consideration should be given to using evidence-gathering methods that:

- are appropriate to the industry context
- are gender and culturally inclusive
- take into account the language, literacy and numeracy skills of both the assessor and the learner
- minimise the cost of assessment
- involve the collection of a variety of forms of evidence
- may be customised to take into account local conditions, site requirements and enterprise specific practices
- utilise industry and enterprise reference materials, such as standard operating procedures and quality systems
- allow for updating of evidence requirements and work practices, in line with changes to legislation, regulations and Codes of Practice
- take account of safety considerations and the assessment environment, especially for New Apprenticeship pathways which are likely to have first-time workers, and for assessment of high-risk operations or in high-risk industries.

5. Prepare the assessment materials

The assessment materials are developed in accordance with the plan for the assessment activity. The assessment materials should:

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- address the relevant unit[s] of competency
- require the learner to demonstrate the four dimensions of competency
- identify the evidence requirements and evidence collection methods
- include the resources needed to conduct the assessment activity/activities
- include instructions for learners and those involved in administering the assessment activity/activities
- be checked for ease of use, validity, reliability, fairness and flexibility
- incorporate allowable adjustments to the assessment procedure.

6. Validate the assessment materials

The assessment materials should be piloted with a small sample of assessors. Information gathered through this process should be analysed to establish any amendments that may be required. The assessment materials are redrafted incorporating suggested amendments as appropriate.

7. Prepare the final version of the assessment materials

The assessment materials are published in an appropriate format, either print or electronic, and made available to assessors within the relevant organisation. Arrangements are put in place for the ongoing maintenance and cyclic review of the assessment resource.

Appendix B - Code of Ethics for Assessors

Assessment specialists have developed an international code of ethics and practice (The National Council for Measurement in Education (NCME)). The Code of Practice detailed below is based on international standards.

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity.
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary.
- All forms of harassment are avoided throughout the planning, conduct, reviewing and reporting of the assessment outcomes.
- The rights of the learner are protected during and after the assessment.
- Personal or interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes.
- The learner is made aware of right and process of appeal.
- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency.
- Assessment decisions are based on available evidence that can be produced and verified by another assessor.
- Assessments are conducted within the boundaries of the assessment system policies and procedures.
- Formal agreement is obtained from both the learner and the assessor that the assessment was carried out in accordance with agreed procedures.
- Assessment tools, systems, and procedures are consistent with equal opportunity legislation.
- The learner is informed of all assessment reporting processes prior to the assessment.
- The learner is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment.
- Confidentiality is maintained regarding assessment outcomes.
- Outcomes of the assessment are only released with the written permission of the learner.
- The assessment outcomes are used consistently, with the purposes explained to the

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learner.
- Self assessments are periodically conducted to ensure current competencies against the Assessment and Workplace Training Competency Standards.
- Professional development opportunities are identified and sought.
- Opportunities for networking amongst assessors are created and maintained.
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Appendix C - Australian Quality Training Framework Standards for Registered Training Organisations (RTOs)

The Australian Recognition Framework (ARF) underwent revision during 2000 and 2001. On 8 June 2001 the name of the framework was changed to the Australian Quality Training Framework (AQTF). The name was changed to reflect the increased emphasis on quality in the national vocational education and training (VET) system and to give the clients of the system a much clearer idea of the purpose of the Standards under the AQTF.

The former ARF principles and protocols are now incorporated into two clear, measurable and auditable sets of standards. These two standards are called the Standards for Registered Training Organisations and the Standards for State and Territory Registering/Course Accrediting Bodies and have been introduced progressively from mid 2001.

The Standards for Registered Training Organisations strengthens existing requirements for RTOs to support the improvement of RTO practice and the credibility of their services. An important feature of these Standards is that they contain additional or strengthened requirements for RTOs to have:

- systems, including written policies and procedures, to support the provision of quality training and assessment. This includes the requirement for an RTO to conduct an internal audit or self-assessment of its compliance with the Standards for Registered Training Organisations
- processes to validate assessment strategies, including documentation of any improvement action
- industry consultation in the development of strategies for assessment
- strengthened quality requirements covering all modes of training delivery and assessment, and
- clearer competency requirements for trainers and assessors.

There are 12 Standards for Registered Training Organisations.

Standard 1-Systems for quality training and assessment

Standard 1 requires an RTO to have systems in place to plan for and provide training and assessment across all of its operations

Standard 2 - **Compliance with the Commonwealth, State/Territory legislation and regulatory requirements**

Standard 2 requires and RTO to continue to follow all relevant legislative and regulatory requirements.

Standard 3 - Effective financial management procedures

Standard 3 requires RTO's to have accounts that are certified, at least annually, by a qualified accountant with membership of the certified Practising Accounts Australia or the Institute of Chartered Accountants Australia.

Standard 4 - Effective administrative and records management procedures

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Standard 4 contains specific requirements for the assurance of the integrity, accuracy and currency of an RTOs records.

Standard 5 - Recognition of qualifications issued by other RTOs

Standard 5 requires an RTO to recognise the qualifications issued by any other RTO.

Standard 6 - Access and equity and client service

Standard 6 strengthens access and equity and client service requirements, both in the requirement for documentation and for ensuring that policies and procedures are adhered to by staff.

Standard 7 - The competence of RTO staff

Each member of the RTO staff who is involved in training, assessment or client service is competent for the functions they perform.

- The RTO must develop and implement written procedures for the recruitment, induction, and on-going development of each member of its staff who is involved in training, assessment or client service; encourage and provide opportunities for their professional development; and monitor their performance.
- The RTO's induction program and materials for new staff must contain information where relevant to their job role, on each of the following:
  - Training Packages;
  - Competency-based training and assessment;
  - Vocational education and training requirements and policies; and
  - Requirements for New Apprenticeships/Traineeships
- The RTO must ensure that assessments are conducted by a person who has:
  - The following competencies from the Business Services Training Package, or demonstrated equivalent competencies
    - BSZ401A Plan assessment
    - BSZ402A Conduct assessment
    - BSZ403A Review assessment; and
    - Relevant vocational competencies, at least to the level being assessed
- If a person does not have all of the competencies in Standards 7.3A (i) and 7.3A (ii), one person with the competencies listed in Standard 7.3A 1 and one or more persons who have the competencies listed in Standard 7.3A 2 may work together to conduct assessments.
- The RTO must ensure that training is delivered by a person who:
  - Has all the competencies in the Certificate IV from the Training Package for Assessment and Workplace Training (or has demonstrated the equivalent competencies) or who is under the direct supervision * of a person with these competencies; and
  - Is able to demonstrate vocational competencies at least to the level of those being delivered.

* Direct supervision is achieved when a person delivering training on behalf of the RTO has regular guidance, support and direction from a person designated by the RTO who has the competencies in Standard 7.4 (i) and who monitors and is accountable for the training delivery. It is not necessary for the supervising person to be present during all the training delivery.

Standard 8 - RTO assessments

Standard 8 draws on the former National Assessment Principles and sets out more explicit requirements for RTO assessments.

Standard 9 - Learning and assessment strategies

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Standard 9 requires an RTO to develop, and implement learning strategies for each Training Package qualification (or partial qualification) and accredited course within its scope of registration.

Standard 10 - Issuing AQF qualifications and statements of attainment

Standard 10 has strengthened requirements in relation to issuing AQF qualifications and Statements of Attainment.

Standard 11 - Use of national and state/territory logos

An RTO must now use the Nationally Recognised Training (NRT) logo when it issues AQF Qualifications and Statements of Attainment within its scope of registration.

Standard 12 - Ethical marketing and advertising

Standard 12 has been strengthened to ensure an RTO's marketing and advertising of training and assessment products and services is ethical.

For more detailed information on the Standards for Registered Training Organisations, visit www.anta.gov.au/aqtf to find information on the following:

- Standards for Registered Training Organisations
- Standards for State and Territory Registering/Course Accrediting Bodies
- Australian Quality Training Framework - Companion Guide for RTO's
- Australian Quality Training Framework - Standards for Registered Training Organisations - An Evidence Guide
- Nationally Recognised Training Logo Specifications.

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WRBBS201B Provide manicure and pedicare services

Unit Descriptor

This unit describes the skills and knowledge required to perform a range of manicure and pedicare services. This competency may apply to a range of roles in the workplace.

This unit is equivalent to and replaces WRB17A Provide Manicure and Pedicare Service, as packaged in WRB99.

Application of the Unit

This unit requires the operator to assess the needs of clients and perform a range of hand and foot care services, including cleansing, skin care and massage. The operator is required to shape and mend nails and apply nail varnish. This unit requires knowledge and skill in the safe use of products and equipment and the application of legislation and policy, particularly in regard to hygiene.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector

Beauty

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WRBBS202A Apply gel nail enhancement

Unit Descriptor

This unit describes the skills and knowledge required to perform a range of artificial gel nail application services. This competency may apply to a range of roles in the workplace.

This unit provides partial equivalence to WRB18A Apply Nail Enhancement, as packaged in WRB99. The two units WRBBS202A Apply gel nail enhancement and WRBBS203A Apply acrylic nail enhancement together are equivalent to WRB18A Apply Nail Enhancement.

Application of the Unit

This unit requires the operator to assess the nail enhancement needs of clients and apply a range of gel nail applications using a range of products. It requires knowledge and skill in the safe use of products and equipment and of legislation and policy, particularly in regard to hygiene.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector

Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Prepare client	1.1 Service area, client and operator are prepared for gel nail enhancement service according to relevant legislation and workplace policies and procedures. 1.2 Client needs and expectations are evaluated to enable advice and recommendations for a ***treatment plan***. 1.3 Client is advised of ***maintenance requirements*** and advantages/disadvantages of various types of gel nails. 1.4 Nail and skin condition is identified and areas of the hands/nails requiring special treatment are noted. 1.5 ***Contra-indications*** are identified, explained to client and referred to ***appropriate professional*** where required. 1.6 Type of gel nail application and finished nail shape are selected according to treatment plan and confirmed with client. 1.7 ***Gel nail products*** are selected according to treatment plan and confirmed with client.
2. Remove artificial nails	2.1 Artificial nail removal products and ***equipment*** are selected and applied sequentially according to manufacturer instructions and client requirements. 2.2 Artificial nails are removed according to manufacturer instructions and client requirements. 2.3 ***Aftercare advice*** and ***product recommendations*** are made according to client needs.

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3. Apply/refill artificial nails	3.1 Nail products and equipment are selected according to relevant legislation, manufacturer instructions and client requirements. 3.2 ***Protective equipment*** for client and operator is utilised as required. 3.3 Nails are cleansed and prepared according to manufacturer recommendations and treatment plan. 3.4 Nail products are applied sequentially according to manufacturer instructions. 3.5 Artificial nails are applied/refilled and cured as required and secured according to manufacturer recommendations and treatment plan. 3.6 Artificial nail application service is completed according to client requirements, relevant legislation and workplace policies and procedures. 3.7 ***Waste*** is disposed of and equipment sanitised, according to relevant legislation and workplace policies and procedures. 3.8 Finished result is evaluated against treatment plan.
4. Provide aftercare advice	4.1 Client feedback is obtained and relevant outcomes of treatment recorded. 4.2 Future treatment program is recommended according to client needs. 4.3 Treatment plan is revised as required. 4.4 Aftercare advice and homecare product recommendations are provided according to client needs. 4.5 Client is rebooked according to agreed treatment plan.

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KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Advising clients on homecare and complementary products will require the communication of ideas and information.	1
Collecting analysing and organising information	Advising clients of maintenance requirements and advantages and disadvantages of various products will require information to be collected, analysed and organised.	1
Planning and organising activities	Selecting and sequentially applying artificial gel nail products will require activities to be planned and organised.	1
Working with others and in teams	Maintaining knowledge of workplace procedures and relevant legislation will require reporting to other staff members.	1
Using mathematical ideas and techniques	Preparing products to minimise wastage will require the use of mathematical ideas and techniques.	1
Solving problems	Identifying and managing contra-indications will require problem solving skills.	1
Using technology	Using nail products and equipment may require the use of technology.	1

RANGE STATEMENT

Clients may include but are not limited to:

- new or regular clients with routine or special needs.

Gel nail enhancement service must include:

- tip
- overlays
- French refill
- refill
- sculptured nails
- French tips
- UV gels.

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Gel nail enhancement service may include:	• fibreglass/silk wrap • special occasion/temporary tips • non light gels • UV gel coating over acrylic.
Relevant legislation may include but is not limited to:	• Federal, State and local health and hygiene regulations • Occupational Health and Safety legislation • industry Codes of Practice.
Workplace policies and procedures may include but are not limited to:	• health and hygiene • workplace product range and manufacturer instructions • workplace time frame allocated for the performance of the service. • temperature and air currents within service area • methods of venting air.
Treatment plan may include but is not limited to:	• required service • areas requiring special treatment • products • tools and equipment • follow-up procedures.
Maintenance requirements may include but are not limited to:	• removal of loose gel • repair damaged, chipped or broken nails (natural or artificial) • blend regrowth lines • repolish (colour/French polish) • filing/buffing • shortening • reshaping • reapplying new nail • rebalancing stress curve • correction to side walls of extension.
Contra-indications may include but are not limited to:	• bacterial, viral, or fungal infections • warts • inflamed skin • visible non-normal nails • rashes • blisters/corns/calluses • heel fissures • bunions • hammer toes • circulatory problems.
Appropriate professional may include but is not limited to:	• medical practitioner • complementary therapist.

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Gel nail products may include but are not limited to:	• primer, acid and non acid • adhesive (thin and gel) • tips (various styles) • dehydrator • hand/nail sanitisers • Gel (UV and non UV) • coloured gel • fibreglass/silk wrap • resin • activator (spray, brush) • artificial nail remover.
Equipment may include but is not limited to:	• electric file • buffers • table with air venting facility/chair • hand/nail sanitiser • ultra violet light • desk lamp • desk mats • desk towels • brushes • emery boards/files/buffers • tip cutters/acrylic clippers • sculpting forms • cuticle pushers.
Aftercare advice may include but is not limited to:	• maintenance requirements • protective advice.
Product recommendations may include but are not limited to:	• buffers/files • cuticle oil • polish • polish remover • hand/cuticle cream • jewellery.
Protective equipment may include but is not limited to:	• face masks • goggles • gloves.
Waste may include but is not limited to:	• filing dust • desk mats • gel wipes • excess product.

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EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to evaluate client needs and select and apply a range of appropriate gel nail products and remove and maintain gel nails. Knowledge of anatomy and physiology of the skin, nail and body as they relate to gel nail application must be demonstrated. The evidence provided must also demonstrate knowledge and skill in the application of relevant legislation and workplace policies and procedures.

Critical aspects of evidence required to demonstrate competency in this unit

- Knowledge and consistent application of workplace policies and procedures and safe work practices in regard to the application of gel nail enhancement.
- Knowledge and consistent application of Federal, State and local health and hygiene regulations
- Recognising and managing contra-indications and adverse effects.
- Knowledge of the transmission routes of infectious conditions and skills in the application of standard infection control precautions.
- Recognising and managing specific treatment complications including:
  - product reaction
  - natural nail separation
  - discolouring of product
  - peeling of product
  - water mould (pseudomonas)
  - damage to natural nail due to trauma to artificial nail.
- Reading, accurately interpreting and consistently applying manufacturer instructions for products, tools and equipment
- Consistently using effective questioning and active listening techniques to consult, reassure and negotiate with clients while maintaining discretion, tact and confidentiality
- Analysing the client's nails and skin and designing a treatment plan to meet the client's needs, including:
  - type of artificial nails procedure/product
  - product application techniques
  - areas requiring corrective/remedial services.
- Applying gel nail enhancement services, including:
  - artificial nail removal
  - application and refill of artificial nails

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- polish/varnish application.

- Knowledge and skill in the application of a variety of gel nail products
- Consistently using time effectively and controlling product waste.
- Evaluating an artificial gel nail service and advising the client on future treatments, homecare and complementary products.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, this unit requires an assessment outcome which includes evidence of the application of knowledge of nail science as it is specifically identified in the required knowledge for this unit.

This unit of competency is identified as a co-requisite:

WRBCS204A Apply knowledge of nail science to nail services.

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Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - preparing client for gel nail enhancement service
  - removing artificial nails according to manufacturer instructions
  - applying/refilling artificial nails according to treatment plan.
- written and/or oral questioning to assess knowledge and understanding of the provision of gel nail enhancement services, including aftercare advice and relevant legislation. Questions will be asked in a manner appropriate to the language and literacy level of the learner.
- completing workplace documentation relevant to the provision of gel nail enhancement services.
- third party reports from experienced beauty professionals in the workplace.
- completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Required skills and knowledge to achieve the performance criteria

Skills

- Responding to contra-indications and adverse effects
- Analysing the client's nails and skin and designing a treatment plan.
- Removing, applying and maintaining a range of gel nails
- Evaluating the service and advising clients on methods and procedures for homecare and complementary products after application or removal of artificial nails.
- Communication techniques, including:
  - using open and/or closed questions
  - speaking clearly and concisely
  - using appropriate language
  - non-verbal communication
  - written communication
- Language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge

- Language, literacy and numeracy skills relevant to the role and workplace requirements.
- The provisions of relevant health and hygiene regulations
- The provisions of relevant Occupational Health and Safety regulations/requirements
- Knowledge of infection control procedures and the application of universal precautions
- Workplace policies and procedures in regard to the performance of a gel nail enhancement service
- The effects of changes created by complementary nail shapes and colour polish/varnish application

- The gross anatomy of the skin and nails and the shape, function and growth of nails and the effects on the artificial nail.

- The structure and function of the hands, lower arms, bones, muscles and circulation

- The effects of health and disease on nails and nail growth and on the maintenance of artificial nails

- The workplace product range

- The effects and benefits of a defined range of gel nail products

- Cosmetic chemistry/ingredients in relevant treatment products particularly in regard to their likely effects on the nail and possible contra-indications in combination with other products or circumstances.

- Maintenance, care and cleaning requirements for artificial

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nail implements and service area

- The appearance of contra-indications and adverse effects
- Structural requirements for artificial gel nails
- The effect of artificial nail removal on the underlying natural nail.
- Methods of venting air
- Procedures and recording of trial nail reaction testing

Specific resources required for assessment

- Relevant documentation, such as:
  - workplace policy and procedures manuals.
- Access to a range of clients with different requirements.
- A range of equipment and products appropriate to the beauty workplace.
- Product labels and sources of product information.
- A qualified workplace assessor or assessment team.

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WRBBS203A Apply acrylic nail enhancement

Unit Descriptor

This unit describes the skills and knowledge required to perform a range of acrylic nail enhancement services. This competency may apply to a range of roles in the workplace.

This unit provides partial equivalence to WRB18A Apply Nail Enhancement, as packaged in WRB99. The two units WRBBS202A Apply gel nail enhancement and WRBBS203A Apply acrylic nail enhancement together are equivalent to WRB18A Apply Nail Enhancement.

Application of the Unit

This unit requires the operator to assess the needs of clients and perform a range of acrylic nail application services, including the removal of artificial nails and the application and maintenance of acrylic nails. It requires knowledge and skill in the safe use of products and equipment and of legislation and policy, particularly in regard to hygiene.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector

Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Prepare client	1.1 Service area, ***client*** and operator prepared for ***acrylic nail enhancement service*** according to ***relevant legislation*** and ***workplace policies and procedures***. 1.2 Client needs and expectations are evaluated to enable advice and recommendations for a ***treatment plan***. 1.3 Client is advised of ***maintenance requirements*** and advantages/disadvantages of various types of ***acrylic nails***. 1.4 Nail and skin condition is identified and areas of the hands/nails requiring special treatment noted. 1.5 ***Contra-indications*** are identified, explained to client and referred to ***appropriate professional*** where required. 1.6 Type of artificial nail application and finished nail shape is selected according to treatment plan and confirmed with client. 1.7 ***Acrylic nail products*** are selected according to treatment plan and confirmed with client.
2. Remove artificial nails	2.1 Artificial nail removal products and ***equipment*** are selected according to manufacturer instructions and client requirements. 2.2 Artificial nails are removed according to manufacturer instructions and client requirements. 2.3 ***Aftercare advice*** and ***product recommendations*** are provided according to client requirements.

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3. Apply/refill artificial nails	3.1 Acrylic nail products and equipment are selected according to relevant legislation, manufacturer instructions and client requirements. 3.2 ***Protective equipment*** for client and operator is utilised as required. 3.3 Nails are cleansed and prepared according to manufacturer recommendations and treatment plan. 3.4 Nail products are applied in sequence according to manufacturer instructions. 3.5 Artificial nails are applied/refilled as required and secured according to manufacturer recommendations and treatment plan. 3.6 Acrylic nail application service is completed according to client requirements, relevant legislation and workplace policies and procedures. 3.7 ***Waste*** is disposed of and equipment sanitised, according to relevant legislation and workplace policies and procedures. 3.8 Finished result is evaluated against treatment plan.
4. Provide aftercare advice	4.1 Client feedback is obtained and relevant outcomes of treatment recorded. 4.2 Future treatment program is recommended according to client requirements. 4.3 Treatment plan is revised as required. 4.4 Aftercare advice and homecare product recommendations are made according to client needs. 4.5 Client is rebooked according to agreed treatment plan.

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KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Advising client on homecare and complementary products will require the communication of ideas and information.	1
Collecting analysing and organising information	Advising clients of maintenance requirements and advantages and disadvantages of various products will require information to be collected, analysed and organised.	1
Planning and organising activities	Selecting and sequentially applying artificial nail products will require activities to be planned and organised.	1
Working with others and in teams	Maintaining knowledge of workplace procedures and relevant legislation will require reporting to other staff members.	1
Using mathematical ideas and techniques	Preparing products to minimise wastage will require the use of mathematical ideas and techniques.	1
Solving problems	Identifying contra-indications and taking appropriate action will require problem solving skills.	1
Using technology	Using nail products and equipment may require the use of technology.	1

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here.

Clients may include but are not limited to:

- new or regular clients with routine or special needs.

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Acrylic nail enhancement service must include:	• tips • overlays • French refill • refill • sculptured nails • French tips.
Acrylic nail enhancement service may include:	• fibreglass/silk wrap • temporary tips • odourless acrylics • UV gel coating over acrylic • UV acrylic.
Relevant legislation may include but is not limited to:	• Federal, State and local health and hygiene regulations • Occupational Health and Safety legislation • industry Codes of Practice.
Workplace policies and procedures may include but are not limited to:	• health and hygiene • workplace product range and manufacturer instructions • workplace time frame allocated for the performance of the service • methods of venting air • temperature and air currents within treatment area.
Treatment plan may include but is not limited to:	• required service • areas requiring special treatment • products • tools and equipment • follow-up procedures.
Maintenance requirements may include but are not limited to:	• removal of loose acrylic • repair damaged, chipped or broken nails (natural or artificial) • blend regrowth lines • repolish (colour/French polish) • filing/buffing • shortening • reshaping • reapplying new nail • rebalancing stress curve • correction to side walls of extension.

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Contra-indications may include but are not limited to:	• bacterial, viral, or fungal infections • warts • inflamed skin • visible non-normal nails • rashes • blisters/corns/calluses • heel fissures • bunions • hammer toes • circulatory problems.
Appropriate professional may include but is not limited to:	• medical practitioner • complementary therapist.
Acrylic nail products may include but are not limited to:	• acid or non acid primer • adhesive (thin and gel) • tips (various styles) • acrylic powder (polymer) • acrylic liquid (monomer) • dehydrator • hand/nail sanitisers • fibreglass/silk wrap • resin • activator (spray, brush) • artificial nail remover.
Equipment may include but is not limited to:	• electric file • buffers • table with air venting facility/chair • hand/nail sanitiser • desk lamp • desk mats • desk towels • dappen dishes • brushes for application of artificial nails, primer brushes • emery boards/files/buffers • tip cutters/acrylic clippers • sculpting forms • cuticle pushers.
Aftercare advice may include but is not limited to:	• maintenance requirements • protective advice.

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Product recommendations may include but are not limited to:	• buffers/files • cuticle oil • polish • polish remover • hand/cuticle cream • jewellery.
Protective equipment may include:	• face masks • goggles • gloves.
Waste may include but is not limited to:	• filing dust • desk mats • excess product.

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EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to evaluate client needs and select and apply appropriate techniques and products, including cleansing and massage. Knowledge of anatomy and physiology of the skin and body as they relate to manicure and pedicare services must be demonstrated. The evidence provided must also demonstrate knowledge and skill in the application of workplace policies and procedures and relevant legislation, particularly in regard to hygiene and safety.

Critical aspects of evidence required to demonstrate competency in this unit

- Knowledge and consistent application of workplace policies and procedures and safe work practices in regard to the application of acrylic nail enhancement.
- Knowledge and consistent application of Federal, State and local health and hygiene regulations.
- Recognising and managing contra-indications and adverse effects.
- Knowledge of the transmission routes of infectious conditions and skills in the application of standard infection control precautions.
- Recognising and managing specific treatment complications, including:
  - product reaction
  - natural nail separation
  - discolouring of product
  - lifting of product (acrylic)
  - water mould (pseudomonas)
  - damage to natural nail due to trauma to artificial nail.
- Analysing the client's nails and skin and designing a treatment plan to meet the client's needs including:
  - type of artificial nails procedure/product
  - product application techniques
  - areas requiring corrective/remedial services.
- Knowledge and skill in the application of artificial acrylic nail services including:
  - artificial nail removal
  - application and refill of artificial nails
  - polish/varnish application.
- Knowledge and skill in the application of a variety of acrylic nail products.
- Reading, accurately interpreting and consistently applying manufacturer instructions for products, tools and equipment.
- Consistently using effective questioning and active listening techniques to consult, reassure and negotiate with clients while maintaining discretion, tact and confidentiality.
- Evidence of the ability and skill to consistently use time

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effectively and to control product waste.
- Evaluating an artificial acrylic nail service and advising the client on future treatments, homecare and complementary products.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, this unit requires an assessment outcome which includes evidence of the application of nail science as it is specifically identified in the required knowledge for this unit.

This unit of competency is identified as a co-requisite

- WRBCS204A Apply knowledge of nail science to nail services.

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Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - advising clients on advantages/disadvantages and maintenance requirements of various types of acrylic nails
  - selecting nail products according to treatment plan
  - disposing of waste according to policies and procedures.
- written and/or oral questioning to assess knowledge and understanding of the provision of acrylic nail enhancement services, including application and maintenance of acrylic nails and relevant legislation. Questions will be asked in a manner appropriate to the language and literacy level of the learner.
- completing workplace documentation relevant to the provision of acrylic nail enhancement services.
- third party reports from experienced beauty professionals in the workplace.
- completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Required skills and knowledge to achieve the performance criteria

Skills

- Recognising and responding to contra-indications and adverse effects.
- Analysing the client's nails and skin and designing a treatment plan.
- Removing, applying and maintaining a range of acrylic nails.
- Evaluating the service and advising clients on methods and procedures for homecare and complementary products after application or removal of artificial nails.
- Communication techniques including:
  - using open and/or closed questions
  - speaking clearly and concisely
  - using appropriate language
  - non-verbal communication
  - written communication.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge

- The provisions of relevant health and hygiene regulations.
- The provisions of relevant Occupational Health and Safety regulations/requirements.
- Knowledge of infection control procedures and the application of universal precautions.
- Workplace policies and procedures in regard to the performance of an acrylic nail enhancement service.
- The effects of changes created by complementary nail shapes and colour polish/varnish application.
- The gross anatomy of the skin and nails and the shape, function and growth of nails and the effects on the artificial nail.
- The structure and function of the hands, lower arms, bones, muscles and circulation.
- The effects of health and disease on nails and nail growth and maintenance of artificial nails.
- The workplace product range.
- The effects and benefits of a defined range of artificial nail products.
- Cosmetic chemistry/ingredients in relevant treatment products particularly in regard to their likely effects on the nail and possible contra-indications in combination with other products or circumstances.
- Maintenance, care and cleaning requirements for artificial nail implements and service area.
- The appearance of contra-indications and adverse effects.
- Methods of venting air.
- Structural requirements for acrylic nails.
- The effect of artificial nail removal on underlying natural

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nail.
- Procedures and recording of trial nail reaction testing.

Specific resources required for assessment

- Relevant documentation, such as:
  - workplace policy and procedures manuals.
- Access to a range of clients with different requirements.
- A range of equipment and products appropriate to the beauty workplace.
- Product labels and sources of product information.
- A qualified workplace assessor or assessment team.

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WRBBS204B Apply nail art

Unit Descriptor

This unit describes the skills and knowledge required to perform the application of a range of nail art services. This competency may apply to a range of roles in the workplace.

This unit is equivalent to and replaces WRB20A Apply Nail Art, as packaged in WRB99.

Application of the Unit

This unit requires the operator to analyse the needs of clients and select and apply a range of nail art products, including hand painted designs, decals and jewellery. Knowledge and application of legislation and workplace policies in regard to safety and hygiene are also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector

Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Prepare client	1.1 Service area, client, operator and equipment are prepared for nail art service according to relevant legislation and workplace policies and procedures. 1.2 Client needs, expectations and characteristics are evaluated to enable advice and recommendations for a treatment plan. 1.3 Client is advised of maintenance requirements for decorated nails. 1.4 Nail and skin condition is identified and areas of the hands/nails requiring special treatment noted. 1.5 Contra-indications are identified, explained to client and referred to appropriate professional where required. 1.6 Type of nail art is selected according to size of nail and treatment plan and confirmed with client. 1.7 Nail art products are selected according to treatment plan and confirmed with client.
2. Apply nail art	2.1 Nails are prepared according to manufacturer recommendations and treatment plan. 2.2 Nail art products and equipment are applied sequentially according to relevant legislation, manufacturer instructions and client requirements. 2.3 Nail art is applied as required and secured according to manufacturer recommendations and treatment plan. 2.4 Nail art service is completed according to client requirements, relevant legislation and workplace policies and procedures. 2.5 ***Waste*** is disposed of according to relevant legislation and workplace policies and procedures.

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3. Provide aftercare advice	3.1 Client feedback is obtained and relevant outcomes of treatment are recorded. 3.2 Future treatment program is recommended according to client needs. 3.3 Treatment plan is revised as required. 3.4 ***Aftercare advice*** is provided according to client needs. 3.5 ***Product recommendations*** are made according to client requirements. 3.6 Client is rebooked according to agreed treatment plan.

KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Advising client on homecare and complementary products according to client needs will require communication of ideas and information.	1
Collecting analysing and organising information	Advising clients of maintenance requirements and advantages and disadvantages of various products will require information to be collected, analysed and organised.	1
Planning and organising activities	Selecting and sequentially applying nail art products will require activities to be planned and organised.	1
Working with others and in teams	Maintaining knowledge of workplace procedures and relevant legislation will require reporting to other staff members.	1
Using mathematical ideas and techniques	Preparing products to minimise wastage will require the use of mathematical ideas and techniques.	1
Solving problems	Identifying contra-indications and taking appropriate action will require problem solving skills.	1
Using technology	Using nail products and equipment may require the use of technology.	1

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RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here.

Clients may include but are not limited to:	• new or regular clients with routine or special needs.
Equipment may include but is not limited to:	• electric file/hand file • table with air venting facility • brushes • scissors • marbilizer/dotter • air ventilator.
Relevant legislation may include but is not limited to:	• Federal, State and local health and hygiene regulations • Occupational Health and Safety regulations • industry Codes of Practice.
Workplace policies and procedures may include but are not limited to:	• health and hygiene • workplace product range and manufacturer instructions • workplace time frame allocated for the performance of the service • methods of venting air.
Treatment plan may include but is not limited to:	• type of nail art • designs • colours • products • tool/equipment • follow-up procedures.
Maintenance requirements may include but are not limited to:	• retouching.

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Contra-indications may include but are not limited to:	• bacterial, viral, or fungal infections • warts • inflamed skin • visible non-normal nails • rashes • blisters/corns/calluses • heel fissures • bunions • hammer toes • circulatory problems.
Appropriate professional may include but is not limited to:	• medical practitioner • complementary therapist.
Nail art products may include but are not limited to:	• adornments/jewellery • decorative designs • water decals • adhesive backed tape and decals • rhinestones • hand painted designs.
Waste may include but is not limited to:	• filing dust • desk mats • excess monomer.
Aftercare advice may include but is not limited to:	• maintenance requirements • protective advice.
Product recommendations may include but are not limited to:	• buffers/files • cuticle oil • polish • polish remover • hand/cuticle cream • jewellery.

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EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to evaluate client needs and select and apply appropriate techniques and products, including cleansing and massage. Knowledge of anatomy and physiology of the skin and body as they relate to manicure and pedicare services must be demonstrated. The evidence provided must also demonstrate knowledge and skill in the application of workplace policies and procedures and relevant legislation, particularly in regard to hygiene and safety.

Critical aspects of evidence required to demonstrate competency in this unit

- Knowledge and consistent application of workplace policies and procedures and safe work practices in regard to applying nail art.
- Knowledge and consistent application of Federal, State and local health and hygiene regulations.
- Recognising and managing contra-indications and adverse effects.
- Reading, accurately interpreting and consistently applying manufacturer instructions for products, tools and equipment.
- Consistently using effective questioning and active listening techniques to consult, reassure and negotiate with clients while maintaining discretion, tact and confidentiality.
- Analysing the client's nails and designing a treatment plan to meet the client's needs including:
  - type of artificial nails procedure/techniques/product
  - type of nail art to be used
  - areas requiring corrective/remedial services.
- Knowledge and skill in the performance of nail art application for a variety of artificial nail products.
- Consistently using time effectively and controlling product waste.
- Evaluating the nail art application service and advising the client on future treatments, homecare and complementary products.

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Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, all units which relate to a job function can be integrated for assessment purposes.

Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - advising clients on the maintenance requirements for decorated nails
  - selecting nail art products according to treatment plan
  - applying nail art products according to manufacturer instructions
  - disposing of waste according to policies and procedures.
- written and/or oral questioning to assess knowledge and understanding of the provision of nail art services, including aftercare advice and relevant legislation. Questions will be asked in a manner appropriate to the language and literacy level of the learner.
- completing workplace documentation relevant to the provision of nail art services.
- third party reports from experienced beauty professionals in the workplace.
- completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

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Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Required skills and knowledge to achieve the performance criteria

Skills

- Responding to contra-indications and adverse effects.
- Analysing the client's nails and designing a treatment plan.
- Applying a range of nail art products and equipment.
- Communication techniques including:
  - using open and/or closed questions
  - speaking clearly and concisely
  - using appropriate language
  - non-verbal communication
  - written communication.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge

The provisions of relevant health and hygiene regulations/requirements.

The provisions of relevant Occupational Health and Safety regulations/requirements.

Workplace policies and procedures in regard to the performance of nail art application.

The appearance of contra-indications and adverse effects.

The effect of changes created by complementary nail shapes and designs.

The workplace product and equipment range.

The effects and benefits of a defined range of nail art products.

Ingredients and the effects of products used for nail art.

Care and cleaning requirements for nail art equipment, implements and service area.

Methods of venting air.

Principles of design in relation to the selection and application of nail art.

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Specific resources required for assessment

- Relevant documentation, such as:
  - workplace policy and procedures manuals.
- Access to a range of clients with different requirements.
- A range of nail art products.
- Product labels and sources of product information.
- A qualified workplace assessor or assessment team.

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WRBBS305B Use electrical equipment for nails

Unit Descriptor

This unit describes the skills and knowledge required to use electrical equipment for artificial nail application services. This competency may apply to a range of roles in the workplace.

This unit is equivalent to and replaces WRB19A Use Electrical Equipment for Nails, as packaged in WRB99.

Application of the Unit

This unit requires the operator to assess the needs of clients and use an electric file and a range of file bits to perform a range of artificial gel and acrylic nail application services. It requires knowledge and skill in the safe use of electrical equipment and a range of gel and acrylic products.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector

Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Identify client need	1.1 Service area, ***client*** and operator are prepared according to ***relevant legislation*** and ***workplace policies and procedures***. 1.2 Client needs, expectations and characteristics are identified and evaluated to enable advice and recommendations for a ***treatment plan***. 1.3 Nail condition is identified and areas of the nail requiring special treatment are noted. 1.4 ***Contra-indications*** are identified, explained to client, and referred to ***appropriate professional*** where required. 1.5 Finished nail shape and style is selected according to treatment plan. 1.6 ***Equipment*** and ***artificial nail products*** are selected according to treatment plan.
2. Use electrical equipment	2.1 Equipment is prepared according to treatment plan, client requirements and manufacturer instructions. 2.2 Equipment is applied correctly and safely in accordance with manufacturer instructions and relevant legislation. 2.3 ***Protective equipment*** is utilised as required. 2.4 Feedback is elicited from client during treatment and ***remedial action*** is taken if indicated. 2.5 ***Waste*** is disposed of according to relevant legislation and workplace policies and procedures. 2.6 Finished result is evaluated against treatment plan. 2.7 Equipment is cleaned and maintained according to relevant legislation, workplace policies and procedures and manufacturer instructions.

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KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Providing aftercare advice and guidelines according to client needs will require the communication of ideas and information.	1
Collecting analysing and organising information	Identifying client needs and expectations to enable the provision of advice and recommendations for a treatment plan will require information to be collected, analysed and organised.	1
Planning and organising activities	Selecting and applying products sequentially to meet desired outcomes will require activities to be planned and organised.	1
Working with others and in teams	Maintaining knowledge of workplace procedures and relevant legislation will require reporting to other staff members.	1
Using mathematical ideas and techniques	Controlling product waste will require the use of mathematical ideas and techniques.	1
Solving problems	Identifying contra-indications and referring clients to appropriate professionals will require problem solving skills.	1
Using technology	Recording relevant outcomes and rebooking clients for treatment may require the use of technology.	1

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here.

Clients may include but are not limited to:

- new or regular clients with routine or special needs.

Relevant legislation may include but is not limited to:

- Federal, State and local health and hygiene regulations
- Occupational Health and Safety legislation
- industry Codes of Practice.

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Workplace policies and procedures may include but are not limited to:	• health and hygiene • workplace electrical equipment range and manufacturer instructions • workplace time frame allocated for the performance of the service • methods of venting air.
Treatment plan may include but is not limited to:	• required service • areas requiring special treatment • products • tools and equipment • follow-up procedures.
Contra-indications may include but are not limited to:	• bacterial, viral, or fungal infections • warts • inflamed skin • visible non-normal nails • rashes • blisters/corns/calluses • heel fissures • bunions • hammer toes • circulatory problems.
Appropriate professional may include but is not limited to:	• medical practitioner • complementary therapist.
Equipment must include:	• electric file and appropriate file bits • table with air venting facility.
Equipment may include but is not limited to:	• ultra violet lamps.

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Artificial nail products may include but are not limited to:	• French refill • refill • sculptured nails • sculpting forms • tips and overlays • French tips • UV and non light gels • UV acrylics • fibreglass/silk wrap • temporary tips • acrylic resin • one component system • multi component system • coloured gels • acrylic overlaying gels • non-acidic primer • acidic primer.
Protective equipment may include:	• safety goggles/glasses • masks.
Remedial action may include but is not limited to:	• adjusting the electrical current.
Waste may include but is not limited to:	• filing dust • desk mats.

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EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to demonstrate knowledge and skill in the selection and use of electrical equipment to perform a range of nail enhancement services in a safe and hygienic manner. The evidence provided must also demonstrate knowledge of the safe use of electricity and knowledge and skill in the application of relevant legislation and workplace policies and procedures, particularly in regard to safety.

Critical aspects of evidence required to demonstrate competency in this unit

- Knowledge and consistent application of workplace policies and procedures and safe work practices in regard to the use of electrical equipment for nails.
- Knowledge and consistent application of Federal, State and local health and hygiene regulations.
- Recognising and managing contra-indications and adverse effects.
- Knowledge of the transmission routes of infectious conditions and skills in the application of standard infection control precautions.
- Reading, accurately interpreting and consistently applying manufacturer instructions for products, tools and equipment.
- Using effective questioning and active listening techniques to consult, reassure and negotiate with clients while maintaining discretion, tact and confidentiality.
- Analysing the client's nails and designing and applying a treatment plan to meet client needs including:
  - type of artificial nails procedure/techniques/product
  - type of equipment to be used
  - areas requiring corrective/remedial services.
- Knowledge and skill in the application and usage of electrical equipment for nail enhancement services.
- Knowledge and skill in the application and use of electrical equipment for a variety of artificial nail products.
- Consistently using time effectively and controlling product waste.
- Evaluating the use of electrical equipment for nail treatments service and advising the client on future treatments, homecare and complementary products.

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Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, all units which relate to a job function can be integrated for assessment purposes.

Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - selecting appropriate equipment and nail products according to client needs
  - asking questions to elicit feedback from client during treatment and taking remedial action if required
  - applying electrical equipment with speed, accuracy and safety
  - disposing of waste according to policies and procedures.
- written and/or oral questioning to assess knowledge and understanding of the use of electrical equipment for nails, including the safe use of electrical equipment and range of gels and acrylic resins. Questions will be asked in a manner appropriate to the language and literacy level of the learner.
- completing workplace documentation relevant to the use of electrical equipment for nails.
- third party reports from experienced beauty professionals in the workplace.
- completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

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Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Required skills and knowledge to achieve the performance criteria

Skills

- Responding to contra-indications and adverse effects.
- Analysing the client's nails and designing and applying a treatment plan.
- Using the electric file with speed, accuracy and safety.
- Communication techniques including:
  - open and/or closed questions
  - speaking clearly and concisely
  - appropriate language
  - non-verbal communication
  - written communication.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge

- The provisions of relevant health and hygiene regulations/requirements.
- The provisions of relevant Occupational Health and Safety regulations/requirements.
- Infection control procedures and the application of universal precautions.
- Workplace policies and procedures in regard to the usage of electrical equipment for nail treatments.
- The appearance of contra-indications and adverse effects.
- The effect of changes created by complementary nail shapes.
- The workplace product and equipment range.
- The effects and benefits of a defined range of artificial nail products and electrical equipment.
- The ingredients and effects of products used for artificial nails.
- The care and cleaning requirements for artificial nail electrical equipment, implements and service area.
- Methods of venting air.
- Structural requirements for artificial nails.
- The effects, advantages and disadvantages of usage of electrical equipment.
- The effects and benefits of each piece of equipment.
- Electrical currents, especially safety aspects.
- Safety aspects of electric file usage.

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Specific resources required for assessment

- Relevant documentation, such as:
  - workplace policy and procedures manuals.
- Access to a range of clients with different requirements.
- A range of nail art products.
- Product labels and sources of product information.
- A qualified workplace assessor or assessment team.

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WRBBS306A Apply airbrushed nail art

Unit Descriptor

This unit describes the skills and knowledge required to perform a range of nail art services using airbrushing techniques. This competency may apply to a range of roles in the workplace.

Application of the Unit

This unit requires the nail technician to select and apply a range of airbrushed nail art designs and techniques. It requires knowledge and skill in the safe use of products and equipment and of legislation and policy, particularly in regard to safety and hygiene.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector

Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Prepare client	1.1 Service area, ***client*** and operator are prepared according to ***relevant legislation*** and ***workplace policies and procedures***. 1.2 Client needs and expectations are evaluated to enable advice and recommendations for a ***treatment plan***. 1.3 Client is advised of the advantages and disadvantages of airbrushing services. 1.4 Nail and skin condition is identified and areas of the hands/nails requiring special treatment noted. 1.5 ***Contra-indications*** are identified, explained to client, and referred to ***appropriate professional*** where required. 1.6 ***Nail art products***, designs and ***equipment*** are selected according to treatment plan and confirmed with client.
2. Apply airbrushed nail art	2.1 Nails are prepared according to manufacturer instructions and treatment plan. 2.2 Nail art products are applied sequentially according to relevant legislation, manufacturer instructions and workplace policies and procedures. 2.3 ***Protective equipment*** is utilised as required. 2.4 Airbrushed nail art service is completed according to client requirements, relevant legislation and workplace policies and procedures. 2.5 Waste is disposed of and equipment cleaned/sanitised, according to relevant legislation and workplace policies and procedures and manufacturer instructions. 2.6 Finished result is evaluated against treatment plan.

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3. Provide aftercare advice	3.1 Client feedback is obtained and relevant outcomes of treatment recorded. 3.2 Future treatment program is recommended according to client needs. 3.3 Treatment plan is revised as required. 3.4 Aftercare advice and ***product recommendations*** are provided according to client needs. 3.5 Client is rebooked according to agreed treatment plan.

KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Advising client on homecare and complementary products will require the communication of ideas and information.	1
Collecting analysing and organising information	Advising clients of the advantages and disadvantages of various products will require information to be collected, analysed and organised.	1
Planning and organising activities	Selecting and sequentially applying airbrushed nail products will require activities to be planned and organised.	1
Working with others and in teams	Maintaining knowledge of workplace procedures and relevant legislation will require reporting to other staff members.	1
Using mathematical ideas and techniques	Preparing products to minimise wastage will require the use of mathematical ideas and techniques.	1
Solving problems	Identifying contra-indications and taking appropriate action will require problem solving skills.	1
Using technology	Using airbrushing equipment may require the use of technology.	1

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RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here.

Clients may include but are not limited to:	• new or regular clients with routine or special needs.
Relevant legislation may include but is not limited to:	• Federal, State and local health and hygiene regulations • Occupational Health and Safety legislation • industry Codes of Practice.
Workplace policies and procedures may include but are not limited to:	• health and hygiene • workplace product range and manufacturer instructions • workplace time frame allocated for the performance of the service • methods of venting air • temperature and air currents within treatment area.
Treatment plan may include but is not limited to:	• airbrushed designs • areas requiring special treatment • products • tools and equipment • follow-up procedures.
Contra-indications may include but are not limited to:	• bacterial, viral, or fungal infections • warts • inflamed skin • visible non-normal nails • rashes • blisters/corns/calluses • heel fissures • bunions • hammer toes • circulatory problems.
Appropriate professional may include but is not limited to:	• medical practitioner • complementary therapist.
Nail art products may include but are not limited to:	• airbrushing paints • friskets • stencils/masks.

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Equipment may include but is not limited to:	• airbrush gun • compressor • scissors • table • airbrush cleaning apparatus.
Protective equipment may include but is not limited to:	• face masks.
Product recommendations may include but are not limited to:	• airbrush top coat.

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EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to evaluate client needs and select and apply a range of airbrushed nail art products and designs. The evidence provided must also demonstrate knowledge and skill in maintaining equipment and applying relevant legislation and workplace policies and procedures.

Critical aspects of evidence required to demonstrate competency in this unit

- Knowledge and consistent application of workplace policies and procedures and safe work practices in regard to applying air brushed nail art.
- Knowledge and consistent application of Federal, State and local health and hygiene regulations.
- Recognising and managing contra-indications and adverse effects.
- Knowledge of the transmission routes of infectious conditions and skills in the application of standard infection control precautions.
- Reading, accurately interpreting and consistently applying manufacturer instructions for products, tools and equipment.
- Consistently using effective questioning and active listening techniques to consult, reassure and negotiate with clients while maintaining discretion, tact and confidentiality.
- Analysing the client's nails and skin and designing a treatment plan to meet client needs including:
  - product application techniques
  - areas requiring corrective/remedial services.
- Knowledge and skill in the application of a variety of airbrushing techniques and design applications.
- Consistently using time effectively and controlling product waste.
- Evaluating an airbrushed nail art service and advising the client on future treatments, homecare and complementary products.

Context of assessment

Elements describe the essential outcomes of a unit of competency.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway all units which relate to a job function can be integrated for assessment purposes.

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Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - discussing the advantages and disadvantages of airbrushed nail art with the client
  - identifying nail and skin conditions that may require special treatment
  - applying nail art products according to manufacturer instructions
  - providing aftercare advice according to client needs.
- written and/or oral questioning to assess knowledge and understanding of applying airbrushed nail art procedures, including the safe use of products and equipment. Questions will be asked in a manner appropriate to the language and literacy level of the learner.
- completing workplace documentation relevant to providing airbrushed nail art services.
- third party reports from experienced beauty professionals in the workplace.
- completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/ supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Required skills and knowledge to achieve the performance criteria

Skills

- Responding to contra-indications and adverse effects.
- Analysing the client's nails and skin and designing a treatment plan.
- Applying a range of airbrushed nail art.
- Using and maintaining airbrushing equipment.
- Evaluating the service and advising clients on methods and procedures for homecare and complementary products.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge

- The provisions of relevant health and hygiene regulations.
- The provisions of relevant Occupational Health and Safety regulations.
- Knowledge of infection control procedures and the application of universal precautions.
- Workplace policies and procedures in regard to the performance of an airbrushed nail art service.
- The effects of health and disease on nails and nail growth.
- The appearance of contra-indications and adverse effects.
- The workplace product range.
- Principles of design in relation to the selection and application of airbrushed nail art.
- Maintenance, care and cleaning requirements for airbrushed nail art tools and equipment and service area.
- Methods of venting air.

Specific resources required for assessment

- Relevant documentation, such as:
  - workplace policy and procedures manuals.
- Access to a range of clients with different requirements.
- A range of nail art products.
- Product labels and sources of product information.
- A qualified workplace assessor or assessment team.

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WRBBS407B Provide body treatments

Unit Descriptor

This unit describes the skills and knowledge required to perform a range of body treatments using manual and electrical procedures. Body treatments may be a discreet service or part of a treatment plan. This competency may apply to a range of roles in the workplace.

This unit is equivalent to and replaces WRB27A Provide Body Treatments, as packaged in WRB99.

Prerequisite Unit(s) WRBCS407A Develop a treatment plan for beauty therapy treatments

Application of the Unit This unit requires the beauty professional to interpret a treatment plan and apply a range of manual and electrical body treatments, including exfoliation and body wraps. Knowledge and skill in the application of a range of manual massage techniques and electrical currents is required. Knowledge and skill in the application of relevant legislation and workplace policies and procedures, particularly in regard to electrical safety and health and hygiene, is also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Confirm client treatment plan	1.1 Client ***treatment plan*** is accessed. 1.2 Any ***variations to treatment plan*** are identified and noted. 1.3 Treatment plan is confirmed with ***client***. 1.4 ***Products*** and ***equipment*** are selected according to treatment plan.
2. Prepare client and service area for body treatments	2.1 Service area, client and operator are prepared for treatment according to ***relevant legislation***, ***workplace policies and procedures*** and treatment plan. 2.2 Products and equipment are prepared according to relevant legislation, workplace policies and procedures and treatment plan. 2.3 ***Treatment routine*** is selected and sequenced according to treatment plan.
3. Apply body treatment products	3.1 ***Treatment area*** is prepared according to treatment plan. 3.2 Products are applied according to treatment plan, product ingredients and manufacturer instructions.
4. Perform body massage	4.1 ***Massage techniques*** and treatment routine are applied according to treatment plan. 4.2 Client response is monitored and treatment routine is adapted as required.

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5. Provide electrical body treatments	5.1 ***Electroneuromuscular treatment*** is applied according to relevant legislation, workplace policies and procedures, manufacturer instructions and treatment plan as required. 5.2 ***Desquamation of the epidermis*** is performed according to relevant legislation, workplace policies and procedures and treatment plan as required. 5.3 ***Iontophoresis*** of appropriate ***cellulite product*** to body part/s is performed according to relevant legislation, workplace policies and procedures and treatment plan as required. 5.4 ***Dispersal of mild oedema and cellulite*** is performed according to relevant legislation, workplace policies and procedures and treatment plan as required. 5.5 ***Acceleration of hyperaemia*** is performed according to treatment plan as required. 5.6 ***Circulatory stimulation*** is performed on the body/body parts according to relevant legislation, workplace policies and procedures and treatment plan as required. 5.7 ***Feedback*** is elicited from client during treatment and ***remedial action*** is provided if required.
6. Provide aftercare advice	6.1 Client feedback is obtained and treatment plan is amended as required. 6.2 ***Adverse effects*** are explained to client. 6.3 ***Future treatment program*** is recommended according to client or specific treatment requirements. 6.4 Treatment plan is reviewed and revised as required. 6.5 ***Aftercare advice*** is provided according to client needs. 6.6 Client is rebooked according to agreed treatment plan.

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KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Recommending future treatments and aftercare advice will require communication of ideas and information.	2
Collecting analysing and organising information	Identifying any changes in client condition requiring adjustments to the treatment plan will require information to be collected, analysed and organised.	2
Planning and organising activities	Selecting and sequencing treatment routine according to client treatment plan will require activities to be planned and organised.	2
Working with others and in teams	Identifying contra-indications, providing explanation to client and referring to appropriate professional will require team work.	2
Using mathematical ideas and techniques	Adjusting length of massage routine to client requirements will require the use of mathematical ideas and techniques.	1
Solving problems	Obtaining client feedback and taking remedial action as required will require problem solving skills.	2
Using technology	Applying electrical equipment may require the use of technology.	2

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RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here.

Treatment plan may include but is not limited to:	• treatment/s
	• products
	• equipment
	• contra-indications:
	  • bacterial, viral or fungal infections
	  • impetigo
	  • warts
	  • scabies
	  • boils/carbuncles
	  • candidiasis
	  • acne
	  • rashes
	  • pigmentation disorders
	  • hirsutism
	  • disorders of ageing skin
	  • sun burn
	  • biological changes including puberty, menopause, premature aging, anorexia, anaemia, pregnancy
	  • lesions
	  • skin trauma
	  • metal implants/pacemakers
	  • heart conditions
	  • circulatory disorders
	  • other visible non-normal skin
	• adverse effects
	• duration/frequency of treatments.

Variations to treatment plan may include but are not limited to:	• changes in client's physical condition • changes in client's requirements.
Clients may include but are not limited to:	• new or regular clients with routine or special needs.

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Products may include but are not limited to:	• exfoliants, friction, biological and chemical • setting masks • non-setting masks • specialised masks • tanning products • specialised body treatment products • toning lotions • moisturizers • massage medium.
Equipment must include:	• high frequency - direct and indirect • neuromuscular electronic stimulator (low frequency) • brush machines • galvanic current • steamer/vapourzone • mechanical massagers • static and pulsating vacuum suction.
Equipment may include:	• micro currents • low level intensity laser • heat blankets • steam room/cabinet • infra red lamp • ultra violet light.
Relevant legislation may include but is not limited to:	• Federal, State and local health regulations • Occupational Health and Safety regulations • industry Codes of Practice.
Workplace policies and procedures may include but are not limited to:	• health and hygiene • workplace product range and manufacturer instructions • time frame allocated for the performance of the service • the preparation of specific equipment and products.
Treatment routine must include:	• rhythm • repetition • variation.
Treatment area must include:	• torso • back • neck • decolletage • arms • legs.

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Massage techniques may include but are not limited to:	• effleurage • petrissage • tapotement • pincement • vibrations • friction • kneading • cupping • pumping • wringing • flicking • draining • percussion • hacking • rolling.
Electroneuromuscular treatment must include:	• low frequency current.
Desquamation of the epidermis must include:	• brush treatment.
Iontophoresis must include:	• direct current.
Cellulite product may include but is not limited to:	• gel • oil.
Dispersal of mild oedema and cellulite may include:	• electrotherapy • vacuum suction.
Acceleration of hyperaemia may include but is not limited to:	• vapourzone • high frequency • infra red light therapy • hydrotherapy.
Circulatory stimulation may include but is not limited to:	• vibratory apparatus • gyratory apparatus.
Feedback may include but is not limited to:	• comments • suggestions • enquiries.

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Remedial action may include but is not limited to:	• adapting treatment routine • adapting massage techniques • adjusting current levels.
Adverse effects may include but are not limited to:	• erythema resulting from treatment, massage medium or skin care product • skin blemishes due to massage stimulation • bruising • allergic reactions of the skin or body to treatment or products • psychological reactions of the client, to the electrical current, treatment or product.
Future treatment program may include but is not limited to:	• further body treatments • complementary treatments.
Aftercare advice may include but is not limited to:	• dietary habits • life style advice.

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EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to interpret a treatment plan and make any necessary adjustments according to changes in the client's condition, including contra-indications and adverse effects. Knowledge and skill in the application of manual massage movements and routines must be demonstrated. Knowledge and skill in the selection and application of products and equipment and electrical currents must be demonstrated. Knowledge and skill in the application of relevant legislation and workplace policies and procedures, particularly in regard to electrical safety must also be demonstrated.

Critical aspects of evidence required to demonstrate competency in this unit

- Knowledge and consistent application of workplace policies and procedures and the application of safe work practices in regard to the performance of body treatments.
- Knowledge and consistent application of relevant Federal, State and local health and hygiene regulations.
- Recognising and managing contra-indications and adverse effects.
- Knowledge of the transmission routes of infectious conditions and skills in the application of standard infection control precautions.
- Reading, accurately interpreting and consistently applying manufacturer instructions for products, tools and equipment.
- Consistently using effective questioning and active listening techniques to consult, reassure and negotiate with clients while maintaining discretion, tact and confidentiality.
- Interpreting a treatment plan and making any adjustments required by variations in the client's condition.
- Selecting and applying massage movements and electrical currents to suit elasticity of skin, skin condition, degree of subcutaneous fat, muscle density and tone.
- Preparing the body for treatment, including pre- or post-electrical treatments.
- Knowledge and skill in the application of a variety of massage movements and techniques.
- Consistently using time effectively and controlling product waste.
- Evaluating a body treatment and advising the client on future treatments, homecare and complementary products.
- Accurately and legibly recording relevant data.

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Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, this unit requires an assessment outcome which includes evidence of:

- the application of knowledge of skin biology, anatomy and physiology, skin science, electricity, nutrition and cosmetic chemistry as it is specifically identified in the required knowledge for this unit
- developing a treatment plan.

The following units relate to this unit of competency and have been identified as:

Pre-requisites:

- WRBCS407A Develop a treatment plan for beauty therapy treatments
- Co-requisites:
- WRBCS305A Apply knowledge of skin biology to beauty treatments
- WRBCS408A Apply knowledge of anatomy and physiology to beauty therapy treatments
- WRBCS409A Apply knowledge of skin science to beauty therapy treatments
- WRBCS410A Apply knowledge of electricity to beauty therapy treatments
- WRBCS411A Apply knowledge of nutrition to beauty therapy treatments
- WRBCS412A Apply knowledge of cosmetic chemistry to beauty therapy treatments

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Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - discussing the advantages and disadvantages of airbrushed nail art with the client
  - identifying nail and skin conditions that may require special treatment
  - applying nail art products according to manufacturer instructions
  - providing aftercare advice according to client needs.
- written and/or oral questioning to assess knowledge and understanding of applying airbrushed nail art procedures, including the safe use of products and equipment. Questions will be asked in a manner appropriate to the language and literacy level of the learner.
- completing workplace documentation relevant to providing airbrushed nail art services.
- third party reports from experienced beauty professionals in the workplace.
- completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/ supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Required skills and knowledge to achieve the performance criteria

Skills

- Responding to contra-indications and adverse effects.
- Interpreting the treatment plan and identifying and adjusting to any changes in the client's condition.
- Identifying the physical appearance of:
  - various skin types
  - normal skin
  - abnormal skin conditions
  - minor skin blemishes.
- Applying a range of massage movements and routines according to the treatment plan.
- Applying a range of electrical equipment and current levels according to the treatment plan.
- Responding to questions and providing information and reassurance to the client throughout the service.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge

- The provisions of relevant health and hygiene regulations/requirements.
- The provisions of relevant Occupational Health and Safety regulations/requirements.
- Knowledge of infection control procedures and the application of universal precautions.
- Workplace policies and procedures in regard to the performance of a manual and electrical body treatment.
- The appearance of contra-indications and adverse effects.
- The effects and benefits of a defined range of skin care and body treatment products.
- Factors likely to affect the suitability of each workplace treatment to client needs and the effects and benefits of each step in body treatments.
- Anatomy and physiology of the skin and skin structures as it relates to beauty treatments, including:
  - a simplified cross-section of skin
  - glands as they relate to basic skin function
  - skin chemicals, including sebum and sweat production, normal and abnormal, collagen, elastin, lipids
  - phases of growth, cell renewal, healing of skin and factors affecting epidermal mitosis
  - normal process of skin ageing and structural change
  - physiological basis of skin colour
  - electromagnetic spectrum and effect of light on the skin
  - normal skin response to irritation and trauma
  - scars including hypertrophic and keloid, their origin, evolution and abnormal scar tissue
  - the effects of workplace treatments on the physical structure of the skin

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    - trans-epidermal water loss
    - wound healing in different skin types and locations
    - percutaneous absorption and factors affecting penetration of cosmetics
    - normal body flora.
- The following body systems in regard to their interdependence and purpose in relation to a healthy body and their relationship to the skin, muscles and nerves:
    - skeletal and muscular system including an awareness of postural and skeletal abnormalities, muscle contractibility and motor points, position and action of superficial muscles of the body in relation to body treatments, including:
        - deltoid, biceps, triceps, brachialis, trapezius, latissimus dorsi, serratus anterior, pectorals, intercostals, rectus abdominous, obliques, gluteals, hamstrings, quadriceps, sartorius, adductors, gastrocnemius, soleus, tibialis anterior
    - nervous system and its relationship to skin sensations
    - lymphatic, digestive, respiratory, and circulatory systems and their relationship to skin function, including thermoregulation and homeostasis
    - endocrine and reproductive systems in relationship to hormonal control of the skin.
- The categories of massage, motor points and reflex points.
- The classifications, benefits and application of effleurage, petrissage, tapotement and vibratory massage movements.
- The causes of skin reactions/allergies in regard to body treatments.
- Knowledge of the principles and properties of electricity as they relate to body treatments.
- Basic nutrition and the relationship between nutrition and healthy skin, particularly foods which may have an effect on the skin or which may be contra-indicated in combination with relevant skin conditions or products used in a treatment procedure.
- Cosmetic chemistry/ingredients in relevant treatment products particularly in regard to their likely effects on the skin, the toxic effects of various substances and their contribution to premature ageing and possible contra-indications in combination with other products or circumstances.
- The operator's legal and insurance liabilities and responsibilities in regard to services, especially electrical treatments, and to use and preparation of treatment products.

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Specific resources required for assessment

- Relevant documentation, such as:
  - workplace policy and procedures manuals.
- Access to a range of clients with different requirements.
- A range of nail art products.
- Product labels and sources of product information.
- A qualified workplace assessor or assessment team.

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WRBBS408B Provide aesthetic aromatic massage

Unit Descriptor

This unit describes the skills and knowledge required to perform a range of aesthetic aromatic massage procedures using pre-blended aromatic plant oils. This competency may apply to a range of roles in the workplace.

This unit is equivalent to and replaces WRB28A Provide Aesthetic Aromatherapy Massage, as packaged in WRB99.

Prerequisite Unit(s)

WRBCS407A Develop a treatment plan for beauty therapy treatments
WRBBS407B Provide body treatments

Application of the Unit

This unit requires the beauty professional to interpret the client's treatment plan and apply a range of pre-blended aromatic plant oils using a range of massage movements and techniques. It requires knowledge of anatomy and physiology for example, the skeletal and muscular system, and its application to aesthetic aromatic massage. Knowledge and skill in the application of relevant legislation and workplace policies and procedures, particularly in the safe use of pre-blended oils and hygiene, are also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector

Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Confirm treatment plan	1.1 Client ***treatment plan*** is accessed. 1.2 Any ***variations to treatment plan*** are identified and noted. 1.3 Treatment plan is confirmed with ***client***.
2. Prepare client for aromatic aesthetic treatments	2.1 Service area, operator and client are prepared for treatment according to ***relevant legislation***, ***workplace policies and procedures*** and treatment plan. 2.2 ***Massage routine*** is selected and sequenced according to treatment plan.
3. Select products	3.1 ***Pre-blended oils*** are selected according to individual product specifications and treatment plan. 3.2 ***Effects and benefits*** of selected pre-blended oils are explained to client. 3.3 ***Care, handling and storage*** of pre-blended oils are performed according to product specifications and workplace policies and procedures.

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4. Perform massage techniques	4.1 Selected ***massage movements*** and pre-blended oils are applied according to treatment plan. 4.2 Massage routine is applied according to treatment plan. 4.3 Length of massage routine is varied to suit client requirements. 4.4 ***Client response*** is monitored throughout the treatment and massage routine is evaluated and adapted as required.
5. Apply aromatic aesthetic treatment products	5.1 ***Treatment area*** is prepared according to treatment plan and product specifications. 5.2 Treatment routine is selected and sequenced according to client treatment plan. 5.3 ***Treatment products*** are applied and removed according to treatment plan and product specifications.
6. Provide aftercare advice	6.1 ***Client feedback*** is obtained and relevant ***outcomes of treatment*** are recorded. 6.2 ***Future treatment program*** is recommended and treatment plan revised according to client needs. 6.3 ***Aftercare advice*** is provided according to client needs. 6.4 ***Product recommendations*** are made according to client requirements. 6.5 Possible ***adverse effects*** are explained to client. 6.6 Client is rebooked according to agreed treatment plan

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KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Clearly explaining effects and benefits of pre-blended oils to client will require the communication of ideas and information.	2
Collecting analysing and organising information	Evaluating outcomes of treatment and making recommendations for future treatments will require information to be collected, analysed and organised.	2
Planning and organising activities	Selecting and sequencing massage routine and product application and removal will require activities to be planned and organised.	2
Working with others and in teams	Maintaining knowledge of legislation and workplace policies and procedures will require team work.	2
Using mathematical ideas and techniques	Preparing pre-blended oils and treatment products may require the use of mathematical ideas and techniques.	1
Solving problems	Monitoring client response throughout treatment and evaluating and adapting massage routine as required will require problem solving skills.	2
Using technology	Rebooking client for further treatment may require the use of technology	1

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RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here.

Treatment plan may include but is not limited to:	• treatment duration
	• products
	• massage routine
	• massage movements
	• tools/equipment
	• contra-indications:
	  • bacterial, viral or fungal infections
	  • impetigo
	  • scabies
	  • boils/carbuncles
	  • acne
	  • rashes
	  • pigmentation disorders
	  • disorders of ageing skin
	  • sun burn
	  • biological changes including puberty, menopause, premature ageing, anorexia, anaemia, pregnancy
	  • and other visible non-normal skin
	• relevant medical history/medications
	• outcomes of previous treatments.

Variations to treatment plan may include but are not limited to:	• changes in client's physical condition • changes in client's requirements.
Clients may include but are not limited to:	• new or regular clients with routine or special needs.
Relevant legislation may include but is not limited to:	• Federal, State and local health and hygiene regulations • Occupational Health and Safety regulations • industry Codes of Practice.
Workplace policies and procedures may include but are not limited to:	• health and hygiene • workplace product range and manufacturer instructions • time frame allocated for the performance of the service • room temperature adjustment.
Massage routine must include but is not limited to:	• rhythm • repetition • variation.

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Pre-blended oils may include but are not limited to:	• combinations of:
	  • lavender
	  • juniper
	  • chamomile
	  • rosemary (unsafe for pregnant women)
	  • eucalyptus
	  • geranium
	  • citrus: lemon, lime, mandarin, grapefruit, tangerine,
	  • melaleuca, tea tree, cajuput, niaouli
	  • frankincense
	  • rose
	  • sandalwood
	  • ciary sage.

Effects and benefits may include but are not limited to:	• relaxation • rejuvenation of skin • skin healing • muscular tension relief • improved sleeping pattern.
Care, handling and storage may include but is not limited to:	• clear and accurate labelling • protection from light • temperature control.
Massage movements may include:	• effleurage • petrissage • pincement • vibrations • friction • kneading • pumping • wringing • flicking • draining • rolling.
Client response may include but is not limited to:	• positive or negative reactions • verbal and/or non-verbal communication.
Treatment area may include but is not limited to:	• neck • back • decolletage.

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Treatment products may include but are not limited to:	• oils/gels • creams/milks • powders • clay.
Client feedback may include but is not limited to:	• comments • suggestions • enquiries.
Outcomes of treatment may include but are not limited to:	• client satisfaction • adverse effects.
Future treatment program may include but is not limited to:	• number/frequency of future treatments • type of pre-blended oil.
Aftercare advice may include but is not limited to:	• basic exercises/nutrition advice • rest • further massage treatment.
Product recommendations may include but are not limited to:	• pre-blended oils.
Adverse effects may include but are not limited to:	• erythema or inflammation arising from pre-blended oils or treatment products • skin blemishes due to massage stimulation • nausea, headache, dizziness, drowsiness • allergic reactions of the skin or body to treatment or products.

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EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to interpret a treatment plan and make adjustments required by any changes in the client's condition, including the appearance of contra-indications and adverse effects. Knowledge and skills in the application of a range of massage routines and movements and of the effects and benefits of a defined range of pre-blended oils must be demonstrated. The evidence provided must also demonstrate knowledge and skill in the application of relevant legislation and workplace policies and procedures, particularly in regard to safety and hygiene.

Critical aspects of evidence required to demonstrate competency in this unit

- Knowledge and consistent application of workplace policies and procedures and the application of safe work practices in regard to the performance of aesthetic aromatic massage.
- Knowledge and consistent application of relevant Federal, State and local health and hygiene regulations.
- Recognising and managing contra-indications and adverse effects.
- Confirming a treatment plan, including adapting the treatment to accommodate any changes in the clients condition.
- Reading, accurately interpreting and consistently applying product specifications for pre-blended oils and treatment products.
- Knowledge and skill in the application of a variety of treatment products and pre-blended oils.
- Knowledge and skill in the application of a variety of massage routines and movements.
- Evaluating an aesthetic aromatic treatment and advising the client on future treatments, homecare and complementary products.
- Consistently using effective questioning and active listening techniques to consult, reassure and negotiate with clients while maintaining discretion, tact and confidentiality.
- Accurately and legibly recording relevant data.

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Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, this unit requires an assessment outcome which includes evidence of:

- the application of knowledge of skin biology, anatomy and physiology and nutrition as specifically identified in the required knowledge for this unit
- providing body treatments
- developing a treatment plan.

The following units relate to this competency have been identified as :

Pre-requisites

- WRBCS407A Develop a treatment plan for beauty therapy treatments
- WRBBS407B Provide body treatments.

Co-requisites

- WRBCS408A Apply knowledge of anatomy and physiology to beauty therapy treatments
- WRBCS411A Apply knowledge of nutrition to beauty therapy treatments

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Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in a simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - discussing variations to treatment plan with client
  - selecting and sequencing massage routines according to client's needs
  - handling and storing pre-blended oils according to workplace policies and procedures.
- written and/or oral questioning to assess knowledge and understanding of providing aesthetic aromatherapy massage procedures, including knowledge of anatomy and physiology and the safe use of pre-blended oils. Questions will be asked in a manner appropriate to the language and literacy level of the learner.
- completing workplace documentation relevant to providing aesthetic aromatic massage services.
- third party reports from experienced beauty professionals in the workplace.
- completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor..

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Required skills and knowledge to achieve the performance criteria

Skills

- Responding to contra-indications and adverse effects.
- Interpreting the treatment plan and adapting treatment to accommodate any changes in the client's physical condition.
- Applying a range of massage routines and movements to suit elasticity of skin, skin condition, degree of subcutaneous fat, treatment products and client's relaxation needs.
- Applying a range of treatment products and pre-blended oils suitable to the client's needs.
- Responding to questions and providing information and reassurance to the client throughout the service.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge

- The provisions of relevant health and hygiene regulations/requirements.
- The provisions of relevant Occupational Health and Safety regulations/requirements.
- Knowledge of infection control procedures and the application of universal precautions.
- Workplace policies and procedures in regard to the performance of an aesthetic aromatic treatment.
- The effects and benefits of a defined range of treatment products and pre-blended oils.
- Anatomy and physiology of the skin and skin structures as it relates to aesthetic aromatic treatments, including:
  - a simplified cross-section of skin
  - glands as they relate to basic skin function
  - skin chemicals, including sebum and sweat production, normal and abnormal, collagen, elastin and lipids
  - phases of growth, cell renewal, healing of skin and factors affecting epidermal mitosis
  - normal process of skin ageing and structural change
  - physiological basis of skin colour
  - electromagnetic spectrum and effect of light on the skin
  - normal skin response to irritation and trauma
  - scars including hypertrophic and keloid, their origin, evolution, and abnormal scar tissue
  - the effects of workplace treatments on the physical structure of the skin
  - trans-epidermal water loss
  - wound healing in different skin types and locations
  - percutaneous absorption and factors affecting penetration of cosmetics
  - normal body flora.
- The following body systems in regard to their interdependence and purpose in relation to a healthy

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body and their relationship to the skin, muscles and nerves:
  - skeletal and muscular system, including an awareness of postural and skeletal abnormalities , muscle contractibility reflex points and motor points, position and action of superficial muscles of the body in relation to body treatments, including:
    - deltoid, biceps, triceps, brachialis, trapezius, latissimus dorsi, serratus anterior, pectorals, intercostals, rectus abdominous, obliques, gluteals, hamstrings, quadriceps, sartorius, adductors, gastrocnemius, soleus, tibialis anterior
  - nervous system and its relationship to skin sensations
  - lymphatic, digestive, respiratory, and circulatory systems and their relationship to skin function, including thermoregulation and homeostasis
  - endocrine and reproductive systems in relationship to hormonal control of the skin
  - olfactory sense in regard to aromatic aesthetic treatments.
- The appearance of contra-indications and adverse effects.
- Basic nutrition guidelines and the relationship between nutrition and healthy skin, particularly foods which may have an effect on the skin or which may be contra-indicated in combination with relevant skin conditions or products used in a treatment procedure.
- Cosmetic chemistry/ingredients in relevant treatment products particularly in regard to their likely effects on the skin and possible contra-indications in combination with other products or circumstances.
- Postural and skeletal abnormalities and their possible effect on massage treatments.
- The relevant categories, classifications and advantages of effleurage, petrissage, tapotement and vibratory massage movements.
- The causes of skin reactions/allergies in regard to aromatic aesthetic treatments.

Specific resources required for assessment

- Relevant documentation, such as:
  - workplace policy and procedures manuals.
- Access to a range of clients with different requirements.
- A range of equipment and products appropriate to the beauty workplace.
- Product labels and sources of product information.
- A qualified workplace assessor or assessment team.

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WRBBS509A Plan the spa program

Unit Descriptor

This unit describes the skills and knowledge required to consult with clients and select and sequence a range of spa treatments as a program. This competency may apply to a range of work roles in the workplace.

Prerequisite Unit(s) WRBCS407A Develop a treatment plan for beauty therapy treatments

Application of the Unit

This unit requires the beauty professional to consult with clients to select and sequence a range of spa treatments and prepare clients for the spa experience. Knowledge of the history and development of spa treatments and the application of client care particular to the spa environment are required. Knowledge and skill in the application of workplace policies and procedures, particularly in regard to water hygiene is also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Demonstrate knowledge of spa principles	1.1 ***Definition of spa*** is provided. 1.2 Knowledge of ***spa historyand development*** is demonstrated. 1.3 Knowledge of ***spa principles*** is demonstrated. 1.4 Knowledge of ***spa therapies*** is demonstrated.
2. Consult with client	2.1 ***Relevant information*** is obtained from the ***client*** to determine their ***expectations/requirements***. 2.2 ***Spa treatments*** and ***products*** are explained to the client. 2.3 ***Contra-indications*** are identified, discussed with the client and referred to an ***appropriate professional*** where required. 2.4 ***Special needs*** of the client are identified.
3. Determine the spa program	3.1 ***Treatment recommendations*** are discussed with client. 3.2 Treatment/s are agreed and scheduled with client. 3.3 ***Pre-treatment advice*** and ***post-treatment advice*** is provided to client according to the spa program. 3.4 ***Spa program plan*** is recorded according to ***workplace policies and procedures***. 3.5 Client is booked for spa program.

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KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Explaining spa treatments and products to the client will require communication of ideas and information.	2
Collecting analysing and organising information	Consulting with the client to determine their needs/expectations will require information to be collected, analysed and organised.	2
Planning and organising activities	Sequencing spa treatments to meet the needs of the client, and staffing and equipment availability, will require activities to be planned and organised.	3
Working with others and in teams	Planning the spa program will require team work.	2
Using mathematical ideas and techniques	Scheduling clients will require the use of mathematical ideas and techniques.	1
Solving problems	Identifying and addressing special needs of clients will require problem solving skills.	2
Using technology	Recording the spa program may require the use of technology.	1

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here.

Definition of spa must include but is not limited to:

- healing through water
- philosophy of current spa movement.

Spa history and development may include but is not limited to:

- origins of hydrotherapy
- overseas trends
- development of current spa movement
- cultural healing traditions.

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Spa principles may include but are not limited to:	• benefits and limitations of spa treatments • water hygiene • industry Codes of Practice.
Spa therapies must include but are not limited to:	• hydrotherapy • Thalassotherapy • Balneo therapy • Kneipp therapy.
Relevant information may include but is not limited to:	• previous treatments • physical attributes • lifestyle • time constraints • budgetary constraints.
Clients may include but are not limited to:	• new or regular clients with routine or special needs.
Expectations/requirements may include but are not limited to:	• improved relaxation • improved sense of wellbeing • improved skin condition • stress reduction.
Spa treatments may include but are not limited to:	• hydrotherapy • wraps/packs • exfoliation/dry brushing • floatation tank • sauna/steam • herbal therapy.
Products may include but are not limited to:	• pre-blended aromatic plant oils • exfoliants • muds/clays/algae.

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Contra-indications may include but are not limited to:	• bacterial, viral or fungal infections • impetigo • scabies • boils/carbuncles • candidiasis • allergies • sun burn • biological changes including premature ageing, anorexia, anaemia, pregnancy, breastfeeding • lesions • skin trauma • metal implants/pacemakers • heart conditions • circulatory disorders • intoxication • conditions requiring consent from a medical practitioner.
Appropriate professional may include but is not limited to:	• medical practitioner • complementary therapist.
Special needs may include but are not limited to:	• mobility assistance • cultural requirements.
Treatment recommendations may include but are not limited to:	• types of treatments • sequencing of treatments • duration and intensity of treatments • post-treatment advice.
Pre-treatment advice may include but is not limited to:	• abstaining from alcohol • avoiding vigorous exercise.
Post-treatment advice may include but is not limited to:	• hydration • thermoregulation.
Spa program plan may include but is not limited to:	• treatment/s • sequencing of treatments • duration of treatments • products • equipment • contra-indications • special needs • post-treatment care.

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Workplace policies and procedures may include but are not limited to:	• health and hygiene legislation/regulations • methods of sequencing treatment/s • privacy of client information • Occupational Health and Safety.
Definition of spa must include but is not limited to:	• healing through water • philosophy of current spa movement.
Spa history and development may include but is not limited to:	• origins of hydrotherapy • overseas trends • development of current spa movement • cultural healing traditions.

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to identify the history, development and principles of spa treatments and demonstrate knowledge of the theory of hydrotherapy, Thalassotherapy, Balneo therapy and Kneipp therapy. Skill in conducting client consultations and planning a spa program according to the needs of the client, contra-indications and relevant workplace policies and procedures must also be demonstrated. The evidence provided must demonstrate knowledge and skill in the application of workplace policies and procedures, particularly in regard to water hygiene, when planning the spa program.

Critical aspects of evidence required to demonstrate competency in this unit	• Knowledge of the theory of hydrotherapy, Thalassotherapy, Balneo therapy and Kneipp therapy. • Knowledge and consistent application of spa principles in the selection and sequencing of spa treatments. • Knowledge and consistent application of water hygiene, including the prevention of cross infection. • Knowledge and consistent application of safe work practices. • Recognising and managing contra-indications. • Maximising the use of available staff and equipment. • Consistently using effective questioning and active listening techniques to consult, reassure and negotiate with clients while maintaining discretion, tact and confidentiality.

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Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace.

Competency should be demonstrated in a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, this unit requires an assessment outcome which includes evidence of:

- the application of knowledge of skin biology, skin science, nutrition and cosmetic chemistry as specifically identified in the required knowledge for this unit
- developing a treatment plan.

The following units relate to this unit of competency and have been identified as:

Pre-requisites

- WRBCS407A Develop a treatment plan for beauty therapy treatments
- Co-requisites
- WRBCS305A Apply knowledge of skin biology to beauty treatments
- WRBCS409A Apply knowledge of skin science to beauty therapy treatments
- WRBCS411A Apply knowledge of nutrition to beauty therapy treatments
- WRBCS412A Apply knowledge of cosmetic chemistry to beauty therapy treatments

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Method of assessment

- The following assessment methods are suggested:
- observation of the learner performing a range of tasks in a simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - identifying and selecting spa treatments according to client needs
  - sequencing spa treatments to meet client needs and make efficient use of staff and equipment.
- written and/or oral questioning to assess knowledge and understanding of spa principles and the application of water hygiene to the sequencing of spa treatments. Questions will be asked in a manner appropriate to the language and literacy level of the learner.
- completing workplace documentation relevant to planning spa programs.
- third party reports from experienced spa professionals in the workplace.
- completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Required skills and knowledge to achieve the performance criteria

Skills

- Applying spa principles to the selection and sequencing of spa treatments.
- Responding to contra-indications and adverse effects.
- Sequencing spa treatments to meet the needs of the client and make efficient use of staff and equipment.
- Communication skills to consult with the client to select spa treatments and make recommendations.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge

- Spa principles and therapies.
- Water hygiene and the transmission of water-borne viruses and infections.
- The provisions of relevant Occupational Health and Safety regulations.
- Workplace policies and procedures in regard to the selection and sequencing of spa treatments.
- Cosmetic chemistry/ingredients in relevant spa treatment products particularly in regard to their likely effects on the skin.
- The appearance and management of contra-indications and adverse effects.
- Pre-treatment and post-treatment requirements for recommended spa treatments.
- Anatomy and physiology of the skin and skin structures as it relates to spa treatments, including:
  - a simplified cross-section of skin
  - glands as they relate to basic skin function
  - skin chemicals, including sebum and sweat production, normal and abnormal, collagen, elastin and lipids
  - phases of growth, cell renewal, healing of skin and factors affecting epidermal mitosis
  - normal process of skin ageing and structural change
  - percutaneous absorption and factors affecting penetration of cosmetics
  - normal body flora.
- Basic nutrition and the relationship between nutrition and healthy skin, particularly foods which may have an effect on the skin or which may be contra-indicated in combination with relevant skin conditions or products used in a spa treatment procedure.

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Specific resources required for assessment

- Relevant documentation, such as:
  - workplace policy and procedures manuals.
- Access to a range of clients with different requirements.
- A range of equipment and products appropriate to a salon/day/resort spa.
- Product labels and sources of product information.
- A qualified workplace assessor or assessment team.

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WRBBS510A Provide the spa program

Unit Descriptor

This unit describes the skills and knowledge required to provide a range of spa treatments as a program. This competency may apply to a range of work roles in the workplace.

Prerequisite Unit(s)

WRBBS509A Plan the spa program
WRBCS407A Develop a treatment plan for beauty therapy treatments

Application of the Unit

This unit requires the beauty therapist to provide a range of spa treatments according to a defined plan. Knowledge and skill in the application of specialised client care, spa equipment, products and aftercare and the application of relevant legislation and workplace policies and procedures, particularly in regard to water hygiene is also required. This unit may be applied in a salon spa, day spa or resort spa.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector

Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Confirm spa program plan	1.1 Client spa program plan is accessed. 1.2 Any variations to the spa program plan are identified and noted. 1.3 The spa program plan is confirmed with the client. 1.4 Written consent is obtained from the client.
2. Prepare client for spa treatment/s	2.1 Service area/s are prepared sequentially according to spa treatments, relevant legislation and workplace policies and procedures. 2.2 ***Service area environment*** is prepared according to client needs and workplace policies and procedures. 2.3 ***Client preparation*** is conducted according to the spa program plan, relevant legislation and workplace policies and procedures. 2.4 ***Treatment area/s*** are prepared according to the spa program plan, relevant legislation and workplace policies and procedures. 2.5 ***Products*** and ***equipment*** are prepared and sequenced according to the spa program plan, manufacturer instructions, relevant legislation and workplace policies and procedures.

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3. Perform spa treatment/s	3.1 Products are applied according to the spa program plan, workplace policies and procedures and manufacturer instructions. 3.2 Equipment is applied according to the spa program plan and manufacturer instructions, relevant legislation and workplace policies and procedures. 3.3 Treatment/s are performed according to the spa program plan and workplace policies and procedures. 3.4 Timing and sequencing of spa treatments are performed according to the spa program plan, manufacturer instructions, workplace policies and procedures and relevant legislation.
4. Perform aftercare treatment	4.1 Client is monitored according to workplace policies and procedures. 4.2 ***Adverse effects*** are identified and responded to as required. 4.3 ***Aftercare products*** are applied as required. 4.4 ***Aftercare treatment/s*** are provided according to the spa program plan, workplace policies and procedures and client needs.
5. Advise on further treatments	5.1 ***Outcomes*** of the spa program are evaluated, noted and recommendations for ***further treatment/s*** are made. 5.2 Client is advised of suitable ***homecare products***, and appropriate ***lifestyle changes***. 5.3 Product use is explained and the application demonstrated as required. 5.4 Client is advised of expected outcomes of future treatments. 5.5 Client is rebooked according to agreed the spa program plan.

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KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Maintaining client care throughout the service will require communication of ideas and information.	2
Collecting analysing and organising information	Providing aftercare advice according to the outcomes of the treatment/s will require information to be collected, analysed and organised.	2
Planning and organising activities	Providing the service according to the spa program plan will require activities to be planned and organised.	2
Working with others and in teams	Sequencing spa treatments will require team work.	3
Using mathematical ideas and techniques	Controlling product waste will require the use of mathematical ideas and techniques.	1
Solving problems	Identifying and addressing variations to the spa program plan will require problem solving skills.	2
Using technology	Recording spa program plan may require the use of technology.	1

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here.

Clients may include but are not limited to:

- new or regular clients with routine or special needs.

Spa program plan may include but is not limited to:

- treatment/s
- sequencing of treatments
- duration of treatments
- products
- equipment

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Variations to spa program plan may include but are not limited to:	• changes in client's physical condition • changes in client's requirements.
Service area/s may include but are not limited to:	• change room • waiting room • treatment rooms • after-treatment lounge.
Spa treatments may include but are not limited to:	• hydrotherapy • dry brushing, exfoliation • wraps, packs • wet and dry rooms. • floatation tank • hot and cold rocks.
Relevant legislation may include but is not limited to:	• Federal, State and local health and hygiene regulations • Occupational Health and Safety Regulations • industry Codes of Practice.
Workplace policies and procedures may include but are not limited to:	• water hygiene • selection of products • selection and sequencing treatments • time frame allocated for the performance of treatments • cleaning and maintenance of equipment and facilities • identifying and responding to inappropriate client behaviour • disposal of waste • waste minimisation.
Service area environment may include but is not limited to:	• privacy • temperature control • lighting • music.
Client preparation may include but is not limited to:	• disrobing • showering.
Treatment areas may include:	• face • scalp • body • hands • feet.

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Products may include but are not limited to:	• oils • exfoliants • salt • muds/clays/algae.

Equipment must include:	• hydrotherapy tub
	  • vichy shower
	  • hot towel cabinet.

Equipment may include but is not limited to:	• portable or fixed wet table • sauna/steam • floatation tank vapouriser.
Adverse effects may include but are not limited to:	• erythema or inflammatory reaction to treatment or product • skin blemishes due to massage stimulation • allergic reactions of the skin or body to treatments or products • reactions to changes in body temperature.
Aftercare products may include but are not limited to:	• facial moisturisers • body lotions.
Aftercare treatments must include but are not limited to:	• hydration • thermoregulation.
Outcomes may include but are not limited to:	• appearance of treatments area/s • client's wellbeing • relaxation.
Further treatments may include but are not limited to:	• facial treatments • body treatments • spa treatments.
Homecare products may include but are not limited to:	• skin care • body care • pre-blended aromatic plant oils • nutritional supplements.

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Lifestyle changes may include but are not limited to:	• improved diet • sun protection • reduction of alcohol/tobacco consumption • exercise • meditation.

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to interpret a spa program plan and make any adjustments required by changes in the client's condition, including identifying and responding to contra-indications. Knowledge and skill in the application of hydrotherapy, dry brushing/exfoliation and wraps/packs as a minimum of spa treatments must be demonstrated. Knowledge and skill in the application of products and equipment to achieve the identified outcomes must also be demonstrated. Knowledge and skill in the application of client care throughout the treatment, including monitoring clients, adjusting treatments where required and providing aftercare must also be demonstrated. The evidence provided must demonstrate knowledge and skill in the application of relevant legislation and workplace policies and procedures, particularly in regard to water hygiene and the prevention of cross-infection.

Critical aspects of evidence required to demonstrate competency in this unit	• Interpret a spa program plan and making any adjustments required by variations in the client's condition. • Knowledge and consistent application of water hygiene, including the prevention of cross infection. • Knowledge and consistent application of relevant Federal, State and local regulations/requirements and industry Codes of Practice. • Knowledge and consistent application of workplace policies and procedures and safe work practices. • Recognising and managing all aspects of wet area safety. • Recognising and managing contra-indications and adverse effects. • Monitoring and adjusting treatment and equipment according to the client's needs. • Consistently using effective questioning and active listening techniques to consult, reassure and care for the client while maintaining discretion, tact and confidentiality. • Knowledge and skill in the application of a variety of spa treatment products. • Consistently using time effectively and controlling product waste. • Evaluating a spa program and advising the client on future treatments, homecare and complementary products. • Reading, accurately interpreting and consistently applying manufacturer instructions for products and equipment.

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Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace.

Competency should be demonstrated in a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway this unit requires an assessment outcome which includes evidence of:

- the application of knowledge of skin biology, anatomy and physiology, skin science, nutrition and cosmetic chemistry as specifically identified in the required knowledge for this unit
- developing a treatment plan
- planning the spa program.

The following units relate to this unit of competency and have been identified as:

Pre-requisites

- WRBBS509A Plan the spa program
- WRBCS407A Develop a treatment plan for beauty therapy treatments

Co-requisites

- WRBCS305A Apply knowledge of skin biology to beauty treatments
- WRBCS408A Apply knowledge of anatomy and physiology to beauty therapy treatments
- WRBCS409A Apply knowledge of skin science to beauty therapy treatments
- WRBCS411A Apply knowledge of nutrition to beauty therapy treatments
- WRBCS412A Apply knowledge of cosmetic chemistry to beauty therapy treatments

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Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in a simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - providing client care throughout the service
  - applying products and equipment according to the spa program plan
  - providing aftercare treatment/s.
- written and/or oral questioning to assess knowledge and understanding of providing spa program procedures, including the maintenance of equipment and facilities. Questions will be asked in a manner appropriate to the language and literacy level of the learner.
- completing workplace documentation relevant to providing spa programs.
- third party reports from experienced spa professionals in the workplace
- completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Required skills and knowledge to achieve the performance criteria

Skills

- Interpreting a spa program plan and making any adjustments required by variations in the client's condition.
- Applying water hygiene.
- Applying wet area safety.
- Responding to contra-indications and adverse effects.
- Identifying the physical appearance of:
  - various skin types
  - normal skin
  - abnormal skin conditions
  - minor skin blemishes.
- Applying equipment and products according to the spa program plan, including varying the duration and intensity of treatments according to individual client needs.
- Responding to questions and providing information and reassurance to the client throughout the service.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge

- The provisions of relevant health and hygiene regulations.
- The provisions of relevant Occupational Health and Safety regulations.
- Water hygiene and the transmission of water-borne viruses and infections.
- Workplace policies and procedures in regard to the performance of spa treatments.
- The effects and benefits of a defined range of spa treatment products and equipment.
- The appearance and management of contra-indications and adverse effects.
- Factors likely to affect the suitability of each spa treatment to client needs and the effects and benefits of each step in spa treatments sequence.
- Anatomy and physiology of the skin and skin structures as it relates to spa treatments, including:
  - a simplified cross-section of skin
  - glands as they relate to basic skin function
  - skin chemicals, including sebum and sweat production, normal and abnormal, collagen, elastin and lipids
  - phases of growth, cell renewal, healing of skin and factors affecting epidermal mitosis
  - normal process of skin ageing and structural change
  - percutaneous absorption and factors affecting penetration of cosmetics
  - normal body flora.
- The body systems as listed below, in regard to their interdependence and purpose:
  - skeletal and muscular system, including muscle

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contractibility and motor points, position and action of superficial muscles of the face, throat and chest
    - nervous system and its relationship to skin sensations
    - lymphatic, digestive, respiratory, and circulatory systems and their relationship to skin function, including thermoregulation and homeostasis
    - endocrine and reproductive systems in relationship to hormonal control of the skin.
- Basic nutrition and the relationship between nutrition and healthy skin, particularly foods which may have an effect on the skin or which may be contra-indicated in combination with relevant skin conditions or products used in a spa treatment procedure.
- Cosmetic chemistry/ingredients in relevant spa treatment products particularly in regard to their likely effects on the skin.
- The operator's legal and insurance liabilities and responsibilities in regard to services and use and preparation of spa treatment products and equipment.

Specific resources required for assessment

- Relevant documentation, such as:
    - workplace policy and procedures manuals.
- Access to a range of clients with different requirements.
- A range of equipment and products appropriate to the salon/day/resort spa.
- Product labels and sources of product information.
- A qualified workplace assessor or assessment team.

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WRBBS511A Apply aromatic plant oil chemistry to beauty treatments

Unit Descriptor

This unit describes the skills and knowledge required to identify and apply aromatic plant oil chemistry to the blending of preparations for use in beauty treatments.

Prerequisite Unit(s) WRBCS407A Develop a treatment plan for beauty therapy treatments

Application of the Unit This unit requires the beauty therapist to identify organic and aromatic plant oil chemistry and apply it to beauty treatments. It requires knowledge of the properties and chemistry of a limited range of aromatic plant oils and skill in the application of this knowledge for a range of purposes and beauty treatments, including facial and body treatments. Knowledge of the application of relevant legislation and workplace policies and procedures, particularly in regard to health and hygiene, are also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Identify the properties of a range of aromatic oils	1.1 ***General properties*** of aromatic plant oils are identified. 1.2 ***Plant information*** ofa range of ***aromatic plant oils*** is identified. 1.3 ***Profiles*** of a range of aromatic plant oilsare prepared. 1.4 The type and structure of ***different bonds*** found in aromatic plant oils is identified.
2. Apply organic chemistry to aromatic oil properties	2.1 The ***carbon backbone*** and ***functional groups*** of aromatic plant oils are identified and evaluated. 2.2 ***Chemical terminology*** of aromatic plant oils is identified and applied. 2.3 ***Processes that affect the chemistry*** of selected aromatic plant oils are identified. 2.4 ***Solubility*** of aromatic plant oils is determined. 2.5 ***Emulsifiers and dispersants*** are determined for aromatic plant oils.
3. Evaluate properties of carrier oils	3.1 The differences between aromatic plant oils and ***carrier oils*** are identified. 3.2 Commonly used carrier oils are identified. 3.3 ***Characteristics*** of commonly used carrier oils are identified. 3.4 ***Quality*** of carrier oils is evaluated. 3.5 Carrier oils that may be used as ***additives*** in an aromatic plant oil blend are identified and evaluated. 3.6 ***Other mediums*** that may be used as alternatives to carrier oils are identified and evaluated.

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4. Apply chemical information to beauty treatments	4.1 ***Uses of aromatic plant oils*** are identified. 4.2 Ratios of ***ingredients*** used when blending aromatic plant oils for use in ***beauty treatments*** are determined. 4.3 Safe ***storage and handling*** of ingredients is applied according to ***relevant legislation*** and ***workplace policies and procedures.*** 4.4 ***Labelling requirements*** are identified and applied according to relevant legislation and workplace policies and procedures.

KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively

Level 2 represents the competence to manage tasks

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Determining the use of aromatic plant oils will require the communication of ideas and information.	2
Collecting analysing and organising information	Preparing profiles of twelve aromatic plant oils will require information to be collected, analysed and organised.	2
Planning and organising activities	Storing and handling ingredients will require activities to be planned and organised.	1
Working with others and in teams	Maintaining knowledge of relevant legislation and workplace policies and procedures may require team work.	1
Using mathematical ideas and techniques	Identifying proportions of ingredients for specific uses will require mathematical ideas and techniques.	2
Solving problems	Identifying and evaluating quality of carrier oils will require problem solving skills.	2
Using technology	Preparing profiles of selected aromatic plant oils may require the use of technology.	1

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RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here.

General properties may include but are not limited to:	• odour • volatility • flammability • concentration • viscosity • lipophilic • hydrophilic.
Plant information may include but is not limited to:	• common name • synonym • botanical name • plant family.
Aromatic plant oils may only include:	• basil • bergamot • cajeput • chamomile • cypress • eucalyptus • geranium • grapefruit • juniper • lavandin • lavender • lemon • mandarin • niaouli • orange • rosemary • sandalwood • tea tree.
Profiles must include:	• existing chemotypes • extraction method • colour and odour characteristics.
Different bonds may include:	• single • double • triple.

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Carbon backbone includes:	• elements • bonds.
Functional groups include:	• alcohols • phenols • aldehydes • ketones • organic acids • esters ethers • lactones • amines/imines • sulphides • furocoumarins.
Chemical terminology includes:	• isoprene unit • aliphatic molecule • terpene and terpenoid compound • monoterpene and sesquiterpene • monoterpenol and sesquiterpenol.
Processes that affect the chemistry may include but are not limited to:	• oxidation • temperature variations • exposure to light.
Solubility may include:	• water soluble • oil soluble.
Emulsifiers and dispersants may include but are not limited to:	• lecithin oil • alcohols • creams.
Carrier oils may include but are not limited to:	• almond • apricot • grape seed • peach • macadamia • sesame seed • soya bean • safflower • sunflower.
Characteristics may include but are not limited to:	• chemical components • therapeutic value • smell • taste • colour • viscosity.

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Quality may include but is not limited to:	• grading process • storage • handling • shelf life.
Additives may include but are not limited to:	• arnica • avocado • borage • calendula • carrot (infused) • evening primrose • jojoba • hazelnut • hypericum • linseed • olive oil • pumpkin seed • rose hip • wheatgerm.
Other mediums may include but are not limited to:	• alcohol • clay • creams • dispersants • gels • macerations • tinctures • hydrosols • water.
Uses of aromatic plant oil may include but are not limited to:	• relaxation • stress reduction • skin care • alleviation of headaches/migraines.
Ingredients may include:	• aromatic plant oils • carrier oils • additives • other mediums.
Beauty treatments may include but are not limited to:	• facial treatments • body treatments • hand and foot treatments • spa treatments.
Storage and handling may include:	• temperature control • light exposure • ventilation.

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Relevant legislation may include but is not limited to:	• Therapeutic Goods Act • Therapeutic Goods Administration • Occupational Health and Safety • industry Codes of Practice.
Workplace policies and procedures may include but are not limited to:	• health and hygiene • environmental controls • storage of products • care and usage of equipment.
Labelling requirements may include but are not limited to:	• listing ingredients only.

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to identify the properties and profiles of a minimum of twelve aromatic plant oils. The properties of carrier oils and additives must also be identified and evaluated for application in the blending of aromatic plant oils for use in beauty treatments. Knowledge of the use of other mediums as alternatives to carrier oils must also be demonstrated. Knowledge of health and hygiene and the safe use of products must be demonstrated. The evidence provided must demonstrate knowledge and skill in the application of relevant legislation and workplace policies and procedures.

Critical aspects of evidence required to demonstrate competency in this unit	• Knowledge and consistent application of the common names, botanical names and plant family of twelve selected aromatic plant oils. • Knowledge and consistent application of the properties and profiles of a minimum of twelve aromatic plant oils. • Knowledge and consistent application of organic chemistry in the selection and preparation of aromatic plant oils for use in a range of beauty treatments. • Knowledge and consistent application of the properties of carrier oils and additives. • Knowledge and consistent application of the appropriate ratios of aromatic plant oils to carrier oils, additives and other mediums for use in a range of beauty treatments. • Knowledge and consistent application of relevant Federal, State and local legislation/regulations. • Knowledge and consistent application of workplace policies and procedures and safe work practices. • Accurately and legibly recording relevant data.

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Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace.

Competency should be demonstrated in a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

- In the context of an assessment-only and/or a training delivery and assessment pathway, this unit requires an assessment outcome which includes evidence of:
  - the application of knowledge of skin biology and skin science as specifically identified in the required knowledge for this unit
  - developing a treatment plan
  - blending aromatic plant oils for beauty treatments.

The following units relate to this unit of competency and have been identified as:

Pre-requisite

- WRBCS407A Develop a treatment plan for beauty therapy treatments
- Co-requisites
- WRBCS305A Apply knowledge of skin biology to beauty treatments
- WRBCS409A Apply knowledge of skin science to beauty therapy treatments
- WRBBS512A Blend a range of aromatic plant oils for beauty therapy treatments

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Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in a simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - evaluating the carbon backbone and functional groups of selected aromatic oils
  - identifying proportions of carrier oils and additivies for aromatic plant oil blends for use in beauty treatments.
- written and/or oral questioning to assess knowledge and understanding of aromatic plant oils chemistry. Questions will be asked in a manner appropriate to the language and literacy level of the learner.
- completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Required skills and knowledge to achieve the performance criteria

Skills

- Applying botanical knowledge of selected aromatic plant oils to a range of beauty treatments.
- Applying chemical knowledge of selected aromatic plant oils to a range of beauty treatments.
- Applying knowledge of carrier oils and additives to the blending of oils for use in a range of beauty treatments.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge

- The chemical composition of selected aromatic plant oils.
- The characteristics of carrier oils.
- The effects and benefits of a defined range of aromatic plant oils, carrier oils and additives.
- Adverse and beneficial interactions of aromatic plant oils.
- Anatomy and physiology of the skin and skin structures as it relates to aromatic plant oils, carrier oils and additives, including:
  - a simplified cross-section of skin
  - glands as they relate to basic skin function
  - skin chemicals, including sebum and sweat production, normal and abnormal, collagen, elastin and lipids
  - phases of growth, cell renewal, healing of skin and factors affecting epidermal mitosis
  - normal process of skin aging and structural change
  - physiological basis of skin colour
  - normal skin response to irritation and trauma
  - the effects of workplace treatments on the physical structure of the skin
  - trans-epidermal water loss
  - percutaneous absorption and factors affecting penetration of cosmetics
  - normal body flora.
- The provisions of relevant health and hygiene and Occupational Health and Safety regulations.
- The provisions of relevant legislation and workplace policies and procedures.

Specific resources required for assessment

- Relevant documentation, such as:
  - workplace policy and procedures manuals.
- A range of aromatic plant oils, carrier oils and additives.
- Product labels and sources of product information.
- A qualified workplace assessor or assessment team.

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WRBBS512A Blend a range of aromatic plant oils for beauty treatments

Unit Descriptor

This unit describes the skills and knowledge required to blend aromatic plant oils for use in a range of beauty treatments. This competency applies to specialised roles in the workplace for treatments undertaken by beauty therapists.

Prerequisite Unit(s)

WRBCS407A Develop a treatment plan for beauty therapy treatments

Application of the Unit

This unit requires the beauty therapist to interpret the client's treatment plan and blend a range of aromatic plant oils for use in a range of beauty treatments, including facial and body treatments. It requires knowledge of the properties, organic chemistry, benefits and possible adverse effects of aromatic plant oils. Knowledge and skill in the application of relevant legislation and workplace policies and procedures, particularly in the safe handling and care of aromatic plant oils and of health and hygiene, is also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector

Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Confirm treatment plan	1.1 Client treatment plan is accessed. 1.2 Any variations to treatment plan are identified and noted according to relevant legislation and workplace policies and procedures. 1.3 Treatment plan is confirmed with client. 1.4 Aromatic plant oils, carrier oils, additives and other mediums are selected according to treatment plan and client requirements.
2. Blend aromatic plant oils	2.1 Service areais prepared according to relevant legislationand workplace policies and procedures . 2.2 ***Equipment*** is prepared according to relevant legislation and workplace policies and procedures. 2.3 ***Ingredients*** are blended according to the treatment plan, relevant legislation and workplace policies and procedures. 2.4 Safe ***storage and labelling procedures*** are applied according to relevant legislation and workplace policies and procedures.

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3. Apply aromatic plant oil blends	3.1 ***Service area environment*** is adjusted according to treatment plan, relevant legislation and workplace policies and procedures. 3.2 Client is prepared according to the ***beauty treatment*** being provided. 3.3 Required ***equipment*** and ***materials*** areprepared according to treatment plan, relevant legislation and workplace policies and procedures. 3.4 Aromatic plant oil blend is applied according to treatment plan and workplace policies and procedures. 3.5 ***Massage techniques*** are applied as required according to treatment plan. 3.6 Treatment is monitored and adjusted in response to any ***adverse effects***.
4. Provide aftercare	4.1 Client feedback is obtained and treatment plan amended as required. 4.2 ***Future treatment program*** isrecommended according to client requirements. 4.3 ***Aftercare advice*** is provided according to client needs. 4.4 Client is rebooked according to treatment plan.

KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively

Level 2 represents the competence to manage tasks

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Confirming the treatment plan with the client will require the communication of ideas and information.	2
Collecting analysing and organising information	Conducting stock control will require information to be collected, analysed and organised.	2
Planning and organising activities	Preparing service area will require activities to be planned and organised.	2
Working with others and in teams	Maintaining knowledge of relevant legislation and workplace policies and procedure will require team work.	1
Using mathematical ideas and techniques	Identifying appropriate ingredient ratios will require the use of mathematical ideas and techniques.	2
Solving problems	Monitoring and adjusting treatments will require problem solving skills.	2
Using technology	Rebooking clients may require the use of technology.	1

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RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here.

Clients may include but are not limited to:	• new or regular clients with routine or special needs.

Treatment plan may include but is not limited to:	• previous treatments
	• beauty treatment/service
	• client needs/characteristics
	• aromatic plant oils
	• carrier oils
	• additives
	• other mediums
	• ratio of ingredients
	• contra-indications:
	  • migraines, headaches, nausea, dizziness
	  • severe circulatory disorders
	  • aroma triggered epilepsy
	  • dysfunction of nervous system or excretory system
	  • areas of recent scar tissue or areas exhibiting loss of tactile sensation
	  • abdominal area treatments for pregnant women, especially in first trimester, some oils contra-indicated completely
	  • bacterial, viral or fungal infections
	  • scabies
	  • boils/carbuncles
	  • acne
	  • rashes
	  • pigmentation disorders
	  • disorders of ageing skin
	  • other visible non normal skin.

Variations to treatment plan may include but are not limited to:	• changes in client's physical condition • changes in client requirements.
Relevant legislation may include but is not limited to:	• Federal, State and local health and hygiene regulations • Occupational Health and Safety regulations • privacy • industry Codes of Practice.

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Workplace policies and procedures may include but are not limited to:	• health and hygiene • record keeping • designated time frame for the performance of the service • environmental controls • stock control.
Aromatic plant oils are limited to:	• basil • bergamot • cajeput • chamomile • cypress • eucalyptus • geranium • grapefruit • juniper • lavandin • lavender • lemon • mandarin • niaouli • orange • rosemary • sandalwood • tea tree.
Carrier oils may include but are not limited to:	• almond • apricot • grape seed • peach • macadamia • sesame seed • soya bean • safflower • sunflower.

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Additives may include but are not limited to:	• arnica • avocado • borage • calendula • carrot (infused) • evening primrose • jojoba • hazelnut • hypericum • linseed • olive oil • pumpkin seed • rose hip • wheatgerm.
Other mediums may include but are not limited to:	• alcohol • clay • creams • dispersants • gels • hydrosols • tinctures • macerations • water.
Client requirements may include but are not limited to:	• relaxation • stress reduction • skin care • alleviation of headaches/migraines.
Equipment may include but is not limited to:	• bowls • beakers • pipettes • spoons.
Ingredients may include but are not limited to:	• aromatic plant oils • carrier oils • additives • other mediums.
Storage and labelling procedures may include but are not limited to:	• decanting • listing ingredients.

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Service area environment may include but is not limited to:	• privacy • temperature • lighting • ventilation • music.
Beauty treatment may include but are not limited to:	• aromatic facial • aromatic massage • hand/foot treatment • spa treatment.
Equipment may include but is not limited to:	• vaporiser • foot/hand bath • sitz bath • bath/spa.
Materials may include but are not limited to:	• poultice • compress.
Massage techniques may include but are not limited to:	• effleurage • petrissage • tapotement • pincement • vibrations • friction • kneading • cupping • pumping • wringing • flicking • draining • rolling.
Adverse effects may include but are not limited to:	• erythema • nausea • headache • dizziness.
Future treatment program may include but is not limited to:	• aromatherapy treatments • beauty therapy treatments • spa treatments.

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Aftercare advice may include but is not limited to:	• home use of any excess oil blend following treatment • lifestyle advice.

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to interpret a treatment plan and blend and apply a minimum of twelve aromatic plant oils with appropriate carrier oils, additives and other mediums to meet the client's requirements. Knowledge of the appropriate ratios of ingredients and of a variety of application techniques must also be demonstrated. The evidence provided must demonstrate knowledge and skill in the application of relevant legislation and workplace policies and procedures particularly in regard to client and practitioner safety

Critical aspects of evidence required to demonstrate competency in this unit	• Knowledge and consistent application of Federal, State and local legislation/regulations and of workplace policies and procedures and industry Codes of Practice relevant to the blending of aromatic plant oils for use in beauty services. • Knowledge and consistent application of the organic chemistry of a minimum of twelve aromatic plant oils. • Knowledge and consistent application of the calculation of appropriate ratios of aromatic plant oils, carrier oils, additives and other mediums to meet client requirements. • Knowledge and consistent application of the preparation and application of aromatherapy vapour, compress and poultice treatments. • Selecting and applying appropriate massage movements for the face, body, hands and feet. • Interpreting a treatment plan and making any adjustments required by variations in the client's condition. • Recognising and managing contra-indications and adverse effects. • Knowledge and consistent application of practitioner self care. • Knowledge of the transmission routes of infectious conditions and skills in the application of standard infection control procedures. • Consistently using effective questioning and active listening techniques to consult, reassure and negotiate with clients while maintaining discretion, tact and confidentiality. • Evaluating the outcomes of treatment and advising the client on future treatment and providing aftercare advice. • Accurately and legibly recording relevant data.

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Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace.

Competency should be demonstrated in a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, this unit requires an assessment outcome which includes evidence of:

- the application of knowledge of skin biology, skin science and cosmetic chemistry as specifically identified in the required knowledge for this unit.
- applying aromatic plant oil chemistry to beauty treatments.
- developing a treatment plan.

The following units relate to this unit of competency and have been identified as:

Pre-requisite

- WRBCS407A Develop a treatment plan for beauty therapy treatments

Co-requisites

- WRBCS305A Apply knowledge of skin biology to beauty treatments
- WRBCS409A Apply knowledge of skin science to beauty therapy treatments
- WRBCS412A Apply knowledge of cosmetic chemistry to beauty therapy treatments
- WRBBS511A Apply aromatic plant oil chemistry to beauty treatments.

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Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in a simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - selecting ingredients according to client's treatment plan
  - handling, measuring and mixing aromatic plant oils and ingredients according to client's requirements
  - performing an aromatic facial.
  - written and/or oral questioning to assess knowledge and understanding of aromatic plant oil chemistry and blending procedures, including a knowledge of health, hygiene and safety for client and practitioner. Questions will be asked in a manner appropriate to the language and literacy level of the learner.
  - completing workplace documentation relevant to providing aesthetic aromatherapy massage services.
  - third party reports from experienced beauty professionals in the workplace.
  - completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Required skills and knowledge to achieve the performance criteria

Skills

- Responding to contra-indications and adverse effects.
- Interpreting the treatment plan and identifying and adjusting to any changes in the client's condition.
- Preparing and applying aromatic plant oil vaporisation, compresses and poultices.
- Preparing and applying aromatic plant oils for body, face and hand/foot treatments.
- Maintaining practitioner self care practices, including:
  - ventilation in treatment area
  - fresh air between clients
  - water intake.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge

- The provisions of relevant health and hygiene regulations.
- The provisions of relevant Occupational Health and Safety regulations.
- Infection control procedures and the application of universal precautions.
- Organic chemistry of a minimum of twelve aromatic plant oils.
- Adverse and beneficial interactions of blended aromatic plant oils.
- Anatomy and physiology of the skin and skin structures as it relates to beauty treatments, including:
  - a simplified cross-section of skin
  - glands as they relate to basic skin function
  - skin chemicals, including sebum and sweat production, normal and abnormal, collagen, elastin, lipids
  - phases of growth, cell renewal, healing of skin and factors affecting epidermal mitosis
  - normal process of skin ageing and structural change
  - normal skin response to irritation and trauma
  - the effects of workplace treatments on the physical structure of the skin
  - trans-epidermal water loss
  - wound healing in different skin types and locations
  - percutaneous absorption and factors affecting penetration of aromatic plant oils
  - normal body flora.
- The following body systems in regard to their interdependence and purpose in relation to a healthy body and their relationship to the skin, muscles and nerves:
  - nervous system and its relationship to skin sensations
  - lymphatic, digestive, respiratory and circulatory systems and their relationship to skin function, including thermoregulation and homeostasis

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- endocrine and reproductive systems in relationship to hormonal control of the skin
- olfactory sense in regard to aromatic plant oil blends.

- Cosmetic chemistry/ingredients in relevant products particularly in regard to their likely effects on the skin, the toxic effects of various substances and possible contra-indications in combination with other products or circumstances.
- The causes of skin reactions/allergies in regard to blended aromatic plant oils.

Specific resources required for assessment

- Relevant documentation, such as:
  - workplace policy and procedures manuals.
- Access to a range of clients with different requirements.
- A range of aromatic plant oils, carrier oils and additives.
- Product labels and sources of product information.
- A qualified workplace assessor or assessment team.

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WRBBS513A Use reflexology relaxation techniques in beauty treatments

Unit Descriptor

This unit describes the skills and knowledge required to use basic reflexology relaxation techniques in beauty treatments. This competency may apply to a range of roles in the workplace.

Prerequisite Unit(s) WRBCS407A Develop a treatment plan for beauty therapy treatments

Application of the Unit

This unit requires the beauty professional to interpret a treatment plan and apply a range of products and basic reflexology relaxation techniques in beauty treatments. It requires knowledge of the relationship of muscles and organs to zones of the body and the application of this knowledge to the use of reflexology relaxation techniques. Knowledge and skill in the application of relevant legislation and workplace policies and procedures, such as health and hygiene, are also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Confirm treatment plan	1.1 Client ***treatment plan*** is accessed. 1.2 Any ***variations to treatment plan*** areidentified and noted. 1.3 ***Principles of reflexology*** are discussed with ***client***. 1.4 Treatment plan is confirmed with client. 1.5 ***Products*** and ***equipment*** are identified and selected according to treatment plan.
2. Prepare client	2.1 Service area, operator and client are prepared for treatment according to ***relevant legislation*** and ***workplace policies and procedures*** and treatment plan. 2.2 Equipment and materials are prepared according to treatment plan. 2.3 ***Reflexology relaxation techniques*** are selected and sequenced according to treatment plan. 2.4 ***Treatment area*** is prepared according to relevant legislation, workplace policies and procedures and treatment plan.
3. Apply reflexology relaxation techniques	3.1 ***Zones of the body*** are treated according to client treatment plan. 3.2 Reflexology relaxation techniquesare applied according to client treatment plan. 3.3 Client response is monitored throughout the treatment and reflexology techniques and length of routine are adapted as required.

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4. Provide aftercare advice	4.1 ***Client feedback*** is obtained and ***future treatment program*** recommended. 4.2 Treatment plan is amended and data recorded as required with the client consent. 4.3 ***Aftercare advice*** is provided according to client needs. 4.4 ***Adverse effects*** are explained to client. 4.5 Client is rebooked according to agreed treatment plan.

KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively

Level 2 represents the competence to manage tasks

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Recommending future treatment program and providing aftercare advice will require communication of ideas and information.	2
Collecting analysing and organising information	Identifying and managing variations to the treatment plan will require information to be collected, analysed and organised.	2
Planning and organising activities	Selecting and sequencing reflexology relaxation techniques will require activities to be planned and organised.	2
Working with others and in teams	Maintaining knowledge of relevant legislation and workplace policies and procedures will require team work.	1
Using mathematical ideas and techniques	Adjusting length of routine to client's requirements will require the use of mathematical ideas and techniques.	1
Solving problems	Adapting the length of the routine and reflexology relaxation techniques according to the client's response will require problem solving skills.	2
Using technology	Recording client data may require the use of technology.	1

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RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here.

Treatment plan may include but is not limited to:	• treatment/s:
	  • manicure/pedicare
	  • body treatments
	• treatment routine
	• products
	• contra-indications
	  • bacterial, viral or fungal infections
	  • inflamed skin
	  • rashes
	  • blisters/corns/calluses
	  • hammer toes
	  • impetigo
	  • boils/carbuncles
	  • scabies
	  • rashes
	  • lesions
	  • cuts
	  • bruising
	  • sprains
	  • broken bones
	• adverse effects of previous treatments
	• outcomes of previous treatments.

Variations to treatment plan may include but are not limited to:	• changes in client's physical condition • changes in client requirements.
Principles of reflexology include:	• zones of the body • reflex areas • pressure points.
Clients may include but are not limited to:	• new or regular clients with routine or special needs.
Products may include but are not limited to:	• talc • clays • gels • creams • oils.

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Equipment may include but is not limited to:	• bowls • foot baths.
Relevant legislation may include but is not limited to:	• Federal, State and local health and hygiene regulations • relevant Occupational Health and Safety regulations • industry Codes of Practice.
Workplace policies and procedures may include but are not limited to:	• health and hygiene • designated time frame for the performance of the service.
Reflexology relaxation techniques may include but are not limited to:	• warm-up massage • thumb walking • finger walking • hook and back up • flex rotation.
Treatment area must include:	• feet • hands.
Zones of the body may include:	• heart • lung • large intestine • small intestine • stomach • bladder • gall bladder • kidney • liver • pericardium/circulation • spleen/pancreas.
Client feedback may include but is not limited to:	• comments • suggestions • enquiries.
Future treatment program may include but is not limited to:	• reflexology treatments • complementary treatments.
Aftercare advice may include but is not limited to:	• dietary habits • life style • use of homecare products • relaxation techniques.

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Adverse effects may include but are not limited to:	• increase in urination • increase in bowel movements • disturbed sleep • headache • cold-like symptoms due to detoxification.

Treatment plan may include but is not limited to:	• treatment/s:
	  • manicure/pedicare
	  • body treatments
	• treatment routine
	• products
	• contra-indications
	  • bacterial, viral or fungal infections
	  • inflamed skin
	  • rashes
	  • blisters/corns/calluses
	  • hammer toes
	  • impetigo
	  • boils/carbuncles
	  • scabies
	  • rashes
	  • lesions
	  • cuts
	  • bruising
	  • sprains
	  • broken bones
	• adverse effects of previous treatments
	• outcomes of previous treatments.

Variations to treatment plan may include but are not limited to:	• changes in client's physical condition • changes in client requirements.
Principles of reflexology include:	• zones of the body • reflex areas • pressure points.
Clients may include but are not limited to:	• new or regular clients with routine or special needs.
Products may include but are not limited to:	• talc • clays • gels • creams • oils.
Equipment may include but is not limited to:	• bowls • foot baths.

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EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to interpret a treatment plan and make any adjustments required by changes in the client's condition, including contra-indications and adverse effects. Knowledge of the relationship between muscles, organs, and zones of the body and skill in the application of appropriate reflexology techniques must be demonstrated. Knowledge and skill in the application of relevant legislation and workplace policies and procedures, particularly in regard to safety must also be demonstrated

Critical aspects of evidence required to demonstrate competency in this unit

- Knowledge of the relationship between muscles and organs to zones of the body in the application of reflexology techniques.
- Knowledge and consistent application of reflexology relaxation techniques.
- Knowledge and consistent application of Federal, State and local legislation/regulations and of workplace policies and procedures and industry Codes of Practice relevant to the application of reflexology relaxation techniques.
- Recognising and managing contra-indications and adverse effects.
- Consistently using effective questioning and active listening techniques to consult, reassure and negotiate with clients while maintaining discretion, tact and confidentiality.
- Interpreting a treatment plan and making any adjustments required by variations in the client's condition.
- Consistently using time effectively and controlling product waste.
- Evaluating the application of reflexology relaxation techniques and advising the client on future treatments.
- Accurately and legibly recording relevant data.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace.

Competency should be demonstrated in a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

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Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway this unit requires an assessment outcome which includes evidence of:

- the application of knowledge of skin biology, anatomy and physiology and nutrition as specifically identified in the required knowledge for this unit.
- developing a treatment plan.

The following units relate to this unit of competency and have been identified as :

Pre-requisite

- WRBCS407A Develop a treatment plan for beauty therapy treatments
- Co-requisites
- WRBCS305A Apply knowledge of skin biology to beauty treatments
- WRBCS408A Apply knowledge of anatomy and physiology to beauty therapy treatments
- WRBCS411A Apply knowledge of nutrition to beauty therapy treatments

Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in a simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - preparing the client for the application of reflexology relaxation techniques
  - applying reflexology relaxation techniques according to the client's treatment plan
  - advising on aftercare.
- written and/or oral questioning to assess knowledge and understanding of using reflexology relaxation techniques in beauty treatments, including the application of health and hygiene procedures. Questions will be asked in a manner appropriate to the language and literacy level of the learner.
- completing workplace documentation relevant to using reflexology relaxation techniques in beauty treatments.
- third party reports from experienced beauty professionals in the workplace.
- completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

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Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Required skills and knowledge to achieve the performance criteria

Skills

- Responding to contra-indications and adverse effects.
- Identifying and managing changes in the client's condition.
- Applying reflexology relaxation techniques appropriate to the client's treatment plan.
- Responding to questions and providing information and reassurance to the client throughout the service.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge

- The provisions of relevant health and hygiene regulations.
- The provisions of relevant Occupational Health and Safety regulations.
- Workplace policies and procedures in regard to the use of reflexology relaxation techniques.
- Factors likely to affect the suitability of the application of reflexology relaxation techniques and the effects and benefits of each step in the routine.
- The body systems as listed below and their relationship to zones of the body and the effects of reflexology relaxation techniques.
  - skeletal and muscular system, including an awareness of postural and skeletal abnormalities, muscle contractibility and motor points, position and action of superficial muscles of the body in relation to body treatments, including:
    - deltoid, biceps, triceps, brachialis, trapezius, latissimus dorsi, serratus anterior, pectorals, intercostals, rectus abdominous, obliques, gluteals, hamstrings, quadriceps, sartorius, adductors, gastrocnemius, soleus, tibialis anterior
- nervous system and its relationship to skin sensations
- lymphatic, digestive, respiratory, and circulatory systems and their relationship to skin function including thermoregulation and homeostasis
- endocrine and reproductive systems in relationship to hormonal control of the skin.
- The categories of reflexology relaxation techniques and reflex points.
- The operator's legal and insurance liabilities and responsibilities in regard to services.

Specific resources required for assessment

- Relevant documentation, such as:
  - workplace policy and procedures manuals.
- Access to a range of clients with different requirements.
- A range of products appropriate to the beauty workplace.
- Product labels and sources of product information.
- A qualified workplace assessor or assessment team.

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WRBBS514A Provide superficial lymph drainage massage

Unit Descriptor

This unit describes the skills and knowledge required to provide manual superficial lymphatic drainage massage for the face and body in a safe and hygienic manner. This competency may apply to a range of work roles in the workplace.

Prerequisite Unit(s) WRBCS407A Develop a treatment plan for beauty therapy treatments

Application of the Unit

This unit requires the beauty professional to interpret a treatment plan and select and apply a range of products and superficial manual lymph drainage massage techniques. It requires knowledge of the lymphatic system and skill in the application of appropriate massage techniques. Knowledge and skill in the application of relevant legislation and workplace policies and procedures, particularly in regard to safety and hygiene is also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Confirm treatment plan	1.1 Client ***treatment plan*** is accessed. 1.2 Any ***variations to treatment plan*** areidentified and noted. 1.3 Treatment plan is confirmed with ***client***. 1.4 ***Massage routine*** is selected according to the treatment plan.
2. Perform superficial lymphatic drainage massage for the face	2.1 Service area, operator and client are prepared according to the treatment plan, ***relevant legislation*** and ***workplace policies and procedures***. 2.2 ***Treatment area*** is prepared according to the treatment plan, relevant legislation and workplace policies and procedures. 2.3 Massage routine is applied according to the treatment plan. 2.4 ***Aftercare treatment/s*** are applied according to the treatment plan and client requirements. 2.5 ***Adverse effects*** are identified and managed.
3. Perform superficial lymphatic drainage massage for the body	3.1 Service area, operator and client are prepared according to the treatment plan, relevant legislation and workplace policies and procedures. 3.2 Treatment areais prepared according to the treatment plan, relevant legislation and workplace policies and procedures. 3.3 Massage routineis applied according to the treatment plan. 3.4 Aftercare treatment/sare applied according to the treatment plan and client requirements. 3.5 Adverse effects are identified and managed.

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4. Provide aftercare advice	4.1 ***Client feedback*** is obtained and ***outcomes of treatment*** are recorded. 4.2 ***Future treatment program*** is recommended according to client needs. 4.3 ***Aftercare advice*** is provided according to client requirements. 4.4 Possible adverse effects are explained to client. 4.5 Client is rebooked according to agreed treatment plan.

KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively

Level 2 represents the competence to manage tasks

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Obtaining client feedback and recommending future treatment program according to client needs will require communication of ideas and information.	3
Collecting analysing and organising information	Identifying any changes in the client's condition requiring adjustments to the treatment plan will require information to be collected, analysed and organised.	3
Planning and organising activities	Identifying, selecting and applying products and equipment required to meet the treatment plan will require activities to be planned and organised.	2
Working with others and in teams	Maintaining knowledge of relevant legislation and workplace policies and procedures will require team work.	2
Using mathematical ideas and techniques	Allocating time and sequencing the treatment will require mathematical ideas and techniques.	1
Solving problems	Adjusting the treatment routine to client requirements will require problem solving skills.	2
Using technology	Using equipment according to manufacturer instructions and health and safety regulations may require the use of technology.	2

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RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here.

Treatment plan may include but is not limited to:	• treatment/s
	• contra-indications:
	  • influenza
	  • acute bronchitis
	  • hard or enlarged lymph nodes
	  • acute venous disease (thrombosis)
	  • acute inflammations(viral, bacterial, open wounds)
	  • malignant tumours (whether undiagnosed, reoccurring or present)
	  • asthma due to heart problems (doctor's certificate required)
	  • heart valve insufficiency
	  • hyperthyneosis (over-function of thyroid gland)
	  • acute oedema of the face or body
	  • skin disease
	  • lymphedema
	  • erysipelas/cellulitis
	• adverse effects of previous treatments
	• duration/frequency of treatments.

Variations to treatment plan may include but are not limited to:	• changes in client's physical condition • changes in client's requirements.
Clients may include but are not limited to:	• new or regular clients with routine or special needs.
Massage routine must include but is not limited to:	• rhythm • repetition • variation • massage movements.
Relevant legislation may include but is not limited to:	• Federal, State and local health and hygiene regulations • Occupational Health and Safety Regulations • industry Codes of Practice.
Workplace policies and procedures may include but are not limited to:	• health and hygiene • designated time frames for the completion of the service.

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Treatment area may include:	• face • body.
Aftercare treatments may include but are not limited to:	• manual aftercare.
Adverse effects may include but are not limited to:	• erythema or inflammatory reaction to skin care products or massage medium • skin blemishes due to massage stimulation • allergic reactions of the skin or body to treatments or products.
Client feedback may include but is not limited to:	• comments • suggestions • enquiries.
Outcomes of treatment may include but are not limited to:	• improved appearance • improved condition • improved relaxation.
Future treatment program may include but is not limited to:	• facial treatments • body treatments.
Aftercare advice may include but is not limited to:	• lifestyle changes • remedial products.

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EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to interpret a treatment plan and make any adjustments required by changes in the client's condition, including the review of contra-indications and any adverse effects of previous treatments. Knowledge of the lymphatic system and skill in the selection and application of manual massage routines and movements must be demonstrated. The evidence provided must also demonstrate knowledge and skill in the application of relevant legislation and workplace policies and procedures, particularly in regard to safety and hygiene

Critical aspects of evidence required to demonstrate competency in this unit

- Knowledge and consistent application of workplace policies and procedures and the application of safe work practices in regard to the performance of lymph drainage massage.
- Knowledge and consistent application of relevant Federal, State and local health and hygiene regulations.
- Interpreting a treatment plan and making any adjustments required by variations in the client's condition.
- Knowledge of the structure and function of the lymphatic system, including the thoracic duct and the right lymphatic duct.
- Knowledge and skill in the use of manual massage routines, including use of the correct pressure, direction and pattern of stroke and rhythm, speed and duration of treatment.
- Recognising and managing contra-indications and adverse effects.
- Knowledge of the transmission routes of infectious conditions and skills in the application of standard infection control precautions.
- Reading, accurately interpreting and consistently applying manufacturer instructions for products, tools and equipment.
- Consistently using effective questioning and active listening techniques to consult, reassure and negotiate with clients while maintaining discretion, tact and confidentiality.
- Accurately and legibly recording relevant data.
- Consistently using time effectively.
- Evaluating a lymphatic drainage massage and advising the client on future treatments.

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Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace.

Competency should be demonstrated in a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, this unit requires an assessment outcome which includes evidence of:

- the application of knowledge of skin biology, anatomy and physiology as it is specifically identified in the required knowledge for this unit.
- developing a treatment plan.

The following units relate to this unit of competency and have been identified as:

Pre-requisite

- WRBCS407A Develop a treatment plan for beauty therapy treatments

Co-requisite

- WRBCS408A Apply knowledge of anatomy and physiology to beauty therapy treatments

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Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in a simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - applying massage routines for superficial lymph drainage of the face and body
  - providing aftercare treatment.
- written and/or oral questioning to assess knowledge and understanding of the lymphatic system and lymphatic drainage massage procedures. Questions will be asked in a manner appropriate to the language and literacy level of the learner.
- completing workplace documentation relevant to providing superficial lymphatic drainage massage.
- third party reports from experienced beauty professionals in the workplace.
- completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Required skills and knowledge to achieve the performance criteria

Skills

- Responding to contra-indications and adverse effects.
- Interpreting the treatment plan and identifying and adjusting to any changes in the client's condition.
- Applying a range of manual massage routines and movements.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.
- Responding to questions and providing information and reassurance to the client throughout the service.

Knowledge

- The provisions of relevant health and hygiene regulations, legislation and workplace policies and procedures.
- The provisions of relevant Occupational Health and Safety regulations.
- Knowledge of infection control procedures and the application of universal precautions.
- Anatomy and physiology of the face and body as it relates to lymphatic drainage massage, including:
  - functions of the lymphatic system
  - location and functions of the lymph nodes and vessels
  - anatomy of a lymph node
  - location and function of the thoracic duct and right lymphatic duct
  - microscopic anatomy of the epidermis, dermis and hypodermis
  - normal process of skin ageing and structural change
  - normal skin response to irritation and trauma
  - the effects of treatments on the physical structure of the skin
  - the effects of treatment on oedema.
- The body systems as listed below, in regard to their interdependence and purpose in relation to a healthy body and their relationship to the skin, muscles and nerves:
  - physiology of the lymphatic system
  - skeletal and muscular, including muscle contractibility and motor points
  - nervous system and its relationship to skin sensations
  - circulatory, digestive and respiratory systems and their relationship to skin function including thermoregulation and homeostasis
  - endocrine and reproductive systems in relationship to hormonal control of the skin.
- Basic nutrition and the relationship between nutrition, exercise, the immune system, relaxation, a healthy body and healthy skin.

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- The operator's legal and insurance liabilities and responsibilities in regard to services.
- The appearance and management of contra-indications and adverse effects.
  - The physical appearance of:
  - various skin types
  - normal skin
  - abnormal skin conditions
  - minor skin blemishes
  - skin diseases
  - oedema.
  - Typical medical treatments, drugs and side effects relevant to lymphatic drainage massage.

Specific resources required for assessment

- Relevant documentation, such as:
- - workplace policy and procedures manuals.
- Access to a range of clients with different requirements.
- A range of equipment and products appropriate to the beauty workplace.
- Product labels and sources of product information.
- A qualified workplace assessor or assessment team.

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WRBCS201B Conduct financial transactions

Unit Descriptor

This unit describes the skills and knowledge required to conduct operations at the point of sale area. This competency may apply to a range of roles in the workplace.

This unit is equivalent to and replaces WRB07A Conduct Financial Transactions, as packaged in WRB99.

Application of the Unit

This unit requires the operator to communicate with clients and operate a range of point of sale equipment to perform sales transactions and reconcile takings.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector

Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Operate point of sale equipment	1.1 ***Point of sale equipment*** is operated according to design specifications. 1.2 Point of sale terminal is opened and closed according to ***workplacepolicies and procedures***. 1.3 Point of sale terminal is cleared and tender transferred according to workplace policies and procedures. 1.4 ***Cash handling*** is conducted according to workplace security procedures. 1.5 Supplies of change/cash float in point of sale terminal are maintained according to workplace policies and procedures. 1.6 Active point of sale terminals are attended according to workplace policies and procedures. 1.7 Records of transaction errors are completed according to workplace policies and procedures. 1.8 Adequate supplies of dockets, vouchers and point of sale documents are maintained.
2. Perform point of sale transactions	2.1 ***Point of sale transactions*** are completed according to workplace policies and procedures and ***relevant legislation***. 2.2 Workplace procedures are identified and applied in respect to cash and non-cash transactions. 2.3 Workplace policies and procedures are identified and applied in regard to exchanges and returns. 2.4 Information is entered into point of sale equipment. 2.5 Price/total/amount of cash received is stated verbally to ***client***. 2.6 Correct change is tendered.
3. Complete sales	3.1 ***Client documentation*** is completed. 3.2 Sales transactions are processed without undue delay or clients are directed to point of sale terminals according to workplace policies and procedures.

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4. Remove takings from register/terminal	4.1 Register/terminal balance is performed at designated times according to workplace policies and procedures. 4.2 Cash float is separated from takings prior to balancing procedure and secured according to workplace policies and procedures. 4.3 Change is supplied to register/terminal according to workplace policy. 4.4 Register/terminal reading or print out is determined. 4.5 Cash and non-cash documents are removed and transported according to store security policies and procedures.
5. Reconcile takings	5.1 Cash is counted. 5.2 Non-cash documents are calculated. 5.3 Balance between register/terminal reading and sum of cash and non-cash transactions is determined. 5.4 Takings are recorded.

KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Advising the client of the sales total will require the communication of ideas and information.	1
Collecting analysing and organising information	Reconciling takings will require information to be collected, analysed and organised.	1
Planning and organising activities	Attending active point of sale terminals will require activities to be planned and organised.	1
Working with others and in teams	Maintaining point of sales supplies will require team work.	1
Using mathematical ideas and techniques	Receiving money from clients and tendering correct change will require the use of mathematical ideas and techniques.	1
Solving problems	Applying workplace policies in relation to exchanges and returns will require problem solving skills.	1
Using technology	Operating point of sale equipment will require the use of technology.	1

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RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here.

Point of sale equipment may include but is not limited to:	• manual:
	  • cash register
	  • credit card equipment
	• electronic:
	  • cash register
	  • bar code scanner
	  • EFTPOS equipment.

Workplace policies and procedures may include but are not limited to:	• operation of point of sale equipment • cash handling security • sales transactions • staffing • health and hygiene requirements.
Cash handling may include but is not limited to:	• opening and closing point of sale terminal • clearance of terminal and transference of tender • maintenance of cash float • tendering of change • counting cash • calculating non-cash documents • balancing point of sale terminal • security of cash and non-cash transactions • recording takings.
Point of sale transactions may include but are not limited to:	• EFTPOS • cheques • credit cards • smart cards • lay-by • credits and returns • customer refunds • gift vouchers • client credit ratings.
Relevant legislation may include but is not limited to:	• consumer legislation • privacy legislation • GST regulations • Occupational Health and Safety legislation.

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Clients may include but are not limited to:	• new or regular clients with routine or special needs.
Client documentation may include but is not limited to:	• order forms • invoices • receipts.

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to communicate effectively with clients and operate a range of point of sale equipment to perform sales and reconcile takings. The evidence provided must also demonstrate knowledge and skills in applying workplace policies and procedures, relevant legislation and manufacturer instructions.

Critical aspects of evidence required to demonstrate competency in this unit	• Knowledge and consistent application of workplace policies and procedures and safe work practices in regard to conducting financial transactions. • Knowledge and consistent application of relevant legislation, including consumer law. • Reading, accurately interpreting and consistently applying manufacturer instructions in regard to point of sale techniques/procedures. • Consistently operating point of sale equipment according to design specifications. • Knowledge and consistent application of workplace policies/procedures in regard to cash handling and point of sale transactions. • Reconciling takings according to workplace policies and procedures. • Processing documentation/records according to workplace policies and procedures. • Consistently using time effectively.

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Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, all units which relate to a job function can be integrated for assessment purposes.

Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - handling cash transactions according to workplace security procedures
  - recording transaction errors according to policies and procedures
  - balancing register/terminal at designated times
  - counting cash
  - recording takings.
- written and/or oral questioning to assess knowledge and understanding of financial transactions, including a range of point of sale equipment. Questions will be asked in a manner appropriate to the language and literacy level of the learner.
- completing workplace documentation relevant to conducting financial transactions.
- third party reports from experienced beauty professionals in the workplace.
- completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

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Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Required skills and knowledge to achieve the performance criteria

Skills

- Communication, including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills.
- Cash handling procedures, including:
  - opening and closing point of sale terminal
  - clearing terminal and transfering tender
  - maintaining cash float
  - accurately tendering change
  - accurately counting cash
  - calculating non-cash documents
  - balancing point of sale terminal
  - recording takings
  - securing cash and non-cash transactions
  - change required and denominations of change.
- Using point of sale equipment and applying procedures, including the following:
  - registers
  - calculators
  - EFTPOS
  - credit cards
  - electronic scanners
  - lay-by
  - credits and returns
  - customer refunds
  - customer credit ratings.
- Completing tasks in a set time frame.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge

- The provisions of relevant health and hygiene regulations/requirements and legislative requirements including consumer law.
- The provisions of relevant Occupational Health and Safety regulations/requirements.
- Workplace policies and procedures in regard to client service and point of sale techniques.

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Specific resources required for assessment

- Relevant documentation, such as:
  - workplace policy and procedures manuals in regard to conducting financial transactions
  - financial transactions dockets/slips
  - sample debit, credit card vouchers
  - recording/tally sheets.
- Register/terminal and related equipment.
- Access to a range of clients with different requirements.
- A range of merchandise and products appropriate to the beauty workplace.
- A qualified workplace assessor or assessment team.

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WRBCS202A Apply techniques to update beauty industry knowledge

Unit Descriptor

This unit deals with the skills and knowledge required to access, increase and update knowledge of the beauty industry and relevant industry legislation. This competency may apply to a range of roles in the workplace.

Application of the Unit

This unit requires the operator to identify and source information on the beauty industry and apply this information to improve day to day work performance. Knowledge of legal and ethical issues which affect the industry is also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector

Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Source information on the beauty industry	1.1 ***Sources of information*** on the beauty industry are identified and accessed. 1.2 ***Information*** is obtained to assist effective work performance within the industry. 1.3 Information on ***related industries*** is sourced. 1.4 Knowledge of the beauty industry is applied in the correct context to enhance ***quality of work performance***.
2. Source and apply information on legal and ethical issues for the beauty industry	2.1 Information on ***legal and ethical issues*** is obtained to assist effective work performance. 2.2 Day-to-day ***beauty industry activities*** are conducted in accordance with legal obligations and ethical industry practices.
3. Update beauty industry knowledge	3.1 A range of opportunities to update general knowledge of the beauty industry is identified and used. 3.2 Current ***issues of concern*** to the industry are monitored. 3.3 Updated knowledge is shared with clients and colleagues as appropriate and incorporated into day-to-day work activities.

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KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Obtaining information to assist work performance will require the communication of ideas and information.	1
Collecting analysing and organising information	Using knowledge of the beauty industry to enhance work performance will require information to be collected, analysed and organised.	2
Planning and organising activities	Incorporating knowledge into day-to-day work activities will require activities to be planned and organised.	1
Working with others and in teams	Sharing updated knowledge with colleagues will require the application of team work.	1
Using mathematical ideas and techniques	Pricing may require the use of mathematical ideas and techniques.	1
Solving problems	Conducting day-to-day beauty industry activities in accordance with legal obligations and ethical industry practices will require problem solving.	1
Using technology	Using the Internet to source information will require the use of technology.	1

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. bold italicised text from the performance criteria is detailed here.

Sources of information may include but are not limited to:

- media
- reference books
- libraries
- unions
- industry associations
- industry journals
- Internet sites
- information services
- personal observation and experience
- colleagues, supervisors and managers
- industry contacts, mentors and advisors.

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Information may include but is not limited to	• relationships between the beauty industry and other industries • industry working conditions • environmental issues and requirements • industrial relations issues and major organisations • career opportunities within the industry • the work ethic required to work in the industry • industry expectations of staff • quality assurance • new products, technology, techniques, and services.
Related industries may include but are not limited to:	• entertainment • fashion • health • recreation • retail • hairdressing • complementary therapy.
Quality of work performance may include but is not limited to:	• client service • hygiene.
Legal and ethical issues may include but are not limited to:	• consumer protection • privacy • duty of care • health and hygiene • equal employment opportunity • anti-discrimination • workplace relations • licensing • insurance • training • advertising • confidentiality • overbooking • pricing • gifts and services free of charge • product recommendations.
Beauty industry activities may include but are not limited to:	• housekeeping • client service • treatments/services.

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Issues of concern may include but are not limited to:	• government initiatives • emerging markets • new services/procedures • environmental and social issues • labour issues • industry expansion or retraction.

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to identify and access sources of information on the beauty industry and on related industries. The application of relevant information in the beauty work environment must be demonstrated. The evidence provided must also demonstrate knowledge and skill in the identification and application of relevant legislation, including privacy, health and hygiene and duty of care.

Critical aspects of evidence required to demonstrate competency in this unit	• Sourcing industry information. • Identifying and sourcing related industries. • Knowledge and application of legislative and ethical issues which impact on the industry. • Knowledge of the beauty industry, including main roles, functions and inter-relationships of different industries, with a more detailed knowledge of issues which relate to a specific workplace.
Context of assessment	For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace. Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.
Relationship to other units	In the context of an assessment-only and/or a training delivery and assessment pathway, all units which relate to a job function can be integrated for assessment purposes.

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Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - identifying sources of industry information
  - accessing sources of industry information
  - applying information to work activities.
- written and/or oral questioning to assess knowledge and understanding of developing techniques to update beauty industry knowledge procedures, including methods of accessing industry information. Questions will be asked in a manner appropriate to the language and literacy level of the learner.
- completing workplace documentation relevant to developing techniques to update beauty industry knowledge.
- third party reports from experienced beauty professionals in the workplace.
- completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Required skills and knowledge to achieve the performance criteria

Skills

- Basic research techniques, including:
  - identification of relevant information
  - questioning techniques to obtain information
  - sorting, summarising and presenting information.
- Applying relevant information to industry activities.

Knowledge

- Industry information sources.
- The role of trade unions and employer groups in the industry.
- Environmental responsibilities of the industry, including waste minimisation and recycling.
- Industry associations.
- Federal and State legislation, regulations and guidelines that apply to the industry in the following areas (main objectives, requirements and impact on individual staff):
  - health and safety
  - hygiene
  - workplace relations
  - workers' compensation
  - consumer protection and trade practices
  - duty of care
  - equal employment opportunity (EEO)
  - anti-discrimination.
- Overview of current and emerging technology used across the beauty industry.

Specific resources required for assessment

- Access to the Internet.
- A work team.
- A qualified workplace assessor or assessment team.

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WRBCS203B Provide service to clients

Unit Descriptor

This unit describes the competencies required to deliver service to clients, including receiving clients, making appointments and responding to client complaints. This competency may apply to a range of roles in the workplace.

This unit is equivalent to and replaces WRB08A Provide Service to Clients, as packaged in WRB99.

Application of the Unit

This unit requires the application of interpersonal, communication and organisational skills to receive and schedule clients. Knowledge of workplace policies and procedures and range of services as well as problem solving skills are required in identifying clients' special needs and responding to client complaints.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector

Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Receive clients	1.1 ***Communication*** with ***clients*** is conducted according to ***workplace policies and procedures***. 1.2 Client customer service needs and reasonable requests are met or referred to supervisor according to workplace policies. 1.3 ***Client card*** is sourced from file or new card established. 1.4 ***Client information*** is noted in ***record system*** according to workplace policies and procedures and ***relevant legislation***. 1.5 Client is directed to designated area for specific beauty services.
2. Deliver customer service to clients	2.1 Possible problems are identified, anticipated and action is taken to minimise client dissatisfaction. 2.2 Opportunities to deliver additional levels of beauty services beyond the client's immediate request are recognised and acted upon. 2.3 Client is farewelled according to workplace policies and procedures. 2.4 Verbal and non-verbal communication is used to develop rapport and maintain contact with client during customer service delivery. 2.5 Repeat custom is encouraged by promotion of appropriate beauty services or products according to workplace policies and procedures. 2.6 Sales, returns or refunds are processed according to workplace policies and procedures.

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3. Schedule clients	3.1 Appointments are scheduled according to length of time required for service/s, availability of staff and rooms and workplace policies and procedures. 3.2 Appointments are confirmed with client and details recorded.
4. Respond to client complaints	4.1 ***Nature of complaint*** is established by active listening and questioning and confirmed with the client. 4.2 ***Complaint resolution procedures*** are implemented. 4.3 Unresolved complaints are promptly referred to supervisor. 4.4 Opportunities are taken to turn incidents of client dissatisfaction into a demonstration of high quality customer service in line with workplace policies and procedures. 4.5 ***Documentation*** regarding client dissatisfaction or complaints is completed. 4.6 Follow-up action is taken as necessary to ensure client satisfaction.
5. Identify clients' special customer service needs/requirements	5.1 Clients with ***special needs*** or requirements are identified promptly by observation and questioning. 5.2 A willingness to assist is conveyed verbally and non verbally. 5.3 Client needs are promptly serviced, referred or redirected as required.

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KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Delivering customer service will require the communication of ideas and information.	2
Collecting analysing and organising information	Identifying client special needs will require information to be collected, analysed and organised.	2
Planning and organising activities	Scheduling clients will require activities to be planned and organised.	1
Working with others and in teams	Maintaining knowledge of workplace procedures and relevant legislation will require reporting to other staff members.	1
Using mathematical ideas and techniques	Making sales and handling refunds will require the use of mathematical ideas and techniques.	1
Solving problems	Responding to client complaints will require problem solving skills.	2
Using technology	Scheduling clients and making appointments may require the use of technology.	1

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here.

Communication may include but is not limited to:

- personal
- telephone
- verbal and non verbal.

Clients may include but are not limited to:

- new or regular clients with routine or special needs.

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Workplace policies and procedures may include but are not limited to:	• customer service techniques • personal presentation • record keeping • communication • scheduling clients • sales, returns and refunds • complaint resolution.
Client card may include but is not limited to:	• paper based • electronic.
Client information may include but is not limited to:	• type of treatment/s • special needs or requirements of client • products • duration of treatment • date and time of treatment • charges and method of payment • name of staff providing treatment.
Record system may include but is not limited to:	• electronic • manual.
Relevant legislation may include but is not limited to:	• consumer law • privacy law • GST regulations • Occupational Health and Safety regulations • anti-discrimination legislation • industry Codes of Practice.
Problems may include but are not limited to:	• delays • unavailability of products.
Additional levels of beauty service may include but are not limited to:	• extending the treatment period • offering complementary beauty treatments • offering homecare products.
Promotion of appropriate beauty services and products may include but is not limited to:	• complimentary beauty treatments/products • discounted beauty treatments/products • special packages of beauty treatments/products • seasonal offers of beauty treatments/products • trial/sample beauty products.
Nature of complaint may include but is not limited to:	• price • quality of service • timeliness of service • range of services.

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Complaint resolution procedures may include but are not limited to:	• referral to manager • provide a fuller explanation of product/treatment • refund of charges • repetition of beauty service • replacement of product.
Documentation may include but is not limited to:	• paper based • electronic.
Special needs may include but are not limited to:	• contra-indications to products or services • mobility or other disability assistance • language needs and cultural understandings • payment arrangements.

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to communicate with clients to provide information on products and services and to deal with client complaints. The ability to make appointments and schedule clients must also be demonstrated. The evidence provided must also demonstrate knowledge of relevant legislation and workplace policies and procedures, particularly in regard to delivering quality customer service.

Critical aspects of evidence required to demonstrate competency in this unit	• Knowledge and consistent application of workplace policies and procedures and safe work practices in regard to the provision of service to clients. • Knowledge and consistent application of relevant Federal, State and local health and hygiene regulations and other relevant legislation, including consumer law, privacy law and GST regulations. • Effectively scheduling clients and making appointments. • Providing a consistently welcoming client environment by treating clients in a courteous, professional manner using culturally appropriate greetings and farewells. • Accurately interpreting the nature of client complaints and taking appropriate action to resolve complaints. • Knowledge and consistent application of workplace policies and procedures in regard to personal dress and presentation. • Consistently using effective questioning and active listening techniques to consult, reassure and negotiate with clients while maintaining discretion, tact and confidentiality. • Consistently using time effectively.

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Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, all units which relate to a job function can be integrated for assessment purposes.

Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - making appointments for clients
  - providing advice on services for clients
  - identifying client special needs
  - responding to client complaints.
- written and/or oral questioning to assess knowledge and understanding of providing service to clients, including communication and organisational skills. Questions will be asked in a manner appropriate to the language and literacy level of the learner.
- completing workplace documentation relevant to the provision of service to clients.
- third party reports from experienced beauty professionals in the workplace.
- completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Required skills and knowledge to achieve the performance criteria

Skills

- Customer service required for selling products and beauty services, receiving and scheduling clients and making appointments and resolving complaints including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - negotiation techniques
  - conflict resolution skills
  - techniques for dealing with difficult or abusive clients
  - greeting and farewelling techniques
  - knowledge of clients' special needs
  - dealing with clients in a culturally appropriate manner
  - telephone techniques.
  - Language, literacy and numeracy relevant to the role and workplace requirements.

Knowledge

- The provisions of relevant legislation, including consumer law, privacy law, GST regulations, Occupational Health and Safety requirements and industry Codes of Practice.
- Workplace policies and procedures in regard to personal presentation, record keeping, sales, returns and refunds, receiving and scheduling clients and making appointments.
- Workplace features, including:
  - workplace product and beauty service range
  - location of workplace areas/sections
  - function and use of workplace telephone system
  - message taken in person or by telephone
  - client record system
  - written record of complaints.

Specific resources required for assessment

- Relevant documentation, such as:
  - workplace policies and procedures manuals.
- Access to a range of clients with different requirements.
- A range of equipment and products appropriate to the beauty workplace.
- Product labels and sources of product and equipment information.
- A qualified workplace assessor or assessment team.

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WRBCS204A Apply knowledge of nail science to nail services

Unit Descriptor

This unit describes the knowledge required to apply nail science to beauty treatments. This competency will apply to a range of beauty treatments relating to nails and to a range of roles in the workplace.

Application of the Unit

This unit requires the operator to demonstrate in their practice an understanding of nail science as it applies to the performance of nail treatments. Knowledge of relevant legislation and workplace policies and procedures, particularly in regard to safety and hygiene, are also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector

Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Apply knowledge of nail science to beauty treatments	1.1 The relevant principles of nail science are identified and applied to the performance of beauty treatments according to ***relevant legislation*** and ***workplace policies and procedures***. 1.2 The main functions and role of the skin on the hands and feet are identified. 1.3 The ***structure and function of the lower arms and legs*** as they relate to manicure and pedicare services is identified and described.
2. Apply knowledge of the structure and function of nails to beauty treatments	2.1 The appearance and gross anatomy of normal human skin and nails are identified. 2.2 ***Common problems of the skin and nails*** on the hands and feet as they relate to nail treatments are identified and taken into account during the service. 2.3 Knowledge of ***contra-indications to treatments*** are identified as they relate to client health and treatment outcomes, and advice or referral to ***appropriate professionals*** is provided as required.
3. Promote skin health and care	3.1 Knowledge of nail science is applied to the performance of beauty treatments to maximise the promotion of skin and nail health and care. 3.2 Damage to skin and nails is minimised when performing nail treatments. 3.3 The ***effects on the nail of ingredients in a range of treatment products*** is identified and care is taken to minimise damage to the skin and nails. 3.4 The relevant principles of nail science are applied in the ***provision of aftercare service and advice***.

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KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Evaluating treatment and advising on future treatments will require the communication of ideas and information.	2
Collecting analysing and organising information	Identifying client needs and characteristics will require information to be collected, analysed and organised.	2
Planning and organising activities	Performing a range of nail treatments and providing aftercare service and advice according to client requirements, manufacturer instructions, health and hygiene requirements and workplace procedures will require activities to be planned and organised.	2
Working with others and in teams	Maintaining knowledge of workplace procedures and relevant legislation will require reporting to other staff members.	2
Using mathematical ideas and techniques	Safe use of products and equipment according to manufacturer's recommendations will require the use of mathematical ideas and techniques.	1
Solving problems	Recognising and responding to unsafe situations and applying preventative measures will require problem solving skills.	2
Using technology	Recording relevant outcomes and reporting problems may require the use of technology.	1

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here.

Relevant legislation may include but is not limited to:

- Federal, State and local health and hygiene regulations
- Occupational Health and Safety legislation.

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Workplace policies and procedures may include but are not limited to:	• health and hygiene • comfort and privacy • designated time frames for the completion of the service.
Main functions and role of the skin on the hands and feet may include:	• gross anatomy of the skin • major features of the skin of the hand and feet.
The structure and function of the lower arms and legs may include:	• bones of the arm, forearm and hand • bones of the lower leg and foot • functions of the bones • muscles of the forearm and hand • muscles of the lower leg and foot • functions of skeletal muscle • blood supply for the forearm and hand • blood supply for the lower leg and foot.
Appearance and gross anatomy of normal human skin and nails may include:	• structural features of the nail • skin surrounding the nail • factors which effect nail growth • normal appearance of human nails • effects of health and disease on nails.

Common problems of the skin and nails may include:	• contagious disorders:
	  • bacterial, viral or fungal infections
	  • warts
	  • tinea pedia
	  • tinea unquiet
	  • papalomas
	  • paronychia
	• non contagious hand/foot/nail disorders:
	  • onycholysis
	  • white spots (leuconychia)
	  • corrugated furrows
	  • split or brittle nails
	  • hang nails
	  • bruised nails
	  • onychophagy (bitten nails)
	  • blisters
	  • calluses
	  • heel fissures
	  • bunions
	  • hammer toes
	  • corns
	  • dermatitis
	  • circulatory problems
	  • eggshell nails
	  • congenital or trauma-induced nail malformations.

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Contra-indications to treatments may include:	• skin or nail disorders or diseases
	• allergic reactions
	• bruising or swelling
	• areas exhibiting loss of tactile sensation
	• cuts or abrasions
	• recent operations
	• areas of recent fractures or sprains
	• health and the nail:
	  • diabetes
	  • blood disorders/diseases
	• contra-indications of products used in combination or with other services.

Appropriate professionals may include:	• medical practitioner • podiatrist • complementary therapist.
The effects on the nail of ingredients in a range of treatment products may include:	• effects on the nail of a range of nail products • effects on the nail of a range of electrical equipment and services • sources of information on nail product ingredients • main ingredients in a range of nail products • pH range of human skin, nails and manicure and pedicure products.

Provision of aftercare service and advice may include:	• lifestyle changes:
	  • sun protection
	  • skin care
	  • effects of nutrition on skin and hair
	• product advice
	• advice on further services.

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EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to identify, describe and apply nail science including the anatomy of skin and nails, skin and nail disorders, contra-indications to treatments, the effects on the nail of ingredients and equipment in a range of treatment products and services and provision of aftercare service and advice as it applies to the performance of nail treatments. Knowledge and understanding of nail science as it relates to beauty treatments must also be demonstrated.

Critical aspects of evidence required to demonstrate competency in this unit

- Knowledge and consistent application of relevant workplace policies and procedures.
- Knowledge and consistent application of Federal, State and local health and hygiene requirements/regulations and skin penetration legislation.
- Knowledge and consistent application of safe work practices and the safe use of products and equipment including the use of preventative measures, according to manufacturer safety manuals and Occupational Health and Safety regulations/requirements.
- Knowledge and consistent application of the principles of nail science as they apply to beauty treatments, including:
  - the structure and function of the lower arms and legs as they relate to manicure and pedicare services
  - the appearance and gross anatomy of normal human skin
  - the appearance and gross anatomy of normal human nails
  - skin and nail disorders
  - contra-indications to treatments
  - the effects on the nail of ingredients and equipment in a range of treatment products
  - provision of aftercare service and advice.
- Knowledge and skill in the application of a variety of nail treatments, using a variety of techniques/procedures.
- Accurately and legibly recording relevant data.

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Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or a nail science specialist and may be in a simulated environment.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

This unit is a co-requisite for a range of nail service units. It requires an assessment outcome which includes evidence of the application of knowledge of nail science to the performance of one or more nail services.

This unit must therefore be assessed in conjunction with one or more of the following related units:

- WRBBS201B Provide manicure and pedicare services
- WRBBS202A Apply gel nail enhancement
- WRBBS203A Apply acrylic nail enhancement

Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - identifying the principles of nail science and developing and maintaining safe work practices
  - performance of a variety of treatment processes according to client and safety requirements.
- written and/or oral questioning to assess knowledge and understanding of beauty treatments using equipment, including aftercare advice and relevant legislation.
- completing workplace documentation relevant to beauty treatments.
- third party reports from experienced beauty professionals in the workplace.
- completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

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Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Required skills and knowledge to achieve the performance criteria

Skills

- Responding to possible skin or nail damage situations.
- Identifying client characteristics and recommending and performing a service, including:
  - preparation of the service area
  - preparation of products and equipment
  - preparation of the client.
- Communication techniques, including:
  - using open and/or closed questions
  - speaking clearly and concisely
  - using appropriate language
  - non-verbal communication
  - written communication.
  - Language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge

- The provisions of relevant health and hygiene regulations/requirements.
- The provisions of relevant Occupational Health and Safety regulations/requirements.
- Knowledge of the principles of nail science as they relate to beauty treatments.
- Workplace policies and procedures in regard to the performance of nail treatments.
- Nail science in relation to beauty treatments/ procedures, including:
  - the anatomy of skin and nails
  - skin and nail disorders
  - contra-indications to treatments
  - the effects on the nail of ingredients and equipment in a range of treatment products
  - provision of aftercare service and advice.
- The workplace product, treatment and equipment range and manufacturer instructions/data sheets.

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Specific resources required for assessment

- Relevant documentation, such as:
  - workplace policy and procedures manuals.
- Access to a range of clients with different requirements.
- A range of equipment and products appropriate to the beauty workplace.
- Product labels and sources of product information.
- A qualified workplace assessor or assessment team.

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WRBCS305A Apply knowledge of skin biology to beauty treatments

Unit Descriptor

This unit describes the knowledge required to apply the principles of skin biology to beauty treatments. This competency will apply to a range of beauty treatments and roles in the workplace.

Application of the Unit

This unit requires the operator to demonstrate in their practice an understanding of skin biology as it applies to the performance of beauty treatments. Knowledge of relevant legislation and workplace policies and procedures, particularly in regard to safety and hygiene, are also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector

Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Apply knowledge of skin structure and function to beauty treatments	1.1 The relevant principles of skin biology are identified and applied to the performance of beauty treatments according to ***relevant legislation*** and ***workplace policies and procedures*** . 1.2 The anatomical structure of the epidermis, dermis and hypodermis are identified. 1.3 The ***main functions and roles of the skin*** are identified. 1.4 The ***structure, function, distribution and development of the glands of the skin*** are identified. 1.5 ***Skin colour and reaction to light*** are identified and related to the performance of beauty treatments. 1.6 The role of the skin in ***homeostasis and thermoregulation*** is identified. 1.7 The process of primary and secondary melanization is identified. 1.8 The process of primary and secondary erythema is identified. 1.9 The role of the ***skin as a sense organ*** and variations in sensory perception are identified and their importance in a range of beauty treatments is noted.
2. Apply knowledge of the structure and function of hair to beauty treatments	2.1 The ***main functions and role of hair*** and the ***gross structural features of the pilobaceous unit*** are identified. 2.2 The ***structural and cellular features of hair and hair follicles*** are identified. 2.3 The ***process of hair growth and the hair growth cycle*** is identified and related to beauty treatments. 2.4 The ***effects of beauty treatments*** on hair are identified and related to the performance of beauty treatments.

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3. Promote skin health and care	3.1 Knowledge of skin biology is applied to the performance of beauty treatments to maximise the promotion of skin health and care. 3.2 Knowledge of environmental damage to skin applied to minimise skin changes. 3.3 Damage to skin is minimised when performing beauty treatments particularly in regard to hair removal and skin or hair colouration. 3.4 The relevant principles of skin biology are applied in the ***provision of aftercare service and advice*** .

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Evaluating treatment and advising on future treatments will require the communication of ideas and information.	2
Collecting analysing and organising information	Identifying client needs and characteristics will require information to be collected, analysed and organised.	2
Planning and organising activities	Performing a range of beauty treatments providing aftercare service and advice according to client requirements, manufacturer's instructions, health and hygiene requirements and workplace procedures will require activities to be planned and organised.	2
Working with others and in teams	Maintaining knowledge of workplace procedures and relevant legislation will require reporting to other staff members.	2
Using mathematical ideas and techniques	Safe use of products and equipment according to manufacturer's recommendations will require the use of mathematical ideas and techniques.	1
Solving problems	Recognising and responding to unsafe situations and applying preventative measures will require problem solving skills	2
Using technology	Recording relevant outcomes and reporting problems may require the use of technology.	1

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RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here.

Relevant legislation may include but is not limited to:	• Federal, State and local health and hygiene regulations • Occupational Health and Safety legislation.
Workplace policies and procedures may include but are not limited to:	• health and hygiene • comfort and privacy • designated time frames for the completion of the service.
The main functions and role of the skin may include:	• the integumentary system • relevant skin surface anatomy • major epidermal appendages and dermal structures • major cells of the epidermis • role of vascular, connective and nervous tissue in the dermis.
The structure, function, distribution and development of the glands of the skin may include:	• the structure, function, distribution and development of skin glands • production, composition and possible functions of sebum • production, composition and functions of eccrine and apocrine sweat fluids • control of sweat and sebaceous gland activity.
Skin colour and reaction to light may include:	• main factors contributing to skin colour • origin, structure and location of melanocytes and keratinocytes • optical properties of skin in relation to reflection, transmission and absorption • relationship between skin type, minimal erythermal dose, skin protection factor and sunscreen use • normal responses of keratinocytes to ultraviolet radiation (UVA and UVB) • normal responses of melanocytes to ultraviolet radiation (UVA and UVB).
Homeostasis and thermoregulation may include:	• thermoregulation • methods of heat production.

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The role ***of skin as a sense organ*** may include:	• stimuli and receptors • process of nerve conduction • types of receptors • systems and pathways of sensory and motor neuronal conduction • variations in sensory perception and their importance in a range of beauty treatments.
The main functions and role of hair may include:	• protection.
The ***gross structural features of the pilobaceous unit*** may include:	• structural and cellular features of a hair follicle • sebaceous glands • arector pili muscle.
The ***structural and cellular features of hair and hair follicles*** may include:	• hair shaft • layers of the hair • hair root and follicle.

The ***process of hair growth and the hair growth cycle*** may include:	• the process of hair growth
	• hair growth cycle
	  • anagen (growth phase)
	  • catagen (transitional stage)
	  • telogen (resting phase)
	• influences on hair growth rate.

The ***effects of beauty treatments*** may include:	• hair removal
	  • epilation
	  • depilation
	• bleaching
	• perming
	• effects on hair and skin.

Provision of aftercare service and advice may include but are not limited to:	• lifestyle changes
	  • sun protection
	  • skin care
	  • effects of nutrition on skin and hair
	• product advice
	• advice on further services.

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EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package. Overview of assessment A person who demonstrates competency in this standard must be able to identify, describe and apply skin biology, including the anatomy of human skin and hair, to the performance of beauty treatments. Knowledge and understanding of the principles of skin biology as they relate to beauty treatments must be demonstrated.

Critical aspects of evidence required to demonstrate competency in this unit

- Knowledge and consistent application of relevant workplace policies and procedures.
- Knowledge and consistent application of Federal, State and local health and hygiene requirements/regulations and skin penetration legislation.
- Knowledge and consistent application of safe work practices and the safe use of products and equipment including the use of preventative measures, according to manufacturer safety manuals and Occupational Health and Safety regulations/requirements.
- Knowledge and consistent application of the principles of skin biology as they apply to beauty treatments, including:
  - main functions and role of the skin
  - structure, function, distribution and development of the glands of the skin
  - skin colour and its implications to the beauty industry
  - role of the skin in homeostasis and thermoregulation
  - role of skin as a sense organ
  - main functions and role of hair
  - gross structural features of the pilobaceous unit
  - structural and cellular features of hair and hair follicles
  - process of hair growth and the hair growth cycle
  - effects of beauty treatments on hair and skin
  - provision of aftercare service and advice.
- Knowledge and skill in the application of a variety of beauty treatments, using a variety of techniques/procedures involving skin care.
- Accurately and legibly recording relevant data.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or a skin biology specialist and may be in a simulated environment.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

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Relationship to other units

This unit is a co-requisite for a range of beauty units. It requires an assessment outcome which includes evidence of the application of knowledge of skin biology to the performance of one or more beauty treatments.

This unit must therefore be assessed in conjunction with one or more of the following related units:

- WRBBS407B Provide body treatments
- WRBBS509A Plan the spa program
- WRBBS510A Provide the spa program
- WRBBS511A Apply aromatic plant oil chemistry to beauty treatments
- WRBBS512A Blend a range of aromatic plant oils for beauty treatments
- WRBBS513A Use reflexology relaxation techniques in beauty treatments
- WRBFS305B Provide lash and brow treatments
- WRBFS406B Provide facial treatments
- WRBFS407B Provide advanced facial treatments
- WRBSS302B Provide temporary epilation and bleaching treatments
- WRBSS503B Provide permanent epilation
- WRBSS504B Perform diathermy service
- WRBSS505B Design and perform cosmetic tattooing/micropigmentation procedures
- WRBSS506A Provide upper body piercing

Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - identifying the principles of skin biology and developing and maintaining safe work practices
  - performance of a variety of treatment processes according to client and safety requirements.
- written and/or oral questioning to assess knowledge and understanding of beauty treatments using electrical equipment, including aftercare advice and relevant legislation.
- completing workplace documentation relevant to beauty treatments.
- third party reports from experienced beauty professionals in the workplace.
- completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

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Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Required skills and knowledge to achieve the performance criteria

Skills

- Responding to possible skin damage situations.
- Identifying client characteristics and recommending and performing a service, including:
  - preparation of the service area
  - preparation of products and equipment
  - preparation of the client.
- Communication techniques, including:
  - using open and/or closed questions
  - speaking clearly and concisely
  - using appropriate language
  - non-verbal communication
  - written communication.
  - Language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge

- The provisions of relevant health and hygiene regulations/requirements and skin penetration legislation.
- The provisions of relevant Occupational Health and Safety regulations/requirements.
- Knowledge of the principles of skin biology as they relate to beauty treatments.
- Workplace policies and procedures in regard to the performance of beauty treatments.
- Knowledge of skin biology in relation to beauty treatments/procedures.
- The workplace product, treatment and equipment range and manufacturer instructions/data sheets.

Specific resources required for assessment

- Relevant documentation, such as:
  - workplace policy and procedures manuals.
- Access to a range of clients with different requirements.
- A range of equipment and products appropriate to the beauty workplace.
- Product labels and sources of product information.
- A qualified workplace assessor or assessment team.

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WRBCS306B Advise on beauty services

Unit Descriptor

This unit describes the skills and knowledge required to advise clients on a range of beauty services. This competency may apply to a range of roles in the workplace.

This unit is equivalent to and replaces WRB13A Advise on Beauty Services, as packaged in WRB99.

Application of the Unit

This unit requires communication and research skills to be able to develop and apply knowledge of products, services and treatments to the needs of clients to create a buying environment.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector

Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Develop product knowledge	1.1 Knowledge of ***products*** is developed, maintained and conveyed to other staff members as required. 1.2 Knowledge of ***services/treatments*** is developed. 1.3 ***Comparisons*** between products and services/treatments are applied. 1.4 Knowledge of competitors' product and service/treatment range and pricing structure is demonstrated.
2. Identify beauty products and services	2.1 Workplace product and service/treatment range is identified. 2.2 ***Client*** needs are identified
3. Recommend specialised products and services	3.1 Products and services/treatments are evaluated according to type, client needs, characteristics and price range. 3.2 Features and benefits of products and services/treatments are demonstrated to client to create a buying environment according to ***legal requirements***. 3.3 Detailed specialised knowledge of product and service/treatment is applied to provide advice to clients. 3.4 Products and services/treatments are explained and clearly demonstrated where applicable. 3.5 Opportunities are taken to advise/demonstrate to clients who are unfamiliar with aspects of beauty products and services.

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KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Demonstrating features and benefits of products and services/treatments to client to create a buying environment will require the communication of ideas and information.	2
Collecting analysing and organising information	Researching and applying comparisons between products and services/treatments will require information to be collected, analysed and organised.	2
Planning and organising activities	Evaluating products and services/treatments to meet client needs will require activities to be planned and organised.	1
Working with others and in teams	Developing, maintaining and conveying information to other staff members will require the application of team work.	2
Using mathematical ideas and techniques	Demonstrating knowledge of competitors' pricing structure will require the use of mathematical ideas and techniques.	1
Solving problems	Correctly identifying client treatment needs will require the application of problem solving skills.	1
Using technology	Developing product knowledge may require the use of technology.	1

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here

Products may include but are not limited to:

- nail care
- make-up
- skin care
- remedial
- homecare.

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Services/treatments may include but are not limited to:	• manicure/pedicare • facial services • body services.
Comparisons may include but are not limited to:	• treatment options • procedures, techniques • brand options • benefits and effects of various products • benefits and effects of service/treatment • projected outcomes • price • ingredients • possible adverse effects • contra-indications.
Clients may include but are not limited to:	• new or regular clients with routine or special needs.
Legal requirements may include but are not limited to:	• Federal, State and local health and hygiene regulations • skin penetration legislation • anti-discrimination legislation • consumer legislation.

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EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to develop and apply knowledge of a range of beauty products and services to meet the needs of clients. The evidence provided must demonstrate the ability to make comparisons between products and between services/treatments. Knowledge and skill in the application of relevant legislation and workplace policies and procedures must also be demonstrated.

Critical aspects of evidence required to demonstrate competency in this unit

- Knowledge and consistent application of workplace policies and procedures and safe work practices in relation to advising on beauty services.
- Knowledge and consistent application of relevant Federal, State and local health and hygiene regulations, including skin penetration legislation.
- Recognising and managing contra-indications.
- Reading, accurately interpreting and consistently applying and advising on manufacturer instructions for products.
- Consistently using effective questioning and active listening techniques to consult, reassure and negotiate with clients while maintaining discretion, tact and confidentiality.
- Knowledge and skill in the application of product knowledge, including comparisons between products, to offer advice to clients.
- Knowledge and skill in identifying client requirements/needs.
- Recommending products and services to clients, including the incorporation of detailed specialised product knowledge, and the ability to demonstrate products and services to provide advice to clients.
- Consistently using time effectively.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

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Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, all units which relate to a job function can be integrated for assessment purposes.

Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - describing a range of product development to other staff members
  - explaining and demonstrating products and services to clients
  - providing advice on products and services according to client needs.
- written and/or oral questioning to assess knowledge and understanding of a range of beauty services, including products, services and treatment needs of clients. Questions will be asked in a manner appropriate to the language and literacy level of the learner.
- completing workplace documentation relevant to the provision of advice on beauty services.
- third party reports from experienced beauty professionals in the workplace.
- completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Required skills and knowledge to achieve the performance criteria

Skills

- Identifying client requirements/needs.
- Selling products and services, including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - dealing with clients in a culturally appropriate manner
  - negotiation techniques
  - conflict resolution skills
  - problem solving techniques.
- Gathering and organising information to develop and maintain product and service knowledge.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge

- The provisions of relevant health and hygiene regulations/requirements and skin penetration legislation.
- The provisions of relevant Occupational Health and Safety regulations/requirements.
- Workplace policies and procedures in regard to the performance of selling products and services.
- The effects and benefits of a defined range of workplace skin care and treatment products.
- Factors likely to affect the suitability of each workplace treatment to clients' needs and the effects and benefits of various treatments.
- The causes of skin reactions/allergies in regard to treatments.
- Specialist product knowledge including:
  - specialised products
  - warranties (where applicable)
  - corresponding benefits of various products
  - shelf life; use-by date.
  - storage requirements
  - basic ingredients or materials contained in product
  - features and use of products
  - corresponding or complementary products and services
  - stock availability
  - ordering procedures.

Specific resources required for assessment

- Relevant documentation, such as:
  - workplace policy and procedures manuals.
- Access to a range of clients with different requirements.
- A range of merchandise and products appropriate to the beauty workplace.
- Product labels and sources of product information.
- A qualified assessor or assessment team.

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WRBCS407A Develop a treatment plan for beauty therapy treatments

Unit Descriptor

This unit describes the skills and knowledge required to consult with clients, assess treatment needs and develop a treatment plan for single or multiple treatment sessions for one or more services. This competency may apply to a range of roles in the workplace.

This unit is equivalent to and replaces WRB24A Assess Client's Treatment Needs as packaged in WRB99.

Application of the Unit

This unit is related to all beauty therapy treatment units as it provides the basis for assessing client treatment needs and developing a treatment plan which may involve more than one treatment or service. It requires communication skills to consult with clients and select treatment/s to meet clients needs. Knowledge and skill in the application of relevant legislation, such as skin penetration and privacy legislation, and workplace policies and procedures is also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector

Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Determine client requirements	1.1 Relevant information is obtained from client to determine expectations/requirements. 1.2 ***Client feedback*** is actively encouraged and responded to. 1.3 ***Client needs*** are evaluated to enable advice and recommendations for ***products*** and ***services.***
2. Analyse client characteristics	2.1 Client characteristics, skin type and skin condition are identified. 2.2 Client relevant medical history is identified. 2.3 ***Client lifestyle*** is discussed and evaluated to determine current client requirements and future treatment recommendations. 2.4 Client is advised of any possible ***physical effects*** of the treatment and ***homecare*** required. 2.5 ***Client history card*** and assessment details are recorded
3. Identify contra-indications	3.1 ***Contra-indications*** to relevant treatment/s are identified, discussed with client and referred to ***appropriate professional*** where required. 3.2 ***Options/limitations*** for future treatments are assessed and discussed according to client characteristics/contra-indications. 3.3 Where ***medically related contra-indications*** are established, ***medical approval*** is obtained by the client prior to treatment as required.

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4. Develop treatment plan	4.1 ***Treatment plan*** for relevant treatment/s is developed according to client analysis, known effects of treatment/s, ***relevant legislation*** and ***workplace policies and procedures***. 4.2 Client is informed of estimated treatment time, frequency and cost according to workplace policies and procedures. 4.3 Agreement is negotiated and agreed with client on proposed treatment plan. 4.4 Homecare and ***lifestyle change recommendations*** are communicated to client. 4.5 Details of client treatment plan are accurately recorded on ***workplace record system***. 4.6 Client permission is obtained and consent form signed where applicable.

KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Clearly communicating client's homecare and lifestyle change recommendations will require communication of ideas and information.	3
Collecting analysing and organising information	Conducting client analysis will require information to be collected, analysed and organised.	3
Planning and organising activities	Developing treatment plan according to client analysis and feedback and known effects of treatments will require activities to be planned and organised.	3
Working with others and in teams	Identifying contra-indications and referring to an appropriate professional will require team work.	2
Using mathematical ideas and techniques	Estimating treatment time, frequency and cost of treatment will require mathematical ideas and techniques.	1
Solving problems	Negotiating with the client on proposed treatment plan will require problem solving skills.	3
Using technology	Recording treatment plan may require the use of technology.	1

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RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here.

Relevant information may include but is not limited to:	• previous treatments • outcomes of previous treatments • required treatments • physical attributes • time constraints • budgetary constraints.
Clients may include but are not limited to:	• new or regular clients with routine or special needs.
Expectations/requirements may include but are not limited to:	• relaxation • improved skin condition • improved muscle tone.
Client feedback may include but is not limited to:	• enquiries • suggestions • comments • requests.
Client needs may include but are not limited to:	• facial treatments • body treatments/massage.
Products may include but are not limited to:	• chemical • remedial • oils • gels • massage lubricants • anaesthetising.
Services must include but are not limited to:	• manual and electrical facial treatments • manual and electrical body treatments • massage.
Client characteristics may include but are not limited to:	• skin type • skin condition • body type.

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Skin type may include but is not limited to:	• normal • dry • oily • combination.
Skin condition may include but is not limited to:	• sensitive • pigmented • damaged • mature • dehydrated • congested • couperose.
Client relevant medical history may include but is not limited to:	• existing medical conditions • previous medical conditions • medication/s.
Client lifestyle may include but is not limited to:	• tobacco consumption • alcohol consumption • sleeping patterns • exercise routine • nutrition • climate • type of employment • hobbies.
Physical effects may include but are not limited to:	• temporary dizziness • temporary localised pain.
Homecare may include but is not limited to	• use of remedial products • infection control precautions.
Client history card may include but is not limited to:	• paper based • electronic.

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Contra-indications may include but are not limited to:	• bacterial, viral or fungal infections • scabies • boils/carbuncles • pigmentation disorders • hirsutism • disorders of aging skin • sun burn • biological changes including puberty, menopause, premature aging, anorexia, anaemia, pregnancy • moles, lesions • skin trauma • metal implants/pacemakers • heart conditions • circulatory disorders • other visible non-normal skin.
Appropriate professional may include:	• medical practitioner • complementary therapist.
Options/limitations may include but are not limited to:	• alternative treatment recommendations • lifestyle recommendations • contra-indications • medical conditions.
Medically related contra-indications may include but are not limited to:	• heart conditions • circulatory disorders • metal implants.
Medical approval may include but is not limited to:	• written approval from a health professional.
Treatment plan may include but is not limited to:	• treatment/s • frequency/duration • products • techniques • tools/equipment • contra-indications • relevant medical history/medications • outcomes of previous treatments.

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Relevant legislation may include but is not limited to:	• Federal, State and local government health and hygiene regulations • Occupational Health and Safety • skin penetration • privacy • industry Codes of Practice • standards of practice.
Workplace policies and procedures may include but are not limited to:	• privacy • confidentiality of client records • health and hygiene • workplace product range and manufacturer's instructions • workplace time frame allocated for the performance of the relevant service • pricing of relevant services.

Lifestyle change recommendations may include but are not limited to:	• the benefits of improved:
	  • nutrition
	  • sleeping patterns
	  • sun protection
	  • alcohol reduction
	  • tobacco reduction
	  • exercise.

Workplace record system may include but is not limited to:	• manual system • electronic system.

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EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package..

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to communicate with a range of clients to determine their needs and characteristics and develop a treatment plan for a single or series of treatments covering one or more beauty therapy services. Knowledge of conditions, including relevant medical conditions, which may be contra-indications to the application of products or services, must be demonstrated. The evidence provided must also demonstrate knowledge and skill in the application of relevant legislation and workplace policies and procedures, particularly in regard to safety and privacy of client information.

Critical aspects of evidence required to demonstrate competency in this unit

- Consistently using effective questioning and active listening techniques to consult, reassure and negotiate with clients while maintaining discretion, tact and confidentiality.
- Knowledge and consistent application of workplace policies and procedures and relevant legislation in regard to consultation with clients and assessment of client treatment needs.
- Knowledge and consistent application of Federal, State and local health and hygiene requirements/regulations and skin penetration legislation, and of workplace policies and procedures in regard to hygiene.
- Knowledge and consistent application of safe work practices and the safe use of products according to Occupational Health and Safety regulations/requirements.
- Recognising and managing contra-indications, including medical conditions which require approval from a medical practitioner.
- Reading and accurately interpreting manufacturer instructions for products, tools and equipment.
- Analysing the client's face/body, identifying the client's requirements/needs, and developing and recording a treatment plan including:
  - areas of the face/body requiring special treatment
  - range of appropriate treatment products, application techniques and equipment
  - range of appropriate treatment procedures
  - review of previous treatments.
- Knowledge and skill in the selection of a variety of massage movements and techniques.
- Knowledge and skill in the selection of a variety of treatment routines and procedures.
- Consistently using time effectively.

Accurately and legibly recording relevant data.

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Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace.

Competency should be demonstrated in a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, all units which relate to a job function can be integrated for assessment purposes.

Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in a simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - consulting with clients to determine their needs and characteristics
  - identifying and managing contra-indications
  - developing and recording a treatment plan.
- written and/or oral questioning to assess knowledge and understanding of developing a treatment plan for beauty therapy treatments procedures, including maintaining privacy of client information. Questions will be asked in a manner appropriate to the language and literacy level of the learner.
- completing workplace documentation relevant to developing a treatment plan for beauty therapy treatments.
- third party reports from experienced beauty professionals in the workplace.
- completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Required skills and knowledge to achieve the performance criteria

Skills

- Responding to contra-indications and adverse effects of previous treatments.
- Selecting treatments appropriate to the needs and condition of clients.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.
- Communication techniques, including:
  - using open and/or closed questions
  - speaking clearly and concisely
  - using appropriate language
  - dealing with clients in a culturally appropriate manner
  - non-verbal communication
  - written communication.

Knowledge

- The provisions of relevant health and hygiene regulations/requirements and skin penetration legislation.
- The provisions of relevant Occupational Health and Safety regulations/requirements.
- Relevant legislation and workplace policies and procedures in regard to consultation with clients and assessment of client treatment requirements.
- The appearance of contra-indications and adverse effects of previous treatments.
- The effects and benefits of a defined range of workplace skin care and treatment products.
- Factors likely to affect the suitability of each workplace treatment to clients' needs and the effects and benefits of treatments.
- Anatomy and physiology of the skin and skin structures as it relates to beauty treatments, including:
  - a simplified cross-section of skin
  - glands as they relate to basic skin function
  - skin chemicals, including sebum and sweat production, normal and abnormal, collagen, elastin, lipids
  - phases of growth, cell renewal, healing of skin and factors affecting epidermal mitosis
  - normal process of skin aging and structural change
  - physiological basis of skin colour
  - electromagnetic spectrum and effect of light on the skin
  - normal skin response to irritation and trauma
  - scars, including hypertrophic and keloid, their origin, evolution, and abnormal scar tissue
  - the effects of workplace treatments on the physical structure of the skin
  - trans-epidermal water loss
  - wound healing in different skin types and locations
  - percutaneous absorption and factors affecting penetration of cosmetics

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- normal body flora.
- The body systems as listed below, in regard to their interdependence and purpose in relation to a healthy body and their relationship to the skin, muscles and nerves.
  - skeletal and muscular, including muscle contractibility and motor points
  - nervous system and its relationship to skin sensations
  - lymphatic, digestive, respiratory, and circulatory systems and their relationship to skin function, including thermoregulation and homeostasis
  - endocrine and reproductive systems in relationship to hormonal control of the skin
  - olfactory sense in regard to relevant beauty treatments.
- Basic nutrition guidelines and the relationship between nutrition and healthy skin, particularly foods which may have an effect on the skin or which may be contra indicated in combination with relevant skin conditions or products used in a treatment procedure.
- Cosmetic chemistry/ingredients in relevant treatment products particularly in regard to their likely effects on the skin, the toxic effects of various substances and possible contra-indications in combination with other products or circumstances.
- Knowledge of the principles and properties of electricity as they relate to beauty therapy treatments.
- The operator's legal and insurance liabilities and responsibilities in regard to services and to the use and preparation of treatment products.

The appearance of skin reactions/allergies in regard to treatments.

Specific resources required for assessment

- Relevant documentation, such as:
  - workplace policy and procedures manuals
- Access to a range of customers with different requirements
- A range of equipment and products appropriate to the beauty workplace
- Product labels and sources of product information
- A qualified workplace assessor or assessment team.

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WRBCS408A Apply knowledge of anatomy and physiology to beauty therapy treatments

Unit Descriptor

This unit describes the knowledge required to apply anatomy and physiology to beauty therapy treatments. This competency will apply to a range of beauty therapy treatments and roles in the workplace.

Application of the Unit

This unit requires the operator to demonstrate in their practice the understanding of anatomy and physiology as it applies to identifying and analysing client needs, performing beauty therapy treatments and providing aftercare service and advice.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector

Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Apply knowledge of anatomical and physiological terminology to beauty therapy treatments	1.1 ***Relevant anatomical and physiological terminology*** is identified and applied to the development of a treatment plan. 1.2 Anatomical and physiological terminology is identified and applied to the performance of a beauty therapy treatment. 1.3 Anatomical and physiological terminology is applied in the provision of aftercare service and advice.
2. Apply knowledge of anatomy and physiology to beauty therapy treatments	2.1 The ***structural levels of organisation*** in the study of anatomy and physiology are identified and applied to the development of a ***treatment plan.*** 2.2 The relevant principles of the structural levels of organisation in the study of anatomy and physiology are applied the ***performance of a beauty therapy treatment.*** 2.3 ***Contra-indications*** to relevant treatments, and occasions where referral to ***appropriate professionals*** is required are identified. 2.4 The principles of anatomy and physiology as they relate to beauty therapy treatments are applied in the provision of ***aftercare service and advice.*** 2.5 Client is advised on aftercare service and advice is recorded as a part of the treatment plan.
3. Apply knowledge of the body's systems to beauty therapy treatments	3.1 ***The relevant functions of the body's systems*** as they relate to beauty therapy treatments are identified and applied to the development of the treatment plan. 3.2 The relevant principles of the body's systems are applied to the performance of ***beauty therapy treatments.*** 3.3 The relevant principles of the body's systems as they relate to beauty therapy treatments are applied in the provision of ***aftercare service and advice.***

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KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Using anatomical and physiological terminology will require the communication of ideas and information.	1
Collecting analysing and organising information	Identifying anatomical and physiological knowledge will require information to be collected, analysed and organised.	3
Planning and organising activities	Applying knowledge of anatomy and physiology to beauty therapy treatments will require activities to be planned and organised.	3
Working with others and in teams	Maintaining knowledge of workplace procedures and relevant legislation will require reporting to other staff members.	1
Using mathematical ideas and techniques	Applying knowledge of anatomy and physiology to beauty therapy treatments will require the use of mathematical ideas and techniques.	1
Solving problems	Applying knowledge of anatomy and physiology to beauty therapy treatments will require problem solving skills.	3
Using technology	Recording relevant information may require the use of technology.	1

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RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here.

Relevant anatomical and physiological terminology may include:

- definitions of anatomy and physiology
- anatomical terminology
- body cavities and regions
- cell structures
- cell functions:
  - movement of substances in and out of cells
  - metabolic conversions of organic molecules
- tissue types
- muscular systems:
  - gross and microscopic anatomy
  - functions
  - types/calssifications
  - disorders of muscular systems
- nervous system:
  - functions
  - anatomy of nervous system
  - nerves
  - reflex arc
  - disorders of the nervous system
- skeletal system:
  - function
  - types of bones
  - gross and microscopic anatomy
  - disorders of skeletal system
- circulatory system
  - heart anatomy
  - functions
  - circulation pathways
  - blood vessels
  - blood
  - disorders of the circulatory system
- respiratory system
  - functions
  - anatomy
  - mechanics of breathing
  - disorders of respiratory system
- lymphatic system
  - function
  - anatomy
  - disorders of lymphatic system
- endocrine system
  - function
  - anatomy
  - disorders of endocrine system.

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The structural levels of organisation may include:	• the human cell • human tissues • body organs • body systems.
The development of a treatment plan may include but is not limited to:	• treatment/s • products • techniques • tools/equipment • contra-indications • relevant medical history/medications • outcomes of previous treatments.
Performance of a beauty therapy treatment may include but is not limited to:	• permanent and temporary epilation • diathermy • cosmetic tattooing/micropigmentation • facial treatments • body treatments/massage • upper body piercing • spa treatments • aromatic massage.

Contra-indications may include but are not limited to:	• disorders of the:
	  • skeletal system
	  • muscular system
	  • nervous system
	  • circulatory system
	  • respiratory system
	  • lymphatic system
	  • endocrine system
	  • reproductive system.

Appropriate professional may include:	• medical practitioner • complementary therapist.
Aftercare service and advice may include but is not limited to:	• lifestyle changes • remedial products • further treatments.
The relevant functions of the body's systems may include:	• the circulatory and lymphatic systems • respiratory system • nervous system, • skeletal system • muscular system • reproductive system • endocrine systems.

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The performance of beauty therapy treatments may include but is not limited to:	• facial treatment • body treatment • superficial lymph drainage massage • diathermy.

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to identify and describe the structural levels of anatomy and physiology, the functions of the internal transportation systems of the body, the gas exchange that occurs within the respiratory system, the role of the nervous, skeletal and muscular systems. Knowledge and understanding of the structure and function of anatomy and physiology as it relates to beauty therapy treatments must also be demonstrated.

Critical aspects of evidence required to demonstrate competency in this unit	• Knowledge and consistent application of relevant workplace policies and procedures.
	• Knowledge and consistent application of Federal, State and local health and hygiene requirements/regulations and skin penetration legislation.
	• Knowledge and consistent application of safe work practices and the safe use of products according to Occupational Health and Safety regulations/requirements.
	• Knowledge and consistent application of the structure and functions of anatomy and physiology as they apply to beauty therapy treatments.
	• Consistent application of basic anatomical terminology to the development of the treatment plan, the performance of the beauty treatment and the provision of aftercare service and advice.
	• Knowledge and consistent application of the principles of the body's systems as they apply to beauty therapy treatments.
	• Applying knowledge of anatomy and physiology to analyse and identify client requirements/needs and develop and record a treatment plan including:
	  • areas requiring special treatment
	  • range of appropriate treatments and application of relevant techniques
	  • review of previous treatments.
	• Applying knowledge of anatomy and physiology to evaluate the clients needs and requirements and to advise the client on future treatments, homecare and complementary products.
	• Accurately and legibly recording relevant data.

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Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an anatomy and physiology specialist and may be in a simulated environment.

Competency should be demonstrated in a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

This unit is a co-requisite for a range of beauty therapy units. It requires an assessment outcome which includes evidence of the application of knowledge of anatomy and physiology to the performance of one or more beauty therapy treatments.

This unit must therefore be assessed in conjunction with one or more of the following related units:

- WRBBS407B Provide body treatments
- WRBBS408B Provide aesthetic aromatic massage
- WRBBS510A Provide the spa program
- WRBBS513A Use reflexology relaxation techniques in beauty treatments
- WRBBS514A Provide superficial lymph drainage massage
- WRBFS406B Provide facial treatments
- WRBFS407B Provide advanced facial treatments
- WRBSS503B Provide permanent epilation
- WRBSS504B Perform diathermy service
- WRBSS505B Design and perform cosmetic tattooing/micropigmentation procedures
- WRBSS506A Provide upper body piercing

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Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in a simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - identifying client characteristics and developing a treatment plan according to client needs
  - performance of a beauty therapy treatment according to client requirements
  - providing advice on aftercare products according to client needs.
- written and/or oral questioning to assess knowledge and understanding of anatomy and physiology as it relates to beauty therapy treatments, including aftercare advice and relevant legislation.
- completing workplace documentation relevant to the provision of beauty therapy treatments.
- third party reports from experienced beauty professionals in the workplace.
- completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Required skills and knowledge to achieve the performance criteria

Skills

- Applying the structure and function of anatomy and physiology to the performance of beauty therapy treatments.
- Communication techniques including:
  - using open and/or closed questions
  - speaking clearly and concisely
  - using appropriate language
  - non-verbal communication
  - written communication.
  - Language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge

- The provisions of relevant health and hygiene regulations/requirements and skin penetration legislation.
- The provisions of relevant Occupational Health and Safety regulations/requirements.
- Workplace policies and procedures in regard to the performance of beauty therapy treatments.
- Terminology of anatomy and physiology as it relates to beauty treatments.
- Anatomy and physiology in relation to beauty therapy treatments, including:
  - the structural levels of organisation in the study of anatomy and physiology
  - the functions of the internal transportation systems of the body
  - the gas exchange that occurs within the respiratory system
  - role of the nervous system
  - role of the skeletal system
  - role of the muscular system.
- The following body systems in regard to their interdependence and purpose in relation to a healthy body and their relationship to the skin, muscles and nerves:
  - skeletal and muscular, including muscle contractibility and motor points
  - nervous system and its relationship to skin sensations
  - lymphatic, digestive, respiratory, and circulatory systems and their relationship to skin function, including thermoregulation and homeostasis
  - endocrine and reproductive systems in relationship to hormonal influences on the skin.
  - The appearance and management of contra-indications and adverse effects.

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Specific resources required for assessment

- Relevant documentation, such as:
  - workplace policy and procedures manuals.
- Access to relevant learning materials.
- A qualified workplace assessor or assessment team.

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WRBCS409A Apply knowledge of skin science to beauty therapy treatments

Unit Descriptor

This unit describes the knowledge required to apply the principles of skin science and skin disorders to beauty therapy treatments. This competency will apply to a range of beauty therapy treatments and roles in the workplace.

Application of the Unit

This unit requires the operator to demonstrate in their practice an understanding of skin science and skin disorders as they apply to the performance of beauty therapy treatments. Knowledge of relevant legislation and workplace policies and procedures, particularly in regard to safety and hygiene, are also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector

Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Apply knowledge of skin science to beauty therapy treatments	1.1 The relevant principles of skin science are identified and applied to the performance of beauty therapy treatments according to ***relevant legislation*** and ***workplace policies and procedures***. 1.2 The ***growth, development, ageing and healing*** of human skin, including changes over time, are identified and their relevance to the performance of beauty therapy treatments is noted. 1.3 The ***inheritance or genetics of physical traits and conditions*** which affect beauty therapy treatments are identified and related to the performance of beauty therapy treatments. 1.4 The function, formation and behaviour of the ***major skin chemicals*** and ***the role of the endocrine glands and hormones*** in the body is identified and related to the performance of beauty therapy treatments. 1.5 The importance of ***percutaneous absorption*** in a range of beauty therapy treatments is related to beauty therapy treatments.

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2. Apply knowledge of skin disorders to beauty therapy treatments	2.1 The development, causes and common sites including typical symptoms and medical terminology commonly used for ***a range of skin disorders/diseases*** is identified and related to the performance of beauty therapy treatments. 2.2 ***Contagious disorders*** and potential for cross infection are identified and the performance of services is conducted according to workplace policies and legal requirements. 2.3 Typical medical treatments and side effects for a range of skin disorders/diseases are identified and discussed with the client as required. 2.4 The role and limitations of Beauty Therapy in the management of a range of skin disorders/diseases is recognised and services and treatments are conducted according to workplace policies and legal requirements. 2.5 Knowledge of ***contra-indications to treatments*** is identified as they relate to client health and treatment outcomes, and advice or referral to ***appropriate professionals*** is provided as required.
3. Promote skin health and care	3.1 Knowledge of skin science is applied to the performance of beauty therapy treatments to maximise the promotion of skin health and care. 3.2 Beneficial treatments provided by beauty therapists for a range of skin disorders/diseases are identified and related to the performance of beauty therapy treatments. 3.3 The relevant principles of skin science are applied in the ***provision of aftercare service and advice***.

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KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Evaluating treatment and advising on future treatments will require the communication of ideas and information.	3
Collecting analysing and organising information	Identifying client needs and characteristics to design beauty therapy treatments will require information to be collected, analysed and organised.	3
Planning and organising activities	Performing a range of beauty therapy treatments according to client requirements, manufacturer instructions, health and hygiene requirements and workplace procedures will require activities to be planned and organised.	2
Working with others and in teams	Maintaining knowledge of workplace procedures and relevant legislation will require reporting to other staff members.	2
Using mathematical ideas and techniques	Determining product concentration levels will require the use of mathematical ideas and techniques.	2
Solving problems	Recognising skin problems and designing skin care programs will require problem solving skills	3
Using technology	Recording relevant outcomes and reporting problems may require the use of technology.	1

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here.

Relevant legislation may include but is not limited to:

- Federal, State and local health and hygiene regulations
- Occupational Health and Safety legislation.

Workplace policies and procedures may include but are not limited to:

- health and hygiene
- comfort and privacy
- designated time frames for the completion of the service
- quality assurance.

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The growth, development, ageing and healing of human skin may include:	• growth • development • differentiation • cell division and differentiation • growth of the epidermis • mitosis • changes in the skin from foetus to old age • theories about ageing • normal ageing and photo ageing • wound healing/stages in wound healing.
The inheritance or genetics of physical traits and conditions may include:	• the gene theory of inheritance • dominant and recessive genes • inherited skin disorders • acne • eczema/atopic dermatitis • seborrhoeic dermatitis • pigmentation disorders • hair disorders.

Major skin chemicals may include:	• proteins:
	  • soluble
	  • insoluble
	  • collagens
	  • elastin
	  • keratin
	• lipids
	• glycosaminoglycans.

The role of the endocrine glands and hormones may include:	• sebaceous gland secretion • sweat secretion • sense reception • growth and healing • hair growth and loss • pigmentation • the menstrual cycle • age related hormonal change and the skin • effect of drugs and hormones on skin physiology.
Percutaneous absorption may include:	• skin surface chemistry • the skin and the percutaneous absorption process • absorption pathways • rates of penetration • measuring percutaneous absorption • bioavailability biological activity.

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A range of skin disorders/diseases may include but are not limited to:

- dermatitis and eczema:
  - acute dermatitis
  - chronic dermatitis
  - allergic contact dermatitis
  - seborrheic dermatitis
  - atopic dermatitis
  - discoid eczema (hummucar dermatitis)
  - winter eczema (asteatotic dermatitis)
  - stasis dermatitis
  - pityriasis alba
- psoriasis, psoriasis form eruptions and lichen planus:
  - pityriasis ruba pilaris
  - para psoriasis
  - lichen planus
- pigmentation disorders
- acne:
  - types
  - perioral dermatitis
- rosacea:
  - telangeictasia
  - spider tecangie
  - pigmented purpuric dermatitis
  - couperose
- urticaria (hives):
  - variants:
    - pressure urticaria
    - cold urticaria
    - contact urticaria
- diseases of genetic origin:
  - keratinisation
  - ichthyosis
  - keratosis pilaris
- naevi and related malformations:
  - epithelial:
    - sebaceous warts
  - vascular:
    - port wine stains
    - superficial haemagioma (strawberry mole)
- benign tumours of the skin:
  - seborrhoeic keratosis
  - skin tags
- pre-malignant tumours of the skin:
  - solar keratosis
  - cutaneous horn

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Contagious disorders may include but are not limited to:	• bacterial infections:
	  • staphylococcal and streptococcal
	  • impetigo
	  • folliculitis
	  • cellulitis
	  • syphilis
	  • viral infections:
	  • warts
	  • molluscum contagiosum
	  • measles
	  • rubella
	  • varicella
	  • herpes
	  • fungal infections:
	  • tinea
	  • pityriasis versicolor
	  • mucocutaneous candidiasis
	  • disease caused by animal parasites:
	  • fleas, lice, bedbugs
	  • papular urticaria mites and ticks
	  • parasitic worms.

Contra-indications to treatments may include:	• local and/or general contra-indications:
	  • skin disorders or diseases
	  • allergic reactions
	  • bruising or swelling
	  • areas exhibiting loss of tactile sensation
	  • cuts or abrasions
	  • recent operations
	  • areas of recent fractures of sprains
	  • diabetes
	  • blood disorders/diseases
	  • contra-indications of products used in combination or with other services.

Appropriate professionals may include:	• medical practitioner • complementary therapist.

Provision of aftercare service and advice may include but is not limited to:	• lifestyle changes:
	  • sun protection
	  • skin care
	  • effects of nutrition on skin and hair
	• product advice
	• advice on further services.

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EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to identify, describe and apply skin science to the performance of beauty therapy treatments. Knowledge of the appearance and management of skin disorders must also be demonstrated. Knowledge and understanding of the principles of skin science and skin disorders as they relate to beauty therapy treatments must also be demonstrated.

Critical aspects of evidence required to demonstrate competency in this unit

- Knowledge and consistent application of relevant workplace policies and procedures.
- Knowledge and consistent application of Federal, State and local health and hygiene requirements/regulations and skin penetration legislation.
- Knowledge and consistent application of safe work practices and the safe use of products and equipment, including the use of preventative measures, according to manufacturer safety manuals and Occupational Health and Safety regulations/requirements.
- Knowledge and consistent application of the principles of skin science and skin disorders as they apply to beauty therapy treatments, including:
  - main functions and role of the skin
  - growth, development, ageing and healing of human skin
  - inheritance of physical traits
  - function, formation and behaviour of the major skin chemicals
  - role of endocrine glands and hormones in the body
  - percutaneous absoption
  - skin disorders
  - provision of aftercare service and advice.
- Knowledge and skill in the application of a variety of beauty therapy treatments, using a variety of techniques/procedures involving skin care.
- Accurately and legibly recording relevant data.

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Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or a skin science specialist and may be in a simulated environment.

Competency should be demonstrated in a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

This unit is a co-requisite for a range of beauty therapy units. It requires an assessment outcome which includes evidence of the application of knowledge of skin science to the performance of one or more beauty therapy treatments.

This unit must therefore be assessed in conjunction with one or more of the following related units:

- WRBBS407B Provide body treatments
- WRBBS509A Plan the spa program
- WRBBS510A Provide the spa program
- WRBBS511A Apply aromatic plant oil chemistry to beauty treatments
- WRBBS512A Blend a range of aromatic plant oils for beauty treatments
- WRBFS406B Provide facial treatments
- WRBFS407B Provide advanced facial treatments
- WRBSS503B Provide permanent epilation
- WRBSS504B Perform diathermy service
- WRBSS505B Design and perform cosmetic tattooing/micropigmentation procedures
- WRBSS506A Provide upper body piercing

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Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in a simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - identifying the principles of skin science and disorders and developing and maintaining safe work practices
  - relating the performance of a variety of treatment processes to the principles of skin science and disorders, according to client and safety requirements.
- written and/or oral questioning to assess knowledge and understanding of beauty therapy treatments using electrical equipment, including aftercare advice and relevant legislation.
- completing workplace documentation relevant to beauty therapy treatments.
- third party reports from experienced beauty professionals in the workplace.
- completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Required skills and knowledge to achieve the performance criteria

Skills

- Responding to possible skin damage situations.
- Applying knowledge of skin science to the performance of beauty therapy treatments.
- Applying infection control procedures.
- Communication techniques including:
  - using open and/or closed questions
  - speaking clearly and concisely
  - using appropriate language
  - non-verbal communication
  - written communication.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge

- The provisions of relevant health and hygiene regulations/requirements and skin penetration legislation.
- The provisions of relevant Occupational Health and Safety regulations/requirements.
- Knowledge of the principles of skin science and skin disorders as they relate to beauty therapy treatments.
- Workplace policies and procedures in regard to the performance of beauty therapy treatments.
- Knowledge of skin science and skin disorders in relation to beauty therapy treatments/procedures, including:
  - main functions and role of the skin
  - growth, development, ageing and healing of human skin
  - inheritance of physical traits
  - function, formation and behaviour of the major skin chemicals
  - role of endocrine glands and hormones in the body
  - percutaneous absoption
  - skin disorders
  - provision of aftercare service and advice.
  - The workplace product, treatment and equipment range and manufacturer instructions/data sheets.

Specific resources required for assessment

- Relevant documentation, such as:
  - workplace policy and procedures manuals.
- Access to a range of clients with different requirements.
- A range of equipment and products appropriate to the beauty workplace.
- Product labels and sources of product information.
- A qualified workplace assessor or assessment team.

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WRBCS410A Apply knowledge of electricity to beauty therapy treatments

Unit Descriptor

This unit describes the knowledge required to apply the principles of electricity to beauty therapy treatments. This competency will apply to a range of beauty therapy treatments and roles in the workplace.

Application of the Unit

This unit requires the operator to demonstrate in their practice an understanding of electricity as it applies to the performance of beauty therapy treatments. Knowledge of relevant legislation and workplace policies and procedures, particularly in regard to safety and hygiene, are also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector

Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Apply knowledge of electricity to beauty therapy treatments	1.1 The ***properties of electric currents and the forms in which they are used*** are identified and related to the performance of ***beauty therapy treatments*** according to ***relevant legislation*** and ***workplace policies and procedures***. 1.2 The relevant ***principles ofstatic electricity*** and the potential effect on the performance of beauty therapy treatments are identified and ***preventative measures*** are taken. 1.3 ***Safety considerations*** are identified and addressed as far as possible. 1.4 Common causes and effects of ***short circuits*** are identified and equipment is checked on an on-going basis for deterioration, damage, wear or incorrect wiring procedures ***.*** 1.5 ***Overloaded circuits*** and their effects are avoided where possible, especially by monitoring or restricting the use of power boards, where multiple appliances are connected to the same power board. 1.6 The use of ***electrical safety devices*** is encouraged to maintain Occupational Health and Safety requirements and to protect sensitive equipment.
2. Perform beauty therapy treatments using direct and alternating current appliances	2.1 ***The principles and processes of direct alternating current*** are identified and related to the performance of beauty therapy treatments. 2.2 The major ***applications for galvanic direct current and alternating current treatments*** are identified and related to the performance of the treatment in a manner which maximises client and operator safety and client comfort. 2.3 Occupational Health and Safety requirements are followed to maintain safety and to protect sensitive equipment.

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3. Perform beauty therapy treatments using electrical muscle stimulation micro current equipment	3.1 ***The principles and processes of electrical muscle stimulation and micro current treatments*** are identified and related to the performance of beauty therapy treatments. 3.2 The major applications for electrical muscle stimulation, micro current treatments are identified and related to the performance of the treatment in a manner, which maximises client and operator safety and client comfort. 3.3 Occupational Health and Safety requirements are followed to maintain safety and to protect sensitive equipment.
4. Promote electrical safety	4.1 ***Correct operation of electrical equipment*** is observedaccording to the manufacturer user manual and all aspects of operation and safety procedures for the equipment. 4.2 ***Appropriate safety procedures*** are applied and ***relevant personnel*** areadvised of faulty equipment. 4.3 Preventative measures are identified and equipment is checked for wear or deterioration. 4.4 Circuits are not overloaded and warning signs are recognised and attended to. 4.5 Electrical equipment is stored to minimise risk of damage and/or fire due to static charges.

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KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Evaluating treatment and advising on future treatments will require the communication of ideas and information.	2
Collecting analysing and organising information	Identifying client needs and characteristics will require information to be collected, analysed and organised.	2
Planning and organising activities	Performing a range of beauty treatments using electrical equipment and providing aftercare service and advice according to client requirements, manufacturer's instructions, health and hygiene requirements and workplace procedures will require activities to be planned and organised.	3
Working with others and in teams	Maintaining knowledge of workplace procedures and relevant legislation will require reporting to other staff members.	2
Using mathematical ideas and techniques	Safe use of electrical appliances according to manufacturer's recommendations will require the use of mathematical ideas and techniques.	1
Solving problems	Recognising and responding to unsafe situations and applying preventative measures will require problem solving skills	3
Using technology	Applying knowledge of electricity to beauty therapy treatments will require the use of technology.	2

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RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here.

Properties of electric currents and the forms in which they are used may include:	• atomic theory • bonding • electrical circuits • use of electrical frequencies: • warming of muscles • muscle contraction • warming of other tissues • cleansing • infusion of products into the stratum corneum • energy • electrical supply • static electricity • direct current • alternating current • low intensity laser.
Beauty therapy treatments may include:	• body treatments • advanced facial treatments • diathermy • permanent epilation.
Relevant legislation may include but is not limited to:	• Federal, State and local health and hygiene regulations • Occupational Health and Safety legislation.
Workplace policies and procedures may include but are not limited to:	• health and hygiene • comfort and privacy • designated time frames for the completion of the service • quality assurance.
Principles of static electricity may include:	• causes of static electricity generation • client discomfort caused by electrostatic shock • damage to micro-electronic equipment • ignition of flammable gas or substances e.g. methylated spirits, acetone or turpentine • attraction of dust particles.

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Preventative measures may include:	• familiarity with correct operation of equipment • equipment adjusted to minimal levels prior to use • recognition of danger signs • switching off and disconnecting appliances from mains supply prior to investigating an electrical fault • electrical safety devices • safe work practices • selection of floor coverings, materials and clothing which minimise the generation of static electricity.
Safety considerations may include but are not limited to:	• effects of electrocution • factors affecting the severity of an electrical shock • contingency plans/emergency procedures.
Short circuits may involve:	• faulty equipment and/or insulation • current that bypasses the load.
Overloaded circuits may involve:	• faulty equipment • excessive current through a circuit.

Electrical safety devices may include but are not limited to:	• overload cut out devices:
	  • circuit breakers
	  • fuses
	• earth leakage circuit breakers
	• surge protectors.

The principles and processes of direct and alternating current may include:	• electrical energy and electron movement • electrolytic process • thermal effect • electrodes • frequency ranges • capacitance.
Applications for direct alternating current treatments may include but are not limited to:	• iontophoresis - cataphoresis and anaphoresis • disincrustation • electrolysis • diathermy • the blend • thermolysis • direct and indirect high frequency.

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The principles and processes of electrical muscle stimulation micro current treatments may include:	• muscle contraction
	• stimulation of nerves
	• micro current treatment
	• alternating current treatments
	• light therapies:
	  • electro-magnetic spectrum
	  • infrared radiation
	  • ultraviolet radiation
	  • lower intensity laser therapy.

Correct operation of electrical equipment may include:	• precautions to be observed when using electrical equipment • regular checking and maintenance of electrical equipment.
Appropriate safety procedures may include but are not limited to:	• monitoring equipment for abnormal behavior • recognising signs of electrical equipment damage • reporting faults • accident isolation.
Relevant personnel may include:	• supervisor • salon owner • more experienced operator • safety officer.

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EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to identify, describe and apply electricity to the performance of beauty therapy treatments while maintaining client comfort and safety. Knowledge and understanding of the principles of electricity as they relate to beauty therapy treatments must be demonstrated.

Critical aspects of evidence required to demonstrate competency in this unit

- Knowledge and consistent application of relevant workplace policies and procedures.
- Knowledge and consistent application of Federal, State and local health and hygiene requirements/regulations and skin penetration legislation.
- Knowledge and consistent application of safe work practices and the safe use of products and electrical equipment including the use of preventative measures, according to manufacturer safety manuals and Occupational Health and Safety regulations/requirements.
- Knowledge and consistent application of the principles of electricity as they apply to beauty therapy treatments.
- Knowledge and skill in the application of a variety of beauty therapy treatments, using a variety of techniques/procedures involving the use of direct and alternating currents and light therapies.
- Accurately and legibly recording relevant data.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or a science specialist and may be in a simulated environment.

Competency should be demonstrated in a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

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Relationship to other units

This unit is a co-requisite for a range of beauty therapy units. It requires an assessment outcome which includes evidence of the application of knowledge of electricity to the performance of one or more beauty therapy treatments.

This unit must therefore be assessed in conjunction with one or more of the following related units:

- WRBBS407B Provide body treatments
- WRBFS407B Provide advanced facial treatments
- WRBSS503B Provide permanent epilation
- WRBSS504B Perform diathermy service
- WRBSS505B Design and perform cosmetic tattooing/micropigmentation procedures

Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in a simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - identifying the principles of electricity and developing and maintaining safe work practices
  - relating the performance of a variety of treatment processes and a variety of electrical equipment to beauty therapy treatments according to client and safety requirements.
- written and/or oral questioning to assess knowledge and understanding of beauty treatments using electrical equipment, including aftercare advice and relevant legislation.
- completing workplace documentation relevant to the use of electrical equipment.
- third party reports from experienced beauty professionals in the workplace.
- completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Required skills and knowledge to achieve the performance criteria

Skills

- Responding to possible danger signs.
- Relating the use of electrical equipment to the performance of beauty therapy treatments.
- Relating the use of electricity to the performance of beauty therapy treatments.
- Communication techniques including:
  - using open and/or closed questions
  - speaking clearly and concisely
  - using appropriate language
  - non-verbal communication
  - written communication.

Language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge

- The provisions of relevant health and hygiene regulations/requirements and skin penetration legislation.
- The provisions of relevant Occupational Health and Safety regulations/requirements.
- Knowledge of the principles of electricity as they relate to beauty therapy treatments.
- Workplace policies and procedures in regard to the performance of beauty therapy treatments using electrical equipment.
- Use of electrical equipment in relation to beauty therapy treatments/procedures including:
  - correct operation of electrical equipment
  - safe use of electrical appliances
  - care and temperature control of equipment
  - taking preventative measures as required.

The workplace electrical equipment range and manufacturer instructions/data sheets.

Specific resources required for assessment

- Relevant documentation, such as:
  - workplace policy and procedures manuals.
- Access to a range of clients with different requirements.
- A range of electrical equipment and products appropriate to the beauty workplace.
- Product labels and sources of product information.
- A qualified workplace assessor or assessment team.

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WRBCS411A Apply knowledge of nutrition to beauty therapy treatments

Unit Descriptor

This unit describes the knowledge and skills required to apply the principles of nutrition to beauty therapy treatments. This competency will apply to a range of beauty therapy treatments and roles in the workplace.

Application of the Unit

This unit requires the operator to demonstrate in their practice an understanding of nutrition as it applies to the performance of beauty therapy treatments. Knowledge of relevant legislation and workplace policies and procedures, particularly in regard to safety and hygiene, are also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector

Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Apply knowledge of the importance of nutrition in the performance of beauty therapy treatments	1.1 The relevant principles of nutrition and the potential effects on the performance and outcomes of beauty therapy treatments are identified and applied to ***client service and advice*** according to ***relevant legislation*** and ***workplace policies and procedures.*** 1.2 ***Nutrient needs and health problems across the lifespan*** are identified and applied to the performance of beauty therapy treatments. 1.3 The role of food, nutrients and other important food substances in relation to the body's function is identified.
2. Apply knowledge of the body's systems to beauty therapy treatments	2.1 The main functions of the ***digestive system*** are identified and applied to the performance of beauty therapy treatments. 2.2 The major organs and the main functions of the ***excretory system*** are identified and applied to the performance of beauty therapy treatments. 2.3 Knowledge of the body's systems as they relate to client health and treatment outcomes is applied and advice or referral to ***appropriate professionals*** is provided as required.

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3. Provide advice on dietary guidelines	3.1 Knowledge of nutritional needs is applied to the development of the client treatment plan and to the performance of beauty therapy treatments. 3.2 ***Nutritional requirements and dietary health problems*** are assessed in regard to client individual needs and referral to appropriate professionalsisrecommended as required. 3.3 ***Healthy nutritional options*** are promoted and the importance of nutrition to the outcomes of beauty therapy treatments is recognised and applied to the provision of client advice.

KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Evaluating client needs and advising on nutritional requirements will require the communication of ideas and information.	2
Collecting analysing and organising information	Identifying client nutritional needs will require information to be collected, analysed and organised.	2
Planning and organising activities	Applying knowledge of nutrition to the provision of beauty therapy treatments and providing nutritional advice according to client requirements, health and hygiene requirements and workplace procedures will require activities to be planned and organised.	3
Working with others and in teams	Maintaining knowledge of workplace procedures and relevant legislation will require reporting to other staff members.	2
Using mathematical ideas and techniques	Applying knowledge of nutrition to beauty therapy treatments may require the use of mathematical ideas and techniques.	1
Solving problems	Recognising and responding to client requirements will require problem solving skills	3
Using technology	Recording relevant outcomes may require the use of technology.	1

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RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here.

Client service and advice may include but are not limited to:	• new or regular clients with routine or special needs • general nutritional advice • specific advice relating to the individual service.
Relevant legislation may include but is not limited to:	• Federal, State and local health and hygiene regulations • Occupational Health and Safety legislation.
Workplace policies and procedures may include but are not limited to:	• health and hygiene • comfort and privacy • designated time frames for the completion of the service • quality assurance.

Nutrient needs and health problems across the lifespan may include but are not limited to:	• stage of lifespan:
	  • prenatal
	  • infancy
	  • childhood
	  • adolescence
	  • adulthood
	  • menopause
	  • late adulthood
	• nutrient needs of different population groups
	• energy requirements
	• common diet related health problems
	• role of nutrients in managing ideal weight.

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Digestive system includes:	• organs of the gastro-intestinal tract:
	  • mouth
	  • oesophagus
	  • stomach
	  • small intestine
	  • large intestine
	  • rectum
	  • anus
	  • salivatory glands
	  • pancreas
	  • gall-bladder
	  • liver
	• functions of the digestive system:
	  • mechanical and chemical digestive process
	  • common disorders of the digestive system
	• nutrients:
	  • proteins
	  • carbohydrates
	  • fats (lipids)
	  • vitamins
	  • minerals
	  • water
	  • fibre
	  • cholesterol.

Excretory system includes:	• organs of the excretory system:
	  • kidneys
	  • liver
	  • lungs
	  • skin
	• common disorders of the urinary system:
	  • cystitis
	  • kidney stones
	• kidney failure.

Appropriate professionals may include:	• medical practitioner • complementary therapist • nutritionist • dietitian.
Nutritional requirements and dietary health problems may include:	• healthy food and nutrition guidelines-dietary guidelines for Australians • guidelines for specific nutrients e.g. foods containing calcium • recommended dietary intakes • healthy eating pyramid • obesity and heart disease • weight management • eating disorders.

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Healthy nutritional options may include:	• general or specific advice to client
	• macro-nutrients
	  • proteins
	  • carbohydrates
	  • fats
	  • dietary fibre
	  • water
	• advice on weight management.

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to identify and describe the role of food, nutrients and other food substances and their application to beauty therapy treatments. Knowledge of the relationship between nutrition and the body's systems as they relate to beauty therapy treatments is also required. Knowledge and understanding of nutrition as it relates to beauty therapy treatments must also be demonstrated.

Critical aspects of evidence required to demonstrate competency in this unit	• Knowledge and consistent application of relevant workplace policies and procedures. • Knowledge and consistent application of Federal, State and local health and hygiene requirements/regulations. • Knowledge and consistent application of safe work practices and the safe use of products and electrical equipment, including the use of preventative measures, according to manufacturer safety manuals and Occupational Health and Safety regulations/requirements. • Knowledge and consistent application of the principles of nutrition as applied to beauty therapy treatments. • Evaluating client needs and requirements and advising on nutritional needs, homecare and complementary products. • Accurately and legibly recording relevant data.

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Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or a nutrition specialist and may be in a simulated environment.

Competency should be demonstrated in a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

This unit is a co-requisite for a range of beauty therapy units. It requires an assessment outcome which includes evidence of the application of knowledge of nutrition to the performance of one or more beauty therapy treatments.

This unit must therefore be assessed in conjunction with one or more of the following related units:

- WRBBS407B Provide body treatments
- WRBBS408B Provide aesthetic aromatic massage
- WRBBS509A Plan the spa program
- WRBBS510A Provide the spa program
- WRBBS513A Use reflexology relaxation techniques in beauty treatments
- WRBFS407B Provide advanced facial treatments

Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in a simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - identifying client characteristics and developing a treatment plan according to client needs
  - perfomance of a beauty therapy treatment according to client requirements
  - providing advice according to client needs.
- written and/or oral questioning to assess knowledge and understanding of nutrition in relation to the performance of beauty treatments, including aftercare advice and relevant legislation.
- completing workplace documentation relevant to the provision of beauty therapy treatments.
- third party reports from experienced beauty professionals in the workplace.
- completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

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Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Required skills and knowledge to achieve the performance criteria

Skills

- Responding to client needs.
- Relating knowledge of nutrition to the practice of beauty therapy treatments.
- Communication techniques including:
  - using open and/or closed questions
  - speaking clearly and concisely
  - using appropriate language
  - non-verbal communication
  - written communication.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge

- The provisions of relevant health and hygiene regulations/requirements and skin penetration legislation.
- The provisions of relevant Occupational Health and Safety regulations/requirements.
- Workplace policies and procedures in regard to the performance of beauty therapy treatments.
- The appearance and management of contra-indications and adverse effects.
- Knowledge of nutrition in regard to the performance of beauty therapy treatments procedures including:
  - relevant principles of nutrition
  - nutrient needs across the lifespan
  - role of food, nutrients and other food substances
  - main functions of the digestive system
  - main organs and functions of the excretory system
  - dietary health problems
  - nutritional advice to client.

Specific resources required for assessment

- Relevant documentation, such as:
  - workplace policy and procedures manuals.
- Access to relevant learning materials.
- A qualified workplace assessor or assessment team.

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WRBCS412A Apply knowledge of cosmetic chemistry to beauty therapy treatments

Unit Descriptor

This unit describes the knowledge required to apply the principles of cosmetic chemistry to beauty therapy treatments. This competency will apply to a range of beauty therapy treatments and roles in the workplace.

Application of the Unit

This unit requires the operator to demonstrate in their practice an understanding of cosmetic chemistry as it applies to the performance of beauty therapy treatments. Knowledge of relevant legislation and workplace policies and procedures, particularly in regard to safety and hygiene, are also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector

Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Apply knowledge of cosmetic chemistry to beauty therapy treatments	1.1 The relevant ***concepts of cosmetic chemistry*** are identified and applied to the performance of beauty therapy treatments according to ***relevant legislation*** and ***workplace policies and procedures***. 1.2 The range of ***organic chemistry*** is assessed and related to the performance of beauty therapy treatments. 1.3 ***Percutaneous absorption*** and the role of the skin acting as a barrier while allowing the passage of chemicals is related to beauty therapy treatments.
2. Apply knowledge of cosmetic products to beauty therapy treatments	2.1 The function of chemical formulations from a range of ***cosmetic emulsions*** is assessed in relation to their action on the skin. 2.2 The formulation, function and action of a range of ***cosmetic ingredients*** is assessed in relation to their action on the skin. 2.3 Theformulation of a ***range of beauty therapy products*** is assessed in relation to their purpose and action on the skin. 2.4 ***Contra-indications*** to the use of some products are identified as they relate to client health and treatment outcomes.
3. Select products to complement beauty therapy treatments	3.1 Knowledge of cosmetic chemistry is applied to the performance of beauty therapy treatments to maximise positive outcomes. 3.2 Skin problems or requirements are recognised and cosmetic products are selected based on product formulation, function and action to complement a range of beauty therapy treatments. 3.3 The relevant principles of cosmetic chemistry are applied in the ***provision of aftercare service and advice***.

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KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Evaluating treatment and advising on future treatments will require the communication of ideas and information.	3
Collecting analysing and organising information	Identifying client needs and characteristics to design beauty therapy treatments using cosmetic chemicals will require information to be collected, analysed and organised.	3
Planning and organising activities	Performing a range of beauty therapy treatments utilising cosmetic chemicals, providing aftercare service and advice according to client requirements, manufacturer instructions, health and hygiene requirements and workplace procedures will require activities to be planned and organised.	2
Working with others and in teams	Maintaining knowledge of workplace procedures and relevant legislation will require reporting to other staff members.	2
Using mathematical ideas and techniques	Selecting the appropriate ratios of product concentrations will require the use of mathematical ideas and techniques.	2
Solving problems	Recognising skin problems and selecting appropriate cosmetic chemicals will require problem solving skills	3
Using technology	Selecting and using appropriate ventilation equipment will require the use of technology..	2

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RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here.

Concepts of cosmetic chemistry may include:

- atoms
- bonds
- ions
- molecules
- chemical compounds
- matter
- chemical change
- neutralisation and buffering
- organic chemistry
- chemical reactions
- acids and bases and their effect on human health
- pH and buffering.

Relevant legislation may include but is not limited to:

- Federal, State and local health and hygiene regulations
- Occupational Health and Safety legislation.

Workplace policies and procedures may include but are not limited to:

- health and hygiene
- comfort and privacy
- designated time frames for the completion of the service
- quality assurance.

Organic chemistry may include:

- carbon structures
- bonds between carbon structures
- saturated and unsaturated bonds
- types of organic chemicals
- major skin chemicals
- proteins
- soluble and insoluble proteins
- lipids:
  - nonsaponifiable
  - saponifiable
- common fatty acids
- complex lipids:
  - phospholipids
  - sphingolipids.

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Percutaneous absorption may include:	• skin as a barrier • skin and the percutaneous absorption process • absorption pathways • rates of penetration • use of vehicles or carriers • measuring percutaneous absorption • bioavailability/biological activity • therapeutic • cosmetic • cosmoceutical.

Cosmetic emulsions may include:	• emulsions
	• types of emulsions:
	  • simple emulsions
	  • complex emulsions
	  • micro-emulsions
	  • surfactants
	• moisturisers
	• types of humectants including:
	  • glycerol
	  • sorbitol
	  • urea
	  • proteins
	  • natural moisturizing factor (NMF)
	  • glycosaminoglycans(GAGs)
	• occludents:
	  • hydrocarbons
	  • lipids
	  • non organic oils
	• emollients
	• anti oxidants.

Cosmetic ingredients may include:	• liposomes
	• liposome structure
	• types of liposomes:
	  • unilaminate
	  • multilaminate
	• uses of liposomes
	• oils
	• semisolid emollients
	• polyethylene glycols (PEGs)
	• waxes
	• surfactants
	• thickeners.

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Range of beauty therapy products may include but are not limited to:	• types of face masks:
	  • wax based
	  • rubber based
	  • hydrocolloid based
	  • earth based
	  • vinyl
	  • protein
	  • fruit and vegetable preparations
	• facial and body powders:
	  • slip powders
	  • covering powders
	  • absorbency powders
	• lipsticks:
	  • solvents
	  • waxes
	  • emollients and waterproofing agents
	  • dispersant agents
	  • perfumes
	  • colours
	• eye make-up:
	  • mascara:
	  • block mascara - wax, soap, and pigment
	  • cream mascara - pigment, cold cream or vanishing cream base
	  • liquid mascara - alcohol and resin solutions
	• eyeshadows and eyeliners:
	  • anhydrous creams
	  • oil/water
	  • wax crayon
	  • pressed powders
	  • liquid suspensions, pigment dispersion in oil, gum or alcohol
	• colour in cosmetics:
	  • pigment
	  • dyes
	  • lakes
	• colour interaction
	• colour regulation
	• colour codes.

Contra-indications to products may include:	• allergic reactions.

Provision of aftercare service and advice	• lifestyle changes:
	  • sun protection
	  • skin care
	  • effects of nutrition on skin and hair
	• product advice
	• advice on further services.

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EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to identify, describe and apply the concepts of cosmetic chemistry as they relate to the performance of beauty therapy treatments. Knowledge and understanding of cosmetic chemistry as it relates to beauty therapy treatments must be demonstrated.

Critical aspects of evidence required to demonstrate competency in this unit

- Knowledge and consistent application of relevant workplace policies and procedures.
- Knowledge and consistent application of Federal, State and local health and hygiene requirements/regulations and skin penetration legislation.
- Knowledge and consistent application of safe work practices and the safe use of products and equipment including the use of preventative measures, according to manufacturer safety manuals and Occupational Health and Safety regulations/requirements.
- Knowledge and consistent application of the principles of cosmetic chemistry as they apply to beauty therapy treatments, including:
  - chemical concepts for cosmetic products and skin treatments
  - range of organic chemistry applicable to cosmetic chemistry
  - percutaneous absorption
  - chemical formulation of a range of cosmetic emulsions in relation to their function on skin
  - formulation and functions of basic compositions of facial masks and make-up formulations
  - formulation, function and action of cosmetic ingredients on the skin
  - formulation and function of facial peels and exfoliants
  - provision of aftercare service and advice.
- Knowledge and skill in the application of a variety of beauty therapy treatments, using a variety of techniques/procedures involving cosmetic products.
- Accurately and legibly recording relevant data.

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Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or cosmetic chemistry specialist and may be in a simulated environment.

Competency should be demonstrated in a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

This unit is a co-requisite for a range of beauty therapy units. It requires an assessment outcome which includes evidence of the application of knowledge of cosmetic chemistry to the performance of one or more beauty therapy treatments.

This unit must therefore be assessed in conjunction with one or more of the following related units:

- WRBBS407B Provide body treatments
- WRBBS509A Plan the spa program
- WRBBS510A Provide the spa program
- WRBBS512A Blend a range of aromatic plant oils for beauty treatments
- WRBFS407B Provide advanced facial treatments
- WRBSS504B Perform diathermy service
- WRBSS505B Design and perform cosmetic tattooing/micropigmentation procedures
- WRBSS506A Provide upper body piercing

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Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in a simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - identifying the concepts of cosmetic chemistry and developing and maintaining safe work practices
  - relating the performance of a variety of treatment processes to cosmetic chemistry, according to client and safety requirements.
- written and/or oral questioning to assess knowledge and understanding of the application of cosmetic chemistry to the performance of beauty therapy treatments, including aftercare advice and relevant legislation.
- completing workplace documentation relevant to beauty therapy treatments.
- third party reports from experienced beauty professionals in the workplace.
- completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Required skills and knowledge to achieve the performance criteria

Skills

- Applying cosmetic chemistry to the performance of beauty therapy treatments.
- Responding to a range of situations involving the use of cosmetic chemicals.
- Identifying client characteristics and recommending and performing a service including:
  - preparation of the service area
  - preparation of products and equipment
  - preparation of the client.
- Communication techniques including:
  - using open and/or closed questions
  - speaking clearly and concisely
  - using appropriate language
  - non-verbal communication
  - written communication.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge

- The provisions of relevant health and hygiene regulations/requirements and skin penetration legislation.
- The provisions of relevant Occupational Health and Safety regulations/requirements.
- Knowledge of the principles of cosmetic chemistry as they relate to beauty therapy treatments.
- Workplace policies and procedures in regard to the performance of beauty therapy treatments.
- Knowledge of cosmetic chemistry in relation to beauty therapy treatments/ procedures including:
  - chemical concepts for cosmetic products and skin treatments
  - range of organic chemistry applicable to cosmetic chemistry
  - percutaneous absorption
  - chemical formulation of a range of cosmetic emulsions in relation to their function on skin
  - formulation and functions of basic compositions of facial masks and make-up formulation
  - formulation, function and action of cosmetic ingredients on the skin
  - formulation and function of facial peels and exfoliants
  - provision of aftercare service and advice.
- The workplace product, treatment and equipment range and manufacturer instructions/data sheets.

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Specific resources required for assessment

- Relevant documentation, such as:
  - workplace policy and procedures manuals.
- Access to a range of clients with different requirements.
- A range of equipment and products appropriate to the beauty workplace.
- Product labels and sources of product information.
- A qualified workplace assessor or assessment team.

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WRBCS513B Investigate new products and services

Unit Descriptor

This unit describes the skills and knowledge required to investigate and introduce a limited range of new products and services. This competency may apply to a range of roles in the workplace.

This unit is equivalent to and replaces WRB34A Investigate New Beauty Products and Services, as packaged in WRB99.

Application of the Unit

This unit requires the beauty therapist to analyse the market, products, services and suppliers to plan and introduce new products and service which increase profit margins. Skill in communicating with clients, staff and suppliers, and knowledge and skill in the application of relevant legislation and workplace policies are also required. Knowledge and skill in monitoring and controlling the quality and sales performance of products is also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector

Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Analyse market	1.1 Workplace ***marketing and merchandising policies*** are identified. 1.2 ***Client requirements*** are monitored informally in order to evaluate ***market trends*** and client needs. 1.3 ***New products and services*** are identified. 1.4 ***Opportunities to improve sales and services*** are identified. 1.5 ***Product and service range*** is monitored to identify the demand for individual items and seasonal variations. 1.6 ***Market competition*** is identified. 1.7 Product and service range is planned.
2. Plan product and service range	2.1 Service and product range is identified and assessed against ***workplace policies and procedures***, market analysis, sales performance and fashion trends. 2.2 ***New techniques*** for service range are identified according to workplace policies and procedures. 2.3 Workplace space requirements and product/service mix are identified according to workplace policies and procedures.
3. Maintain supplier relations	3.1 ***Relationships with suppliers*** are established and maintained. 3.2 New suppliers are identified and existing suppliers are updated according to ***performance indicators*** and workplace requirements.

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4. Negotiate supply of goods	4.1 ***Arrangements with suppliers*** are negotiated and implemented according to workplace policies and procedures. 4.2 ***Records*** of suppliers and stock are monitored for accuracy and legibility and appropriate action taken where necessary. 4.3 Records of negotiations and agreements are conveyed to ***appropriate personnel*** within designated time lines. 4.4 Immediate corrective action is taken where potential or actual problems with supply are indicated. 4.5 Product range and ***source of supply*** are analysed, evaluated and amended according to management, staff and client feedback.
5. Monitor quality control	5.1 Merchandise quality standards are established with suppliers according to ***legal requirements*****,** client requirements and workplace policies and procedures. 5.2 ***Merchandisequality*** is monitored during supply and delivery process. 5.3 Stock return figures are recorded and analysed against target figures.
6. Introduce product range	6.1 Staff is informed of new product ranges and advised of preferred location of merchandise. 6.2 Staff training in product knowledge is implemented to introduce product range. 6.3 New products/services are demonstrated/displayed to staff according to workplace merchandising plan.
7. Maximise profit	7.1 Individual product range contributions are calculated/estimated against budget/targets. 7.2 Product range assessment checks are developed and implemented against budget/targets. 7.3 Profit margins are maximised in negotiations with suppliers. 7.4 Workplace pricing policies for services and products are determined according to stated net profit margin in workplace merchandising plan and legal requirements. 7.5 Specifications for ***terms of trade*** are negotiated.
8. Rationalise stock	8.1 Product range is updated at regular intervals. 8.2 Product lines to be deleted are identified and action taken to minimise adverse effect on profit. 8.3 Stock is consolidated as required to maximise sales potential.

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KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Informing relevant personnel when introducing a new product range will require the communication of ideas and information.	2
Collecting analysing and organising information	Information on new product ranges will need to be collected, analysed and organised.	3
Planning and organising activities	Identifying new suppliers will require activities to be planned and organised.	2
Working with others and in teams	Informing and training staff members will require the application of team work.	2
Using mathematical ideas and techniques	Analysing stock figures will require the application of mathematical ideas and techniques.	2
Solving problems	Analysing, evaluating and amending stock range will require the application of problem solving.	2
Using technology	Record keeping may require the use of technology.	1

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here.

Marketing and merchandising policies may include but are not limited to:

- current market position
- target markets
- quality control policies and procedures.
- pricing, labelling and packaging requirements
- net profit margin.

Client requirements may include but are not limited to:

- price
- quality
- range.

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New products and services may include but are not limited to:	• skin care • nail care • massage • relaxation.
Opportunities to improve sales and services may include but are not limited to:	• expansion of existing services • introduction of new services • staff training • equipment upgrade • image update.
Product and service range may include but is not limited to:	• new or existing stock • new or existing services • new techniques.
Market competition may include but is not limited to:	• salons • day spas • private operators.
Workplace policies and procedures may include but are not limited to:	• pricing/profit margins • product placement • supplier payment • client service • market analysis • planning, procurement and rationalisation of product and service ranges • maintenance of supplier relations • quality control.
New techniques may include but are not limited to:	• new equipment • new products.
Relationships with suppliers may include but are not limited to:	• face to face contact • correspondence • meetings • telephone or electronic contact.
Performance indicators may include but are not limited to:	• price • quality • performance • supply reliability • product range.
Records may include but are not limited to:	• manual records • electronic records.

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Appropriate personnel may include but are not limited to	• staff • salon/store owner.
Source of supply may include but is not limited to:	• local • interstate • overseas.
Legal requirements may include but are not limited to:	• consumer law • inclusion/exclusion of Goods and Services Tax (GST).
Merchandise quality may include but is not limited to:	• damage • expiry date.
Terms of trade may include but are not limited to:	• special buys • payment terms • promotional deals with suppliers • partnership promotions.

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EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to analyse the market, products, services and suppliers to plan and introduce new products and service which increase profit margins. Skill in communicating with clients, staff and suppliers must be demonstrated. Knowledge of relevant legislation and workplace policies and procedures and their application to investigating and introducing new products and service must also be demonstrated. The evidence provided must also demonstrate knowledge and skills in monitoring and controlling the quality and sales performance of products

Critical aspects of evidence required to demonstrate competency in this unit

- Knowledge and consistent application of workplace policies and procedures and industry Codes of Practice in regard to workplace merchandising and marketing.
- Knowledge and consistent application of Federal, State and local statutory requirements/regulations including consumer law.
- Knowledge and consistent application of workplace policies and procedures in regard to market analysis, planning, procurement and rationalisation of product and service ranges, maintenance of supplier relations and quality control.
- Accurately interpreting market trends and consistently creating opportunities to improve sales and services, while maximising profits.
- Maintaining supplier relations, negotiating supply of goods, rationalising stock and monitoring quality control.
- Communicating product range information to team members.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, all units which relate to a job function can be integrated for assessment purposes.

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Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - performing maket analysis
  - negotiating supply of goods
  - rationalising stock.
- written and/or oral questioning to assess knowledge and understanding of investigating new products and services procedures, including market analysis, quality standards and profit margins. Questions will be asked in a manner appropriate to the language and literacy level of the learner.
- completing workplace documentation relevant to investigating new products and services procedures.
- third party reports from experienced beauty professionals in the workplace.
- completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Required skills and knowledge to achieve the performance criteria

Skills

- Investigating products and services including:
  - evaluation and analysis of market trends and projections
  - evaluation and analysis of sales figures and investment levels
  - evaluation and analysis of space requirements.
- Negotiating with suppliers.
- Conducting staff training.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge

- Workplace policies and procedures in regard to merchandising and marketing policies.
- Relevant legislation and statutory requirements, including consumer law.
- The following procedures in relation to investigation of products and services:
  - industry Codes of Practice
  - market needs
  - range of products/services available
  - market competition
  - current and future stock levels
  - existing and possible new suppliers
  - salon quality control procedures and requirements
  - staff product training policies
  - profit requirements.

Specific resources required for assessment

- A work team.
- Relevant documentation, such as:
  - salon merchandise and marketing policies
  - local and statuatory requirements.
- A qualified workplace assessor or assessment team.

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WRBFS201B Demonstrate retail skin care products

Unit Descriptor

This unit describes the skills and knowledge required to cleanse skin and apply skin care products for the purpose of retail cosmetic sales and is applicable as a discreet service or as part of a treatment plan. This competency may apply to a range of roles in the workplace.

This unit is equivalent to and replaces WRB12A Demonstrate Retail Skin Care Products, as packaged in WRB99.

Application of the Unit

This unit requires the operator to identify the client's skin type and select and apply appropriate skin care products in a retail environment. It includes skin cleansing, product application and demonstration. It requires knowledge and skill in the application of relevant legislation and policy, particularly in regard to hygiene.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector

Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Prepare client for skin cleansing	1.1 Service area, ***client*** and operator are prepared according to ***relevant legislation*** and ***workplace policies and procedures.*** 1.2 ***Contra-indications*** are identified, noted and the client is advised accordingly. 1.3 Client's ***skin type*** and ***skin condition is*** identified according to manufacturer product manual.
2. Cleanse face	2.1 Suitable ***cleansing products*** are identified for client skin type and for different areas of the face. 2.2 Cleansing products are applied in a prescribed sequence according to relevant legislation, workplace policies and procedures and manufacturer instructions. 2.3 Client's skin is cleansed thoroughly and all make-up is removed.
3. Apply skin care products	3.1 ***Skin care products*** suitable for identified skin types are selected and demonstrated. 3.2 Products are applied and removed in sequence according to manufacturer instructions, relevant legislation and workplace policies and procedures. 3.3 Result is evaluated against client expectations and specified outcomes.
4. Advise on further product use	4.1 Client is advised of suitable homecare products and treatments. 4.2 Product use is explained and application is demonstrated as required. 4.3 Possible ***adverse effects*** are explained to client.

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KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Explaining procedures to client during treatment will require the communication of ideas and information.	1
Collecting analysing and organising information	Identifying abnormal skin conditions/contra-indications will require information to be collected, analysed and organised.	1
Planning and organising activities	Applying products sequentially according to manufacturer recommendations, workplace procedures and health and hygiene requirements will require activities to be planned and organised.	1
Working with others and in teams	Team work will be applied when reporting to other staff members.	1
Using mathematical ideas and techniques	Controlling product waste will require the use of mathematical ideas and techniques.	1
Solving problems	Selecting suitable products to achieve desired outcomes will require problem solving skills.	1
Using technology	Preparing treatment area for client may require the use of technology	1

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here.

Clients may include but are not limited to:

- new or regular clients with routine or special needs.

Relevant legislation may include but is not limited to:

- Federal, State and local health and hygiene regulations
- Occupational Health and Safety regulations
- industry Codes of Practice.

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Workplace policies and procedures may include but are not limited to:	• health and hygiene • workplace product range and manufacturer instructions/product manuals • workplace time frame allocated for the performance of the service.
Contra-indications may include but are not limited to:	• bacterial, viral or fungal infections • acne • impetigo • lice • scabies • rashes • boils/carbuncles • sun burn • candidiasis • other visible non-normal skin.
Skin type may include but is not limited to:	• normal • dry • oily • combination.
Skin condition may include but is not limited to:	• sensitive • dehydrated • damaged • mature • acne.
Cleansing products may include but are not limited to:	• soaps • milks • creams.
Skin care products may include but are not limited to:	• cleansers • toners • moisturisers • masks • exfoliants • remedial products.
Adverse effects may include but are not limited to:	• product reactions.
Clients may include but are not limited to:	• new or regular clients with routine or special needs.

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Relevant legislation may include but is not limited to:	• Federal, State and local health and hygiene regulations • Occupational Health and Safety regulations • industry Codes of Practice.
Workplace policies and procedures may include but are not limited to:	• health and hygiene • workplace product range and manufacturer instructions/product manuals • workplace time frame allocated for the performance of the service.
Contra-indications may include but are not limited to:	• bacterial, viral or fungal infections • acne • impetigo • lice • scabies • rashes • boils/carbuncles • sun burn • candidiasis • other visible non-normal skin.
Skin type may include but is not limited to:	• normal • dry • oily • combination.

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EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to communicate effectively with clients, identify skin types and select and apply appropriate skin care products.

The evidence provided must also demonstrate a basic knowledge of the anatomy and physiology of the skin as it relates to skin care products. Skill in conducting skin cleansing and in applying relevant legislation and workplace policies and procedures, particularly in relation to hygiene, is also required

Critical aspects of evidence required to demonstrate competency in this unit

- Knowledge and consistent application of workplace policies and procedures and safe work practices in regard to demonstrating retail skin care products.
- Knowledge and consistent application of relevant Federal, State and local health and hygiene regulations.
- Recognising and managing contra-indications and adverse effects.
- Reading, accurately interpreting and consistently applying manufacturer instructions for products, tools and equipment.
- Consistently using effective questioning and active listening techniques to consult, reassure and negotiate with clients while maintaining discretion, tact and confidentiality.
- Identifying client's skin type according to manufacturer product manual, and identifying client requirements/needs.
- Preparing the face and performing a face cleansing procedure.
- Knowledge and skill in the application of a variety of skin care products.
- Consistently using time effectively and controlling product waste.
- Advising on and demonstrating product use, homecare and complementary products.

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Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway all units which relate to a job function can be integrated for assessment purposes.

Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - preparing the face and performing a face cleansing procedure
  - applying a variety of skin care products selected according to the client's skin type and condition
  - advising on homecare products.
- written and/or oral questioning to assess knowledge and understanding of retail skin care products and relevant legislation and policy. Questions will be asked in a manner appropriate to the language and literacy level of the learner.
- completing workplace documentation relevant to the demonstration of retail skin care products.
- third party reports from experienced beauty professionals in the workplace.
- completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Required skills and knowledge to achieve the performance criteria

Skills

- Applying skin care products for the following skin types:
  - normal
  - dry
  - combination
  - oily.
- Responding to contra-indications and adverse effects.
- Recognising the physical appearance of:
  - various skin types
  - normal skin
  - minor skin blemishes
  - inflammation arising from skin care products.
- The communication of information on products and procedures to the client throughout the service.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge

- The provisions of relevant health and hygiene regulations/requirements.
- The provisions of relevant Occupational Health and Safety regulations/requirements.
- Workplace policies and procedures in regard the selection and application of skin care products.
- The anatomy and physiology of the skin as it relates to skin care products, including a simplified cross section of the skin.
- The appearance of contra-indications and adverse effects.
- The workplace product range and manufacturer instructions/data sheets.
- The effects and benefits of a defined range of skin care products.

Specific resources required for assessment

- Relevant documentation, such as:
  - workplace policy and procedures manuals.
- Access to a range of clients with different requirements.
- A range of merchandise and products appropriate to the beauty workplace.
- Product labels and sources of product information.
- A qualified workplace assessor or assessment team.

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WRBFS202B Design and apply make-up

Unit Descriptor

This unit describes the skills and knowledge required to design and apply suitable make-up techniques for domestic street wear, business, pleasure, social and special occasions for various times of the day or night. This competency may apply to a range of roles in the workplace.

This unit is equivalent to and replaces WRB21A Design and Apply Make Up, as packaged in WRB99.

Application of the Unit

This unit requires the operator to analyse the client's skin type, facial shape and required context to design a make-up and apply appropriate products and techniques. The operator is also required to demonstrate the use of products, tools and techniques to the client. This unit requires knowledge and skill in the safe use of products and the application of legislation and policy, particularly in regard to hygiene.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector

Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Prepare client	1.1 ***Client*** is prepared for service. 1.2 ***Contra-indications*** are identified, explained to client and referred to ***appropriate professional*** where required. 1.3 Client's ***skin type/condition*** is assessed to determine appropriate product application techniques.
2. Cleanse face	2.1 Suitable ***cleansing product***s are identified for client's skin type/different areas of face. 2.2 Client's skin is thoroughly cleansed.
3. Analyse face and design make-up plan	3.1 Facial shapes and areas are assessed to determine correct product application. 3.2 Facial areas requiring corrective/camouflage make-up are identified and client advised accordingly. 3.3 Image is identified to design for occasion and wear suitability. 3.4 ***Colour design principles*** are applied according to client requirements. 3.5 ***Make-up plan*** is designed, noted and agreed with client.
4. Select products and equipment	4.1 Suitable ***make-up products*** are selected and agreed with client. 4.2 ***Tools and equipment*** are identified and selected according to product manufacturer recommendations and make-up plan. 4.3 Correct usage and care of make-up and equipment is identified and applied according to manufacturer recommendations, relevant legislation and workplace policies and procedures.

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5. Apply make-up	5.1 Products, tools and equipment are applied sequentially according to make-up plan, manufacturer recommendations, ***relevant legislation*** and ***workplace policies and procedures*****.** 5.2 Procedures and products are explained to client during application. 5.3 Make-up application is evaluated against client expectation/specified outcomes.
6. Apply false eyelashes	6.1 Patch test is performed and evaluated to determine ***adverse effects.*** 6.2 Materials are applied sequentially according to manufacturer recommendations and workplace policies and procedures. 6.3 Service is evaluated against client's agreed treatment plan.
7. Advise on further product use	7.1 Client is advised of suitable homecare products/techniques to maintain application. 7.2 Products, tools and equipment used are clearly explained and application is demonstrated as required. 7.3 Possible contra-indications and adverse effects are explained to client.

KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Explaining possible contra-indications and adverse effects to clients will require the communication of ideas and information.	2
Collecting analysing and organising information	Determining a make-up plan will require information to be collected, analysed and organised.	2
Planning and organising activities	Identifying and selecting suitable products and tools to complete a make-up plan will require activities to be planned and organised.	1
Working with others and in teams	Maintaining knowledge of salon/store policies and procedures and relevant legislation will require the application of teamwork.	1
Using mathematical ideas and techniques	Minimising waste will require the use of mathematical ideas and techniques.	1
Solving problems	Identifying facial areas requiring corrective make-up will require problem solving skills.	1
Using technology	Using tools and equipment may require the use of technology.	1

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RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here.

Clients may include but are not limited to:	• new or regular clients with routine or special needs.
Contra-indications may include but are not limited to:	• bacterial, viral or fungal infections • acne • impetigo • warts • lice • scabies • rashes • boils/carbuncles • sun burn • candidiasis • other visible non-normal skin.
Appropriate professional may include but is not limited to:	• medical practitioner • complementary therapist.
Skin type/condition may include but is not limited to:	• normal • dry • oily • combination • sensitive • pigmented • couperose • damaged • mature.
Cleansing products may include but are not limited to	• soaps • milks • creams.
Colour design principles may include but are not limited to:	• tonal values • colour wheel.

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Make-up plan may include but is not limited to:	• client's facial shape
	• highlighting/shading techniques
	• areas requiring correction/camouflage
	• context:
	  • business
	  • social
	  • day/evening
	  • special occasion.

Make-up products may include but are not limited to:	• oil based, water based, solid or fluid with varying degrees of coverage and pigmentation • pre-make-up products and stabilisers • concealers • foundation (liquid/solid) • powders • eyeshadows • eyeliners • blushers • mascaras • false lashes • lipsticks • pencils.
Tools and equipment may include but are not limited to:	• brushes • sponges • applicators • pallets • lash curlers • tweezers • magnifying mirror • containers/trays • pencil sharpeners • spatulas • make-up box.
Relevant legislation may include but is not limited to	• Federal, State and local health and hygiene regulations • Occupational Health and Safety regulations • industry Codes of Practice.
Workplace policies and procedures may include but are not limited to:	• health and hygiene • workplace time frame allocated for the performance of the service • product range and manufacturer instructions • waste disposal • waste minimisation.
Adverse effects may include but are not limited to:	• product reactions.

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EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to communicate effectively with a range of clients to analyse skin types/conditions, facial shapes and required contexts and design and apply appropriate make-up. The evidence provided must demonstrate skill in skin cleansing and advising on and demonstrating products and application techniques to clients, including the application of false lashes. Knowledge and skill in applying relevant legislation and workplace policies and procedures must also be demonstrated

Critical aspects of evidence required to demonstrate competency in this unit

- Knowledge and consistent application of workplace policies and procedures and the application of safe work practices in regard to the design and application of make-up.
- Knowledge and consistent application of relevant Federal, State and local health and hygiene regulations.
- Recognising and managing contra-indications and adverse effects.
- Knowledge of the transmission routes of infectious conditions and skills in the application of standard infection control precautions.
- Reading, accurately interpreting and consistently applying manufacturer instructions for products, tools and equipment.
- Consistently using effective questioning and active listening techniques to consult, reassure and negotiate with clients while maintaining discretion, tact and confidentiality.
- Analysing the client's face and the context, and designing and recording a make-up plan, including:
  - facial areas requiring highlighting/shading
  - product application techniques
  - areas requiring corrective make-up
  - recognition of client image and occasion
  - colour design principles
  - application to natural and artificial lighting.
- Knowledge and skill in the application of a variety of make-up products.
- Knowledge and skill in the application of make-up products for a variety of skin types/conditions.
- Knowledge and skill in the application of make-up for a variety of contexts.
- Consistently using time effectively and controlling product waste.

Evaluating a make-up and advising and demonstrating techniques of self application to the client.

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Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, all units which relate to a job function can be integrated for assessment purposes.

Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - preparing and performing a face cleansing procedure
  - selecting and applying the appropriate make-up according to the make-up plan
  - advising on aftercare products according to client needs
- written and/or oral questioning to assess knowledge and understanding of relevant make-up techniques, including safe use of products and relevant legislation. Questions will be asked in a manner appropriate to the language and literacy level of the learner.
- completing workplace documentation relevant to the design and application of make-up.
- third party reports from experienced beauty professionals in the workplace.
- completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Required skills and knowledge to achieve the performance criteria

Skills

- Responding to contra-indications and adverse effects.
- Determining the physical appearance of:
  - various skin types
  - abnormal skin conditions
  - minor skin blemishes.
- Analysing the client's face and requirements and designing a make-up plan using the following information:
  - colour analysis
  - skin types and conditions
  - context.
- Applying a range of cleansing and make-up products.

Language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge

- The provisions of relevant health and hygiene regulations/requirements.
- The provisions of relevant Occupational Health and Safety regulations/requirements.
- Infection control procedures and the application of universal precautions.
- Workplace policies and procedures in regard to the performance of a make-up service.
- The appearance of contra-indications and adverse effects.
- Facial shapes and their relationship to the elements and principles of design.
- Anatomy and physiology of the skin and skin structures as it relates to make-up services, including a simplified cross-section of skin.
- Body systems as listed below, in regard to their relationship to facial and body shapes and to the skin, muscles and nerves:
  - integumentary
  - skeletal and muscular
  - nervous system and its relationship to skin sensations
  - circulatory systems and their relationship to skin function.
- The following in regard to make-up services:
  - effects of lighting natural/artificial on cosmetics
  - colour design principles
  - colour wheel, primary, secondary, complementary colours, grey scale
  - tonal value
  - differences between tone, value, hue and shade.
- Cosmetic chemistry/ingredients in relevant make-up products particularly in regard to their likely effects on the skin.
- Colour physics and its use in make-up application.

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- Awareness of the effect of changes created by specific make-up products and colour application techniques.
- The workplace product range.

The effects and benefits of a defined range of workplace make-up products.

Specific resources required for assessment

- Relevant documentation such as:
  - workplace policy and procedures manuals.
- Access to a range of clients with different requirements.
- A range of tools and products appropriate to the beauty workplace.
- Product labels and sources of product information.
- A qualified workplace assessor or assessment team.

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WRBFS203B Design and apply make-up for photography

Unit Descriptor

This unit describes the skills and knowledge required to design and apply suitable make-up for a range of photographic contexts. This competency may apply to a range of roles in the workplace.

This unit is equivalent to and replaces WRB22A Design and Apply Make Up for Photography, as packaged in WRB99.

Application of the Unit

This unit requires the operator to assess the needs of clients and/or photographers/stylists in order to design and apply make-up for a range of photographic purposes. It requires the application of a basic knowledge of photography techniques, including film stock and lighting and make-up products and application techniques. Knowledge and skill in the safe use of products and the application of legislation and policy is also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector

Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Prepare client	1.1 ***Client*** is prepared for service. 1.2 ***Contra-indications*** are identified, explained to client and referred to ***appropriate professional*** where required. 1.3 Client's ***skin type/condition*** is assessed to determine appropriate product application techniques.
2. Cleanse face	2.1 Suitable ***cleansing products*** are identified for client's skin type/different areas of face. 2.2 Client's skin is cleansed thoroughly.
3. Analyse face	3.1 Client's facial shape is identified and noted. 3.2 Areas requiring corrective/ camouflage make-up are identified and noted and client and/or photographer/stylist is advised accordingly. 3.3 Facial areas requiring highlighting and shading are assessed to determine correct product application.

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4. Analyse context	4.1 Required ***context*** is determined and agreed with client and/or photographer/stylist. 4.2 Colour physics are identified and applied to lighting techniques, wardrobe, background, artificial and natural light, studio or location and time of day. 4.3 Chemical reactions under given conditions for relevant products are identified. 4.4 Image is identified for black and white and colour photography. 4.5 Photography procedures and techniques and their relationship to make-up design are identified. 4.6 Lighting type, position, reflectors and absorbers, natural and artificial are identified. 4.7 ***Film stock*** is identified and make-up plan is adjusted accordingly. 4.8 ***Print procedures*** are identified.
5. Apply make-up	5.1 ***Make-up plan*** is identified and agreed with client and/or photographer/stylist. 5.2 ***Make-up products***, ***tools and equipment*** are selected. 5.3 Make-up products, tools and equipment are applied sequentially in accordance with make-up plan, manufacturer recommendations, ***relevant legislation*** and ***workplace procedures and policies***. 5.4 Make-up application result is evaluated against photographer's/stylist's/client's expectations and specified outcomes.

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KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Identifying colour physics and applying to lighting techniques, wardrobe, background, artificial and natural light, studio or location and time of day will require information to be collected, analysed and organised.	2
Collecting analysing and organising information	Applying products sequentially according to health and hygiene requirements, manufacturer's recommendations, make-up plan and workplace requirements will require activities to be planned and organised.	2
Planning and organising activities	Consulting with photographer/stylist will require team work.	1
Working with others and in teams	Completing service within designated time frames will require mathematical ideas and techniques.	1
Using mathematical ideas and techniques	Adjusting make-up design according to film stock will require problem solving skills.	2
Solving problems	Recording a make-up plan may require the use of technology.	1
Using technology	Identifying colour physics and applying to lighting techniques, wardrobe, background, artificial and natural light, studio or location and time of day will require information to be collected, analysed and organised.	2

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here.

Clients may include but are not limited to:

- new or regular clients with routine or special needs.

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Contra-indications may include but are not limited to:	• bacterial, viral or fungal infections • acne • impetigo • warts • lice • scabies • rashes • boils/carbuncles • sun burn • candidiasis • other visible non-normal skin.
Appropriate professional may include but is not limited to:	• medical practitioner • complementary therapist.
Skin types/conditions may include but are not limited to:	• normal • dry • oily • combination • sensitive • mature • pigmented • couperose • damaged.
Cleansing products may include but are not limited to:	• soaps • millks • creams.
Context may include but is not limited to:	• business • social • day/evening • wedding • black and white • colour • glamour • drama • fashion • commercial • special occasion • catwalk.
Film stock may include but is not limited to:	• high medium and low key.

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Print procedures may include but are not limited to	• type of print • chromatics • types of glass.

Make-up plan may include but is not limited to:	• products
	• tools and equipment
	• areas requiring make-up application:
	  • face
	  • decolletage
	  • hands
	  • feet
	• face analysis
	• application techniques
	• wardrobe
	• background.

Make-up products may include but are not limited to:	• pre-make-up products and stabilisers • concealers • foundation (liquid/solid) waterbased and oil based with varying degrees of coverage and pigmentation • powders • eyeshadows • blushes • mascaras (powder, liquid, wand) • artificial lashes • lipsticks • pencils.
Tools and equipment may include but are not limited to:	• brushes • sponges • applicators • pallets • lash curlers • tweezers • magnifying mirror • containers/tray etc. • pencil sharpeners • spatulas • make-up box.
Relevant legislation may include but is not limited to:	• Federal, State and local health and hygiene regulations • Occupational Health and Safety regulations • industry Codes of Practice.

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Workplace policies and procedures may include but are not limited to:	• health and hygiene • selection of make-up products • tools/equipment • photographic make-up application • workplace time frame allocated for the performance of the service.

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to analyse a range of contexts and technical photographic requirements and design and apply an appropriate make-up plan. Knowledge of anatomy, physiology and body systems as they relate to designing and applying make-up for photography must be demonstrated.

The evidence provided must also demonstrate knowledge and skill in applying relevant legislation and workplace policies and procedures.

Critical aspects of evidence required to demonstrate competency in this unit	• Knowledge and consistent application of workplace policies and procedures and safe work practices in regard to designing and applying make-up for photography.
	• Knowledge and consistent application of Federal, State and local health and hygiene regulations.
	• Recognising and managing contra-indications and adverse effects.
	• Knowledge of the transmission routes of infectious conditions and skills in the application of standard infection control precautions.
	• Reading, accurately interpreting and consistently applying manufacturer instructions for products, tools and equipment.
	• Consistently using effective questioning and active listening techniques to consult, reassure and negotiate with clients while maintaining discretion, tact and confidentiality.
	• Analysing the client's face and the image/occasion/basic wardrobe and designing and recording a make-up plan, including:
	  • facial areas requiring highlighting/shading
	  • product application techniques
	  • areas requiring corrective make-up.
	• Knowledge and skill in the application of a variety of make-up products for different skin types and contexts.
	• Consistently using time effectively and controlling product waste.
	• Evaluating a make-up and advising the photographer/stylist where applicable.

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Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, all units which relate to a job function can be integrated for assessment purposes.

Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
- - preparing and performing a face cleansing procedure
  - identifying the photography procedures and techniques to determine the make-up design
  - selecting and applying the appropriate make-up for the photographic context.
- written and/or oral questioning to assess knowledge and understanding of relevant make-up techniques for photography, including film stock and lighting and relevant legislation and policy. Questions will be asked in a manner appropriate to the language and literacy level of the learner.
- completing workplace documentation relevant to the design and application of make-up for photography.
- third party reports from experienced beauty professionals in the workplace.
- completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

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Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Required skills and knowledge to achieve the performance criteria

Skills

- Responding to contra-indications and adverse effects.
- Analysing the client's face and designing a make-up plan using the following information:
  - colour analysis
  - skin analysis
  - lighting analysis.
- Determining the physical appearance of:
  - various skin types
  - abnormal skin conditions
  - minor skin blemishes.
- Applying a range of cleansing and make-up products and techniques.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge

- The provisions of relevant health and hygiene regulations/requirements.
- The provisions of relevant Occupational Health and Safety regulations/requirements.
- Workplace policies and procedures in regard to the performance of a photographic make-up service.
- The appearance of contra-indications and adverse effects.
- Face and body shapes and their relationship to the elements and principles of design.
- Anatomy and physiology of the skin and skin structures as it relates to make-up services, including a simplified cross-section of skin.
- The body systems as listed below, in regard to their relationship to facial and body shapes and to the skin, muscles and nerves:
  - skeletal and muscular
  - nervous system and its relationship to skin sensations
  - circulatory system in regard to its relationship to skin function.
- Cosmetic chemistry/ingredients in relevant make-up products, particularly in regard to their likely effects on the skin.
- The following in regard to make-up services:
  - effects of lighting on cosmetics
  - colour design principles
  - colour wheel, primary, secondary, complementary colours, grey scale
  - black and white photography
  - black and white/ colour reproduction
  - tonal value
  - differences between tone, value, intensity, hue and shade.

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- The workplace product range for photographic make-up.
- The effects and benefits of a defined range of workplace make-up products.
- Colour physics and its application to lighting techniques and natural lighting, time of day, wardrobe, studio/location and background.
- The effect of changes created by specific make-up products and colour application techniques.

Specific resources required for assessment

- Relevant documentation, such as:
  - workplace policy and procedures manuals.
- Access to a range of clients with different requirements.
- A range of equipment and products appropriate to the beauty workplace.
- Product labels and sources of product information.
- A qualified workplace assessor or assessment team.

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WRBFS204B Design and apply remedial camouflage

Unit Descriptor

This unit describes the skills and knowledge required to design and apply remedial camouflage techniques for clients with special needs. This competency may apply to a range of roles in the workplace.

This unit is equivalent to and replaces WRB23A Design and Apply Remedial Camouflage, as packaged in WRB99.

Application of the Unit

This unit requires the operator to assess facial and body areas requiring remedial camouflage and to apply appropriate make-up, specialised products and application techniques. Knowledge and skill in the application of relevant legislation and policy, particularly in regard to hygiene and safety, is also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector

Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Prepare client	1.1 ***Client*** is prepared for service. 1.2 ***Contra-indications*** are identified, explained to client and referred to ***appropriate professional*** where required. 1.3 Client's ***skin type/condition*** is assessed to determine appropriate product application techniques.
2. Cleanse skin	2.1 Suitable ***cleansing products*** are identified for client's skin type/different areas of face. 2.2 Client's skin is cleansed thoroughly.
3. Analyse treatment area	3.1 Client characteristics and facial or body ***conditions requiring remedial camouflage*** are identified and recorded. 3.2 Skin tone is identified/recorded and application of foundation/base is maintained to skin tone. 3.3 ***Remedial camouflage plan*** is identified and agreed with client.
4. Select products and equipment	4.1 Suitable ***products*** to achieve remedial camouflage make-up plan are selected and agreed with client. 4.2 ***Tools and equipment*** are identified and selected according to product manufacturer recommendations and make-up plan. 4.3 Correct usage and care of make-up tools and equipment is identified and applied according to manufacturer recommendations.

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5. Apply remedial camouflage	5.1 Products are applied sequentially according to product manufacturer recommendations, pre-determined plan, ***relevant legislation*** and ***workplace policies and procedures***. 5.2 Remedial camouflage application is evaluated against client expectations, treatment plan and specified outcomes where possible. 5.3 Relevant outcomes of remedial camouflage treatment are evaluated, noted and recommendations for further treatment are made according to client requirements. 5.4 ***Source of referral*** is advised of treatment progress as required. 5.5 Procedures for removal of camouflage make-up are explained to client.
6. Advise on further product use	6.1 Client is advised of suitable homecare products and treatments. 6.2 Product use is explained and application demonstrated as required. 6.3 Possible contra-indications and ***adverse effects*** are explained to client.

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KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effective.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Identifying photography techniques and procedures and their relationship to make-up design will require the communication of ideas and information.	2
Collecting analysing and organising information	Identifying colour physics and applying to lighting techniques, wardrobe, background, artificial and natural light, studio or location and time of day will require information to be collected, analysed and organised.	2
Planning and organising activities	Applying products sequentially according to health and hygiene requirements, manufacturer's recommendations, make-up plan and workplace requirements will require activities to be planned and organised.	2
Working with others and in teams	Consulting with photographer/stylist will require team work.	1
Using mathematical ideas and techniques	Completing service within designated time frames will require mathematical ideas and techniques.	1
Solving problems	Adjusting make-up design according to film stock will require problem solving skills.	2
Using technology	Recording a make-up plan may require the use of technology.	1

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here.

Clients may include but are not limited to:

- new or regular clients with routine or special needs.

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Contra-indications may include but are not limited to:	• bacterial, viral or fungal infections • acne • impetigo • warts • lice • scabies • rashes • boils/carbuncles • sun burn • candidiasis • other visible non-normal skin.
Appropriate professional may include but is not limited to:	• medical practitioner • complementary therapist.
Skin types/conditions may include but are not limited to:	• normal • dry • combination • sensitive • mature • pigmented • colour • tone.
Cleansing products may include but are not limited to:	• soaps • milks • creams.
Conditions requiring remedial camouflage may include but are not limited to:	• capillary naevus • strawberry naevus • keloid • chloasma • vitiligo • spider naevus • moles or pigmented naevi • leucaderma • quiescent scar tissue • rosacea • psoriasis • tattoos • birthmarks • scars.

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Remedial camouflage plan may include but is not limited to:	• camouflage techniques • products • tools/equipment • self application techniques • context • blemish covering.
Products may include but are not limited to:	• pre-make-up products and stabilisers/waterproof product • concealers • foundation oil-based, water based, (liquid/solid) with varying degress of pigmentation and coverage • powders • eye shadows • blushes • mascaras • lipsticks • artificial lashes • pencils • prosthetics.
Tools and equipment may include but are not limited to:	• brushes • sponges • applicators • pallets • lash curlers • tweezers • magnifying mirror • containers/tray etc • pencil sharpeners • spatulas • make-up box.
Relevant legislation may include but is not limited to:	• Federal, State and local health and hygiene regulations • Occupational Health and Safety regulations • industry Codes of Practice.
Workplace policies and procedures may include but are not limited to:	• health and hygiene • selection of make-up products • tools/equipment • workplace time frame allocated for the performance of the service.
Source of referral may include but is not limited to:	• physician • dermatologist • plastic or cosmetic surgeon • occupational therapist • social worker • manufacturer.

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Adverse effects may include but are not limited to:	• product reactions.

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to analyse a range of contexts and technical photographic requirements and design and apply an appropriate make-up plan. Knowledge of anatomy, physiology and body systems as they relate to designing and applying make-up for photography must be demonstrated.

The evidence provided must also demonstrate knowledge and skill in applying relevant legislation and workplace policies and procedures

Critical aspects of evidence required to demonstrate competency in this unit	• Knowledge and consistent application of workplace policies and procedures and safe work practices in regard to designing and applying make-up for photography.
	• Knowledge and consistent application of Federal, State and local health and hygiene regulations.
	• Recognising and managing contra-indications and adverse effects.
	• Knowledge of the transmission routes of infectious conditions and skills in the application of standard infection control precautions.
	• Reading, accurately interpreting and consistently applying manufacturer instructions for products, tools and equipment.
	• Consistently using effective questioning and active listening techniques to consult, reassure and negotiate with clients while maintaining discretion, tact and confidentiality.
	• Analysing the client's face and the image/occasion/basic wardrobe and designing and recording a make-up plan, including:
	  • facial areas requiring highlighting/shading
	  • product application techniques
	  • areas requiring corrective make-up.
	• Knowledge and skill in the application of a variety of make-up products for different skin types and contexts.
	• Consistently using time effectively and controlling product waste.
	
	Evaluating a make-up and advising the photographer/stylist where applicable.

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Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, all units which relate to a job function can be integrated for assessment purposes.

Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  1. preparing and performing a face cleansing procedure
  2. identifying the photography procedures and techniques to determine the make-up design
  3. selecting and applying the appropriate make-up for the photographic context.
- written and/or oral questioning to assess knowledge and understanding of relevant make-up techniques for photography, including film stock and lighting and relevant legislation and policy. Questions will be asked in a manner appropriate to the language and literacy level of the learner.
- completing workplace documentation relevant to the design and application of make-up for photography.
- third party reports from experienced beauty professionals in the workplace.

completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Required skills and knowledge to achieve the performance criteria

Skills

- Responding to contra-indications and adverse effects.
- Analysing the client's face and designing a make-up plan using the following information:
  1. colour analysis
  2. skin analysis
  3. lighting analysis.
- Determining the physical appearance of:
  1. various skin types
  2. abnormal skin conditions
  3. minor skin blemishes.
- Applying a range of cleansing and make-up products and techniques.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge

- The provisions of relevant health and hygiene regulations/requirements.
- The provisions of relevant Occupational Health and Safety regulations/requirements.
- Workplace policies and procedures in regard to the performance of a photographic make-up service.
- The appearance of contra-indications and adverse effects.
- Face and body shapes and their relationship to the elements and principles of design.
- Anatomy and physiology of the skin and skin structures as it relates to make-up services, including a simplified cross-section of skin.
- The body systems as listed below, in regard to their relationship to facial and body shapes and to the skin, muscles and nerves:
  1. skeletal and muscular
  2. nervous system and its relationship to skin sensations
  3. circulatory system in regard to its relationship to skin function.
- Cosmetic chemistry/ingredients in relevant make-up products, particularly in regard to their likely effects on the skin.
- The following in regard to make-up services:
  1. effects of lighting on cosmetics
  2. colour design principles
  3. colour wheel, primary, secondary, complementary colours, grey scale
  4. black and white photography
  5. black and white/ colour reproduction
  6. tonal value
  7. differences between tone, value, intensity, hue and shade.

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- The workplace product range for photographic make-up.
- The effects and benefits of a defined range of workplace make-up products.
- Colour physics and its application to lighting techniques and natural lighting, time of day, wardrobe, studio/location and background.
- The effect of changes created by specific make-up products and colour application techniques.

Specific resources required for assessment

- Relevant documentation, such as:
  1 workplace policy and procedures manuals.
- Access to a range of clients with different requirements.
- A range of equipment and products appropriate to the beauty workplace.
- Product labels and sources of product information.
- A qualified workplace assessor or assessment team.

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WRBFS305B Provide lash and brow treatments

Unit Descriptor

This unit describes the skills and knowledge required to analyse the lash and brow needs of clients and provide a range of shaping, perming and colouring services and is applicable as a discreet service or as part of a treatment plan. This competency may apply to range of roles in the workplace.

This unit is equivalent to and replaces WRB15A Provide Lash and Brow Treatments, as packaged in WRB99.

Application of the Unit

This unit requires the operator to assess client requirements and perform a range of services, including brow and lash colouring, brow shaping and lash perming. It requires knowledge and skill in the safe use of products, including perming and bleaching chemicals and wax, and the application of legislation and policy particularly in relation to safety and hygiene.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector

Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Prepare client for service	1.1 Service area, ***client*** and operator are prepared according to ***relevant legislation*** and ***workplace policies and procedures***. 1.2 Client characteristics and needs are identified and evaluated to enable advice and recommendations for a ***treatment plan***. 1.3 ***Procedures*** and ***products*** are selected according to treatment plan and confirmed with client. 1.4 ***Contra-indications*** are identified, explained to client, and referred to ***appropriate professional*** where required. 1.5 Client's skin is cleansed thoroughly and all make-up is removed from treatment area.
2. Chemically treat eyelash and eyebrows	2.1 Patch test is performed and evaluated where required to determine ***adverse effects***. 2.2 Products are prepared, applied and removed according to client requirements, manufacturer instructions, relevant legislation and workplace policies and procedures. 2.3 ***Chemical treatment procedures*** are performed according to relevant legislation, workplace policies and procedures and manufacturer instructions. 2.4 Aftercare product is applied according to client requirements. 2.5 Result is evaluated against client's agreed treatment plan.

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3. Shape eyebrows	3.1 Products are prepared, applied and removed according to client's requirements, manufacturer instructions, relevant legislation and workplace policies and procedures. 3.2 Soothing product is applied according to client's requirements. 3.3 Tweezers/implements are cleaned after use or wax disposed of according to relevant legislation and workplace policies and procedures. 3.4 Hair is disposed of according to relevant legislation and workplace policies and procedures. 3.5 Eyebrows shape is evaluated against treatment plan and agreed with client.

KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Providing aftercare advice will require the communication of ideas and information.	1
Collecting analysing and organising information	Evaluating client needs and recommending an appropriate treatment plan will require information to be collected, analysed and organised.	1
Planning and organising activities	Preparing and applying products according to manufacturer instructions will require activities to be planned and organised.	1
Working with others and in teams	Maintaining knowledge of workplace procedures and relevant legislation will require the application of teamwork.	1
Using mathematical ideas and techniques	Minimising wastage will required the use of mathematical ideas and techniques.	1
Solving problems	Identifying contra-indications and referring clients to an appropriate professional will require problem solving skills.	1
Using technology	Recording relevant outcomes and rebooking clients for treatment may require the use of technology.	1

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RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here.

Clients may include but are not limited to:	• new or regular clients with routine or special needs.
Relevant legislation may include but is not limited to:	• Federal, State and local health and hygiene regulations • skin penetration legislation • Occupational Health and Safety regulations • industry Codes of Practice.
Workplace policies and procedures may include but are not limited to:	• health and hygiene • wastage minimisation • waste disposal • workplace time frame allocated for the performance of the service.
Treatment plan may include but is not limited to:	• required procedure/s • appropriate products • areas requiring special treatment • eyebrow shape • skin sensitivity • follow-up procedures.
Procedures may include but are not limited to:	• tweezing • waxing • chemical treatments.

Products may include but are not limited to:	• wax:
	  • hot
	  • strip
	• bleaching agents
	• perming solutions
	• dyes.

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Contra-indications may include but are not limited to:	• bacterial, viral or fungal infections • acne/acne medication (Roaccutane ?) • impetigo • warts • lice • scabies • rashes • sensitive eyes • sun burn • scar tissue, lesions • other visible non-normal skin.
Appropriate professional may include but is not limited to:	• medical practitioner • complementary therapist.
Adverse effects may include:	• inflammation arising from use of hair removal/chemical treatment products • infections of the hair follicle • inflammation or damage to eye.
Chemical treatment procedures may include but are not limited to:	• eyelash colouring or perming • eyebrow colouring.
Future treatment program may include:	• number/frequency of future treatments • alternative treatments.
Aftercare advice may include but is not limited to:	• follow-up treatments • permanent hair removal.
Product recommendations may include but are not limited to:	• cleanser • moisturiser.

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EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to analyse client requirements and perform brow and lash colouring, brow shaping and lash perming for a range of clients.

The evidence provided must demonstrate skill and knowledge in using relevant chemicals and completing the service in accordance with all relevant legislation and workplace policies and procedures, particularly in regard to safety.

Critical aspects of evidence required to demonstrate competency in this unit

- Knowledge and consistent application of workplace policies and procedures and safe work practices in regard to the performance of lash and brow treatments.
- Knowledge and consistent application of relevant Federal, State and local health and hygiene regulations.
- Knowledge of the transmission routes of infectious conditions and skills in the application of standard infection control precautions and skin penetration legislation.
- Recognising and managing contra-indications and adverse effects.
- Reading, accurately interpreting and consistently applying manufacturer instructions for products, tools and equipment.
- Consistently using effective questioning and active listening techniques to consult, reassure and negotiate with clients while maintaining discretion, tact and confidentiality.
- Analysing client's face, identifying client requirements/needs, and developing and recording a treatment plan, including:
  - lash/brow areas of the face requiring special treatment
  - range of appropriate treatment products and application techniques
  - range of appropriate products, including chemical products, and treatment procedures
  - review of previous treatments.
- Preparing the lash/brow area for treatment.
- Knowledge and skill in the application of a variety of treatment products, including chemical products.
- Knowledge and skill in the application and evaluation of patch tests for a variety of lash/brow treatments.
- Knowledge and skill in the application of a variety of lash/brow treatment techniques/procedures.
- Consistently using time effectively and controlling product waste.
- Evidence of the ability to evaluate a lash/brow treatment and to advise the client on future treatments, homecare and complementary products.

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Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, this unit requires an assessment outcome which includes evidence of:

- the application of knowledge of skin biology as it is specifically identified in the required knowledge for this unit.

The following unit relates to this unit of competency and has been identified as:

Co-requisite

- WRBCS305A Apply knowledge of skin biology to beauty treatments

Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - preparing and cleansing client's skin, removing all make-up from treatment area
  - applying chemical treatment procedures according to manufacturer instructions
  - providing aftercare advice according to client needs.
- written and/or oral questioning to assess knowledge and understanding of lash and brow treatments, including aftercare advice and relevant legislation. Questions will be asked in a manner appropriate to the language and literacy level of the learner.
- completing workplace documentation relevant to the provision of lash and brow treatments.
- third party reports from experienced beauty professionals in the workplace.
- completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

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Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Required skills and knowledge to achieve the performance criteria

Skills

- Responding to contra-indications and adverse effects.
- Identifying client characteristics and recommending and agreeing on a service.
- Applying a range of lash and brow products and techniques, including chemical treatments.
- The application of universal infection control precautions and skin penetration legislation.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.
- Responding to questions and providing information and reassurance to the client throughout the service.

Knowledge

- The provisions of relevant health and hygiene regulations/requirements.
- The provisions of relevant Occupational Health and Safety regulations/requirements.
- Infection control procedures and skin penetration legislation.
- Workplace policies and procedures in regard to the performance of lash and brow treatments.
- The appearance of contra-indications and adverse effects.
- Lash and brow treatment procedures, including:
  - preparation of the service area
  - preparation of products and equipment
  - preparation of the client
  - patch test/skin test procedures including preparation of the area, product application and observation.
  - application of products
  - waxing procedures including preparation of the area, pattern of wax application and removal.
  - cleaning/disposal of product/equipment
  - post-treatment procedures
  - aftercare and homecare advice to client.
- Causes of skin reactions in regard to lash/brow treatments and the appearance and management of adverse effects, including:
  - inflammation arising from the performance of lash and brow treatments
  - infections of the eye or surrounding area
  - spotting on skin
  - hive like reactions
  - ingrown hair
  - infections of the hair follicle.
- The workplace product range and manufacturer instructions/data sheets.
- Skin and hair structure and growth in regard to lash/brow treatments including:

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- types of hair: lanugo, vellus, terminal
- factors affecting hair growth: hormonal, exposure to sunlight, heredity, drugs/chemicals
- hair growth patterns
- effects of waxing and tweezing on hair
- the growth cycle of hair and its relationship to waxing/tweezing
- histology of hair.

- Advantages and disadvantages of permanent hair removal versus temporary hair removal.
- Permanent, semi-permanent colour and permanent wave product ingredients and actions.

Specific resources required for assessment

- Relevant documentation, such as:
  - workplace policy and procedures manuals.
- Access to a range of clients with different requirements.
- A range of merchandise and products appropriate to the beauty workplace.
- Product labels and sources of product information.
- A qualified workplace assessor or assessment team.

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WRBFS406B Provide facial treatments

Unit Descriptor

This unit describes the skills and knowledge required to perform a range of manual facial and skin treatments. This competency may apply to a range of roles in the workplace.

This unit is equivalent to and replaces WRB25A Provide Facial Treatments, as packaged in WRB99.

Prerequisite Unit(s) WRBCS407A Develop a treatment plan for beauty therapy treatments

Application of the Unit

This unit requires the beauty professional to interpret the client's treatment plan and apply a range of facial treatments including cleansing and preparing the face, applying skin care products and manual massage routines. It requires knowledge of relevant anatomy and physiology, eg the skin and muscular structure of the face. Knowledge and skill in the application of relevant legislation and workplace policies and procedures, particularly in relation to health and hygiene and infection control are also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Confirm treatment plan	1.1 Client ***treatment plan*** is accessed. 1.2 Any ***variations to treatment plan*** is identified and noted. 1.3 Treatment planis confirmed with ***client***. 1.4 ***Treatment products*** are selected according to treatment plan, treatment/product ingredients and manufacturer instructions.
2. Prepare client for facial treatment	2.1 Service area, operator and client are prepared for treatment according to ***relevant legislation***, ***workplace policies and procedures*** and treatment plan. 2.2 ***Massage routine*** is selected and sequenced according to client treatment plan.
3. Prepare treatment area	3.1 ***Treatment area/s*** are cleansed and exfoliated according to agreed treatment plan. 3.2 ***Skin steaming*** is performed according to treatment plan. 3.3 ***Minor skin conditions*** are treated according to relevant legislation and treatment plan. 3.4 ***Aftercare treatment/procedures*** are applied according to treatment plan.

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4. Perform massage	4.1 Appropriate ***massage medium*** is applied according to treatment requirements. 4.2 Application of ***massage movements*** are adapted to suit elasticity of skin, degree of subcutaneous fat, treatment products and clients needs. 4.3 Length of massage routine is adapted to suit client requirements.
5. Apply skin care products	5.1 ***Mask/s*** are selected according to treatment plan. 5.2 Mask/s are applied and removed according to product manufacturer recommendations, relevant legislation and workplace policies and procedures. 5.3 ***After treatment products*** are applied to ensure the skin is clean and protected.
6. Advise on further treatments	6.1 ***Outcomes of treatment*** are evaluated, noted and ***recommendations for further treatment/s*** made and treatment plan revised accordingly. 6.2 Client is advised of suitable ***homecare products***, treatments and appropriate ***lifestyle changes***. 6.3 Product is use explained and application demonstrated as required. 6.4 Possible ***adverse effects*** are explained to client. 6.5 Client is advised of expected outcomes of future treatments. 6.6 Client is rebooked according to agreed treatment plan.

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KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Reviewing success of previous procedure to assist client assessment will require communication of ideas and information.	2
Collecting analysing and organising information	Evaluating outcomes of treatment and making recommendations for further treatments will require information to be collected, analysed and organised.	2
Planning and organising activities	Selecting, applying and removing treatment products according to client treatment plan will require activities to be planned and organised.	2
Working with others and in teams	Maintaining knowledge of relevant legislation and workplace policies may require team work.	1
Using mathematical ideas and techniques	Adjusting the length of massage routine to meet client requirements will require the use of mathematical ideas and techniques.	1
Solving problems	Adapting the treatment plan to meet changes in client's condition will require problem solving skills.	2
Using technology	Recording treatment details may require the use of technology.	1

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RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here.

Treatment plan may include but is not limited to:	• required treatment/s
	• outcomes of any previous treatments
	• facial areas requiring special treatment
	• massage movements/routine
	• contra-indications:
	  • bacterial, viral or fungal infections
	  • acne
	  • impetigo
	  • warts
	  • lice
	  • scabies
	  • rashes
	  • boils/carbuncles
	  • sun burn
	  • candidiasis
	  • other visible non-normal skin
	• relevant medical history/medications
	• products
	• tools/equipment.

Variations to treatment plan may include but are not limited to:	• changes in client's physical condition • changes to client requirements.
Clients may include but are not limited to:	• new or regular clients with routine or special needs.

Treatment products may include but are not limited to:	• exfoliants:
	  • friction
	  • biological
	  • chemical
	• toning lotions
	• moisturisers
	• cosmetic treatment ampoules.

Relevant legislation may include but is not limited to:	• Federal, State and local health and hygiene regulations • skin penetration legislation • Occupational Health and Safety regulations • industry Codes of Practice.

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Workplace policies and procedures may include but are not limited to:	• health and hygiene • selection of face and skin care products • performance of manual facial massage • time frame allocated for the performance of the service.
Massage routine must include but is not limited to:	• rhythm • repetition • variation.
Treatment area/s may include:	• face • decolletage • back.
Skin steaming may include but is not limited to:	• towel • vapozone.
Minor skin conditions may include but are not limited to:	• open comedones • closed comedones • milia.
Aftercare treatment procedures may include but are not limited to:	• application of anti bacterial/antiseptic lotion.
Massage medium may include but is not limited to:	• oils • creams • milks.
Massage movements must include:	• effleurage • petrissage • tapotement • vibration.
Masks may include but are not limited to:	• setting • non-setting • specialised.
After treatment products may include but are not limited to:	• astringent • moisturiser.
Outcomes of treatment may include but are not limited to:	• appearance of skin • adverse effects.

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Recommendations for further treatments may include but are not limited to:	• scheduling of treatments • electrical facial treatments • body treatments.
Homecare products may include but are not limited to:	• cleansers • toners • moisturisers • remedial products.
Lifestyle changes may include but are not limited to:	• improved nutrition • improved sleeping patterns • sun protection • alcohol reduction • tobacco reduction.
Adverse effects may include but are not limited to:	• erythema arising from skin care products or massage medium • skin blemishes due to massage stimulation • allergic reactions of the skin or body to treatments or products • erythema or inflammatory reaction to treatment or product • psychological reactions of the client to the treatment or the products • conditions which indicate client referral to a medical practitioner or complementary therapist.

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EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to interpret a treatment plan and make adjustments required by any changes in the client's condition, including contra-indications and adverse effects. Knowledge and skills in the application of preparatory, skin care and massage techniques and products must be demonstrated. The evidence provided must also demonstrate knowledge and skill in the application of relevant legislation and workplace policies and procedures, particularly in regard to safety and hygiene.

Critical aspects of evidence required to demonstrate competency in this unit

- Evidence of the knowledge and consistent application of workplace policies and procedures and safe work practices in regard to the performance of facial treatments.
- Knowledge and consistent application of relevant Federal, State and local health and hygiene regulations, including skin penetration legislation.
- Recognising and managing contra-indications and adverse effects.
- Knowledge of the transmission routes of infectious conditions and skills in the application of standard infection control precautions.
- Reading, accurately interpreting and consistently applying manufacturer instructions for products, tools and equipment.
- Consistently using effective questioning and active listening techniques to consult, reassure and negotiate with clients while maintaining discretion, tact and confidentiality.
- Confirming a treatment plan, including adapting the treatment to accommodate any changes in the client's condition.
- Preparing the face for treatment.
- Knowledge and skill in the application of a variety of treatment products, massage mediums/lubricants.
- Knowledge and skill in the application of a variety of massage movements and techniques, including transitions between strokes, appropriate pressure and fluidity of movements.
- Knowledge and skill in the application of a variety of facial treatment routines and procedures.
- Consistently using time effectively and controlling product waste.
- Accurately and legibly recording relevant data.
- Evaluating a facial treatment and advising the client on future treatments, homecare and complementary products.

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Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace.

Competency should be demonstrated in a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, this unit requires an assessment outcome which includes evidence of:

- the application of knowledge of skin biology, anatomy and physiology and skin science as specifically identified in the required knowledge for this unit
- developing a treatment plan.

The following units relate to this unit of competency and have been identified as:

Pre-requisite

- WRBCS407A Develop a treatment plan for beauty therapy treatments

Co-requisite

- WRBCS305A Apply knowledge of skin biology to beauty treatments
- WRBCS408A Apply knowledge of anatomy and physiology to beauty therapy treatments
- WRBCS409A Apply knowledge of skin science to beauty therapy treatments

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Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in a simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - selecting treatment products according to treatment plan
  - applying massage movements according to client needs
  - discussing aftercare treatment with client and recommending homecare products.
- written and/or oral questioning to assess knowledge and understanding of providing facial treatments, including a knowledge of anatomy and physiology and health and hygiene and infection control procedures. Questions will be asked in a manner appropriate to the language and literacy level of the learner.
- completing workplace documentation relevant to providing facial treatments.
- third party reports from experienced beauty professionals in the workplace.
- completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Required skills and knowledge to achieve the performance criteria

Skills

- Responding to contra-indications and adverse effects.
- Interpreting the treatment plan and adapting treatment to accommodate any changes in the client's physical condition.
- Applying a range of massage routines and movements to suit elasticity of skin, skin condition, degree of subcutaneous fat, treatment products and client's relaxation needs.
- Applying a range of preparatory, skin care and massage products suitable to the client's needs.
- Responding to questions and providing information and reassurance to the client throughout the service.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge

- The provisions of relevant health and hygiene regulations/requirements and skin penetration legislation.
- The provisions of relevant Occupational Health and Safety regulations/requirements.
- Infection control procedures and the application of universal precautions.
- Workplace policies and procedures in regard to the performance of facial treatments.
- The appearance of contra-indications and adverse effects.
- The effects and benefits of a defined range of skin care and facial treatment products.
- Factors likely to affect the suitability of each treatment to client needs and the effects and benefits of each step in facial treatments.
- Anatomy and physiology of the skin and skin structures as it relates to beauty treatments, including:
  - a simplified cross-section of skin
  - glands as they relate to basic skin function
  - skin chemicals, including sebum and sweat production, normal and abnormal, collagen, elastin and lipids
  - phases of growth, cell renewal, healing of skin and factors affecting epidermal mitosis
  - normal process of skin ageing and structural change
  - physiological basis of skin colour
  - electromagnetic spectrum and effect of light on the skin
  - normal skin response to irritation and trauma
  - scars, including hypertrophic and keloid (their origin and evolution) and abnormal scar tissue
  - the effects of treatments on the physical structure of the skin
  - trans-epidermal water loss
  - wound healing in different skin types and locations

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- percutaneous absorption and factors affecting penetration of cosmetics
- normal body flora.

- The body systems as listed below, in regard to their interdependence and purpose in relation to a healthy body and their relationship to the skin, muscles and nerves:
  - skeletal and muscular system, including muscle contractibility and motor points, position and action of superficial muscles of the face, throat and chest
  - nervous system and its relationship to skin sensations
  - lymphatic, digestive, respiratory, and circulatory systems and their relationship to skin function including thermoregulation and homeostasis
  - endocrine and reproductive systems in relationship to hormonal control of the skin.
- Basic nutrition guidelines and the relationship between nutrition and healthy skin, particularly foods which may have an effect on the skin or which may be contra-indicated in combination with relevant skin conditions or products used in a treatment procedure.
- Cosmetic chemistry/ingredients in relevant treatment products particularly in regard to their likely effects on the skin, the toxic effects of various substances and their contribution to premature aging and possible contra-indications in combination with other products or circumstances.
- The causes of skin reactions/allergies in regard to treatments.

Specific resources required for assessment

- Relevant documentation, such as:
  - workplace policy and procedures manuals.
- Access to a range of clients with different requirements.
- A range of equipment and products appropriate to the beauty workplace.
- Product labels and sources of product information.
- A qualified workplace assessor or assessment team.

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WRBFS407B Provide advanced facial treatments

Unit Descriptor

This unit describes a higher level of skills and knowledge required for the assessment of client's skin and the performance of advanced facial treatment procedures. This competency may apply to a range of roles in the workplace.

This unit is equivalent to and replaces WRB26A Provide Advanced Facial Treatments, as packaged in WRB99.

Prerequisite Unit(s)

WRBCS407A Develop a treatment plan for beauty therapy treatments
WRBFS406B Provide facial treatments

Application of the Unit

This unit requires the beauty professional to interpret a treatment plan and apply a range of products and electrical equipment to perform facial treatments for a range of skin conditions, including prematurely aged skin and acne. It requires knowledge and skill in the safe application of electrical currents and infection control procedures and of the skin and body systems and anatomy and physiology as it relates to facial treatments. Knowledge and skill in the application of relevant legislation and workplace policies and procedures, such as skin penetration and health and hygiene, are also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector

Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Confirm treatment plan	1.1 Client's ***treatment plan*** is accessed. 1.2 Any ***variations to treatment plan*** are identified and noted. 1.3 Treatment plan is confirmed with ***client***. 1.4 ***Products*** and ***equipment*** are identified and selected according to treatment plan.
2. Prepare client and work area for facial treatment	2.1 Service area, operator and client are prepared for treatment according to ***relevant legislation*** and ***workplace policies and procedures***. 2.2 ***Massage routine*** is selected and sequenced according to client's treatment plan.
3. Prepare treatment area	3.1 ***Treatment area*** is cleansed and exfoliated according to treatment plan. 3.2 ***Skin steaming*** is performed according to treatment plan. 3.3 ***Minor skin conditions*** are treated according to relevant legislation and treatment plan. 3.4 ***Aftercare treatment*** is applied as required according to treatment plan.

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4. Treat prematurely aged skin	4.1 ***Premature ageingof skin*** is assessed and ***possible cause/s*** discussed with client. 4.2 Massage routine is applied according to treatment plan. 4.3 Application of ***massage movements*** is varied to suit elasticity of skin, skin condition, degree of subcutaneous fat and treatment plan. 4.4 Micro current treatment is applied according to treatment plan. 4.5 ***Direct current treatment*** is applied using a combination of ***serums***. 4.6 ***High frequency treatment*** is selected and applied according to treatment plan. 4.7 ***Soothing products*** are selected, applied and removed according to manufacturer instructions and treatment plan. 4.8 Length of treatment is suited to client requirements.
5. Treat red, flushed skin (erythema)	5.1 Treatment routine is applied according to treatment plan. 5.2 Application of massage movements is varied to suit to client requirements. 5.3 Direct current treatments and serums are selected and applied according to treatment plan. 5.4 Aftercare treatmentis applied according to treatment plan. 5.5 Soothing products are selected, applied and removed according to manufacturer instructions and treatment plan. 5.6 Length of treatment is suited to client requirements.
6. Treat mature seborrhoea and/or acne	6.1 Treatment routines combining different procedures are applied according to treatment plan. 6.2 Skin exfoliation and steaming is performed according to treatment plan. 6.3 Direct current treatments are selected and applied according to treatment plan. 6.4 High frequency treatment is selected and applied according to treatment plan. 6.5 Micro currents are applied according to treatment plan. 6.6 Aftercare is treatment applied according to treatment plan. 6.7 Soothing products are selected, applied and removed according to manufacturer instructions and treatment plan. 6.8 Length of treatment is varied to suit client requirements.
7. Advise on further treatments	7.1 ***Client feedback*** is obtained and treatment plan amended as required. 7.2 ***Adverse effects*** are noted and explained to client. 7.3 ***Future treatment program*** is recommended according to client or specific treatment requirements. 7.4 Client is advised of suitable ***homecare products*** and appropriate ***lifestyle changes*** as required. 7.5 ***Complementary products*** are recommended according to client requirements, treatment plan and manufacturer specifications. 7.6 Client is advised of expected outcomes of future treatments. 7.7 Client is rebooked according to agreed treatment plan.

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KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Advising the client of homecare and lifestyle changes will require communication of ideas and information.	3
Collecting analysing and organising information	Identifying any changes in the client's condition requiring adjustments to the treatment plan will require information to be collected, analysed and organised.	3
Planning and organising activities	Identifying, selecting and applying products and equipment required to meet the treatment plan will require activities to be planned and organised.	2
Working with others and in teams	Maintaining knowledge of relevant legislation and workplace policies and procedures will require team work.	2
Using mathematical ideas and techniques	Adjusting current, intensity and duration of electrical equipment to suit specific client needs will require the use of mathematical ideas and techniques.	1
Solving problems	Adjusting the treatment routine to client requirements will require problem solving skills.	2
Using technology	Applying electrical equipment may require the use of technology.	1

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RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here.

Treatment plan may include but is not limited to:	• treatment/s
	• products
	• equipment
	• contra-indications:
	  • bacterial, viral or fungal infections
	  • acne
	  • impetigo
	  • warts
	  • lice
	  • scabies
	  • rashes
	  • boils/carbuncles
	  • sun burn
	  • candidiasis
	  • metal implants/pacemaker
	  • heart conditions
	  • other visible non-normal skin
	• adverse effects
	• duration/frequency of treatments.

Variations to treatment plan may include but are not limited to:	• changes in client's physical condition • changes in client requirements.
Clients may include but are not limited to:	• new or regular clients with routine or special needs.

Products may include but are not limited to:	• cleansers
	• exfoliants:
	  • friction
	  • biological
	  • chemical
	• setting masks
	• non-setting masks
	• specialised masks
	• toning lotions
	• moisturisers
	• oils
	• serums.

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Equipment must include:	• direct high frequency • brush machine • galvanic • steamer/vapozones • micro current.
Equipment may include but is not limited to:	• indirect high frequency • low level intensity laser • static and pulsating vacuum suction • neuromuscular electronic stimulator/low frequency.
Relevant legislation may include but is not limited to:	• Federal, State and local health and hygiene regulations • Occupational Health and Safety regulations • industry Codes of Practice.
Workplace policies and procedures may include but are not limited to:	• health and hygiene • selection of face and skin care products • performance of advanced facial treatments • time frame allocated for the performance of the service • room temperature adjustment.
Massage routine may include but is not limited to:	• rhythm • repetition • variation.
Treatment area may include:	• face • decolletage • back.
Skin steaming may include but is not limited to:	• steamer.
Minor skin conditions may include but are not limited to:	• open comedones • closed comedones • milia.
Aftercare treatment may include but is not limited to:	• antibacterial/antiseptic lotion • low-intensity laser.
Premature ageing of skin may include but is not limited to:	• leathery, blotchy appearance • extensive, deep wrinkling • loss of elasticity • thickened epidermis.

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Possible cause/s may include but are not limited to:	• sun damage
	• diet
	• environmental pollutants:
	  • tobacco
	  • alcohol
	• climatic conditions
	• lifestyle conditions.

Massage movements must include:	• effleurage • petrissage • tapotement • vibration • pressure point.
Direct current treatments must include but are not limited to:	• iontophoresis • disincrustation
Serums may include but are not limited to:	• vasoconstrictive • anti inflammatory.
High frequency treatments must include:	• direct.
High frequency treatments may include:	• indirect.
Soothing products may include but are not limited to:	• masks • oils.
Client feedback may include but is not limited to	• comments • suggestions • enquiries.
Adverse effects may include:	• erythema or inflammatory reaction to skin care products or massage medium • skin blemishes due to massage stimulation. • allergic reactions of the skin or body to treatments or products.
Future treatment program may include but is not limited to:	• facial treatments • diathermy.

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Homecare products may include but are not limited to:	• cleansers • toners • moisturisers • remedial products.

Lifestyle changes may include but are not limited to:	• improved:
	  • diet
	  • alcohol/tobacco consumption
	  • sun protection.

Complementary products may include but are not limited to:	• sunscreens.

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EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to interpret a treatment plan and make any adjustments required by changes in the client's condition, including contra-indications and adverse effects. Knowledge and skill in the selection and application of products and equipment and electrical currents must be demonstrated. Knowledge and skill in the application of relevant legislation and workplace policies and procedures, particularly in regard to infection control and safety must also be demonstrated.

Critical aspects of evidence required to demonstrate competency in this unit

- Knowledge and consistent application of workplace policies and procedures and the application of safe work practices in regard to the performance of advanced facial treatments.
- Knowledge and consistent application of relevant Federal, State and local health and hygiene regulations.
- Knowledge of the transmission routes of infectious conditions and skills in the applications of standard infection control precautions.
- Recognising and managing contra-indications and adverse effects.
- Knowledge and skill in the application of electrical currents.
- Reading, accurately interpreting and consistently applying manufacturer instructions for products, tools and equipment.
- Consistently using effective questioning and active listening techniques to consult, reassure and negotiate with clients while maintaining discretion, tact and confidentiality.
- Interpreting a treatment plan and making any adjustments required by variations in the client's condition.
- Selecting and applying massage movements of varying length to suit elasticity of skin, degree of subcutaneous fat and client's relaxation needs.
- Knowledge and skill in the application of a variety of treatment products, equipment and massage mediums/lubricants.
- Knowledge and skill in the application of a variety of facial treatments routines and procedures.
- Consistently using time effectively and controlling product waste.
- Accurately and legibly recording relevant treatment data and outcomes throughout the service.
- Evaluating a facial treatment and advising the client on future treatments, homecare and complementary products.

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Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace.

Competency should be demonstrated in a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway this unit requires an assessment outcome which includes evidence of:

- the application of knowledge of skin biology, anatomy and physiology, skin science, electricity, nutrition and cosmetic chemistry as it is specifically identified in the required knowledge for this unit
- providing facial treatments
- developing a treatment plan.

The following units relate to this unit of competency and have been identified as:

Pre-requisite

- WRBCS407A Develop a treatment plan for beauty therapy treatments
- WRBFS406B Provide facial treatments
- Co-requisites
- WRBCS305A Apply knowledge of skin biology to beauty treatments
- WRBCS408A Apply knowledge of anatomy and physiology to beauty therapy treatments
- WRBCS409A Apply knowledge of skin science to beauty therapy treatments
- WRBCS410A Apply knowledge of electricity to beauty therapy treatments
- WRBCS411A Apply knowledge of nutrition to beauty therapy treatments
- WRBCS412A Apply knowledge of cosmetic chemistry to beauty therapy treatments

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Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in a simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - preparing the client for an advanced facial treatment
  - applying products and equipment to treat mature seborrhoea
  - providing electrical aftercare procedures.
- written and/or oral questioning to assess knowledge and understanding of advanced facial treatments procedures, including the application of infection control, electrical safety and treatment routines. Questions will be asked in a manner appropriate to the language and literacy level of the learner.
- completing workplace documentation relevant to providing advanced facial treatments .
- third party reports from experienced beauty professionals in the workplace.
- completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Required skills and knowledge to achieve the performance criteria

Skills

- Responding to contra-indications and adverse effects.
- Interpreting the treatment plan and identifying and adjusting to any changes in the client's condition.
- Identifying the physical appearance of:
  - various skin types
  - normal skin
  - abnormal skin conditions
  - minor skin blemishes.
- Applying products and electrical currents to meet the treatment plan.
- Responding to questions and providing information and reassurance to the client throughout the service.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge

- The provisions of relevant health and hygiene regulations/requirements and skin penetration legislation.
- The provisions of relevant Occupational Health and Safety regulations/requirements
- Infection control procedures and the application of universal precautions.
- Workplace policies and procedures in regard to the performance of an advanced facial treatment.
- The appearance of contra-indications and adverse effects.
- The effects and benefits of a defined range of workplace skin care and facial treatment products.
- Factors likely to affect the suitability of each treatment to client needs and the effects and benefits each step in advanced facial treatments.
- Anatomy and physiology of the skin and skin structures as it relates to beauty treatments, including:
  - a simplified cross-section of skin
  - glands as they relate to basic skin function
  - skin chemicals, including sebum and sweat production, normal and abnormal, collagen, elastin and lipids
  - phases of growth, cell renewal, healing of skin and factors affecting epidermal mitosis
  - normal process of skin ageing and structural change
  - physiological basis of skin colour
  - electromagnetic spectrum and effect of light on the skin
  - normal skin response to irritation and trauma
  - scars, including hypertrophic and keloid (their origin and evolution) and abnormal scar tissue
  - the effects of treatments on the physical structure of the skin
  - trans-epidermal water loss
  - wound healing in different skin types and locations.

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- percutaneous absorption and factors affecting penetration of cosmetics
- normal body flora.

- The body systems as listed below, in regard to their interdependence and purpose in relation to a healthy body and their relationship to the skin, muscles and nerves:
  - skeletal and muscular system, including muscle contractibility and motor points, position and action of superficial muscles of the face, throat and chest
  - nervous system and its relationship to skin sensations
  - lymphatic, digestive, respiratory, and circulatory systems and their relationship to skin function including thermoregulation and homeostasis
  - endocrine and reproductive systems in relationship to hormonal control of the skin.
- Knowledge of the principles and properties of electricity as they relate to advanced facial treatments.
- Basic nutrition and the relationship between nutrition and healthy skin, particularly foods which may have an effect on the skin or which may be contra-indicated in combination with relevant skin conditions or products used in a treatment procedure.
- Cosmetic chemistry/ingredients in relevant treatment products particularly in regard to their likely effects on the skin, the toxic effects of various substances and their contribution to premature ageing and possible contra-indications in combination with other products or circumstances.
- The operator's legal and insurance liabilities and responsibilities in regard to services and use and preparation of treatment products.
- The causes of skin reactions/allergies in regard to treatments.

Specific resources required for assessment

- Relevant documentation, such as:
  - workplace policy and procedures manuals.
- Access to a range of clients with different requirements.
- A range of equipment and products appropriate to the beauty workplace.
- Product labels and sources of product information.
- A qualified workplace assessor or assessment team.

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WRBSS201B Pierce ears

Unit Descriptor

This unit describes the skills and knowledge required to pierce ear lobes for ornamentation. This competency may apply to a range of roles in the workplace.

This unit is equivalent to and replaces WRB14A Pierce Ears, as packaged in WRB99.

Application of the Unit

This unit requires the operator to assess the ear lobe piercing needs of clients and advise on and perform the service. It requires particular knowledge and skill in the application of legislation and workplace policies, particularly in regard to skin penetration.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector

Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Prepare client for service	1.1 Service area, operator, client and equipment are prepared according to relevant legislation and workplace policies and procedures. 1.2 Client's needs and characteristics are evaluated to enable advice and recommendations for an ear piercing service. 1.3 Consent form is completed if client is underage. 1.4 Suitable ***earrings*** are agreed upon according to client requirements. 1.5 ***Contra-indications*** are identified, explained to client and referred to ***appropriate professional*** where required. 1.6 Areas of the ear requiring special treatment are identified and noted.
2. Perform ear piercing	2.1 Earrings are prepared and applied according to relevant legislation, manufacturer instructions and workplace policies and procedures. 2.2 Piercing equipment is cleaned/disposed of according to relevant legislation and workplace policies and procedures. 2.3 ***Adverse effects*** are identified and managed according to workplace policies and procedures. 2.4 Infection control and skin penetration procedures are applied according to relevant legislation and workplace policies and procedures. 2.5 Earring placement is matched to plan agreed with client. 2.6 Service area is cleaned according to relevant legislation and workplace policies and procedures.

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3. Provide aftercare advice	3.1 Client feedback is obtained and relevant outcomes of treatment are recorded. 3.2 ***Aftercare advice*** is provided according to client's needs. 3.3 ***Product recommendations*** made according to client requirements.

KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Advising on aftercare and homecare will require the communication of ideas and information.	1
Collecting analysing and organising information	Identifying client needs and any contra-indications will require information to be collected, analysed and organised.	1
Planning and organising activities	Performing service within designated workplace time frame will required activities to be planned and organised.	1
Working with others and in teams	Maintaining knowledge of workplace policies and procedures and relevant legislation will require the application of teamwork.	1
Using mathematical ideas and techniques	Establishing placement plan with client will require the use of mathematical ideas and techniques.	1
Solving problems	Identifying and managing contra-indications will require problem solving skills.	1
Using technology	Using ear piercing equipment may require the use of technology.	1

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here.

Clients may include but are not limited to:	• new or regular clients with routine or special needs.

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Equipment may include but is not limited to:	• stud gun • autoclave.
Relevant legislation may include but is not limited to:	• Federal, State and local health and hygiene regulations • skin penetration legislation • Occupational Health and Safety regulations • industry Codes of Practice.
Workplace policies and procedures may include but are not limited to:	• health and hygiene • designated time frame for the performance of the service.
Earrings may include but are not limited to:	• hoops • studs.
Contra-indications may include but are not limited to:	• bacterial, viral or fungal infections • rashes • sun burn • scar tissue/lesions • other visible non-normal skin • keloid tendency.
Appropriate professional may include:	• medical practitioner • complementary therapist.
Adverse effects may include but are not limited to.	• inflammation • infections of the ear lobe.
Aftercare advice may include but is not limited to:	• care and maintenance procedures for recently pierced ears • care and maintenance procedures for earrings.
Product recommendations may include but are not limited to:	• antiseptic • remedial products.
Clients may include but are not limited to:	• new or regular clients with routine or special needs.
Equipment may include but is not limited to:	• stud gun • autoclave.

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Relevant legislation may include but is not limited to:	• Federal, State and local health and hygiene regulations • skin penetration legislation • Occupational Health and Safety regulations • industry Codes of Practice.
Workplace policies and procedures may include but are not limited to:	• health and hygiene • designated time frame for the performance of the service.
Earrings may include but are not limited to:	• hoops • studs.
Contra-indications may include but are not limited to:	• bacterial, viral or fungal infections • rashes • sun burn • scar tissue/lesions • other visible non-normal skin • keloid tendency.
Appropriate professional may include:	• medical practitioner • complementary therapist.
Adverse effects may include but are not limited to.	• inflammation • infections of the ear lobe.
Aftercare advice may include but is not limited to:	• care and maintenance procedures for recently pierced ears • care and maintenance procedures for earrings.
Product recommendations may include but are not limited to:	• antiseptic • remedial products.

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EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to assess the needs of clients, advise on earring selection and placement and pierce ear lobes. The evidence provided must demonstrate knowledge and skill in the application of relevant legislation and policy, particularly in regard to skin penetration.

Critical aspects of evidence required to demonstrate competency in this unit

- Knowledge and consistent application of workplace policies and procedures and safe work practices in regard to the performance of an ear piercing service.
- Knowledge and consistent application of relevant Federal, State and local health and hygiene regulations, including skin penetration legislation.
- Knowledge and consistent application of safe work practices and the safe use of products according to Occupational Health and Safety regulations/requirements.
- Knowledge of the transmission routes of infectious conditions, and skills in the application of standard infection control precautions.
- Recognising and managing contra-indications and adverse effects.
- Reading, accurately interpreting and consistently applying manufacturer instructions for products, tools and equipment.
- Consistently using effective questioning and active listening techniques to consult, reassure and negotiate with clients while maintaining discretion, tact and confidentiality.
- Consulting with clients and agreeing on selection and placement of earrings and obtaining client's consent where applicable.
- Consistently selecting, preparing, using and disposing of/cleaning ear piercing products and equipment according to health and hygiene requirements, skin penetration legislation, local government regulations, manufacturer instructions and workplace policies and procedures.
- Consistently using time effectively.
- Accurately and legibly recording relevant data.
- Evaluating an ear piercing service and advising the client on future treatments, homecare and complementary products.

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Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, all units which relate to a job function can be integrated for assessment purposes.

Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - questioning of client to enable advice and appropriate recommendation for ear piercing service
  - cleaning/disposing of piercing equipment according to all legislative requirements and workplace policies and procedures
  - providing aftercare advice according to client needs.
- written and/or oral questioning to assess knowledge and understanding of providing ear piercing services to clients, including aftercare advice and relevant legislation. Questions will be asked in a manner appropriate to the language and literacy level of the learner.
- completing workplace documentation relevant to the provision of ear piercing services.
- third party reports from experienced beauty professionals in the workplace.
- completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Required skills and knowledge to achieve the performance criteria

Skills

- Identifying client requirements and recommending and performing an ear piercing service.
- Applying infection control and universal precautions.
- Responding to contra-indications and adverse effects.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.
- Responding to questions and providing information and reassurance to the client throughout the service.

Knowledge

- The provisions of relevant health and hygiene regulations/requirements and skin penetration legislation.
- The provisions of relevant Occupational Health and Safety regulations/requirements.
- Infection control procedures and the application of universal precautions.
- The appearance of contra-indications and adverse effects.
- Workplace policies and procedures in regard to the performance of ear piercing services.
- Ear piercing procedures including:
  - preparation of the service area
  - preparation of products and equipment
  - preparation of the client
  - application of earrings
  - cleaning/disposal of product/equipment
  - post-treatment procedures
  - procedures for consent forms
  - aftercare and homecare advice to client.
- The workplace product range and manufacturer instructions/data sheets.

Specific resources required for assessment

- Relevant documentation, such as:
  - workplace policy and procedures manuals
  - relevant skin penetration legislation.
- Access to a range of clients with different requirements.
- A range of equipment and products appropriate to the beauty workplace.
- Product labels and sources of product information.
- A qualified workplace assessor or assessment team.

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WRBSS302B Provide temporary epilation and bleaching treatments

Unit Descriptor

This unit describes the skills and knowledge required to analyse the temporary hair removal/bleaching needs of clients and provide the necessary service/s in a safe and hygienic manner. This competency may apply to a range of roles in the workplace.

This unit is equivalent to and replaces WRB16A Provide Temporary Epilation and Bleaching Treatments, as packaged in WRB99.

Application of the Unit

This unit requires the operator to assess the temporary hair removal/bleaching needs of clients and perform the required service/s. It requires skills and knowledge to prepare the client, perform waxing and bleaching treatments and provide aftercare advice. Knowledge of body and skin and hair growth systems and of relevant legislation and workplace policies and procedures, particularly in regard to safety and hygiene, are also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector

Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Prepare the client for service	1.1 Service area, ***client*** and operator are prepared according to ***relevant legislation*** and ***workplace policiesand procedures.***
	1.2 Client characteristics and needs are identified to enable advice and recommendations for a ***treatment plan***.
	1.3 ***Contra-indications*** are identified, explained to client, and referred to ***appropriate professional*** where required.
	1.4 Client is referred for electrolysis or medical treatment if required.
	1.5 ***Procedure*** and ***product/s*** are selected according to treatment plan and confirmed with client.
	1.6 Areas of the skin/hair growth requiring special treatment are identified and noted.
2. Perform waxing treatments	2.1 ***Treatment area*** is prepared/cleaned according to relevant legislation and workplace policies and procedures.
	2.2 Wax is prepared, applied and removed according to relevant legislation, client requirements, manufacturer instructions, and workplace policies and procedures.
	2.3 All unwanted hair is removed according to client treatment plan.
	2.4 Temperature of wax is maintained according to manufacturer instructions.
	2.5 ***Soothing product*** is applied according to client requirements.
	2.6 Wax is disposed of according to health regulations and workplace policies and procedures.

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3. Perform bleaching treatments	3.1 Bleaching product is prepared applied and removed according to client requirements, relevant legislation, manufacturer instructions, and workplace policies and procedures. 3.2 Result is evaluated against treatment plan. 3.3 Soothing product is applied according to client requirements.
4. Provide aftercare advice	4.1 Feedback is obtained from client and relevant outcomes of treatment are recorded. 4.2 Any ***adverse effects*** are identified, explained to client and treated where required. 4.3 ***Future treatment program*** is recommended according to client needs. 4.4 Treatment plan is revised as required. 4.5 ***Pre- and post-treatment advice*** is provided according to client needs. 4.6 ***Product recommendations*** are made according to client requirements. 4.7 Client is rebooked according to agreed treatment plan.

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KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Evaluating treatment and advising on future treatments will require the communication of ideas and information.	2
Collecting analysing and organising information	Identifying client needs and characteristics will require information to be collected, analysed and organised.	2
Planning and organising activities	Preparing, applying and removing wax according to client requirements, manufacturer instructions, health and hygiene requirements and workplace procedures will require activities to be planned and organised.	2
Working with others and in teams	Maintaining knowledge of workplace procedures and relevant legislation will require reporting to other staff members.	2
Using mathematical ideas and techniques	Preparing bleaching products according to manufacturer recommendations will require the use of mathematical ideas and techniques.	1
Solving problems	Recognising and responding to adverse effects will require problem solving skills	2
Using technology	Recording relevant outcomes and rebooking clients for treatment may require the use of technology.	1

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here

Clients may include but are not limited to:

- new or regular clients with routine or special needs.

Relevant legislation may include but is not limited to:

- Federal, State and local health and hygiene regulations
- Occupational Health and Safety regulations
- industry Codes of Practice.

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Workplace policies and procedures may include but are not limited to:	• health and hygiene • comfort and privacy • designated time frames for the completion of the service • waste disposal/minimisation.
Treatment plan may include but is not limited to:	• required service • procedures • products • tools/equipment • follow-up treatments.
Contra-indications may include but are not limited to:	• bacterial, viral or fungal infections • rashes • skin trauma • impetigo • scabies • lice • acne • sun burn • scar tissue/lesions • varicose veins • recent scars • medications which cause skin thinning • keloid tendency • other visible non-normal skin.
Appropriate professional may include:	• medical practitioner • complementary therapist.
Procedures may include but are not limited to:	• waxing • bleaching • body hair clipping • tweezing, shaving, using abrasive mitts.
Products may include but are not limited to:	• strip wax • hot wax • depilatory creams.
Treatment areas may include:	• torso • legs • feet • arm/underarm • hands • face including lip • extended bikini.

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Soothing product may include but is not limited to:	• oil • cream • lotion.
Adverse effects may include but are not limited to:	• inflammation • spotting of skin • hive-like reactions • ingrown hairs • torn skin • bruising • broken capillaries • infections of the hair follicle • burns • bleeding from follicles.
Future treatment plan may include:	• number/frequency of future treatments • alternative treatments.
Pre- and post-treatment advice may include but is not limited to:	• follow-up treatments • future prevention of ingrown hairs • prevention of infection.
Product recommendations may include but are not limited to:	• moisturiser • remedial products.

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EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to analyse the temporary hair removal/bleaching needs of a range of clients and demonstrate the necessary service/s in a safe and hygienic manner. Knowledge of skin and hair structure and relevant body systems as they relate to temporary epilation and bleaching treatments must be demonstrated. The evidence provided must demonstrate client preparation, performance of bleaching and waxing treatments and the provision of after-care advice according to all relevant legislation and workplace policies and procedures

Critical aspects of evidence required to demonstrate competency in this unit

- Knowledge and consistent application of workplace policies and procedures and the application of safe work practices in regard to the performance of temporary epilation and bleaching.
- Knowledge and consistent application of relevant Federal, State and local health and hygiene regulations, including skin penetration legislation.
- Recognising and managing contra-indications and adverse effects.
- Knowledge of the transmission routes of infectious conditions and skills in the application of standard infection control precautions.
- Reading, accurately interpreting and consistently applying manufacturer instructions for products, tools and equipment.
- Consistently using effective questioning and active listening techniques to consult, reassure and negotiate with clients while maintaining discretion, tact and confidentiality.
- Analysing and identifying client requirements/needs, and developing and recording a treatment plan including:
  - areas requiring special treatment
  - range of appropriate temporary hair removal/bleaching products and application techniques
  - range of appropriate temporary hair removal/bleaching treatment procedures
  - review of previous treatments.
- Knowledge and skill in the application of a variety of temporary hair removal/bleaching products, using a variety of techniques/procedures.
- Evaluating a temporary hair removal/bleaching treatment and advising the client on future treatments, homecare and complementary products.
- Consistently using time effectively and controlling product waste.
- Accurately and legibly recording relevant data.

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Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway this unit requires an assessment outcome which includes evidence of:

- the application of knowledge of skin biology as it is specifically identified in the required knowledge for this unit.

The following unit relates to this unit of competency and has been identified as:

Co-requisite

- WRBCS305A Apply knowledge of skin biology to beauty treatments.

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Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - identifying client characteristics and developing a treatment plan according to client's needs
  - preparing, applying and removing wax according to client requirements
  - preparing, applying and removing bleaching products according to client requirements
  - providing advice on aftercare products according to client needs.
- written and/or oral questioning to assess knowledge and understanding of temporary epilation and bleaching treatments, including aftercare advice and relevant legislation. Questions will be asked in a manner appropriate to the language and literacy level of the learner.
- completing workplace documentation relevant to the provision of temporary epilation and bleaching treatments.
- third party reports from experienced beauty professionals in the workplace.
- completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Required skills and knowledge to achieve the performance criteria

Skills

- Responding to local contra-indications and adverse effects.
- Identifying client characteristics and recommending and performing a service including:
  - preparation of the service area
  - preparation of products and equipment
  - preparation of the client
  - application of products
  - waxing procedures, including preparation of the area, pattern of wax application and removal
  - cleaning/disposal of product/equipment
  - care and temperature control of equipment
  - post-treatment procedures and advice
  - homecare advice to client.
- Communication techniques including:
  - using open and/or closed questions
  - speaking clearly and concisely
  - using appropriate language
  - non-verbal communication
  - written communication.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge

- The provisions of relevant health and hygiene regulations/requirements and skin penetration legislation.
- The provisions of relevant Occupational Health and Safety regulations/requirements.
- Knowledge of infection control procedures and the application of universal precautions.
- Workplace policies and procedures in regard to the performance of temporary hair removal/bleaching treatments.
- The appearance and management of contra-indications and adverse effects.
- Temporary hair removal/bleaching treatments, procedures including:
  - preparation of the service area
  - preparation of products and equipment
  - preparation of the client
  - application of products
  - waxing procedures, including preparation of the area, pattern of wax application and removal
  - cleaning/disposal of product/equipment
  - care and temperature control of equipment
  - post-treatment procedures and advice
  - homecare advice to client.
- The workplace product range and manufacturer instructions/data sheets.

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- Skin and hair structure and growth in regard to temporary hair removal/bleaching treatments, including:
  - a simplified cross-section of skin
  - glands as they relate to basic skin function
  - types of hair: lanugo, vellus, terminal
  - factors affecting hair growth: hormonal, exposure to sunlight, heredity, drugs/chemicals
  - hair growth patterns
  - effects of waxing and tweezing on hair
  - the growth cycle of hair and its relationship to waxing/tweezing
  - histology of hair
  - normal skin response to irritation and trauma.
- The following body systems in regard to their interdependence and purpose in relation to a healthy body and their relationship to the skin, muscles and nerves:
  - skeletal and muscular, including muscle contractibility and motor points
  - nervous system and its relationship to skin sensations
  - lymphatic, digestive, respiratory, and circulatory systems and their relationship to skin function, including thermoregulation and homeostasis
  - endocrine and reproductive systems in relationship to hormonal control of the skin.
- The following in regard to temporary hair removal/bleaching treatments:
  - factors to take into account when referring a client to permanent hair removal or to a medical practitioner
  - advantages and disadvantages of permanent hair removal versus temporary hair removal
  - categories of wax and the advantages of each
  - bleach ingredients and actions
  - advantages and disadvantages of bleaching
  - alternative progressive hair removal methods, eg infra-red and hair-retarding products used in conjunction with waxing procedures
  - relevant cosmetic chemistry.

Specific resources required for assessment

- Relevant documentation, such as:
  - workplace policy and procedures manuals.
- Access to a range of clients with different requirements.
- A range of equipment and products appropriate to the beauty workplace.
- Product labels and sources of product information.
- A qualified workplace assessor or assessment team.

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WRBSS503B Provide permanent epilation

Unit Descriptor

This unit describes the skills and knowledge required to analyse the permanent/progressive hair removal needs of clients and provide the necessary service/s in a safe hygienic manner. This competency may apply to a range of roles in the workplace.

This unit is equivalent to and replaces WRB29A Provide Permanent Epilation, as packaged in WRB99.

Prerequisite Unit(s)

WRBCS407A Develop a treatment plan for beauty therapy treatments

Corequisite Unit(s)

WRBCS305A Apply knowledge of skin biology to beauty treatments
WRBCS408A Apply knowledge of anatomy and physiology to beauty therapy treatments
WRBCS409A Apply knowledge of skin science to beauty therapy treatments
WRBCS410A Apply knowledge of electricity to beauty therapy treatments

Application of the Unit

This unit requires the beauty therapist to interpret a treatment plan and apply a range of electrical equipment and procedures in the performance of a permanent hair removal service. It requires knowledge and skill in the use of electricity and the application of electrical currents and of hair structure and growth and of anatomy and physiology as it relates to permanent hair removal. Knowledge and skill in the application of relevant legislation and workplace policies and procedures, particularly infection control and skin penetration, is also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector

Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Confirm treatment plan	1.1 Client ***treatment plan*** isaccessed. 1.2 Any ***variations to treatment plan*** are identified and noted. 1.3 Treatment plan is confirmed with ***client***. 1.4 Written consent is obtained from client. 1.5 ***Treatment procedure*** is selected according to the treatment plan.
2. Prepare client for permanent epilation service	2.1 Service area, operator and client are prepared according to ***relevant legislation*** and ***workplace policies and procedures***. 2.2 ***Equipment*** is selected and prepared according to the treatment plan, relevant legislation and workplace policies and procedures.

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3. Perform permanent hair removal patch test	3.1 A small area of skin is selected to conduct a ***patch test***. 3.2 Patch test is conducted according to the treatment plan, relevant legislation and workplace policies and procedures. 3.3 ***Waste*** is disposed of according to relevant legislation and workplace policies and procedures. 3.4 ***Aftercare products*** are selected and applied according to the treatment plan and client requirements/needs. 3.5 Needle/probe and other equipment is disposed of/treated in accordance with relevant legislation. 3.6 Success of patch test is assessed and treatment plan amended and confirmed with client. 3.7 Client is rebooked for further service.
4. Perform permanent hair removal	4.1 Client is prepared according to treatment plan and workplace policies and procedures. 4.2 Needle/probe size and electrical current level and type are selected and applied according to the treatment plan and client comfort and safety. 4.3 ***Treatment area*** is cleansed according to relevant legislation and workplace policies and procedures. 4.4 ***Infection control*** and ***skin penetration procedures*** are applied according to relevant legislation and workplace policies and procedures. 4.5 Waste is disposed of according to relevant legislation and workplace policies and procedures. 4.6 ***Electrical aftercare treatment*** is selected and applied according to client requirements/needs and the treatment plan. 4.7 Aftercare products are selected and applied according to client requirements/needs. 4.8 Needle/probe and other equipment is disposed of/treated in accordance with relevant legislation and workplace policies and procedures.
5. Provide aftercare advice	5.1 Client feedback is obtained and relevant outcomes of treatment are recorded. 5.2 ***Future treatment program*** is recommended according to client needs. 5.3 ***Aftercare advice*** is provided according to client's needs. 5.4 Possible ***adverse effects*** are explained to client. 5.5 Client is rebooked according to agreed treatment plan. 5.6 Where applicable the ***source of referral*** is advised of treatment progress if requested.

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KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Advising client of possible contra-indications and adverse effects will require the communication of ideas and information.	3
Collecting analysing and organising information	Obtaining client feedback will require information to be collected, analysed and organised.	3
Planning and organising activities	Selecting and applying treatment procedure and pre- and post-treatment procedures and products will require activities to be planned and organised.	2
Working with others and in teams	Advising the source of referral of treatment progress where requested will require team work.	2
Using mathematical ideas and techniques	Adjusting current levels will require the use of mathematical ideas and techniques.	1
Solving problems	Adapting treatment plan according to any variations in client's condition will require problem solving skills.	2
Using technology	Accessing treatment plan may require the use of technology.	1

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RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here.

Treatment plan may include but is not limited to:	• treatment area
	• follicle type/distribution
	• hair type:
	  • single, compound
	  • straight, curved
	  • fine, coarse
	  • lanugo, vellus
	  • terminal
	• treatment duration
	• products
	• equipment
	• follow-up procedures
	• contra-indications:
	  • bacterial, viral or fungal infections
	  • impetigo
	  • scabies
	  • lice
	  • boils and carbuncles
	  • candidiasis
	  • acne
	  • rashes
	  • diabetes
	  • pigmentation disorders
	  • disorders of ageing skin
	  • sun burn
	  • biological changes, including puberty, menopause, premature ageing, anorexia, anaemia, pregnancy
	  • scar tissues/lesions
	  • dilated capillaries
	  • skin trauma
	  • pacemakers/metal implants
	  • other visible non-normal skin
	• relevant medical history/medications
	• outcomes of previous temporary and permanent hair removal treatments.

Variations to treatment plan may include but are not limited to:	• changes in client physical condition • changes to client requirements.
Clients may include but are not limited to:	• new or regular clients with routine or special needs.

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Treatment procedure may include but is not limited to:	• current duration • current intensity • pre- and post-treatment products.
Relevant legislation may include but is not limited to:	• Federal, State and local health and hygiene regulations • skin penetration legislation • Occupational Health and Safety • industry Codes of Practice.
Workplace policies and procedures may include but are not limited to:	• health and hygiene • workplace equipment/ product range and manufacturer instructions • designated time frame allocated for the performance of the service.
Equipment must include but is not limited to:	• thermolysis • galvanic • direct/alternating blend • magnification lamp.

Patch test must include:	• replication of treatment plan:
	  • procedures
	  • products
	  • equipment.

Waste may include but is not limited to:	• probes/needles • hair • gloves • swabs.
Aftercare products may include but are not limited to:	• antiseptic • serums • lotions.
Treatment area may include:	• face • body • arms/legs.
Infection control must include but is not limited to:	• use of protective equipment • equipment sterilisation/disinfection • use of disposable equipment.
Skin penetration procedures must include but are not limited to:	• cleansing of treatment area • prevention of blood to blood contact • disposal of sharps • disposal of infectious and non-infectious waste.

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Electrical aftercare treatment may include but is not limited to:	• cataphoresis • high frequency • low level laser.
Client feedback may include but is not limited to:	• comments • suggestions • enquiries.
Relevant outcomes of treatment may include but are not limited to:	• client satisfaction with treatment • pain experienced • appearance of treatment area.
Future treatment program may include but is not limited to:	• number/frequency of further treatments • complementary services/treatments.
Aftercare advice may include but is not limited to:	• care of treatment area • management of hair growth • product recommendations.
Adverse effects may include but are not limited to:	• erythema or inflammation arising from hair removal treatment or products • scarring • allergic reactions of the skin or body to treatment or products • reactions of the client to the electrical current, treatment or product.
Source of referral may include but is not limited to:	• complementary therapist • medical practitioner.

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EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to interpret and adjust a treatment plan to accommodate any changes in the client's condition, including the appearance of contra-indications and adverse effects. Knowledge of relevant anatomy and physiology and its application to permanent epilation and knowledge and skills in the selection and application of electrical equipment and pre- and post-treatments and products must be demonstrated. The evidence provided must also demonstrate knowledge and skills in the performance of a patch test and in the application of legislation and workplace policies and procedures, particularly in regard to infection control and skin penetration.

Critical aspects of evidence required to demonstrate competency in this unit

- Knowledge and consistent application of relevant Federal, State and local health and hygiene regulations.
- Knowledge and consistent application of workplace policies and procedures and the application of safe work practices in regard to the performance of permanent hair removal treatments.
- Recognising and managing contra-indications and adverse effects.
- Knowledge of the transmission routes of infectious conditions and skills in the application of standard infection control precautions.
- Reading, accurately interpreting and consistently applying manufacturer instructions for products, tools and equipment.
- Interpreting a treatment plan, including adapting the treatment to accommodate any changes in the client's condition.
- Preparing the skin for a permanent hair removal treatment.
- Selecting an appropriate needle/probe size, angle, depth, electrical current level and duration for a permanent hair removal treatment.
- Knowledge and skill in the application of permanent hair removal treatments for clients with a variety of hair and follicle types, at a variety of hair growth stages and on a variety of treatment areas.
- Selecting and applying an appropriate aftercare treatment procedure for a permanent hair removal treatment.
- Consistently using effective questioning and active listening techniques to consult, reassure and negotiate with clients while maintaining discretion, tact and confidentiality.
- Consistently using time effectively and controlling product waste.
- Evaluating a permanent hair removal treatment and advising the client on future treatments, homecare and complementary products.

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Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace.

Competency should be demonstrated in a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, this unit requires an assessment outcome which includes evidence of:

- the application of knowledge of skin biology, anatomy and physiology, skin science and electricity as specifically identified in the required knowledge for this unit
- developing a treatment plan.

The following units relate to this unit of competency and have been identified as:

Pre-requisite

- WRBCS407A Develop a treatment plan for beauty therapy treatments

Co-requisites

- WRBCS305A Apply knowledge of skin biology to beauty treatments
- WRBCS408A Apply knowledge of anatomy and physiology to beauty therapy treatments
- WRBCS409A Apply knowledge of skin science to beauty therapy treatments
- WRBCS410A Apply knowledge of electricity to beauty therapy treatments

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Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in a simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - discussing variations to treatment plan with client
  - selecting equipment according to treatment plan
  - conducting a patch test
  - disposing of waste according to workplace policies and procedures
  - applying infection control and skin penetration procedures according to health and hygiene regulations and workplace policies and procedures
  - obtaining and recording feedback from client on the outcomes of the treatment
- written and/or oral questioning to assess knowledge and understanding of providing permanent epilation procedures, including knowledge of hair structure and growth. Questions will be asked in a manner appropriate to the language and literacy level of the learner.
- completing workplace documentation relevant to providing permanent epilation services.
- third party reports from experienced beauty professionals in the workplace.
- completion of self-paced learning material, including personal reflection and feedback from trainer/coach/supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Required skills and knowledge to achieve the performance criteria

Skills

- Conducting and evaluating a patch test.
- Responding to contra-indications and adverse effects.
- Interpreting the treatment plan and adapting treatment to accommodate changes in the client's physical condition.
- Applying a range of electrical treatment and after treatment equipment and products.
- Responding to questions and providing information and reassurance to the client throughout the service.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge

- The provisions of relevant health and hygiene regulations/requirements and skin penetration legislation, including:
  - modes of infectious disease transmission
  - difference between hygiene, disinfection and sterilisation
  - benefits of chemical and physical disinfection
  - methods of sterilisation and disinfection
  - infection control procedures.
- The provisions of relevant Occupational Health and Safety regulations/requirements.
- The transmission routes of infectious conditions and the application of standard infection control procedures, including:
  - the safe handling and disposal of sharps
  - contingency strategies for blood and body fluid contact, clients with contagious diseases immunity and how it is acquired.
- Workplace policies and procedures in regard to the performance of permanent hair removal treatments.
- The appearance of contra-indications and adverse effects.
- The effects and benefits of a defined range of skin care products.
- Factors likely to affect the suitability of each treatment to client needs and the effects and benefits of permanent hair removal treatments.
- Anatomy and physiology of the skin and skin structures as it relates to permanent hair removal treatments, including:
  - a simplified cross-section of skin
  - glands as they relate to basic skin function
  - skin chemicals, including sebum and sweat production, normal and abnormal, collagen, elastin and lipids
  - microscopic anatomy of the epidermis, dermis and hypodermis
  - phases of growth, cell renewal, healing of skin and

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factors affecting epidermal mitosis
    - normal process of skin ageing and structural change
    - normal skin response to irritation and trauma
    - scars, including hypertrophic and keloid (their origin and evolution) and abnormal scar tissue
    - the effects of treatments on the physical structure of the skin
    - wound healing in different skin types and locations.
- The body systems as listed below, in regard to their interdependence and purpose in relation to a healthy body and their relationship to the skin, muscles and nerves:
    - skeletal and muscular, including muscle contractibility and motor points
    - nervous system and its relationship to skin sensations
    - lymphatic, digestive, respiratory and circulatory systems and their relationship to skin function, including thermoregulation and homeostasis
    - endocrine and reproductive systems in relationship to hormonal control of the skin.
- Basic nutrition guidelines and the relationship between nutrition and healthy skin, particularly foods which may have an effect on the skin or which may be contra-indicated in combination with relevant skin conditions or products used in a treatment procedure or diet related diseases which may affect permanent hair removal treatments.
- Cosmetic chemistry/ingredients in relevant treatment products particularly in regard to their likely effects on the skin, the toxic effects of various substances and their contribution to premature ageing and possible contra-indications in combination with other products or circumstances.
- The operator's legal and insurance liabilities and responsibilities in regard to services and the use and preparation of treatment products.
- Causes of skin reactions in regard to permanent hair removal treatments and the appearance and management of specific treatment complications/adverse effects, including:
    - inflammation arising from the performance of permanent hair removal treatments
    - torn skin
    - bruising
    - broken capillaries
    - infections of the hair follicle
    - burns to skin
    - bleeding from follicles.
- The physical appearance of:
    - various skin types
    - normal skin
    - abnormal skin conditions
    - minor skin blemishes

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- skin diseases/disorders.
- Typical medical treatments, drugs and side effects relevant to permanent hair removal.
- Skin hair structure and growth in regard to permanent hair removal treatments, including:
  - types of hair: lanugo, vellus, terminal
  - factors affecting hair growth: topical and systemic, hormonal, exposure to sunlight, heredity, drugs/chemicals
  - hair growth patterns
  - influence of hair removal on hair growth
  - ingrown hairs, causes and treatment
  - the growth cycle of hair and its relationship to permanent hair removal
  - histology of hair.
- Relevant electrical equipment, including:
  - properties and use of electrical energy, electrostatics and electrical current, in permanent hair removal
  - use of alternating current for high frequency treatments
  - sources and effects of laser treatment in permanent hair removal
  - safe practices and management of electrical equipment.
- Factors affecting:
  - client pain tolerance.
  - needle/probe size selection
  - accurate probing, including duration, angle, depth
  - correct probing and successful treatment outcomes
  - safety and comfort
  - current intensity and method choice
  - causes of skin damage.
- Aftercare treatment procedures, including |ow-frequency laser and healing products.
- Aftercare advice for specific treatment areas, including underarm, chest, stomach, bikini line and face.
- Factors affecting treatment planning, including skin healing, skin reaction, follicle distribution, areas treated, extent of area to be treated, client finances, pain tolerance.
- The workplace product/equipment range and manufacturer instructions/data sheets.

Specific resources required for assessment

- Relevant documentation, such as:
  - workplace policy and procedures manuals.
- Access to a range of clients with different requirements.
- A range of equipment and products appropriate to the beauty workplace.
- Product labels and sources of product information.
- A qualified workplace assessor or assessment team.

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WRBSS504B Perform diathermy service

Unit Descriptor

This unit describes the skills and knowledge required to analyse the diathermy needs of clients and provide the necessary service in a safe and hygienic manner. This competency may apply to a range of roles in the workplace.

This unit is equivalent to and replaces WRB30A Perform Diathermy Service, as packaged in WRB99.

Prerequisite Unit(s)

WRBCS407A Develop a treatment plan for beauty therapy treatments
WRBSS503B Provide permanent epilation

Corequisite Unit(s)

WRBCS305A Apply knowledge of skin biology to beauty treatments
WRBCS408A Apply knowledge of anatomy and physiology to beauty therapy treatments
WRBCS409A Apply knowledge of skin science to beauty therapy treatments
WRBCS410A Apply knowledge of electricity to beauty therapy treatments
WRBCS412A Apply knowledge of cosmetic chemistry to beauty therapy treatments

Application of the Unit

This unit requires the beauty professional to interpret a treatment plan and apply electrical equipment and procedures to treat dilated capillaries. It requires knowledge of the anatomy and physiology of the body as it relates to diathermy treatment, and knowledge and skill in the safe use of electrical currents. Knowledge and skill in the application of relevant legislation and workplace policies and procedures, particularly in regard to infection control and skin penetration is also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector

Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Confirm treatment plan	1.1 Client ***treatment plan*** isaccessed. 1.2 Any ***variations to treatment plan*** are identified and noted. 1.3 Treatment plan is confirmed with ***client***. 1.4 Written consent is obtained from client. 1.5 ***Treatment procedure*** is selected according to treatment plan.
2. Prepare client for diathermy service	2.1 Service area, operator and client are prepared for diathermy service according to ***relevant legislation***, ***workplace policies and procedures*** and treatment plan. 2.2 ***Equipment*** isselected and prepared according to treatment plan, relevant legislation and workplace policies and procedures.

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3.	Perform diathermy patch test	3.1 Appropriate area of skin is selected to conduct a ***patch test***. 3.2 Patch test is performed according to treatment plan, relevant legislation and workplace policies and procedures. 3.3 ***Aftercare products*** are recommended according to treatment plan and client needs. 3.4 Success of patch test is assessed and treatment plan amended and confirmed with client. 3.5 Client is rebooked for further service.
4.	Perform diathermy service	4.1 ***Treatment area*** is prepared according to treatment plan and workplace policies and procedures. 4.2 Sterile needle/probe is prepared within client's view, according to relevant legislation. 4.3 ***Infection control*** and ***skin penetration procedures*** are applied according to relevant legislation and workplace policies and procedures. 4.4 Treatment procedure is performed according to treatment plan. 4.5 Aftercare product recommendations are made according to client requirements. 4.6 ***Waste*** is disposed of and other equipment sterilised/disposed of safely in accordance with relevant legislation, workplace policies and procedures and manufacturer instructions.
5.	Provide aftercare advice	5.1 Client feedback is obtained and relevant outcomes of treatment recorded. 5.2 ***Future treatment program*** is recommended according to client needs. 5.3 ***Aftercare advice*** is provided and product recommendations made according to client requirements. 5.4 Possible ***adverse effects*** are explained to client. 5.5 Client is rebooked according to agreed treatment plan. 5.6 The ***source of referral*** is advised of treatment progress if applicable.

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KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Advising client of possible contra-indications and adverse effects will require communication of ideas and information.	3
Collecting analysing and organising information	Recommending future treatment program according to client needs and relevant outcomes of treatment will require information to be collected, analysed and organised.	3
Planning and organising activities	Identifying changes in client's physical condition and adapting treatment plan will require activities to be planned and organised.	2
Working with others and in teams	Advising the referral source of treatment progress where requested will require team work.	2
Using mathematical ideas and techniques	Selecting needle/probe size and electrical current level according to client's characteristics and treatment plan will require the use of mathematical ideas and techniques.	1
Solving problems	Assessing patch test and amending treatment plan will require problem solving skills.	2
Using technology	Using diathermy equipment may require the use of technology.	2

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RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here.

Treatment plan may include but is not limited to:	• treatment areas
	• contra-indications
	  • bacterial, viral or fungal infections
	  • impetigo
	  • warts
	  • scabies
	  • boils and carbuncles
	  • acne
	  • rashes
	  • pigmentation disorders
	  • disorders of ageing skin
	  • sun burn
	  • biological changes, including puberty, menopause, premature aging, anorexia, anaemia, pregnancy
	  • scar tissue/lesions/wounds
	  • skin trauma
	  • pacemakers/metal implants
	  • other visible non-normal skin
	• relevant medical conditions/medications
	• equipment
	• products
	• treatment duration.

Variations to treatment plan may include but are not limited to:	• changes in client's physical condition • changes to client's requirements.
Clients may include but are not limited to:	• new or regular clients with routine or special needs.
Treatment procedure must include but is not limited to:	• current duration • current intensity • aftercare treatment.
Relevant legislation may include but is not limited to:	• Federal, State and local health and hygiene regulations • skin penetration legislation • Occupational Health and Safety • industry Codes of Practice.

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Workplace policies and procedures may include but are not limited to:	• health and hygiene • workplace equipment and product range • designated time frames for the completion of the service.
Equipment must include but is not limited to:	• high frequency • blend current.

Patch test must include:	• replication of treatment plan:
	  • procedures
	  • products
	  • equipment.

Aftercare products may include but is not limited to:	• moisturiser • make-up/camouflage • sun screen • antiseptic lotion • remedial products.
Treatment area may include but is not limited to:	• face • upper chest.
Infection control procedures must include but are not limited to:	• use of protective equipment • equipment sterilisation/disinfection • use of disposable equipment.
Skin penetration procedures must include but are not limited to:	• disinfection of treatment area • prevention of blood to blood contact • disposal of sharps • disposal of infectious and non-infectious waste.
Waste may include but is not limited to:	• needle/probe • gloves • swabs.
Client feedback may include but is not limited to	• comments • suggestions • enquiries.
Relevant outcomes of treatment may include but are not limited to:	• client's satisfaction with treatment • pain experienced • appearance of treatment area.

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Future treatment program may include but is not limited to:	• number/frequency of treatments • complementary services/treatments.
Aftercare advice may include but is not limited to:	• special care of treatment area • sun protection • avoidance of intense physical activity • dietary advice • skin peels.
Adverse effects may include but are not limited to:	• inflammation arising from treatment • scarring • over treatment • bruising.
Source of referral may include but is not limited to:	• complementary therapist • medical practitioner.

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EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to interpret and adapt a treatment plan to accommodate any changes in the client's physical condition, including the appearance and management of contra-indications and adverse effects. Knowledge of relevant anatomy and physiology and its application to diathermy services and knowledge and skills in the selection and application of electrical equipment and currents must be demonstrated. The evidence provided must also demonstrate knowledge and skills in performing and assessing a patch test and in the application of relevant legislation and workplace policies and procedures, particularly in regard to infection control and skin penetration.

Critical aspects of evidence required to demonstrate competency in this unit

- Knowledge and consistent application of relevant Federal, State and local health and hygiene regulations.
- Knowledge and consistent application of workplace policies and procedures and the application of safe work practices in regard to the performance of diathermy services.
- Recognising and managing contra-indications and adverse effects.
- Knowledge of the transmission routes of infectious conditions and skills in the application of standard infection control precautions.
- Reading, accurately interpreting and consistently applying manufacturer instructions for products, tools and equipment.
- Interpreting a treatment plan, including adapting the treatment to accommodate any changes in the client's condition.
- Preparing the skin for a diathermy treatment.
- Selecting an appropriate needle/probe size, angle, depth, electrical current level and duration for a diathermy treatment.
- Knowledge and skill in the application of diathermy products, equipment and procedures for a variety of treatment areas.
- Selecting and applying an appropriate aftercare treatment procedure for a diathermy treatment.
- Consistently using effective questioning and active listening techniques to consult, reassure and negotiate with clients while maintaining discretion, tact and confidentiality.
- Accurately and legibly recording relevant data.
- Consistently using time effectively and controlling product waste.

Evaluating a diathermy treatment and advising the client on future treatments, homecare and complementary products.

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Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace.

Competency should be demonstrated in a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, this unit requires an assessment outcome which includes evidence of:

- the application of knowledge of skin biology, anatomy and physiology, skin science, electricity and cosmetic chemistry as specifically identified in the required knowledge for this unit
- developing a treatment plan.

The following units relate to this unit of competency and have been identified as:

Pre-requisites

- WRBCS407A Develop a treatment plan for beauty therapy treatments
- WRBSS503B Provide permanent epilation

Co-requisites

- WRBCS305A Apply knowledge of skin biology to beauty treatments
- WRBCS408A Apply knowledge of anatomy and physiology to beauty therapy treatments
- WRBCS409A Apply knowledge of skin science to beauty therapy treatments
- WRBCS410A Apply knowledge of electricity to beauty therapy treatments
- WRBCS412A Apply knowledge of cosmetic chemistry to beauty therapy treatments

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Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in a simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - discussing variations to treatment plan with client
  - selecting equipment according to treatment plan
  - conducting a patch test
  - disposing of waste according to workplace policies and procedures
  - applying infection control and skin penetration procedures according to health and hygiene regulations and workplace policies and procedures
  - obtaining and recording feedback from client on the outcomes of the treatment.
- written and/or oral questioning to assess knowledge and understanding of diathermy procedures, including a knowledge of the safe use of electrical currents and of anatomy and physiology. Questions will be asked in a manner appropriate to the language and literacy level of the learner.
- completing workplace documentation relevant to providing diathermy services.
- third party reports from experienced beauty professionals in the workplace.
- completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Required skills and knowledge to achieve the performance criteria

Skills

- Responding to contra-indications and adverse effects.
- Interpreting the treatment plan and adapting treatment to accommodate changes in the client's physical condition.
- Applying electrical equipment and currents to the treatment of dilated capillaries.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.
- Responding to questions and providing information and reassurance to the client throughout the service.

Knowledge

- The provisions of relevant health and hygiene regulations/requirements and skin penetration legislation.
- The provisions of relevant Occupational Health and Safety regulations/requirements.
- Knowledge of infection control procedures and the application of universal precautions.
- Workplace policies and procedures in regard to the performance of diathermy treatments.
- The appearance of contra-indications and adverse effects.
- The effects and benefits of a defined range of skin care products.
- The effects and benefits of diathermy treatments.
- Anatomy and physiology of the skin and skin structures as it relates to diathermy treatments, including:
  - a simplified cross-section of skin
  - glands as they relate to basic skin function
  - skin chemicals, including sebum and sweat production, normal and abnormal, collagen, elastin and lipids
  - microscopic anatomy of the epidermis, dermis and hypodermis.
  - phases of growth, cell renewal, healing of skin and factors affecting epidermal mitosis
  - normal process of skin ageing and structural change
  - normal skin response to irritation and trauma
  - scars including hypertrophic and keloid (their origin and evolution) and abnormal scar tissue
  - the effects of treatments on the physical structure of the skin
  - wound healing in different skin types and locations.
- The body systems as listed below, in regard to their interdependence and purpose in relation to a healthy body and their relationship to the skin, muscles and nerves:
  - skeletal and muscular, including muscle contractibility and motor points
  - nervous system and its relationship to skin sensations
  - lymphatic, digestive, respiratory and circulatory

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systems and their relationship to skin function including thermoregulation and homeostasis
    - endocrine and reproductive systems in relationship to hormonal control of the skin.
- Basic nutrition guidelines and the relationship between nutrition and healthy skin particularly foods which may have an effect on the skin or which may be contra-indicated in combination with relevant skin conditions or products used in a treatment procedure or diet related diseases which may affect diathermy treatments.
- Cosmetic chemistry/ingredients in relevant treatment products particularly in regard to their likely effects on the skin, the toxic effects of various substances and their contribution to premature ageing and possible contra-indications in combination with other products or circumstances.
- The operator's legal and insurance liabilities and responsibilities in regard to services and the use and preparation of treatment products.
- The physical appearance of:
    - various skin types
    - normal skin
    - abnormal skin conditions
    - minor skin blemishes
    - skin diseases.
- Typical medical treatments, drugs and side effects relevant to diathermy.
- Relevant electrical equipment including:
    - properties and use of electrical energy, electrostatics and electrical current in diathermy
    - use of alternating current for high frequency treatments
    - sources and effects of laser treatment in diathermy
    - safe practices and management of electrical equipment.
- Factors affecting:
    - client's pain tolerance
    - needle/probe size selection
    - accurate probing including duration, angle, depth
    - correct probing and successful treatment outcomes
    - safety and comfort
    - current intensity and method choice
    - causes of skin damage.
- The workplace product/equipment range and manufacturer instructions/data sheets.

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Specific resources required for assessment

- Relevant documentation, such as:
  - workplace policy and procedures manuals.
- Access to a range of clients with different requirements.
- A range of products and equipment appropriate to the beauty workplace.
- Product labels and sources of product information.
- A qualified workplace assessor or assessment team.

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WRBSS505B Design and perform cosmetic tattooing/micropigmentation procedures

Unit Descriptor

This unit describes the skills and knowledge required to perform a range of cosmetic tattooing/micropigmentation procedures. This competency may apply to a range of work roles in the workplace.

This unit is equivalent to and replaces WRB31A Design and Perform Cosmetic Tattooing/Micropigmentation Procedures, as packaged in WRB99.

Prerequisite Unit(s)

WRBCS407A Develop a treatment plan for beauty therapy treatments

Corequisite Unit(s)

WRBCS305A Apply knowledge of skin biology to beauty treatments
WRBCS408A Apply knowledge of anatomy and physiology to beauty therapy treatments
WRBCS409A Apply knowledge of skin science to beauty therapy treatments
WRBCS410A Apply knowledge of electricity to beauty therapy treatments
WRBCS412A Apply knowledge of cosmetic chemistry to beauty therapy treatments

Application of the Unit

This unit requires the beauty professional to interpret a treatment plan and apply pigments and electrical equipment to perform remedial and aesthetic cosmetic tattooing. It requires knowledge of the anatomy and physiology of the body and face as it relates to cosmetic tattooing and knowledge and skill in the safe use of electricity. Knowledge and skill in the application of relevant legislation and workplace policies and procedures, particularly in regard to infection control and skin penetration is also required.

Local council registration applies to this unit of competency.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector

Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Confirm treatment plan	1.1 Client ***treatment plan*** is accessed. 1.2 Any ***variations to treatment plan*** are identified and noted. 1.3 ***Client*** is provided with ***visual representation of expected outcomes***. 1.4 Treatment plan is confirmed with client. 1.5 Written consent is obtained from client. 1.6 ***Treatment procedure*** is selected according to treatment plan.

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2. Prepare client for service	2.1 Service area, operator and client are prepared for service according to ***relevant legislation*** and ***workplace policies and procedures*** and treatment plan. 2.2 ***Equipment*** and ***materials*** are selected and prepared according to treatment plan, relevant legislation and workplace policies and procedures.
3. Perform patch test	3.1 Appropriate area is selected to perform ***patch test***. 3.2 Patch test is performed according to treatment plan, relevant legislation and workplace policies and procedures. 3.3 ***Aftercare products*** are applied as required according to treatment plan. 3.4 ***Waste*** is disposed of and equipment is treated in accordance with relevant legislation, workplace policies and procedures and manufacturer instructions. 3.5 Client is rebooked to assess success of patch test. 3.6 Patch test is examined and client rebooked for further service.
4. Perform cosmetic tattooing/micro pigmentation service	4.1 Shape and colour are mapped out according to treatment plan and agreed with client. 4.2 Client is photographed prior to and immediately after service to maintain record. 4.3 Client's skin is cleansed and ***treatment area*** anaesthetised as required according to treatment plan. 4.4 Sterile equipment is prepared within client's view according to relevant legislation. 4.5 Needles and pigments are selected, prepared and recorded according to manufacturer instructions, treatment plan and workplace policies and procedures. 4.6 ***Infection control*** and ***skin penetration*** procedures are applied according to relevant legislation and workplace policies and procedures. 4.7 Cosmetic tattooing/micropigmentation service is performed according to relevant legislation and workplace policies and procedures. 4.8 Aftercare products are applied as required according to treatment plan. 4.9 Waste is disposed of and equipment treated in accordance with relevant legislation, manufacturer instructions and workplace policies and procedures.
5. Provide aftercare advice	5.1 ***Client feedback*** is obtained and ***relevant outcomes of treatment*** arerecorded. 5.2 ***Future treatment program*** is recommended according to client needs and treatment plan revised accordingly. 5.3 ***Aftercare advice*** is provided according to client needs. 5.4 Possible ***adverse effects*** are explained to client. 5.5 Client is rebooked to assess service according to agreed treatment program. 5.6 The ***source of referral*** is advised of treatment progress if applicable.

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KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Advising client of possible contra-indications and adverse effects will require communication of ideas and information.	3
Collecting analysing and organising information	Recommending future treatment program according to client needs and outcomes of treatment will require information to be collected, analysed and organised.	3
Planning and organising activities	Performing cosmetic tattooing/micropigmentation service will require activities to be planned and organised.	2
Working with others and in teams	Advising the referral source of treatment progress where requested will require team work.	2
Using mathematical ideas and techniques	Controlling product waste will require the use of mathematical ideas and techniques.	1
Solving problems	Identifying changes in client's physical condition and adapting treatment plan will require problem solving skills.	2
Using technology	Amending treatment plan may require the use of technology.	2

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RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here.

Treatment plan may include but is not limited to:	• treatment areas
	• contra-indications:
	  • bacterial, viral or fungal infections
	  • impetigo
	  • warts
	  • scabies
	  • lice
	  • boils and carbuncles
	  • candidiasis
	  • acne
	  • rashes
	  • pigmentation disorders
	  • hirsutism
	  • disorders of ageing skin
	  • sun burn
	  • biological changes including puberty, menopause, premature ageing, anorexia, anaemia, pregnancy
	  • moles/lesions
	  • open pores
	  • dilated capillaries
	  • skin trauma
	  • pacemakers/metal implants
	  • other visible non-normal skin
	• relevant medical conditions/medications
	• equipment
	• pigments
	• anaesthetic
	• outcomes of previous treatments.

Variations to treatment plan may include but are not limited to:	• changes in client's physical condition • changes to client requirements.
Clients may include but are not limited to:	• new or regular clients with routine or special needs.
Visual representation of expected outcomes may include but is not limited to:	• examples of previous work • make-up simulation • difference between cosmetic tattooing/micropigmentation and semi-permanent make-up.

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Treatment procedure may include but is not limited to:	• sequencing • pre- and post-treatment products.
Relevant legislation may include but is not limited to:	• Federal, State and local health and hygiene regulations • skin penetration legislation • Occupational Health and Safety legislation • industry Codes of Practice.
Workplace policies and procedures may include but are not limited to:	• health and hygiene • designated time frames for the completion of the service • waste disposal/minimisation.
Equipment may include but is not limited to:	• manual • rotary • coil.
Materials may include but are not limited to:	• pigments • swabs.

Patch test must include but is not limited to:	• replication of treatment plan:
	  • procedures
	  • products
	  • equipment.

Aftercare products may include but are not limited to:	• ice packs • ointments/creams • serums • mild analgesics • remedial products.
Waste may include but is not limited to:	• needle/probe • gloves • swabs.
Treatment area may include but is not limited to:	• lips • eye lids • brow • face • areola.
Infection control procedures must include but are not limited to:	• use of protective equipment • equipment sterilisation/disinfection • use of disposable equipment.

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Skin penetration procedures must include but are not limited to:	• disinfection of treatment area • prevention of blood to blood contact • disposal of sharps • disposal of infectious and non-infectious waste.
Client feedback may include but is not limited to	• comments • suggestions • enquiries.
Relevant outcomes of treatment may include but are not limited to:	• client satisfaction with treatment • pain experienced • appearance of treatment area.
Future treatment program may include but is not limited to:	• number/frequency of treatments • complementary services/treatments.
Aftercare advice may include but is not limited to:	• product recommendations • homecare • managing the healing process • follow-up treatments • ongoing assessment.
Adverse effects may include but are not limited to:	• inflammation arising from treatment.
Source of referral may include but is not limited to:	• beauty therapist • make-up artist • physician, surgeon, dermatologist

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EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to interpret and adapt a treatment plan to accommodate any changes in the client's physical condition, including the appearance and management of contra-indications and adverse effects. Knowledge of relevant anatomy and physiology and its application to cosmetic tattooing/micropigmentation, and knowledge and skills in the selection and application of electrical equipment and pigments must be demonstrated. The evidence provided must also demonstrate knowledge and skill in performing and assessing a patch test and in the application of relevant legislation and workplace policies and procedures, particularly in regard to infection control and skin penetration.

Critical aspects of evidence required to demonstrate competency in this unit

- Knowledge and consistent application of workplace policies and procedures and the application of safe work practices in regard to the performance of cosmetic tattooing/micropigmentation services.
- Knowledge and consistent application of relevant Federal, State and local health and hygiene regulations, including skin penetration legislation.
- Interpret a treatment plan, including adapting the treatment to accommodate any changes in the client's condition.
- Preparing the skin for a cosmetic tattooing/micropigmentation service.
- Selecting appropriate pigments, pigment depth/colour and needle size for a cosmetic tattooing/micropigmentation service.
- Knowledge and skill in the preparation, mixing and application of pigments for a variety of treatment areas.
- Selecting and applying appropriate aftercare for a cosmetic tattooing/micropigmentation service.
- Recognising and managing contra-indications and adverse effects.
- Knowledge of the transmission routes of infectious conditions and skills in the application of standard infection control precautions.
- Reading, interpreting and consistently applying manufacturer instructions for products, tools and equipment.
- Consistently using effective questioning and active listening techniques to consult, reassure and negotiate with clients while maintaining discretion, tact and confidentiality.
- Consistently using time effectively and controlling product waste.
- Accurately and legibly recording relevant data.

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Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace.

Competency should be demonstrated in a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, this unit requires an assessment outcome which includes evidence of:

- the application of knowledge of skin biology, anatomy and physiology, skin science, electricity and cosmetic chemistry as specifically identified in the required knowledge for this unit
- developing a treatment plan.

The following units relate to this unit of competency and have been identified as:

Pre-requisite

- WRBCS407A Develop a treatment plan for beauty therapy treatments

Co-requisites

- WRBCS305A Apply knowledge of skin biology to beauty treatments
- WRBCS408A Apply knowledge of anatomy and physiology to beauty therapy treatments
- WRBCS409A Apply knowledge of skin science to beauty therapy treatments
- WRBCS410A Apply knowledge of electricity to beauty therapy treatments
- WRBCS412A Apply knowledge of cosmetic chemistry to beauty therapy treatments

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Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of tasks in a simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
  - selecting and mixing appropriate pigments
  - applying cosmetic tattooing/micropigmentation electrical equipment
  - applying infection control procedures.
- written and/or oral questioning to assess knowledge and understanding of designing and performing cosmetic tattooing/micropigmentation procedures, including the safe application of electricity and infection control and skin penetration. Questions will be asked in a manner appropriate to the language and literacy level of the learner.
- completing workplace documentation relevant to designing and performing cosmetic tattooing/micropigmentation.
- third party reports from experienced beauty professionals in the workplace.
- completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Required skills and knowledge to achieve the performance criteria

Skills

- Responding to contra-indications and adverse effects.
- Interpreting the treatment plan and adapting treatment to accommodate changes in the client's physical condition.
- Applying appropriate equipment, products and pigments to meet client requirements.
- Responding to questions and providing information and reassurance to the client throughout the service.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge

- The provisions of relevant health and hygiene regulations/requirements and skin penetration legislation.
- The provisions of relevant Occupational Health and Safety regulations/requirements.
- Knowledge of infection control procedures and the application of universal precautions.
- Workplace policies and procedures in regard to the performance of cosmetic tattooing/micropigmentation services.
- The effects and benefits of a defined range of skin care products.
- Factors likely to affect the suitability of each treatment to client needs and the effects and benefits of cosmetic tattooing/micropigmentation services.
- Anatomy and physiology of the skin and skin structures as it relates to cosmetic tattooing/micropigmentation services, including:
  - a simplified cross-section of skin
  - glands as they relate to basic skin function
  - skin chemicals, including sebum and sweat production, normal and abnormal, collagen, elastin and lipids
  - microscopic anatomy of the epidermis, dermis and hypodermis
  - phases of growth, cell renewal, healing of skin and factors affecting epidermal mitosis
  - normal process of skin ageing and structural change
  - normal skin response to irritation and trauma
  - scars including hypertrophic and keloid (their origin and evolution) and abnormal scar tissue
  - the effects of treatments on the physical structure of the skin
  - wound healing in different skin types and locations.
- The following body systems, in regard to their interdependence and purpose in relation to a healthy body and their relationship to the skin, muscles and nerves:
  - skeletal and muscular, including muscle contractibility and motor points

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- nervous system and its relationship to skin sensations
- lymphatic, digestive, respiratory and circulatory systems and their relationship to skin function, including thermoregulation and homeostasis
- endocrine and reproductive systems in relationship to hormonal control of the skin.

- Relevant electrical equipment, including:
  - properties and use of electrical energy, electrostatics and electrical current for cosmetic tattooing/micropigmentation services.
  - safe practices and management of electrical equipment.
- Basic nutrition and the relationship between nutrition and healthy skin, particularly foods which may have an effect on the skin, or which may be contra-indicated in combination with particular skin conditions or products used in a treatment procedure.
- Diet-related diseases which may affect a cosmetic tattooing/micropigmentation services.
- Cosmetic chemistry/ingredients in relevant treatment products, particularly in regard to their likely effects on the skin, the toxic effects of various substances, their contribution to premature ageing and possible adverse effects in combination with other products or circumstances.
- Causes of skin reactions in regard to cosmetic tattooing/micropigmentation services and the a ppearance and management of adverse effects, including:
  - inflammation arising from the performance of cosmetic tattooing/micropigmentation services
  - torn skin
  - bruising.
- The physical appearance of:
  - various skin types
  - normal skin
  - abnormal skin conditions
  - minor skin blemishes
  - skin diseases.
- The appearance of contra-indications and adverse effects.
- Typical medical treatments, drugs and side effects relevant to cosmetic tattooing/micropigmentation.

Specific resources required for assessment

- Relevant documentation, such as:
  - workplace policy and procedures manuals.
- Access to a range of clients with different requirements.
- A range of products and equipment appropriate to the beauty workplace.
- Product labels and sources of product information.
- A qualified workplace assessor or assessment team.

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WRBSS506A Provide upper body piercing

Unit Descriptor

This unit describes the skills and knowledge required to perform a defined range of upper body piercing for the nose, ear cartilage and navel. This competency may apply to a range of work roles in the workplace.

Prerequisite Unit(s)

WRBCS407A Develop a treatment plan for beauty therapy treatments

Corequisite Unit(s)

WRBCS305A Apply knowledge of skin biology to beauty treatments
WRBCS408A Apply knowledge of anatomy and physiology to beauty therapy treatments
WRBCS409A Apply knowledge of skin science to beauty therapy treatments
WRBCS412A Apply knowledge of cosmetic chemistry to beauty therapy treatments

Application of the Unit

This unit requires the beauty therapist to interpret a treatment plan and apply body jewellery to the nose, ear cartilage and navel according to all relevant legislation and workplace policies and procedures. It requires detailed knowledge and skill in the application of infection control and skin penetration procedures and legislation. Knowledge of anatomy and physiology and the nervous system as they relate to the defined body sites is also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Unit Sector

Beauty

ELEMENT	PERFORMANCE CRITERIA
1. Confirm treatment plan	1.1 Client ***treatment plan*** is accessed. 1.2 Any variations to the treatment plan are identified and noted. 1.3 Treatment plan is confirmed with ***client***. 1.4 Written consent is obtained from client according to ***relevant legislation*** and ***workplace policies and procedures***. 1.5 ***Products*** and ***equipment*** are identified and selected according to treatment plan.
2. Prepare client for service	2.1 Service area and equipment is prepared according to relevant legislation and workplace policies and procedures. 2.2 Advice on ***maintenance*** and possible ***adverse effects*** of body piercing are explained to client. 2.3 ***Piercing site*** is measured to determine gauge and appropriate size of body jewellery. 2.4 ***Body jewellerystyle*** is agreed upon according to client requirements.

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3.	Perform body piercing	3.1 ***Infection control*** and ***skin penetration procedures*** are applied according to relevant legislation and workplace policies and procedures.
		3.2 ***Preparation of body jewellery*** is completed according to relevant legislation, workplace policies and procedures, manufacturer instructions and treatment plan.
		3.3 Piercing site is cleansed according to relevant legislation and workplace policies and procedures.
		3.4 Body is marked according to selected body jewellery.
		3.5 Piercing is performed safely according to relevant legislation, workplace policies and procedures and treatment plan.
		3.6 Piercing equipment is cleansed/disposed of according to relevant legislation and workplace policies and procedures.
		3.7 Adverse effects are identified and managed according to relevant legislation and workplace policies and procedures.
		3.8 Service area is cleansed according to relevant legislation and workplace policies and procedures.
4.	Provide aftercare advice	4.1 Client feedback is obtained and relevant outcomes of treatment are recorded.
		4.2 ***Aftercare advice*** is provided according to relevant legislation and workplace policies and procedures.
		4.3 ***Product recommendations*** are made according to client requirements.

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KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Providing aftercare advice will require the communication of ideas and information.	2
Collecting analysing and organising information	Identifying any changes in the client's condition requiring adjustments to the treatment plan will require information to be collected, analysed and organised.	2
Planning and organising activities	Preparing equipment and products will require activities to be planned and organised.	1
Working with others and in teams	Maintaining knowledge of relevant legislation and workplace policies and procedures will require team work.	2
Using mathematical ideas and techniques	Identifying the appropriate gauge and size of body jewellery will require the use of mathematical ideas and techniques.	2
Solving problems	Identifying and managing adverse effects will require problem solving.	2
Using technology	Using body piercing equipment will require the use of technology.	2

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RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item and local industry and regional contexts. Bold italicised text from the performance criteria is detailed here.

Treatment plan may include but is not limited to:	piercing site/s body jewellery equipment contra-indications: • intoxication • skin trauma • skin diseases • rashes • hypersensitive skin • allergy to jewellery materials • bacterial, viral or fungal infections • sun burn • scar tissue/lesions/keloid tendency • other visible non-normal skin • age • body structure areas of the body requiring special treatment: • soft tissue • cartilage • blood supply areas • nerves.
Variations to the treatment plan may include but are not limited to:	changes in client's physical condition changes in client requirements.
Clients may include but are not limited to:	new or regular clients with routine or special needs.
Relevant legislation may include but is not limited to:	Federal, State and local health and hygiene regulations skin penetration legislation Occupational Health and Safety standards of practice.

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Workplace policies and procedures may include but are not limited to:	health and hygiene care and maintenance of equipment designated time frame for the performance of the service.
Products may include but are not limited to:	antiseptic cleanser swabs gloves autoclave bags.
Equipment must include but is not limited to:	needles needle acceptor tubes autoclave calipers forceps ball holding tweezers ring opening/closing pliers iris scissors.
Maintenance must include but is not limited to:	disinfection care of body jewellery general hygiene.
Adverse effects may include but are not limited to.	bleeding fainting infection keloid scarring.
Piercing site must only include:	nose (ala) ear cartilage: • tragus • antitragus • helix • antihelix • daith navel.

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Body jewellery style may include but is not limited to	ball captured rings barbells bananabells nose studs navel bananabells circular barbells.
Infection control must include but is not limited to:	pre- and post-treatment cleansing of service area single-use equipment cleaning of reusable equipment protective equipment.
Skin penetration procedures must include but are not limited to:	prevention of blood to blood contact protection of wound site/s sterilisation.
Preparation of body jewellery must include:	sterilisation packaging record keeping.
Client feedback may include but is not limited to:	comments suggestions enquiries.
Relevant outcomes of treatment may include but are not limited to:	client reaction adverse effects.
Aftercare advice must include but is not limited to:	cleansing procedures for piercing site cleaning/rotating procedures for body jewellery general hygiene wearing loose clothing during healing avoiding spas.
Product recommendations may include but are not limited to:	saline solution antiseptics.

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EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to interpret a treatment plan and identify and adapt treatment according to any changes in the client's condition. Knowledge and skill in the selection of body jewellery appropriate to the piercing site must be demonstrated. Preparation and application of selected body jewellery according to relevant legislation and workplace policies and procedures, particularly infection control and skin penetration procedures, must also be demonstrated to ensure the safety of both client and practitioner. Knowledge and skill in the application of anatomy, physiology and the nerve and skin systems as they relate to body piercing must also be demonstrated.

Critical aspects of evidence required to demonstrate competency in this unit

Knowledge and consistent application of workplace policies and procedures and standards of practice in regard to the performance of body piercing services.

Knowledge and consistent application of Federal, State and local health and hygiene regulations and skin penetration legislation and of workplace policies and procedures in regard to hygiene.

Knowledge of high risk diseases and the application of appropriate infection control procedures for practitioners and clients.

Knowledge of the transmission routes of infectious conditions and skills in the application of standard infection control precautions.

Recognising and managing contra-indications and adverse effects.

Reading, accurately interpreting and consistently applying manufacturer instructions for products, tools and equipment.

Consistently using effective questioning and active listening techniques to consult, reassure and negotiate with clients while maintaining discretion, tact and confidentiality.

Consistently selecting, preparing, using and disposing of or cleaning body piercing products and equipment according to legislative requirements, manufacturer instructions and workplace policies and procedures.

Accurately and legibly recording relevant data.

Evaluating a body piercing service and advising the client on homecare and complementary products.

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Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace.

Competency should be demonstrated in a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, this unit requires an assessment outcome which includes evidence of:

the application of knowledge of skin biology, anatomy and physiology, skin science and cosmetic chemistry as it is specifically identified in the required knowledge for this unit

developing a treatment plan.

The following units relate to this unit of competency and have been identified as:

Pre-requisite

WRBCS407A Develop a treatment plan for beauty therapy treatments

Co-requisites

WRBCS305A Apply knowledge of skin biology to beauty treatments

WRBCS408A Apply knowledge of anatomy and physiology to beauty therapy treatments

WRBCS409A Apply knowledge of skin science to beauty therapy treatments

WRBCS412A Apply knowledge of cosmetic chemistry to beauty therapy treatments

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Method of assessment

The following assessment methods are suggested:

observation of the learner performing a range of tasks in a simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:

- preparing the service area and client for body piercing
- selecting an appropriate style and gauge of jewellery
- applying products and equipment infection control and skin penetration procedures and legislation.

written and/or oral questioning to assess knowledge and understanding of providing body piercing procedures, including the application of infection control. Questions will be asked in a manner appropriate to the language and literacy level of the learner.

completing workplace documentation relevant to providing body piercing.

completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Required skills and knowledge to achieve the performance criteria

Skills

Responding to contra-indications and adverse effects.

Interpreting the treatment plan and identifying and adjusting to any changes in the client's condition.

Applying skin penetration and infection control procedures.

Selecting appropriate types, metals, sizes and gauges of body jewellery.

Operating sterilising equipment and completing record keeping requirements.

Applying body piercing products and equipment while ensuring the safety of the client and the practitioner.

Responding to questions and providing information and reassurance to the client throughout the service.

Recording all relevant information accurately and legibly.

Language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge

The provisions of relevant health and hygiene regulations and skin penetration legislation.

The provisions of relevant Occupational Health and Safety regulations.

Infection control procedures and universal precautions.

Workplace policies and procedures in regard to the performance of body piercing services.

Anatomy and physiology of the skin and skin structures as it relates to body piercing, including:

- a simplified cross-section of skin
- glands as they relate to basic skin function
- skin chemicals, including sebum and sweat production, normal and abnormal, collagen, elastin and lipids
- microscopic anatomy of the epidermis, dermis and hypodermis
- normal process of skin ageing and structural change
- normal skin response to irritation and trauma
- scars including hypertrophic and keloid (their origin and evolution) and abnormal scar tissue
- wound healing in different skin types and locations.

Body piercing procedures, including:

- preparation of the service area
- preparation of products and equipment
- preparation of the client and operator
- marking piercing sites

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- application of body jewellery
- cleaning/disposal of product/equipment
- maintenance of equipment and product records
- maintenace of client records
- post-treatment procedures
- procedures for consent forms
- aftercare and homecare advice to client.

Cosmetic chemistry/ingredients in relevant treatment products particularly in regard to their likely effects on the skin, the toxic effects of various substances and their contribution to premature ageing and possible contra-indications in combination with other products or circumstances.

The appearance of contra-indications and adverse effects.

The workplace product range and manufacturer instructions/data sheets.

Specific resources required for assessment

Relevant documentation, such as:

- workplace policy and procedures manuals.

Access to a range of clients with different requirements.

A range of products and equipment appropriate to the body piercing workplace.

Product labels and sources of product information.

A qualified workplace assessor or assessment team.

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BSBEBUS301A Search and assess online business information

Unit Descriptor

This unit covers determining, locating and retrieving business information using Internet, intranet or extranet. It also covers evaluation of research results.

This unit is related to BSBEBUS401A Conduct online research. Consider co-assessment with BSBEBUS302A Use and maintain electronic mail system.

Competency Field e-business

ELEMENT	PERFORMANCE CRITERIA
1. Determine and assess information requirements	1.1 Purpose and scope of the required information is identified and clarified 1.2 Possible internal and external sources of online information are identified in accordance with organisational requirements 1.3 Search engines and databases relating to required information are identified and utilised in consultation with *relevant personnel* to satisfy information requirements 1.4 Key words and phrases are determined and used to assist in locating online sources
2. Locate online information	2.1 Websites and databases are identified using relevant search engines / information brokers / potholes 2.2 *Key words and phrases* are identified for the search using logic and other research tools 2.3 Websites are navigated and information located using key words and phrases identified for the research topic 2.4 Breadth and depth of information source/s meet the requirements of the research brief in terms of its scope and purpose 2.5 Information is located and assessed against *set criteria* in accordance with organisational requirements
3. Retrieve, evaluate and report on information	3.1 Information is downloaded, printed or ordered in accordance with the requirements of the online source 3.2 Information is analysed for sufficiency, currency and accuracy against initial requirements and further search/es conducted where information is insufficient, inaccurate or outdated 3.3 *Legal and ethical requirements* relating to copyright and protection of intellectual property are met 3.4 Information is organised in a format suitable for use in accordance with organisational requirements and reported on as required

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KEY COMPETENCIES

NB:These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	when clarifying information requirements and reporting when required	1
Collecting analysing and organising information	to locate and assess online information and to produce research results	2
Planning and organising activities	to prepare for and conduct online research, and in the assessment and reporting of results	1
Working with others and in teams	to identify information sources	1
Using mathematical ideas and techniques	when using logic and other search tools	1
Solving problems	to identify sufficiency of results and conduct further searches	2
Using technology	to locate and retrieve online information and to produce reports	2

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace may include:

- award and enterprise agreements
- national, State/Territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice
- copyright law
- privacy legislation
- intellectual property, confidentiality requirements
- legal and regulatory policies affecting e-business

Relevant personnel may include:

- senior staff
- information management staff
- help desk
- librarians

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Online information may include:	• price lists • catalogues • technical information relating to products • government information • legislation and regulations • statistical information • market research data • travel information • banking information • employment opportunities • electronic tendering opportunities • business opportunities • copyright information • public information
Websites and databases may include:	• industry websites • Government online information services • virtual business communities/networks • educational institutions' websites • archived material • value chain integrators eg recruitment websites, mortgage brokers websites
Search engines/information brokers may include:	• global Internet search engines • Internet search engines focusing on particular locations eg Australia and New Zealand • online market research organisations
Key words and phrases may include:	• American spelling when searching • cultural or geographic terms • different thesauri in different databases
Set criteria may include:	• relevance • currency • authenticity • quality • accuracy • reliability • validity • reputability of source
Legal and ethical requirements may include:	• the organisation's code of ethics • policy and protocols for online use • copyright and intellectual property protection laws and regulations • Trade Practices Act

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Reports may include but are not restricted to:	• sales and/or marketing information • market research data • statistical information • labour market or employment data

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence	• Integrated demonstration of all elements of competency and their performance criteria • Information is relevant, sufficient, accurate and from reputable sources • Location and retrieval of information complies with legal and ethical requirements
Underpinning Knowledge	• Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • Use of Internet / World Wide Web • Knowledge of service provider requirements especially with regard to downloading large files • Copyright and intellectual property requirements as they relate to online information • Online navigation tools • Electronic file handling (saving, copying, printing) • Occupational Safety and Health requirements for working with computer technology Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency
Underpinning Skills	• Basic computer skills • Communication skills to confirm search requirements and access relevant personnel • Literacy skills to determine key words, read and analyse information and follow policies and procedures • Numeracy skills for using logic • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource Implications	The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

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Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels

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BSBFLM505A Manage operational plan

Unit Descriptor

This unit is equivalent to the original unit BSXFMI505A Manage operations to achieve planned outcomes.

Frontline management is actively engaged in planning, implementing, monitoring and recording performance to achieve the business plans of the team/organisation. This key role is carried out to provide safe, efficient and effective products and services to customer satisfaction within the organisation's productivity and profitability plans. At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

This unit is imported from a primary training package and is being used in a floristry context.

Consider co-assessment with BSBFLM502A Provide leadership in the workplace, BSBFLM503A Establish effective workplace relationships, BSBFLM504A Facilitate work teams, BSBFLM506A Manage workplace information system, BSBMGT505A Ensure a safe workplace, and BSBFLM509A Promote continuous improvement.

Unit Sector Business Management Services

ELEMENT	PERFORMANCE CRITERIA
1. Plan resource use	1.1 Resource information for use in operational plans is collected, analysed and organised in consultation with colleagues and specialist resource managers 1.2 Resource information for use in operational plans is collected, analysed and organised in consultation with colleagues and specialist resource managers 1.3 Operational plans contribute to the achievement of the organisation's performance/business plan 1.4 Key performance indicators are developed within operational plans 1.5 Contingency plans are prepared in the event that initial plans need to be varied
2. Acquire resources	2.1 Employees are recruited and/or inducted within the organisation's human resource management policies and practices 2.2 Physical resources and services are acquired within the organisation's polices, practices and procedures

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3. Monitor operational performance	3.1 Performance systems and processes are monitored to assess progress in achieving profit/productivity plans and targets 3.2 Budget and actual financial information is analysed and interpreted to monitor profit/productivity performance 3.3 Unsatisfactory performance is identified and prompt action is taken to rectify the situation 3.4 Mentoring and coaching is provided to support individuals/teams use resources to the required standard 3.5 Recommendations for variation to operational plans are negotiated and approved by the designated persons/groups 3.6 Systems, procedures and records associated with documenting performance are managed in accordance with the organisation's requirements

KEY COMPETENCIES

NB:These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to share information with members of work team	2
Collecting analysing and organising information	to acquire information for planning	2
Planning and organising activities	to plan resource usage	3
Working with others and in teams	to achieve planning outcomes	3
Using mathematical ideas and techniques	to carry out calculations associated with resource usage	2
Solving problems	to attend to unsatisfactory performance	2
Using technology	to assist the management of information	2

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice

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At AQF level 5, frontline management will normally be engaged in a workplace context where they:	• engage in tactical and operational planning within the organisation's strategic plans. For example, prepares an annual tactical plan for a department • take responsibility for own outputs in relation to broad quantity and quality parameters. For example, evaluates own annual performance against personal work plans and the organisation's standards • take limited responsibility for the achievement of group outcomes. For example, reviews group performance against plans and prepares in consultation with the group a performance improvement strategy • demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas. For example, understands in depth the principles and techniques of performance management • transfer and apply theoretical concepts and/or technical or creative skills to a range of situations. For example, researches, negotiates and establishes protocols for customer service for the department • analyse and plan approaches to technical problems or management requirements. For example, given the work team's inability to achieve planned outcomes/outputs, analyses the team's performance and develops strategies with the team to rectify the situation • evaluate information using it to forecast for planning or research purposes. For example, the organisation's goals and strategic and tactical plans are analysed in preparation for the preparation of the department's annual operational plan
Frontline management at this level normally operate in a relatively diverse and complex workplace environment in which they use the organisation's:	• goals, objectives, plans, systems and processes • quality and continuous improvement processes and standards • access and equity principles and practice • business and performance plans • resources, which may be subject to negotiation • ethical standards
They may use legislation, codes and national standards relevant to the workplace including:	• award and enterprise agreements • commonwealth and state/territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice
Resources may include:	people, power/energy, information, finance, buildings/facilities, equipment, technology, time
Operational plans are:	the tactical/operational plans developed by the department/section to detail product/service performance

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The organisation's policies, practices and procedures are:	those which govern the acquisition of resources, for example, the purchase of equipment
Colleagues and specialist resource managers may include:	people at the same level or more senior managers, and may include people from a wide range of social, cultural and ethnic backgrounds. This will usually be from a wider spread of the organisation than at AQF level 4
Designated persons/groups may include:	those who have the authority to make decisions and/or recommendations about varying operations
OHS considerations may include:	• provision of information about OHS and the organisation's OHS policies, procedures and programs • employee induction • key performance indicators include OHS • systems, procedures and records • organisation's procedures for dealing with hazardous events

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence	• Produces short term plans for department/section • Plans, acquires and uses resources • Monitors and adjusts operational performance • Reports performance

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Underpinning Knowledge

Underpinning knowledge relates to the essential knowledge and understanding a person needs to perform work to the required standard

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- The principles and techniques of:
- planning operations
- resource planning
- resource management systems
- budgeting and financial analysis and interpretation
- monitoring performance
- reporting performance
- problem identification and resolution
- Alternative approaches to improving resource usage and eliminating resource inefficiencies and waste
- Ways of supporting individuals/teams who have difficulty in performing to the required standard

At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

Underpinning Skills

- Functional literacy skills to access and use workplace information
- Maintaining a safe workplace and environment
- Accessing and using feedback to improve operational performance
- Preparing recommendations to improve operations
- Accessing and using established systems and processes
- Using coaching and mentoring skills to provide support to colleagues
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

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Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competencies Levels at the end of this unit

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BSBFLM507A Manage quality customer service

Unit Descriptor

This unit is equivalent to the original unit BSXFMI507A Manage quality customer service.

Frontline management is involved in ensuring that products and services are delivered and maintained to standards agreed by the organisation and the customer. This will be carried out in the context of the organisation's policies and practices as well as legislation, conventions and codes of practice. At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

This unit is imported from a primary training package and is being used in a beauty context.

Consider co-assessment with BSBFLM502A Provide leadership in the workplace, BSBFLM504A Facilitate work teams, BSBFLM506A Manage workplace information system, BSBMGT505A Ensure a safe workplace, and BSBFLM509A Promote continuous improvement.

Unit Sector Business Management Services

ELEMENT	PERFORMANCE CRITERIA
1. Plan to meet internal and external customer requirements	1.1 The needs of customers are researched, understood, and assessed, and included in the planning process 1.2 Provision is made in plans to achieve the quality, time and cost specifications agreed with customers
2. Ensure delivery of quality products/services	2.1 Products/services are delivered to customer specifications within the team's business plan 2.2 Team performance consistently meets quality, safety, resource and delivery standards 2.3 Coaching and mentoring assists colleagues to overcome difficulty in meeting customer service standards
3. Monitor, adjust and report customer service	3.1 The organisation's systems and technology are used to monitor progress in achieving product/service targets and standards 3.2 Customer feedback is sought and used to improve the provision of products/services 3.3 Resources are used effectively to provide quality products/services to customers 3.4 Decisions to overcome problems and adjust products/services are taken in consultation with designated individuals/groups 3.5 Records, reports and recommendations are managed within the organisation's systems and processes

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KEY COMPETENCIES

NB:These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	with customers	2
Collecting analysing and organising information	to be used in planning to meet customer needs	2
Planning and organising activities	to achieve customer specifications	3
Working with others and in teams	to provide quality service to customers	3
Using mathematical ideas and techniques	to calculate the outcome of adjustments to customer service	2
Solving problems	to identify and resolve deficiencies in customer service	2
Using technology	to assist the management of customer information	2

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit

Legislation, codes and national standards relevant to the workplace which may include	• award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice

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At AQF level 5, frontline management will normally be engaged in a workplace context where they:	• engage in tactical and operational planning within the organisation's strategic plans. For example, prepares an annual tactical plan for a department • take responsibility for own outputs in relation to broad quantity and quality parameters. For example, evaluates own annual performance against personal work plans and the organisation's standards • take limited responsibility for the achievement of group outcomes. For example, reviews group performance against plans and prepares in consultation with the group a performance improvement strategy • demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas. For example, understands in depth the principles and techniques of performance management • transfer and apply theoretical concepts and/or technical or creative skills to a range of situations. For example, researches, negotiates and establishes protocols for customer service for the department • analyse and plan approaches to technical problems or management requirements. For example, given the work team's inability to achieve planned outcomes/ outputs, analyses the team's performance and develops strategies with the team to rectify the situation • evaluate information using it to forecast for planning or research purposes. For example, the organisation's goals and strategic and tactical plans are analysed in preparation for the preparation of the department's annual operational plan
Frontline management at this level normally operate in a relatively diverse and complex workplace environment in which they use the organisation's:	• goals, objectives, plans, systems and processes • quality and continuous improvement processes and standards • access and equity principles and practice • business and performance plans • resources, which may be subject to negotiation • ethical standards
They may use legislation, codes and national standards relevant to the workplace including:	• award and enterprise agreements • commonwealth and state/territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice
Customers may be:	internal or external, and be drawn from existing or new sources
Technology will be:	that readily available in the workplace and will be appropriate to frontline management's roles and responsibilities
Resources may include:	people, power/energy, information, finance, buildings/facilities, equipment, technology, time

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Designated individuals/groups include:	those who have authority to adjust plans

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Prepares plans to meet customer needs
- Provides quality service consistently
- Reviews and improves services following feedback
- Reports outcomes of customer service

Underpinning Knowledge

Underpinning knowledge relates to the essential knowledge and understanding a person needs to perform work to the required standard

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- The organisation's policies and procedures for dealing with customers
- The principles and techniques of:
  - researching customer needs
  - customer relations
  - customer behaviour
  - problem identification and resolution
  - maintaining product/service quality

At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

Underpinning Skills

- Functional literacy skills to access and use workplace information
- Communication skills including researching and analysing information, reporting
- Planning and organising skills to meet work priorities
- Work effectively in and with teams/groups
- Problem-solving skills to deal with complex and non-routine difficulties
- Select and use technology skills at the appropriate level
- Use coaching and mentoring skills to provide support to colleagues
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

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Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competencies Levels at the end of this unit

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BSBFLM509A Promote continuous improvement

Unit Descriptor

This unit is equivalent to the original unit BSXFMI509A Implement and monitor continuous improvement systems and processes.

Frontline management has an active role in managing the continuous improvement process in achieving the organisation's objectives. Their position, closely associated with the creation and delivery of products and services, means that they play an important part in influencing the on-going development of the organisation. At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

This unit is imported from a primary training package and is being used in a beauty context.

Consider co-assessment with BSBFLM502A Provide leadership in the workplace, BSBFLM504A Facilitate work teams, BSBFLM505A Manage operational plan, BSBFLM507A Manage quality customer service, BSBMGT505A Ensure a safe workplace, BSBFLM510A Facilitate and capitalise on change and innovation, and BSBFLM511A Develop a workplace learning environment.

Unit Sector Business Management Services

ELEMENT	PERFORMANCE CRITERIA
1. Implement continuous improvement systems and processes	1.1 The manager actively encourages and supports team members to participate in decision making processes and to assume responsibility and authority 1.2 The organisation's continuous improvement processes are communicated to individuals/teams 1.3 The manager's mentoring and coaching support ensures that individuals/teams are able to implement the organisation's continuous improvement processes
2. Monitor, adjust and report performance	2.1 The organisation's systems and technology are used to monitor progress and to identify ways in which planning and operations could be improved 2.2 *Customer service* is strengthened through the use of continuous improvement techniques and processes 2.3 Plans are adjusted and communicated to those who have a role in their development and implementation
3. Consolidate opportunities for further improvement	3.1 Team members are informed of savings and productivity/service improvements in achieving the business plan 3.2 Work performance is documented and the information is used to identify opportunities for further improvement 3.3 Records, reports and recommendations for improvement are managed within the organisation's systems and processes

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KEY COMPETENCIES

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to individuals and work team about the organisation's continuous improvement processes	2
Collecting analysing and organising information	to be used in continuous improvement processes	2
Planning and organising activities	for arranging continuous improvement program	3
Working with others and in teams	to gain team feedback on further improvement initiatives	3
Using mathematical ideas and techniques	to complete calculations associated with work improvement	1
Solving problems	as an aid to investigating problems with introducing improvements	2
Using technology	to assist the management of information	2

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

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At AQF level 5, frontline management will normally be engaged in a workplace context where they:	• engage in tactical and operational planning within the organisation's strategic plans. For example, prepares an annual tactical plan for a department • take responsibility for own outputs in relation to broad quantity and quality parameters. For example, evaluates own annual performance against personal work plans and the organisation's standards • take limited responsibility for the achievement of group outcomes. For example, reviews group performance against plans and prepares in consultation with the group a performance improvement strategy • demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas. For example, understands in depth the principles and techniques of performance management • transfer and apply theoretical concepts and/or technical or creative skills to a range of situations. For example, researches, negotiates and establishes protocols for customer service for the department • analyse and plan approaches to technical problems or management requirements. For example, given the work team's inability to achieve planned outcomes/outputs, analyses the team's performance and develops strategies with the team to rectify the situation • evaluate information using it to forecast for planning or research purposes. For example, the organisation's goals and strategic and tactical plans are analysed in preparation for the preparation of the department's annual operational plan
Frontline management at this level normally operate in a relatively diverse and complex workplace environment in which they use the organisation's:	• goals, objectives, plans, systems and processes • quality and continuous improvement processes and standards • access and equity principles and practice • business and performance plans • resources, which may be subject to negotiation • ethical standards
They may use legislation, codes and national standards relevant to the workplace including:	• award and enterprise agreements • commonwealth and state/territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice
Technology will be	• that readily available in the workplace and will be appropriate to frontline management's roles and responsibilities
Customer service may be	• internal or external, to existing or new clients

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OHS considerations may include:

- implement and monitor participative arrangements for the management of OHS
- delegation and reporting complies with requirements of OHS legislation
- the continuous improvement processes of any OHS management system are established and maintained

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Adjusts plans, processes and procedures to improve performance
- Supports others to implement the continuous improvement system/processes
- Identifies opportunities for further improvement

Underpinning Knowledge

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- The principles and techniques associated with:
  - continuous improvement systems and processes
  - benchmarking
  - best practice
- The benefits of continuous improvement
- The quality approaches which the organisation may implement
- The methods that can be used in continuous improvement
- The barriers to continuous improvement
- The organisation's recording, reporting and recommendation processes to facilitate continuous improvement

At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas

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Underpinning Skills

- Functional literacy skills to access and use workplace information
- Communication skills including researching, analysing and interpreting information from a variety of people and reporting
- Monitoring and evaluating systems, processes and procedures
- Gaining the commitment of individuals/teams to continuous improvement
- Consolidating opportunities for improvement
- Dealing with people openly and fairly
- Using consultation skills effectively
- Using coaching and mentoring skills to provide support to colleagues
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competencies Levels at the end of this unit

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BSBMKG404A Forecast market and business needs

Unit Descriptor

This unit covers the gathering of market intelligence to forecast market and business needs.

This unit is related to BSBMKG303A Draft an elementary marketing audit report. Consider co-assessment with BSBMKG401A Profile the market, BSBMKG402A Analyse consumer behaviour for specific markets, and BSBMKG403A Analyse market data.

Corequisite Unit(s)

BSBMKG401A Profile the market
BSBMKG402A Analyse consumer behaviour for specific markets
BSBMKG403A Analyse market data

Competency Field

Business Development

ELEMENT	PERFORMANCE CRITERIA
1. Build and maintain networks	1.1 Time is allocated to establish and maintain business contacts 1.2 Participation in *businessassociations,* and/or *professional development activities* is used to establish and maintain a *network* of support for the business and enhance personal knowledge of the market 1.3 Communication channels are established to exchange *information and ideas* 1.4 Input is provided to the network and feedback sought and verified
2. Review current business performance and capability	2.1 Core activities, customer base, business values and current business direction are confirmed 2.2 Current marketing *performance* and the effectiveness of past *marketing* or positioning is *identified* 2.3 *Performance data* from all *areas of the business* are reviewed to identify strengths, weaknesses and critical success factors 2.4 Current *capabilities and resources* are identified and assessed to identify areas for improvement or exploitation 2.5 Under-performing products or services are identified for re-development or withdrawal 2.6 The strength and current competitive position of the business is confirmed
3. Evaluate the market	3.1 *Trends and developments* are identified and analysed for their potential impact on the business 3.2 *Comparative market information* is gathered and analysed as a basis for reviewing business performance 3.3 The market performance of existing and potential competitors and their products or services are analysed to identify potential *opportunities* or threats 3.4 *Sources of intelligence* are identified and tapped for advance warning of new products/services/technology or new markets for the business 3.5 The *legal, ethical and environmental constraints* of the market are identified and analysed for their effect on the business

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4. Articulate the needs of the market and the business	4.1 Poor or under-servicing of existing market needs by the organisation and/or its competitors is identified and detailed 4.2 Changes in the market that link positively to the organisation's strengths or capabilities are identified 4.3 The advantages and disadvantages of *forecasting techniques* are considered in relation to the required outcome and technique/s selected in accordance with organisational requirements 4.4 Emerging market needs are forecast and justified in terms of available information 4.5 The needs of the business are identified in terms of changes required to improve performance or address a market opportunity

KEY COMPETENCIES

NB:These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to contribute to business networks	2
Collecting analysing and organising information	to evaluate the market and the business	3
Planning and organising activities	to conduct reviews	2
Working with others and in teams	to build and maintain networks	2
Using mathematical ideas and techniques	to analyse data and draw conclusions	2
Solving problems	to identify strengths and weaknesses of the business	3
Using technology	to organise and analyse data, if required	1

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice

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Business associations may include:	• professional associations • industry bodies
Professional development activities may include:	• industry information seminars • industry training • trade shows • fairs • demonstrations • technical information briefings • pre-launch activities • Occupational Health and Safety policy and procedures in relation to personnel safety ie people working in locations remote from principal location - OHS requirements cover communications' provision and travel
Networks may be:	• formal • informal • personal • business • professional • individuals • groups • organisations
Information and ideas may include:	• information on competitors' activities • changing customer requirements • changes in the environment • personal, professional or for business support
Trends and developments may include:	• economic trends (local, regional, national, international) • ecological/environmental trends • Government activities eg interest rates, deregulation • social and cultural factors • demographic trends • changes in technology • industrial trends
Comparative market information may include:	• best practice information • international benchmarking • inter-firm comparison data

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Opportunities may include:	• potential for greater penetration of existing markets with existing products or services • new products or services for existing markets • new products or services for new markets • extending, expanding or otherwise changing an existing business • joint ventures • cooperative ventures • strategic alliances • franchising • exports
Sources of intelligence may include:	• peers • databases • Internet • government agencies • official statistics • business advisory services • professional/trade associations • financial institutions • national and international publications
Occupational Health and Safety considerations may include:	• employee safety at events and during research • safety issues associated with proposed products or services (duty of supplier, importer and manufacturer)
Legal, ethical and environmental constraints may include	• legislation, eg Trade Practices Act and Occupational Health and Safety legislation • regulations • codes of practice • policies and guidelines • ethical principles • society's expectations • cultural influences • social responsibilities
Forecasting techniques may include	• top down forecasting • bottom up forecasting • projection • model building • surveys of intentions • Delphi techniques • scenario planning

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Marketing performance evaluation may include	• product portfolio analysis • comparative analysis • competitive analysis • life cycle models • strengths-weaknesses-opportunities-threats (SWOT) analysis • value chain analysis
Performance data may include:	• share • penetration • coverage • sales • profitability • production time and cost • faults • warranties • accidents • complaints
Areas of the business may include:	• marketing • finance • production • personnel

Capabilities and resources may include:	• situational factors such as:
	  • location/position
	  • transport distribution channels
	  • 24 hour operation
	  • communications
	  • level of technology
	  • age and life of business equipment
	  • industrial relations climate
	• competency of staff relative to business needs
	• capacity of equipment relative to current output
	• human and financial resources
	• intangibles such as:
	  • service
	  • brand
	  • image
	  • style
	  • perceived quality or value
	  • social acceptability
	  • 'feel good' factor

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Integrated demonstration of all elements of competency and their performance criteria
- Documentation of the decision making process and outcomes of the market evaluation and business review with supporting evidence

Underpinning Knowledge

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Organisation's policies, plans and procedures
- Techniques for building relationships of trust, including with people from other cultures
- Techniques for facilitating mutually acceptable outcomes
- Related organisations and agencies and networks
- Principles and operation of networks
- Sources of information
- Marketing performance evaluation tools
- Forecasting methodology
- Concept of marketing mix
- Legal, ethical and environmental issues
- Occupational hazards and risks

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

Underpinning Skills

- Literacy skills to identify market information, trends and developments, to write in a range of styles for different audiences and to interpret legal requirements
- Communication skills including reporting, clarifying and questioning
- Networking skills to participate with other groups
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- Numeracy skills for time management, data analysis
- Evaluation and forecasting skills
- Management of OHS hazards and risks ie identify hazards, assess and control risks to health and safety of workplace personnel

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

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Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

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BSBSBM301A Research business opportunities

Unit Descriptor

This unit covers the investigation and research required to ascertain the opportunities available and the feasibility of a business opportunity/ies. It is suitable for those considering setting up a business.

This unit is related to BSBSBM404A Undertake business planning.

Competency Field Business Management Services

ELEMENT	PERFORMANCE CRITERIA
1. Identify business opportunities	1.1 *Business opportunities* are investigated and identified 1.2 Feasibility study is undertaken to determine likely *business viability* 1.3 *Specialist services* and sources of advice are identified where required 1.4 Impacts of emerging or changing technology including e-commerce, on business operations are evaluated 1.5 Practicability of business opportunity assessed in line with perceived risks, returns sought and resources available
2. Identify personal business skills	2.1 Financial and business skills available are identified and taken into account when business opportunities are researched 2.2 Technical competencies required in regard to the business opportunity identified and assessed in line with current competencies of available personnel 2.3 *Personal skills/attributes* are assessed and matched against those perceived as necessary for a particular business opportunity 2.4 Business Risks are identified and assessed according to resources available and personal preferences

KEY COMPETENCIES

NB:These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to gain information	1
Collecting analysing and organising information	to research business opportunities	2
Planning and organising activities	to support research and assessment of opportunities	1
Working with others and in teams	to gain information	1
Using mathematical ideas and techniques	to aid financial planning	2
Solving problems	to assess business viability	3
Using technology	to aid research and planning	1

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RANGE STATEMENT

The Range statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• award and enterprise agreements and relevant industrial instruments • national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination • relevant industry codes of practice
Business opportunities may be influenced by:	• expected financial viability • skills of operator • amount and types of finance available • returns expected or required by owners • likely return on investment • finance required • lifestyle issues
Business viability may include:	• opportunities available • market competition • timing/ cyclical considerations • skills available • resources available • location and/ or premises available • risk related to a particular business opportunity, especially in regard to Occupational Health and Safety and environmental considerations
Specialist services may include:	• accountants • lawyers and providers of legal advice • government agencies • industry/trade associations • online gateways • business brokers/business consultants
Personal skills/attributes may include:	• technical and/ or specialist skills • business knowledge and skills • entrepreneurship • willingness to take risks

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Business risks may be affected by and may include but are not restricted to:	• occupational health and safety and environmental considerations • relevant legislative requirements • security of investment • market competition • security of premises/ location • supply and demand • resources available

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence	• The ability to evaluate the results of research and assess the likely viability and practicability of a business opportunity, taking into account the current business/ market climate and resources available
Underpinning Knowledge	• National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination • OHS responsibilities and procedures for managing hazards relevant to the business opportunity • Legislation and regulations relevant to the business operation • Methods for researching business opportunities • Principles of risk management relevant to the business opportunity • Methods of identifying relevant specialist services to complement the business opportunity At this level the learner must demonstrate some relevant theoretical knowledge.
Underpinning Skills	• Literacy skills to enable interpretation of business information, • Numeracy skills for data analysis to aid research • Research skills to identify a business opportunity and to conduct a feasibility study • Analytical skills to assess personal attributes and to identify business risks • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

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Resource Implications

- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

These may include:

- Computer equipment
- Business references such as relevant legislation and regulation relating to the business operation especially OHS requirements

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

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BSBSBM401A Establish business and legal requirements

Unit Descriptor

The unit involves identifying and complying with business legal and administrative requirements. It is suitable for setting up or existing micro and small businesses or a department in a larger organisation.

This unit is related to BSBSBM404A Undertake business planning.

Competency Field Business Management Services

ELEMENT	PERFORMANCE CRITERIA
1. Identify and Implement business legal requirements	1.1 Possible legal options for the business structure are identified 1.2 *Legislation, codes and regulatory requirements* affecting the structure and operations of the business are determined and procedures are developed and implemented to ensure full compliance
2. Comply with legislation, codes and regulatory requirements	2.1 Systems are established to ensure the *legal rights and responsibilities* of the business are identified, and the business is adequately protected, especially in regard to *Occupational Health and Safety,* business registration and environmental requirements 2.2 *Taxation principles and requirements* relative to the business are identified, and procedures are followed to ensure compliance 2.3 *Legal documents* are identified, carefully maintained and relevant *records* are kept and updated to ensure their ongoing security and accessibility 2.4 *Insurance requirements* are identified and adequate cover is acquired 2.5 Compliance with legal and regulatory requirements monitored 2.6 Investigations conducted to identify areas of non-compliance with legal and regulatory requirements and corrective action taken where required
3. Negotiate and arrange contracts	3.1 Legal advice on contractual rights and obligations is sought, if required, to clarify business liabilities 3.2 Potential products/services are investigated and assessed to determine *procurement rights* and to ensure protection of business interests where applicable 3.3 Conditions applying to production/provision of relevant products and services are investigated to ensure compliance with legal and contractual requirements as required 3.4 Contractual procurement rights for goods and services including *contracts with relevant people* , negotiated and secured as required in accordance with the business plan 3.5 Options for leasing/ownership of business premises identified and contractual arrangements completed in accordance with the business plan

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KEY COMPETENCIES

NB:These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to establish business structure	2
Collecting analysing and organising information	to determine business legal requirements	3
Planning and organising activities	to comply with legal requirements for the business legal structure	3
Working with others and in teams	to obtain compliance with legal requirements	2
Using mathematical ideas and techniques	to support the business operation	2
Solving problems	to reduce risk and establish business legal structure	3
Using technology	to optimise business performance	1

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- relevant industry codes of practice

Occupational Health and Safety and requirements must include:

- establishing hazard management arrangements to identify workplace specific hazards
- establishing hazard management arrangements to assess and control the risks associated with workplace hazards including development of written safe operating procedures
- establishing OHS record keeping arrangements in accordance with regulatory requirements
- developing and implementing procedures to evaluate and review effectiveness of risk control measures
- the establishment and maintenance of a system for managing OHS
- OHS Duty of Care responsibilities (knowledge of legislation)

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And may include:	• establishing arrangements to induct, train and provide information on workplace hazards and their control, to all workplace personnel • developing workplace arrangements to consult employees
Legal options for the business structure may include:	• company, trust, partnership or sole trader structure or form of business recognised by law. It may be profit or non-profit based
And may be influenced by:	• preferences of owners • requirements of financial backers • confidentiality • taxation • superannuation • ownership transfer • partnership considerations
Ownership transfer considerations may include:	• ownership transfer may occur as a result of forced business closure, death, divorce, sale of business, buying out other partners, succession planning etc
Legislation, codes and regulatory requirements may include:	• local, state, national and international legislation and regulations affecting business operations such as: business registration, planning and other permissions, license to practice, franchising, agencies, licensing eg (Real Estate Agents, Customs Brokers), fire, occupational health and safety and environmental legislation, industrial, taxation including GST, copyright, patent trademark and design regulations, codes of practice, standards and anti-competition/monopoly, anti-trust and consumer legislation, Law of Torts
Legal rights and responsibilities may include:	• marketing the business in accordance with consumer legislation • operating the business with a duty of care (Law of Torts) • obligations imposed by choice of business structure
Taxation principles and requirements may include:	• tax file number, Australian Business number, GST registration, PAYG and withholding arrangements • relevant taxation requirements/obligations for business
Legal documents may include:	• partnership agreements, constitution documents, statutory books for companies (Register of Members, Register of Directors and Minute Books), Certificate of Incorporation, Franchise Agreements and financial documentation, appropriate software for financial records

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Recordkeeping may include but is not restricted to:	• personnel, financial, taxation, OHS and environmental
OHS recordkeeping may include:	• workers compensation and rehabilitation; • hazardous substances register; • material safety data sheets; • manufacturers' and suppliers' information; • OHS audits and inspections; • first aid and medical; accident reports and investigations • plant maintenance and testing; • instruction & training
Insurance requirements may include:	• third party bodily injury on motor vehicles • workers compensation • any other insurance cover declared mandatory by State or Federal legislation
Procurement rights to products and services may include:	• royalties, copyright, patents, trademarks, registered design and applications, intellectual property, software licenses, franchises, agencies and any form of licensing
Contracts with relevant people may include:	• owners, suppliers, employees, landlords, agents, distributors, customers or any person with whom the business has, or seeks to have, a performance-based relationship

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence	• The capacity to implement a systematic approach to identifying, managing and meeting legal business requirements and • Interpreting compliance data and formulating appropriate action

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Underpinning Knowledge

- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- Relevant OHS responsibilities and procedures
- Business registration and licensing requirements
- Legal rights and obligations of alternative ownership structures
- Relevant taxation and related legislative requirements and legal rights and responsibilities related to the business
- Bookkeeping and record keeping procedures to meet minimum financial and legal requirements
- Award and enterprise agreements, where required
- Industrial law relevant to recruitment and dismissal of employees
- Creation and termination of relevant legal contracts
- Duty of care imposed by Law of Torts
- Relevant industry codes of practice
- Relevant consumer legislation

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

Underpinning Skills

- Literacy skills to interpret legal requirements, develop company policies and procedures and analyse compliance information
- Communication, reporting and consultation skills necessary for the business operation
- Time management skills to prioritise tasks and to meet datelines
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

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Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

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BSBSBM403A Promote the business

Unit Descriptor

This unit covers the development and implementation of marketing strategies and the monitoring and improvement of market performance. It is suitable for setting up or existing micro and small businesses or a department in a larger organisation.

This unit is related to BSBSBM404A Undertake business planning.

Competency Field Business Management Services

ELEMENT	PERFORMANCE CRITERIA
1. Develop marketing strategies	1.1 The business and its key products or services are analysed to determine the focus of marketing activities in accordance with the objectives of the business plan 1.2 Customer base and target market for the business are evaluated as a basis for marketing strategies 1.3 *Marketing objectives* and strategies are determined in consultation with *relevant people* in accordance with the business plan
2. Determine a marketing mix for the business	2.1 Product mix, volumes and *pricing* are balanced to optimise sales and profit 2.2 The costs and benefits of using *different distribution channels* and/or providing different *levels of customer service* are evaluated and the results considered in determining the marketing mix 2.3 Promotional activities are determined to suit the target market 2.4 Customer needs and preferences are considered in determining the marketing mix 2.5 Marketing mix is determined according to market and business needs
3. Implement marketing strategies	3.1 Persons involved in the marketing effort are briefed on their roles and responsibilities to ensure the success of marketing strategies 3.2 *Promotional activities* are planned and implemented in accordance with marketing objectives and budgetary requirements

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4. Monitor and improve marketing performance	4.1 Ongoing monitoring of marketing activities and evaluation of business performance is conducted according to the objectives and targets of the business plan 4.2 *Performance gaps* analysed and corrective action taken or new targets set 4.3 All relevant people are encouraged to propose ways to improve marketing performance 4.4 *Customer reaction* to all aspects of the marketing mix is sought and analysed to improve targeting and outcomes 4.5 Ongoing research of customer requirements is conducted to identify *opportunities for* change and improvement 4.6 Changes in market opportunities are monitored and investigated for new business opportunities to aid business development

KEY COMPETENCIES

NB:These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to consult with relevant people	2
Collecting analysing and organising information	to develop marketing strategies	2
Planning and organising activities	to implement to marketing strategy	3
Working with others and in teams	to gain support for the plan	2
Using mathematical ideas and techniques	to research market needs	2
Solving problems	to determine the optimum marketing mix	3
Using technology	to optimise business performance	2

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• award and enterprise agreements and relevant industrial instruments • National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination • relevant industry codes of practice

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Marketing strategies may include:	• product design and packaging • pricing, presentation and display of products/services • promotion and advertising • product range and mix • distribution • achieving lower costs of production and distribution than competitors • pursuing cost leadership and/or product differentiation within a specialist market segment • creating a very different product line or service so that the business becomes a class leader in the industry
Relevant people may include:	• owner/operator, partners • financial backers, clients • accountant or other specialist services • family members, work team members, sub-contractors • franchise agency • trade or industry associations • regulatory bodies
Marketing mix may include:	• technical features, design • quality, range • safety features • pricing • promotion, distribution • level of service
Distribution channels may include:	• self-access, wholesale, retail • distributor, delivery service, mail order, telesales • dealer, re-seller, franchisee
Level of customer service may include:	• sales assistance for problems/queries only • one-on-one personal service • after sales service
Promotional activities may include:	• advertising in national suburban or local newspapers • web site • word of mouth, referral, testimonials • professional/industry journals • advertising on radio or television • mail drops • display posters • canvassing and telephone canvassing • exhibitions, in-store promotions • sponsorship • the development of networks and strategic alliances • staff development programs to enhance customer service orientation

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Performance gaps may include:	• under or over achievement of performance targets
Customer reaction may be determined through:	• survey/other feedback mechanisms • informal discussion • customer meetings, focus groups • sales to contact ratio • trend analysis • identification of new business opportunities

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence	• Ability to develop a marketing strategy and choice of marketing mix to complement the business plan • Ability to implement and monitor the marketing strategy/plan to optimise the chances of business success
Underpinning Knowledge	• National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination • relevant marketing concepts and methods • relevant market analysis and research • methods of developing marketing objectives and marketing mix • methods of analysing costs and benefits of marketing strategies • methods of monitoring customer satisfaction • industry market trends At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.
Underpinning Skills	• literacy and numeracy skills to research information and to interpret market data • communication including questioning, clarifying, reporting • numeracy skills for data analysis • ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

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Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment Add in additional industry requirements if appropriate
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels earlier in this unit

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BSBSBM404A Undertake business planning

Unit Descriptor

This unit covers the research and development of an integrated business plan for achieving business goals and objectives. It is suitable for setting up or existing micro and small businesses or a department in a larger organisation.

This unit is related to BSBSBM301 Research business opportunities. Consider co-assessment with BSBSBM401 Establish business and legal requirements, BSBSBM402 Undertake financial planning and BSBSBM403 Promote the business.

Competency Field Business Management Services

ELEMENT	PERFORMANCE CRITERIA
1. Identify elements of a business plan	1.1 Components of a business plan relevant to a *business opportunity* identified and reviewed 1.2 Purpose of the *business plan* is identified 1.3 *Business goals and objectives* are identified and documented, as a basis for measuring business performance
2. Develop a business plan	2.1 The *business plan* demonstrates research into customer needs, resources and legal requirements especially occupational health and safety, in accordance with business goals and objectives 2.2 The *financial plan* identifies sources and costs of finance to provide required liquidity and profitability for the business 2.3 *Marketing/ promotion strategies* identify methods to promote the market exposure of the business 2.4 *Production/operations plan* identifies methods/means of production/operation to conform with business goals and objectives 2.5 *Staffing* requirements, are identified as required to effectively produce/deliver products/services 2.6 *Specialist services* and sources of advice are identified where required, and costed in accordance with resources available
3. Develop strategies for minimising risks	3.1 Specific interests and objectives of *relevant people* are identified and their support of the planned business direction is sought and confirmed 3.2 *Risk management strategies* are identified and developed according to business goals and objectives and relevant legal requirements 3.3 *Contingency plan* is developed to address possible areas of non conformance to plan

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KEY COMPETENCIES

NB:These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to gain support for the business plan	2
Collecting analysing and organising information	to develop a business plan	3
Planning and organising activities	to support the business operation	3
Working with others and in teams	to plan staffing and supply of goods and services	2
Using mathematical ideas and techniques	to aid financial planning	3
Solving problems	to support business planning	3
Using technology	to aid business planning	1

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- relevant industry codes of practice

Occupational Health and Safety issues must include:

- management of the organisation and operation of OHS as part of the business plan
- procedures for managing hazards in the workplace (identify, assess & control)
- identification of specific hazard issues such as occupational violence, security, manual handling, equipment and hazardous substances.
- Provisions for ensuring safety of members of the public and contractors visiting the premises/worksite.

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Business plan may include:	• proposed size and scale of the business • market focus of the business • marketing requirements • sources of funding • need to raise finance and requirements of lenders • level of risk involved, risk assessment and management • stages in the business development • business opportunities • resources required and available • details of ownership/management • staffing • organisation/operational arrangements • specialist services and sources of advice which may be required • finance, expenditure statement, balance sheet and cash flow forecast, projections for the initial years of operation assumptions underlying the business plan, expected level of inflation and taxation, expected trend of interest rate, capital expenditure and its timing, stock turnover, debtors collection period, creditor payment period, return on investment • recognition of any seasonal or cyclical (time-based) elements which are crucial to the success of the enterprise
Business opportunities may be influenced by:	• expected financial viability, • skills of operator • amount and types of finance available
Business goals and objectives may include:	• goals, objectives, plans, systems and processes • short, medium or long term goals • financial projections • customer needs/marketing projections • proposed size and scale of the business • market focus of the business • lifestyle issues

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Financial plan may include:	• the current financial state of the enterprise (or owner/operator) • financial performance to date (if applicable) • likely return on investment • a review of financial inputs required (sources and forms of finance) • projections of likely financial results (budgeting) • projected profit targets, pricing strategies, margins • profit, turnover, capital and equity targets • risks and measures to manage or minimise risks • working, fixed, debt and equity capital • non-recurrent assets calculations • projections may vary depending on the importance of such information and the stage in the life of the business • monthly, quarterly or annual returns • analysis of sales by product/service, identifying where they were sold and to whom • estimates of profit and loss projections for each forward period • cash flow estimates for each forward period • resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment)
Financial resources may include:	• personal, financial institutions, trade/industry sources • government sources eg. Federal and State governments which provide various forms of technical and financial assistance including direct cash grants, subsidies, tax concessions and professional and technical advice
Financial backers may include:	• owner, family and friends • providers of venture capital • banks or finance companies • leasing and hire purchase financiers
Production/operations plan may include:	• options for production, delivery, technical and customer service and support • means of supply and distribution • operational targets and action plan may include short, medium or long term goals • customer requirements, market expectations, budgetary constraints • industrial relations climate and quality assurance considerations
Staffing requirements may include:	• owner/operator • full-time, part-time staff, permanent, temporary or casual staff • sub-contractors or external advisers/consultants

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Specialist services may include:	• accountants • lawyers and providers of legal advice • government agencies • industry/trade associations • online gateways • business brokers/business consultants
Relevant people may include:	• owner/operator, partners, financial backers • family members • clients • suppliers • franchise agency • trade or industry associations • regulatory bodies
Risk management strategies may include:	• security systems to provide physical security of premises, plant, equipment, goods and services • security of intellectual property • knowledge management • breach of contract, product liability • measures to manage risk including securing appropriate insurance to cover loss of earnings through sickness/accidents, drought, flood, fire, theft, professional indemnity
And must include:	• Occupational Health and Safety requirements
Contingency plan may include:	• disturbances to cash flow, supply and/or distribution • sickness or personal considerations

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence	• The development of a business plan which provides for finance, marketing and provision of products/ services to facilitate the business goals and objectives • Ability to identify and plan for Occupational Health and Safety, Duty of Care responsibilities (knowledge of relative legislation)

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Underpinning Knowledge

- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- OHS responsibilities and procedures for identifying hazards relevant to business
- reasons for and benefits of business planning
- planning processes
- preparation of a business plan
- setting goals and objectives
- methods of evaluation
- types of business planning:- feasibility studies, strategic, operational, financial planning
- relevant industry codes of practice
- principles of risk management relevant to business planning

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

Underpinning Skills

- Literacy skills to enable interpretation of business information,
- Communication skills relevant to business performance
- Numeracy skills for data analysis
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

These may include:

- Computer equipment
- Business references such as relevant legislation and regulation relating to the business operation especially OHS requirements

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

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Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels earlier in this unit

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BSBSBM405A Monitor and manage business operations

Unit Descriptor

This unit is concerned with the operation of the business and with implementing the business plan. The strategies involve monitoring, managing and reviewing operational procedures. It is suitable for existing micro and small businesses or a department in a larger organisation.

Competency Field Business Management Services

ELEMENT	PERFORMANCE CRITERIA
1. Develop operational strategies	1.1 Action plan is developed to provide a clear and coherent direction in accordance with the *business goals and objectives* 1.2 Occupational Health and Safety and environmental issues are identified and strategies implemented to minimise risk factors 1.3 Strategies for using existing, new or emerging technologies are developed and implemented where practicable to optimise business performance 1.4 Performance measures, operational targets and quality assurance issues are developed to conform with the business plan 1.5 Structured approach to innovation, including the utilisation of existing, new or emerging technologies, is developed to respond to changing customer requirements
2. Implement operational strategies	2.1 Systems and key performance indicators/targets are implemented to monitor business performance and customer satisfaction 2.2 Systems to control stock, expenditure/cost, wastage/shrinkage and risks to health & safety are implemented in accordance with the business plan 2.3 Staffing requirements, where applicable, are maintained within budget to maximise productivity 2.4 The provision of goods/services is carried out in accordance with established *technical,* legal and ethical *standards* 2.5 The provision of goods/services meets time, cost and quality specifications in accordance with customer requirements 2.6 Quality procedures are applied to address product/service and customer requirements

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3. Monitor business performance	3.1 The achievement of operational targets is regularly monitored/reviewed to ensure optimum business performance in accordance with the goals and objectives of the business plan 3.2 Systems and structures are reviewed, with a view to more effectively supporting business performance 3.3 Operating problems are investigated and analysed to establish causes, and changes implemented as required 3.4 Operational policies and procedures are changed to incorporate corrective action taken
4. Maintain networks	4.1 Relevant personal and professional networks identified and maintained to support business operation 4.2 Strategies developed for use of networks to assist in promoting the business and for monitoring changing business requirements
5. Review business operations	5.1 Business plan is reviewed and adjusted as required to maintain business viability in accordance with business goals and objectives 5.2 Proposed changes are clearly recorded to aid future planning and evaluation 5.3 Ongoing research into new business opportunities is undertaken and business goals and objectives adjusted as new business opportunities arise

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to deal with customers, suppliers and staff	3
Collecting analysing and organising information	to assist in business operation	3
Planning and organising activities	to support and enhance the business operation	3
Working with others and in teams	to build the business	3
Using mathematical ideas and techniques	to support the business operation	2
Solving problems	to reduce risk and enhance business opportunities	3
Using technology	to optimise business performance	1

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• award and enterprise agreements and relevant industrial instruments • national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination • relevant industry codes of practice
Operational strategies/ procedures may be determined by:	• business premises (eg size, location, layout) • purchase (sole or shared ownership) or leasing. • premises, plant and equipment may be new or previously owned. • requirements may be one-off requirements or recurrent requirements (such as equipment maintenance) specific to the nature of the business • use of existing, new and emerging technologies including e-commerce • plant and equipment , including OHS requirements • physical and natural resources • methods/techniques/technology • management and administrative systems and procedures • technology • raw materials
Occupational Health and Safety and environmental issues must include:	• establishment and maintenance of procedures for identifying risks to health and safety • establishment and maintenance of procedures for assessing and controlling risks • controls may include instructions to workplace personnel concerning: site hazards and controls, material safety data sheets, use of personal protective equipment, vehicle access, signs and barricades, traffic control, outside contractors • waste and by-products
Business goals and objectives may include:	• goals, objectives, plans, systems and processes • short, medium or long term goals • financial projections • customer needs/marketing projections • proposed size and scale of the business, market focus of the business • lifestyle issues

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Business outputs may include:	• products • services
Operational targets may include:	• internal targets which may relate to size, quality, quantity and diversity, wages to sales, sales to area/stock levels/stock turnover/average debtor payment periods and levels • external targets which may relate to market share and positioning and may involve exploring new markets, building national or international trade links • targets which may be short, medium or long term • staffing level and skills mix
Technical standards may include:	• any current and generally agreed descriptions of what the product/service is, how it should be produced/delivered and the quality, safety, efficiency or other measures to determine the activity is done effectively
Networks may include:	• personal contacts • professional associations • business/ industry association contacts • formal/ informal/ individual/ group/ organisational contacts
And may assist in the provisions of information on:	• business trends • changes in business environment • client requirements • technical support • financial advice

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence	• ability to develop strategies to successfully manage the operation of the business by interpreting information and • making appropriate adjustments to the business operations as required

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Underpinning Knowledge

- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- OHS responsibilities and procedures for managing hazards
- technical or specialist skills relevant to the business operation
- relevant industry codes of practice
- identification of relevant performance measures
- quality assurance principles and methods
- role of innovation
- principles of risk management relevant to the business, including risk assessment
- relevant marketing, sales and financial concepts
- methods for implementing operation and revenue control systems
- systems to manage staff, control stock, expenditure, services and customer service
- methods for monitoring performance and implementing improvements
- methods for developing and maintaining networks

At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

Underpinning Skills

- literacy skills to interpret legal requirements, company policies and procedures
- communication skills including questioning, clarifying, reporting
- numeracy skills for performance information and financial control
- technical skills as relevant to the business
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.

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Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels earlier in this unit

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BSBSBM406A Manage finances

Unit Descriptor This unit involves the implementation, monitoring and review of strategies for the ongoing management of finance. It also includes day-to-day financial management of the business. It is suitable for existing micro and small businesses or a department in a larger organisation.

Competency Field Business Management Services

ELEMENT	PERFORMANCE CRITERIA
1. Maintain financial records	1.1 *Financial information* requirements are identified and *specialist services* obtained, as required, to profitably operate and extend the business in accordance with the business plan 1.2 Financial information records are identified to meet the needs of the business in accordance with legal requirements 1.3 *Relevant accounting* procedures maintained according to legal requirements and/or specialist services sought as required 1.4 Administration and financial record keeping procedures are developed and documented in accordance with legal requirements
2. Implement financial plan	2.1 Financial budgets/projections, including cash flow estimates, are produced as required for each forward period, and distributed to *relevant people* in accordance with legal requirements 2.2 Business capital is negotiated/ secured/ managed to best enable implementation of the business plan and meet the requirements of *financing bodies* 2.3 Taxation records are maintained and reporting requirements complied with 2.4 Strategies to enable adequate financial provision for taxation developed and maintained in accordance with legal requirements 2.5 Client *credit policies* including contingencies for debtors in default are developed, monitored and maintained to maximise cash flow 2.6 Key performance indicators are selected to enable ongoing monitoring of financial performance 2.7 Financial procedures are recorded and communicated to relevant people to facilitate implementation of the business plan

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3. Monitor financial performance	3.1 Financial performance targets are regularly monitored and reported and data is gathered to establish the extent to which the financial plan has been met 3.2 Marketing and operational strategies are monitored for their effects on the financial plan 3.3 Financial ratios are calculated and evaluated according to own/industry benchmarks 3.4 Financial plan is assessed to determine whether variations or alternative plans are indicated and changed as required 3.5 Appropriate action is taken to ensure the achievement of profit and return to enable business operation in accordance with the business plan and legal requirements

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to obtain and convey financial information	2
Collecting analysing and organising information	to acquire and manage finances	3
Planning and organising activities	to comply with legal requirements and manage finances	2
Working with others and in teams	to obtain financial information	2
Using mathematical ideas and techniques	to plan and maintain finances	2
Solving problems	to maximise business financial viability	3
Using technology	to optimise business performance	3

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• award and enterprise agreements and relevant industrial instruments • national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination • relevant industry codes of practice

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Financial information may include:	• financial budgets
	• business capital
	• cash flow forecasts
	• statements/forecasts
	• bookkeeping/accounting/stock/job costing records
	• asset registers
	• profit and loss statements
	• balance sheets
	• payroll records, superannuation entitlements
	• accrual of staff leave/entitlements
	• taxation returns including GST
	• business activity statements
	• ratios for profitability, liquidity/efficiency/financial structure
	• risk management
	• financial indicators may be short, medium and/or long term
	• asset management strategies which may include:
	  • owning, leasing, sharing, syndicating
	  • maintaining and deploying assets

Relevant accounting procedures may include:	• accrual/cash • single entry/double entry • manual/computerised
Specialist services may include:	• accountants • lawyers and providers of legal advice • government agencies • industry/trade associations • online gateways • business brokers/business consultants
Relevant people may include:	• owner/operator • partners • financial backers • family members • franchise agency • trade or industry associations • regulatory bodies
Legal requirements may include:	• contractual arrangements (eg partnership agreements, trust deeds) • corporations law • industrial law (for payroll records) • taxation law
Financial bodies may include:	• financiers/banks/lending institutions • shareholders/partners/owners

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Credit policies may include:	• debt collection • trading terms • credit limits • payment options • credit references
Financial ratios may include:	• Gross profit percentage • Net profit percentage • Expense percentages • Stockturn rates • Staff productivity measures • Return on investment/Return on total assets • Current ratio • Liquid ratio • Days stock on hand • Days debtors outstanding • Proprietary/debt ratio

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence	• Ability to develop, implement and review strategies for the ongoing management of finance and • To maintain day-to-day financial management of the business as well as implementation of broad financial strategies.

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Underpinning Knowledge

- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- Financial decision making relevant to the business
- Basic knowledge of specific tax requirements relevant to the individual industry
- Legal obligations for record keeping
- Processing financial transactions
- Basic accounting principles (single entry/double entry)
- Purpose of financial reports
- Financial ratios
- Interpretation of comparative profit and loss statements
- Interpretation of comparative balance sheets
- Preparation and interpretation of budget/actual reports
- Stock records/stock control relevant to the business
- Benchmarking
- Methods and relative costs of obtaining finance

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

Underpinning Skills

- Literacy skills to interpret legal requirements, company policies and procedures
- Communication including reporting
- Numeracy skills to undertake financial calculations
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

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Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels earlier in this unit

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BSBSBM407A Manage a small team

Unit Descriptor

This unit covers planning and managing staff. It involves industrial relations, staff selection, staff records, induction, training and team development to enhance business operations. It is suitable for existing micro and small businesses or a department in a larger organisation.

Competency Field Business Management Services

ELEMENT	PERFORMANCE CRITERIA
1. Develop staffing plan	1.1 *Staffing requirements* to allow the business to run effectively are determined in accordance with business requirements as outlined in the business plan 1.2 Existing skills/competencies of self and staff are identified and compared with business requirements to identify any gaps 1.3 *Policies* and procedures are developed to address recruitment, performance measures, induction, training and professional development needs of owner/s and staff in accordance with the business plan
2. Recruit, induct and train the team	2.1 Job description and competencies required, clearly identified in accordance with business requirements, and employment vacancies advertised 2.2 Information obtained from each candidate judged against specified selection criteria and selection decided in accordance with business and legal requirements 2.3 New staff members inducted 2.4 Team members made aware of their responsibilities and performance requirements as soon as practicable and opportunities taken to coach team members who are unfamiliar with business procedures 2.5 Systematic approach to training is taken, including demonstration and explanation, as appropriate to the skill or job being taught
3. Address industrial relations issues	3.1 Workplace rights and obligations of employers and employees are clarified in accordance with legal requirements 3.2 Staff counselled if required, in a positive and constructive manner, and outcomes recorded accurately
4. Maintain staff records	4.1 *Staff records system* developed to provide timely and accurate information in accordance with confidentiality and legal requirements 4.2 System for recording and retrieving personnel and payroll information monitored, accurately maintained and specialist advice sought where required

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5. Manage staffing issues	5.1 Contribution and skills of self and other team members are regularly reviewed to ensure performance is in line with agreed performance measures 5.2 Staffing requirements are noted, monitored and adjusted especially in regard to the balance between operational and support personnel according to changing business requirements 5.3 Allocation of staff to particular tasks/functions is continually monitored and reviewed in the light of business requirements and corrective action taken promptly as required 5.4 Opportunities for staff to discuss work related issues regularly provided 5.5 *Contingency plan* developed to cope with unexpected or extreme situations and appropriate corrective action taken as required
6. Review team performance	6.1 Positive and constructive relationships developed with and between *team members* 6.2 Team objectives in support of business goals are reviewed and updated on a regular basis in consultation with team members 6.3 Strengths and weaknesses of team identified against current and expected work requirements 6.4 Time is scheduled on regular basis, for team members to review work operations to maintain and improve operational efficiency 6.5 Team members are encouraged to monitor their own performance, suggest improvements and to identify professional development needs in accordance with personal and business requirements

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to aid team development	3
Collecting analysing and organising information	to plan for and manage a small team	2
Planning and organising activities	to manage staffing issues	2
Working with others and in teams	to develop and train a team	3
Using mathematical ideas and techniques	to plan, record and report on staffing issues	2
Solving problems	to reduce conflict and maximise productivity	3
Using technology	to optimise business performance	2

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• award and enterprise agreements and relevant industrial instruments • national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination • relevant industry codes of practice
Staffing requirements may include:	• self only, family and/or friends • number of staff • time commitment, performance expectations • responsibilities, competencies required • full-time, part-time, permanent, temporary or casual • sub-contractors or external advisors/consultants
Staff policies must include:	• recruitment and selection • training, induction • occupational health and safety • employment conditions, equal opportunity, anti-discrimination, cultural diversity
Industrial relations matters may include:	• awards and/or industrial agreements and relevant industrial instruments • counselling, dismissal procedures
Staff Records system must include:	• job/position descriptions • employee records (including tax file number, remuneration, leave and training records etc) • disciplinary and grievance procedures • records of taxation and superannuation payments made • occupational health and safety record
Performance measures may include:	• performance of key people • overall productivity of the staff • staff morale, work ethic, work satisfaction • ratio of direct workers to those who support, supervise or manage them • ratio of sales dollars per employee • percentage of chargeable hours/days per week

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Contingency plan may include:	• occupational health and safety • environmental issues • unpredicted staff shortages • unpredicted customer demand/busy periods • fluctuating workloads • accidents or emergencies
Team members may include:	• owner/s, partners, family members, staff • people with varying competencies and training • people with varying culture and language

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence	• ability to manage a small team including staff selection, staff records, induction, training and • develop and maintain team performance to enhance business operations
Underpinning Knowledge	• National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination • OHS responsibilities and procedures for managing hazards • Relevant industry awards/enterprise agreements • Equal opportunity, anti-discrimination legislation • Staff counselling, grievance and disciplinary procedures • Unfair dismissal legislation and procedures At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.
Underpinning Skills	• Literacy skills to interpret legal requirements and compile reports • Conflict resolution • Communication skills including ability to relate to staff • Team building and motivation skills • Training/coaching skills • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource Implications	The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

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Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment Add in additional industry requirements if appropriate
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels earlier in this unit

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BSZ401A Plan assessment

Unit Descriptor

This unit covers the requirements for planning an assessment in a specific context. The unit details the requirements for determining evidence requirements, selecting appropriate assessment methods and developing an assessment tool in a specific context.

Unit Sector No sector assigned

ELEMENT	PERFORMANCE CRITERIA
1. Establish evidence required for a specific context	1.1 The evidence required to infer competency from the industry/enterprise competency standards, or other standards of performance, is established for a specified context 1.2 Relevant unit(s) of competency is read and interpreted accurately to identify the evidence required 1.3 Specified evidence requirements: 1.3.1 assure valid and reliable inferences of competency, authenticate the performance of the person being assessed and confirm that competency is current 1.4 Sufficient evidence is specified to show consistent achievement of the specified standards 1.5 The cost of gathering the required evidence is established
2. Establish suitable assessment method(s)	2.1 Assessment methods are selected which are appropriate for gathering the type and amount of evidence required 2.2 Opportunities to consolidate evidence gathering activities are identified 2.3 Allowable adjustments in the assessment method are proposed to cater for the characteristics of the person(s) being assessed
3. Develop assessment tools appropriate to a specific assessment context	3.1 An assessment tool is developed to gather valid, reliable and sufficient evidence for a specific assessment context 3.2 The assessment tool is designed to mirror the language used to demonstrate the competency in a specific context 3.3 Clear instructions (spoken or written) are prepared including any adjustments which may be made to address the characteristics of the person(s) being assessed 3.4 The assessment tool is checked to ensure flexible, fair, safe and cost-effective assessment to occur

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4. Trial assessment procedure	4.1 Assessment methods and tools are trialed with an appropriate sample of people to be assessed 4.2 Evaluation of the methods and tools used in the trial provides evidence of clarity, reliability, validity, fairness, cost effectiveness and ease of administration 4.3 Appropriate adjustments are made to improve the assessment method and tools in light of the trial 4.4 Assessment procedures, including evidence requirements, assessment methods and tools, are ratified with appropriate personnel in the industry/enterprise and/or training organisation where applicable

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	3
Collecting analysing and organising information	3
Planning and organising activities	3
Working with others and in teams	3
Using mathematical ideas and techniques	3
Solving problems	2
Using technology	2

RANGE STATEMENT

Assessment system may be developed by:	• the industry through the endorsed component of Training Packages Assessment Guidelines • the enterprise • a Registered Training Organisation • a combination of the above.

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The assessment system should specify the following:	• the purpose of assessment • competencies required of assessors • record keeping procedures and policies • any allowable adjustments to the assessment method which may be made • the appeal/review mechanisms and procedures • the review and evaluation of the assessment process • the linkages between assessment and training qualifications/awards • employee classification • remuneration • progression • relevant policies • quality assurance mechanisms • apportionment of costs/fees (if applicable) • marketing/promotion of assessment • verification arrangements • auspicing arrangements, if applicable • partnership arrangements, if applicable.

Specific assessment context may be determined by:	• purpose of the assessment such as
	  • to gain a particular qualification or a licence
	  • to determine employee classification
	  • to recognise prior learning/current competencies
	  • to identify training needs or progress.
	• location of the assessment such as:
	  • on the job or off the job
	  • combination of both.
	• Assessment Guidelines of Training Package or other assessment requirements

Characteristics of persons being assessed may include:	• language, literacy and numeracy needs • cultural, language and educational background • gender • physical ability • level of confidence, nervousness or anxiety • age • experience in training and assessment • previous experience with the topic.
Appropriate Personnel many include:	• Assessors • person(s) being assessed • employee/union representatives • consultative committees • users of assessment information such as training providers, employers, human resource departments • State/Territory Training/Recognition Authorities • training and assessment coordinators • relevant managers/supervisors team leaders • technical specialists.

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Appropriate procedure:

- The assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:
  - the industry
  - the enterprise
  - the training organisation
  - a combination of the above.
- The assessment procedure should specify the following:
  - recording procedure
  - appeal/review mechanism
  - assessment methods to be used
  - instructions/materials to be provided to the person(s) being assessed
  - criteria for making decisions of competent, or not yet competent
  - number of assessors
  - assessment tools
  - evidence required
  - location of assessment
  - timing of assessment
  - assessment group size
  - allowable adjustments to the assessment procedure depending on the characteristics of the person being assessed.

Assessment methods may include:

- direct observation of performance, products, practical tasks, projects and simulation exercises
- review of log books/or and portfolios of evidence
- consideration of third party reports and authenticated prior achievements
- written, oral or computer managed questioning
- These methods may be used in combination in order to provide sufficient evidence to make a judgement.

Assessment tools may include:

- specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises
- specific instructions to be given in relation to the production of projects and exercises
- sets of verbal/written/computer based questions to be asked
- performance checklists
- log books
- descriptions of competent performance.

A number of these tools may be used in combination in order to provide enough evidence to make judgments.

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Assessment environment and resources to be considered include:	• time • location • personnel • finances/costs • equipment • materials • OHS requirements • enterprise/industry standard operating procedures.
Allowable adjustments may include:	• provision of personal support services (eg Auslan interpreter, reader, interpreter, attendant carer, scribe) • use of adaptive technology or special equipment (eg word processor or lifting gear) • design of shorter assessment sessions to allow for fatigue or medication • use of large print version of any papers.

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EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- Documentation in relation to:
  - specific assessment context, including the purpose of assessment
  - features of the assessment system
  - characteristics of the person being assessed
  - evidence of competency required
  - plan of opportunities for gathering the evidence required
  - assessment methods selected including any allowable adjustments to meet characteristics of person(s) being assessed
- An assessment tool(s) for the specific assessment context which ensures valid, reliable, flexible and fair assessment including any allowable adjustments.
- An assessment procedure for the specific context.

Assessment requires evidence of the following processes to be provided:

- How the context of assessment was specified
- How the characteristics of the person(s) being assessed were identified
- Why a particular assessment method was selected
- How the assessment was planned to ensure that language, literacy and numeracy issues were taken into consideration
- How evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard
- How the assessment tool was developed for the specified context
- How the assessment tool was validated and ratified by appropriate personnel.

Interdependent assessment of units

This unit of competency may be assessed in conjunction with other units that form part of a job role.

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Required knowledge and skills

- Knowledge of standards of performance including industry or enterprise competency standards and assessment guidelines
- Knowledge of legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements relevant to the specified context
- Understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
- Knowledge of the Assessment Guidelines of the Training Package Assessment and Workplace Training
- Skills in the application of various assessment methods, relevant to workplace context
- Planning of own work including predicting consequences and identifying improvements
- Language, literacy and numeracy skills required to:
  - read and interpret relevant information to plan assessment
  - give clear and precise information / instructions in spoken or written form
  - adjust spoken and written language to suit target audience
  - write assessment tools using language which mirrors the language used to demonstrate the competency in the specific context
  - prepare required documentation using clear and comprehensible language and layout
  - calculate and estimate costs
- Communication skills appropriate to the culture of the workplace and the individual(s).

Resource implications

- Access to relevant competencies, sources of information on assessment methods, assessment tools and assessment procedures
- Access to person(s) wishing to be assessed, any relevant workplace equipment, information and appropriate personnel.

Consistency in performance

- Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions, involving a combination of direct, indirect and supplementary forms of evidence.

Context for assessment

- Assessment should occur on the job or in a simulated workplace. The candidate assessor should use competencies relevant to their area of technical expertise.

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BSZ402A Conduct assessment

Unit Descriptor

This unit covers the requirements for conducting an assessment in accordance with an assessment procedure in a specific context.

Unit Sector No sector assigned

ELEMENT	PERFORMANCE CRITERIA
1. Identify and explain the context of assessment	1.1 The context and purpose of assessment are discussed and confirmed with the person(s) being assessed 1.2 The relevant performance standards to be used in the assessment (eg. current endorsed competency standards for the specific industry) are clearly explained to the person being assessed 1.3 The assessment procedure is clarified and expectations of assessor and candidate are agreed 1.4 Any legal and ethical responsibilities associated with the assessment are explained to the person(s) being assessed 1.5 The needs of the person being assessed are determined to establish any allowable adjustments in the assessment procedure 1.6 Information is conveyed using language and interactive strategies and techniques to communicate effectively with the person(s) being assessed
2. Plan evidence gathering opportunities	2.1 Opportunities to gather evidence of competency, which occurs as part of workplace or training activities, are identified covering the dimensions of competency 2.2 The need to gather additional evidence which may not occur as part of the workplace or training activities are identified 2.3 Evidence gathering activities are planned to provide sufficient, reliable, valid and fair evidence of competency in accordance with the assessment procedure
3. Organise assessment	3.1 The resources specified in the assessment procedure are obtained and arranged within a safe and accessible assessment environment 3.2 Appropriate personnel are informed of the assessment 3.3 Spoken interactions and any written documents employ language and strategies and techniques to ensure the assessment arrangements are understood by all person(s) being assessed and appropriate personnel

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4. Gather evidence	4.1 Verbal and non-verbal language is adjusted and strategies are employed to promote a supportive assessment environment to gather evidence 4.2 The evidence specified in the assessment procedure is gathered, using the assessment methods and tools 4.3 Evidence is gathered in accordance with specified allowable adjustments where applicable 4.4 The evidence gathered is documented in accordance with the assessment procedure
5. Make the assessment decision	5.1 The evidence is evaluated in terms of: 5.1.1 validity 5.1.2 authenticity 5.1.3 sufficiency 5.1.4 currency 5.1.5 consistent achievement of the specified standard 5.2 The evidence is evaluated according to the dimensions of competency: 5.2.1 task skills 5.2.2 task management skills 5.2.3 contingency management skills 5.2.4 job/role environment skill 5.2.5 transfer and application of knowledge and skills to new contexts 5.3 Guidance is sought, when in doubt, from a more experienced assessor(s) 5.4 The assessment decision is made in accordance with the criteria specified in the assessment procedure
6. Record assessment results	6.1 Assessment results are recorded accurately in accordance with the specified record keeping requirements 6.2 Confidentiality of assessment outcome is maintained and access to the assessment records is provided only to authorised personnel.
7. Provide feedback to persons being assessed	7.1 Clear and constructive feedback in relation to performance is given to the person(s) being assessed using language and strategies to suit the person(s) including guidance on further goals/training opportunities is provided to the person(s) being assessed 7.2 Opportunities for overcoming any gaps in competency, as revealed by the assessment, are explored with the person(s) being assessed 7.3 The person(s) being assessed is advised of available reassessment opportunities and/or review appeal mechanisms where the assessment decision is challenged

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8. Report on the conduct of the assessment	8.1 Positive and negative features experienced in conducting the assessment are reported to those responsible for the assessment procedure 8.2 Any assessment decision disputed by the person(s) being assessed is recorded and reported promptly to those responsible for the assessment procedure 8.3 Suggestions for improving any aspect of the assessment process are made to appropriate personnel

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Planning and organising activities	2
Working with others and in teams	2
Using mathematical ideas and techniques	2
Solving problems	2
Using technology	3

RANGE STATEMENT

Assessment system may be developed by:	• the industry • the enterprise • a Registered Training Organisation • a combination of the above.
The assessment system should specify the following:	• the purpose of assessment • competencies required of assessors • record keeping procedures and policies • any allowable adjustments to the assessment method which may be made • the appeal/review mechanisms and procedures • the review and evaluation of the assessment process • the linkages between assessment and training qualifications/awards, employee classification, remuneration, progression • relevant policies • quality assurance mechanisms • apportionment of costs/fees (if applicable) • marketing/promotion of assessment • verification arrangements • auspicing arrangements, if applicable • partnership arrangements, if applicable.

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Specific assessment context may be determined by:	• purpose of the assessment, such as
	  • to gain a particular qualification or a licence
	  • to determine employee classification
	  • to identify training needs or progress
	  • to recognise prior learning/current competencies.
	• location of the assessment, such as
	  • on the job or off the job
	  • combination of both.
	• Assessment Guidelines of the relevant Training Package or other assessment requirements
	• features of assessment system.

Characteristics of persons being assessed may include:	• language, literacy and numeracy needs • cultural, language and educational background • gender • physical ability • level of confidence, nervousness or anxiety • age • experience in training and assessment • previous experience with the topic.
Appropriate personnel may include:	• assessors • person(s) being assessed • employee/union representatives • consultative committees • users of assessment information such as training providers, employers, human resource departments • State/Territory Training/Recognition Authorities • training and assessment coordinators • relevant managers/supervisors/team leaders • technical specialists.

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Assessment procedure may include:

- The assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:
  - the industry
  - the enterprise
  - the training organisation
  - a combination of the above.
- The assessment procedure should specify the following:
  - recording procedure
  - appeal/review mechanism
  - assessment methods to be used
  - instructions/materials to be provided to the person(s) being assessed
  - criteria for making decisions of competent, or not yet competent
  - number of assessors
  - assessment tools
  - evidence required
  - location of assessment
  - timing of assessment
  - assessment group size
  - allowable adjustments to the assessment procedure depending on the characteristics of the person(s) being assessed.

Assessment methods may include:

- work samples and /or simulations
- direct observation of performance, products, practical tasks, projects and simulation exercises
- review of log books and portfolios
- questioning
- consideration of third party reports and authenticated prior achievements
- written, oral or computer managed questioning

These methods may be used in combination in order to provide sufficient evidence to make a judgement.

Assessment tools may include:

- specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises
- specific instructions to be given in relation to projects and exercises
- sets of oral/written/computer based questions to be asked
- performance checklists
- log books
- marking guides
- descriptions of competent performance.

A number of these tools may be used in combination in order to provide enough evidence to make judgments.

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Allowable adjustments may include:	• provision of personal support services (eg Auslan interpreter, reader, interpreter, attendant carer, scribe) • use of adaptive technology or special equipment (eg work processor or lifting gear) • design of shorter assessment sessions to allow for fatigue or medication • use of large print version of any papers.
Assessment environment and resources to be considered may include:	• time • location • personnel • finances/costs • equipment • materials • OHS requirements • enterprise/industry standard operating procedures.
Recording procedures may include:	• forms designed for the specific assessment result (paper or electronic) • checklists for recording observations/process used (paper or electronic) • combination of the above.
Assessment reporting:	• Final assessments will record the unit(s) of competency in terms of code, title and endorsement date • Summative assessment reports, where issued, will indicate units of competency where additional learning is required NB: Statutory and legislative requirements for maintaining records may vary in States/Territories.

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EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- Description of the assessment context, including the purpose of assessment,
- The relevant competency or other performance standard and assessment procedure used
- Description of how evidence gathered is valid, authentic, sufficient, fair and reliable to ensure competency
- Conduct of assessment in accordance with competency requirements
- Recording of the assessment results in accordance with the specified assessment procedure and record keeping requirements
- Report on the conduct of the assessment, including positive and negative features and suggestions for improving any aspect of the assessment process.

Assessment requires evidence of the following processes to be provided:

- How agreement was sought with the person(s) being assessed on the conduct of the assessment
- How opportunities to gather evidence were identified as part of workplace or training activities
- How evidence was gathered in accordance with the assessment procedure
- How evidence gathering activity covered the dimensions of competency
- How resources were arranged according to the assessment procedure
- How appropriate personnel were consulted
- How evidence was gathered in accordance with allowable adjustments to the assessment method where applicable
- How evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard
- How the assessment was conducted to ensure that :
  - all arrangements and activities were understood by all parties
  - the person was put at ease and the supportive assessment environment was created
  - language, literacy and numeracy issues were taken into consideration
- How constructive feedback was provided to the person(s) being assessed including instances of not yet competent
- How guidance was provided to person(s) being assessed on how to overcome gaps in competency revealed.

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Interdependent assessment of units

This unit of competency may be assessed in conjunction with other units that form part of a job role.

Required skills and knowledge

- Knowledge of workplace application of relevant standards of performance including industry or enterprise competency standards and assessment guidelines
- Knowledge of legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements relevant to the specified context
- Understanding of policies and procedures of the workplace and/or job role together with any related legislation or regulatory requirements
- Understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
- Assessment guidelines of the Training Package Assessment and Workplace Training
- Planning of own work including predicting consequences and identifying improvements
- Skills in the application of various assessment methods/tools, relevant to workplace context
- Language, literacy and numeracy skills required to:
  - give clear and precise instructions and information in spoken or written form
  - seek confirmation of understanding from the person(s) being assessed
  - adjust language to suit target audience
  - prepare required documentation using clear and comprehensible language and layout
  - ask probing questions and listen strategically to understand responses of the person being assessed
  - seek additional information for clarification purposes
  - use verbal and non-verbal language to promote a supportive assessment environment
  - use language of negotiation and conflict resolution to minimise conflict
- Communication skills appropriate to the culture of the workplace and the individual(s).

Resource implications:

- Access to relevant competencies, sources of information on assessment methods, assessment tools and assessment procedures
- Access to person(s) wishing to be assessed, relevant workplace equipment, information and appropriate personnel.

Consistency of performance:

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

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Assessment context:

Assessment should occur on the job or in a simulated workplace. The candidate assessor should use competencies relevant to their technical expertise.

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BSZ403A Review assessment

Unit Descriptor

This unit covers requirements to review assessment procedures in a specific context.

Unit Sector No sector assigned

ELEMENT	PERFORMANCE CRITERIA
1. Review the assessment procedure(s)	1.1 Appropriate personnel are given the opportunity to review the assessment outcomes and procedure using agreed evaluation criteria 1.2 The review process established by the enterprise, industry or registered training organisation is followed 1.3 The assessment procedure(s) is reviewed at a specified site in cooperation with person(s) being assessed, and any appropriate personnel in the industry/enterprise/training establishment and/or any agency identified under legislation 1.4 Review activities are documented, findings are substantiated and the review approach evaluated.
2. Check consistency of assessment decision	2.1 Appropriate personnel are given the opportunity to review the assessment outcomes and procedure using agreed evaluation criteria 2.2 The review process established by the enterprise, industry or registered training organisation is followed 2.3 The assessment procedure(s) is reviewed at a specified site in cooperation with person(s) being assessed, and any appropriate personnel in the industry/enterprise/training establishment and/or any agency identified under legislation 2.4 Review activities are documented, findings are substantiated and the review approach evaluated.
3. Report review findings	3.1 Recommendations are made to appropriate personnel for modifications to the assessment procedure(s) in light of the review outcomes 3.2 Records are evaluated to determine whether the needs of appropriate personnel have been met 3.3 Effective contributions are made to system-wide reviews of the assessment process and feedback procedures and are reviewed

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KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	3
Planning and organising activities	3
Working with others and in teams	3
Using mathematical ideas and techniques	3
Solving problems	3
Using technology	3

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.

Assessment system may be developed by:

- the industry
- the enterprise
- the Registered Training Organisation
- a combination of the above.
- The assessment system should specify the following:
  - the purpose of assessment
  - competencies required of assessors
  - record keeping procedures and policies
  - any allowable adjustments to the assessment method which may be made for the person being assessed who have special needs
  - the appeal/review mechanisms and procedures
  - the review and evaluation of the assessment process
  - the linkages between assessment and training qualifications/awards, employee classification, remuneration, progression
  - relevant policies
  - quality assurance mechanisms
  - apportionment of costs/fees (if applicable)
  - marketing/promotion of assessment
  - verification arrangements
  - auspicing arrangements, if applicable
  - partnership arrangements, if applicable.

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Specific assessment context may be determined by:

- the industry
- the enterprise
- the Registered Training Organisation
- a combination of the above.
- The assessment system should specify the following:
  - the purpose of assessment
  - competencies required of assessors
  - record keeping procedures and policies
  - any allowable adjustments to the assessment method which may be made for the person being assessed who have special needs
  - the appeal/review mechanisms and procedures
  - the review and evaluation of the assessment process
  - the linkages between assessment and training qualifications/awards, employee classification, remuneration, progression
  - relevant policies
  - quality assurance mechanisms
  - apportionment of costs/fees (if applicable)
  - marketing/promotion of assessment
  - verification arrangements
  - auspicing arrangements, if applicable
  - partnership arrangements, if applicable.

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Evaluation criteria in review process should include:

- number of persons being assessed
- duration of the assessment procedure
- organisational constraints within which assessors must operate
- occupational health and safety factors
- relationship of the assessor to other appropriate personnel in the assessment process
- frequency of assessment procedure
- budgetary restraints
- information needs of government and other regulatory bodies
- support needs and professional development needs of assessors
- characteristics of persons being assessed
- human resource management implications
- consistency of assessment decisions
- levels of flexibility in the assessment procedure
- fairness of the assessment procedure
- efficiency and effectiveness of the assessment procedure
- competencies achieved by the person(s) being assessed
- difficulties encountered during the planning and conduct of the assessment
- motivation of the person(s) being assessed
- location and resource suitability
- reliability, validity, fairness and flexibility of the assessment tool(s)
- relevance of assessment to specified context
- grievances/challenges to the assessment decision by the person(s) being assessed or their supervisor/manager/employer
- ease of administration
- access and equity considerations
- practicability.

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Characteristics of persons being assessed may include:	• number of persons being assessed • duration of the assessment procedure • organisational constraints within which assessors must operate • occupational health and safety factors • relationship of the assessor to other appropriate personnel in the assessment process • frequency of assessment procedure • budgetary restraints • information needs of government and other regulatory bodies • support needs and professional development needs of assessors • characteristics of persons being assessed • human resource management implications • consistency of assessment decisions • levels of flexibility in the assessment procedure • fairness of the assessment procedure • efficiency and effectiveness of the assessment procedure • competencies achieved by the person(s) being assessed • difficulties encountered during the planning and conduct of the assessment • motivation of the person(s) being assessed • location and resource suitability • reliability, validity, fairness and flexibility of the assessment tool(s) • relevance of assessment to specified context • grievances/challenges to the assessment decision by the person(s) being assessed or their supervisor/manager/employer • ease of administration • access and equity considerations • practicability.
Appropriate personnel may include:	• assessors • person(s) being assessed • employee/union representatives • consultative committees • users of assessment information such as training providers, employers, human resource departments • State/Territory Training/Recognition Authorities • training and assessment coordinators • relevant managers/supervisor/team leaders • technical specialists.

Assessment procedure:	• The assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:
	  • the industry
	  • the enterprise
	  • the training organisation
	  • a combination of the above.

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The assessment procedure should specify the following:

- recording procedure
- appeal/review mechanism
- assessment methods to be used
- instructions/materials to be provided to the person(s) being assessed
- criteria for making decisions of competent, or not yet competent
- number of assessors
- assessment tools
- evidence required
- location of assessment
- timing of assessment
- assessment group size
- allowable adjustments to the assessment procedure depending on characteristics of person(s) being assessed.

Assessment methods may include a combination of:

- recording procedure
- appeal/review mechanism
- assessment methods to be used
- instructions/materials to be provided to the person(s) being assessed
- criteria for making decisions of competent, or not yet competent
- number of assessors
- assessment tools
- evidence required
- location of assessment
- timing of assessment
- assessment group size
- allowable adjustments to the assessment procedure depending on characteristics of person(s) being assessed.

Assessment tools may include:

- specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises
- specific instructions to be given in relations to the production projects and exercises
- sets of oral/written/computer based questions to be asked
- performance checklists
- log books
- marking guides
- descriptions of competent performance

A number of these tools may be used in combination in order to provide enough evidence to make judgments.

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Allowable adjustments may include:	• specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises • specific instructions to be given in relations to the production projects and exercises • sets of oral/written/computer based questions to be asked • performance checklists • log books • marking guides • descriptions of competent performance A number of these tools may be used in combination in order to provide enough evidence to make judgments.
Assessment environment and resources to be considered	• time • location • personnel • finances/costs • equipment • materials • OHS requirements • enterprise/industry standard operating procedures.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- Documented process for the review of the assessment procedure(s)
- A report on the review of the operations and outcomes of the assessment procedure(s) including substantiation of findings and any recommendations for modifications.

Assessment requires evidence of the following processes to be provided:

- How the review process for evaluating the assessments in the enterprise, industry or organisation was implemented
- Why particular review/evaluation methodologies were chosen
- How cooperation and input from the person(s) assessed and appropriate personnel was sought as part of the review.

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Interdependent assessment of units:

Assessment requires evidence of the following products to be collected:

- Documented process for the review of the assessment procedure(s)
- A report on the review of the operations and outcomes of the assessment procedure(s) including substantiation of findings and any recommendations for modifications.

Assessment requires evidence of the following processes to be provided:

- How the review process for evaluating the assessments in the enterprise, industry or organisation was implemented
- Why particular review/evaluation methodologies were chosen
- How cooperation and input from the person(s) assessed and appropriate personnel was sought as part of the review.

Required knowledge and skills

- Knowledge of the review process established by the industry, enterprise or training organisation
- Knowledge of evaluation methodologies relevant to the assessment context
- Relevant standards of performance including industry or enterprise competency standards and assessment guidelines
- Knowledge of legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements
- Knowledge of relevant organisational policies and procedures of the workplace and/or job roll
- Understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
- Skills in the application of various assessment methods/tools in a relevant workplace context
- Planning own work including predicting consequences and identifying improvements
- Language, literacy and numeracy skills required to:
  - read and interpret review procedures
  - participate in discussions and listen strategically to evaluate information critically
  - gather, select and organise findings from a number of sources
  - document findings in summary form, graphs or tables
  - present findings in a short report to relevant personnel
  - make recommendations based on findings
  - determine cost effectiveness
- Communication skills appropriate to the culture of the workplace and the individual(s).

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Resource implications:

- Knowledge of the review process established by the industry, enterprise or training organisation
- Knowledge of evaluation methodologies relevant to the assessment context
- Relevant standards of performance including industry or enterprise competency standards and assessment guidelines
- Knowledge of legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements
- Knowledge of relevant organisational policies and procedures of the workplace and/or job roll
- Understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
- Skills in the application of various assessment methods/tools in a relevant workplace context
- Planning own work including predicting consequences and identifying improvements
- Language, literacy and numeracy skills required to:
  - read and interpret review procedures
  - participate in discussions and listen strategically to evaluate information critically
  - gather, select and organise findings from a number of sources
  - document findings in summary form, graphs or tables
  - present findings in a short report to relevant personnel
  - make recommendations based on findings
  - determine cost effectiveness
- Communication skills appropriate to the culture of the workplace and the individual(s).

Consistency in performance

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Context for assessment

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

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BSZ404A Train small groups

Unit Descriptor

This unit covers the requirements for planning, delivering and reviewing training provided for the purposes of developing competency on a one-to-one or small group basis.

Unit Sector No sector assigned

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for training	1.1 Specific needs for training are identified and confirmed through consultation with appropriate personnel 1.2 Training objectives are matched to identified competency development needs 1.3 Training approaches are planned and documented
2. Deliver training	2.1 Training is conducted in a safe and accessible environment 2.2 Training delivery methods are selected appropriate to training participant(s) needs, trainer availability, location and resources 2.3 Strategies and techniques are employed which facilitate the learning process 2.4 Objectives of the training, sequence of activities and assessment processes are discussed with training participant(s) 2.5 A systematic approach is taken to training and the approach is revised and modified to meet specific needs of training participant(s)
3. Provide opportunities for practices	3.1 Practice opportunities are provided to ensure that the participant achieves the components of competency 3.2 Various methods for encouraging learning are implemented to provide diverse approaches to meet the individual needs of participants
4. Review training	4.1 Participants are encouraged to self evaluate performance and identify areas for improvement 4.2 Participants readiness for assessment is monitored and assistance provided in the collection of evidence of satisfactory performance 4.3 Training is evaluated in the context of self-assessment, participant feedback, supervisor comments and measurements against objectives 4.4 Training details are recorded according to enterprise and legislative requirements 4.5 Results of evaluation are used to guide further training

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KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	3
Planning and organising activities	2
Working with others and in teams	2
Using mathematical ideas and techniques	2
Solving problems	2
Using technology	2

RANGE STATEMENT

Relevant information to identify training needs includes:

- industry/enterprise or other performance competency standards
- endorsed components of relevant industry training package
- industry/workplace training practices
- job descriptions
- results of training needs analyses
- business plans of the organisation which identify skill development requirements
- standard operating and/or other workplace procedures.

Appropriate personnel may include:

- team leaders/supervisors/ technical experts
- managers/employers
- training and assessment coordinators
- training participants
- representative government regulatory bodies
- union/employee representatives
- consultative committees
- assessors.

Training delivery methods and opportunities for practice may include:

- presentations
- demonstrations
- explanations
- problem solving
- mentoring
- experiential learning
- group work
- on the job coaching
- job rotation
- a combination of the above.

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Components of competency include:	• task skills • task management skills • contingency management skills • job/role environment skills • transfer and application of skills and knowledge of new contents.
Characteristics of training participant may include information in relation to:	• language, literacy and numeracy needs • cultural, language, and educational background • gender • physical ability • level of confidence, nervousness or anxiety • age • previous experience with the topic • experience in training and assessment.
Training sessions may include:	• one to one demonstration • small group demonstration (2 to 5 persons).
Resources may include:	• time • location • personnel • materials and equipment • OHS and other workplace requirements • enterprise/industry standard operating procedures • finances/costs.
Strategies and techniques may include:	• active listening • targeted questioning • points of clarification • group discussions.

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EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- Description of the specific training need and required competency outcomes
- Outline of the training approach and steps to be followed
- Description of training participant(s) and delivery method(s) to be used
- Specific resources required
- Outline of the evidence to be collected for monitoring training participant progress
- Trainer's self assessment of training delivery
- Participant evaluation of training delivery
- Evaluation of review comments against plan of training
- Records/documentation for monitoring progress of training participant(s).

Evidence may be collected using proformas or template

Assessment requires evidence of the following processes to be provided:

- How the specific training need was determined
- How the sequence of the training was determined
- How appropriate personnel were identified
- Why particular delivery method(s) were selected
- How the characteristics of training participant(s) as identified
- How the resource requirements were established
- How participant progress was monitored
- Why and how the training resources were selected
- How appropriate personnel confirmed training arrangements
- How participant(s) were informed of:
  - intended training outcomes
  - competencies to be achieved
  - on and/or off the job practice opportunities
  - benefits of practices
  - learning activities and tasks
  - assessment tasks and requirements
- How constructive feedback was provided to training participant about progress toward competency to be acquired
- How training participant readiness for assessment was determined and confirmed
- How records were maintained to ensure confidentiality, accuracy and security.

Evidence may be provided verbally or in written form

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Interdependent assessment of units

This unit may be assessed in conjunction with other units that form part of a job function.

Required knowledge and skills:

- Competency in the units being taught
- Workplace application of the relevant competencies
- Identification of evidence of competency
- Planning of own work including predicting consequences and identifying improvements
- Application of relevant workplace policies (eg OHS and EEO) and any relevant legislative or regulatory requirements
- Correct use of equipment, and any other processes and procedures appropriate for the training
- Ethical handling of performance issues
- Language, literacy and numeracy required skills to:
  - conduct discussions and ask probing questions to review the training
  - gather information (in spoken or written form) for review purposes
  - make verbal recommendations for delivery of future training
  - adjust language to suit target audience (training participant/appropriate personnel)
  - complete records on training
  - provide verbal feedback & report on training outcomes
  - follow and model examples of written texts
  - promote training in verbal or written form
- Communication skills appropriate to the culture of the workplace, appropriate personnel and training participants.

Resource implications

Access to records system for training, information, and training participants and supervisory staff (where appropriate).

Consistency in performance

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Context for assessment

Assessment may occur on the job or in a simulated workplace. Candidate workplace trainers should use competencies relevant to their area of technical expertise.

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CUEMUP2A Design, apply and remove period make-up

Unit Sector No sector assigned

ELEMENT	PERFORMANCE CRITERIA
1. Determine period	1.1 Production requirements are researched in consultation with the appropriate personnel 1.2 Design concept is created in accordance with production requirements 1.3 Budget is considered 1.4 Make-up design is discussed and agreed upon with the appropriate personnel and finalised prior to dress rehearsal 1.5 Make-up tests are undertaken
2. Prepare to apply period make-up	2.1 Confirmation of any special requirements of the performer is obtained prior to make-up application 2.2 Products and equipment are selected in accordance with production requirements 2.3 Work area is laid out to ensure quick and efficient application of make-up 2.4 Correct usage and care of make-up and equipment identified and applied according to manufacturers recommendation 2.5 Protective covering is placed to protect performer's hair and clothes as required 2.6 Face is cleansed using suitable cleansing products 2.7 Health and hygiene procedures are followed
3. Apply period make-up	3.1 Performers' comfort and protection is ensured during make-up services 3.2 Products are applied in sequence with appropriate applicators according to make-up plan and health and hygiene requirements 3.3 Final effect is appropriate to production requirements
4. Maintain period make-up	4.1 Materials for maintaining period make-up are on hand at all times 4.2 Adjustments are quick and accurate and are made at appropriate times during the performance
5. Remove period make-up	5.1 Period make-up is removed using appropriate cleansing products 5.2 Performer's comfort and protection is ensured 5.3 Make-up equipment is washed and disinfected or discarded as appropriate 5.4 Work area is cleaned

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KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	2
Planning and organising activities	1
Working with others and in teams	1
Using mathematical ideas and techniques	-
Solving problems	1
Using technology	-

RANGE STATEMENT

The following variables may apply:

Period make-up includes the design, application and removal of make-up for the following periods:

- 1920s, 1930s, 1940s, 1950s, 1960s, 1970s, 1980 - 90s

Production requirements may include:

- designer's and director's specifications
- venue requirements
- production schedule
- relevant health and hygiene requirements
- performers' requirements
- resource constraints
- lighting effects
- distance of audience from stage

Appropriate personnel may include:

- director
- designer
- producer
- costume designer and wardrobe personnel
- lighting designer and lighting personnel
- hairdresser
- make-up supervisor/other make-up personnel

Special requirements may include:

- skin disorders (contagious or non-contagious). Contagious conditions may include bacterial, viral or fungal infections. Non-contagious conditions may include various types of acne, dermatitis, eczema, allergic conditions
- contra-indications/precautions including contagious and non-contagious; sunburn; trauma; bruises; cosmetic and general surgery and other visible non-normal skin
- skin type/condition including normal, dry, combination, sensitive, mature, pigmented, colour and tone
- wearing of contact lenses

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Make-up products may include:	• pre make-up products and stabilisers • concealers • foundation (liquid/solid) • powders • eyeshadows (matt/frosted) • blushes • mascaras (powder, liquid, wand) • lipsticks • pencils
Make-up equipment may include:	• sponges • brushes • applicators • pallets or tiles • lash curlers • artificial lashes • tweezers • magnifying mirror • containers/tray etc • spatulas • make-up box
Health and hygiene requirements include:	• local, State and federal occupational health and safety regulations and regulations in the cosmetic environment; e.g. sterilisation and sanitation procedures, storage and handling of hazardous substances and protective clothing and substances in the workplace.
Oral communication tasks may include:	• consulting with producer/director regarding design concepts and required effects • discussing with performers their preferences and sensitivities regarding skin care • discussing performers skin care with other make-up personnel • discussing make-up design and plan with producer, director, wardrobe manager, performers and other make-up personnel • consulting with lighting re effect • consulting with wardrobe, hairdresser re gums, glues etc. • discussing final effect with performer, director, producer, lighting • informing performer of the process and procedures for applying, touching-up and/or removing make-up

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Materials to be read may include:	• script to identify:
	  • required effects, period, setting, lighting
	  • production schedule
	• synopsis breakdown of characters
	• research documents
	• product labels
	• manufacturers' guidelines
	• make-up plan
	• make-up plan which includes:
	• areas requiring highlighting, shading
	• product application procedures
	• colour design
	• required lighting

Numeracy tasks may include:	• estimating cost of products for specialised make-up • budget calculations • maintaining budget on products • estimating the time required to apply make-up • estimating the number of make-up personnel required

EVIDENCE GUIDE

Critical Aspects of Evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- developing creative period make-up designs in accordance with the requirements of the production
- applying State and local health and hygiene requirements/regulations
- applying of safe work practices in regard to the provision of make-up services and safe use of product according to occupational health and safety requirements
- communicating effectively within the range of situations required for the job role

Concurrent Assessment

This unit may be assessed concurrently with the following units of competency:

- Dress (style) hair

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Underpinning Knowledge and Skills

Skills and knowledge are required in:

- knowledge of organisational policies and procedures in regard to facial shape, selection of make-up products and tools/equipment and make-up application
- recognising and responding appropriately to general and local contra-indications and contra-action including those which indicate referral to an appropriate professional
- knowledge of face and body shapes and their relationship to the elements and principles of design
- basic understanding of anatomy and physiology of the skin and skin structures as it relates to make-up services, including a simplified cross-section of skin
- basic understanding of the body systems as listed below, in regard to their relationship to facial and body shapes and the skin, muscles and nerves;
  - skeletal and muscular
  - nervous system and its relationship to skin function
  - knowledge of the following in regard to make-up services
- effects of lighting natural/artificial on make-up
- colour design principles
- colour wheel, primary, secondary, complementary colours, grey scale
- tonal value
- differences between tone, value, hue and shade;
- knowledge of cosmetic chemistry/ingredients in relevant make-up products particularly in regard to their likely effects on the skin
- determining the physical appearance of:
  - various skin types
  - normal skin
  - abnormal skin
  - minor skin blemishes
- interpreting the production brief and design a make-up plan
- knowledge of colour physics and its application in make-up application
- awareness of the effect of changes created by specific make-up products and colour application techniques
- interpreting the production brief and design a make-up plan
- awareness of the characters in the production and how to create the correct make-up for them
- making and applying bald caps including correct methods of flattening hair for bald cap application; applying, fitting, cutting fixing and sealing bald caps; application of make-up for bald caps; correct removal and storage of bald caps
- dealing with performers tactfully and respectfully
- conflict resolution techniques
- meeting deadlines
- reading, understanding and breaking down a script

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Resource Implications

This unit of competency should be assessed through access to a range of performers and a range of productions according to the range of variables, presenting with a range of requirements in a workplace or simulated environment. Access to a make-up kit including a range of products and equipment, make-up mirror, lighting, chair and make-up plan pro forma will be required.

Method and Context of Assessment

Evidence may be gathered in a real or simulated environment on or off the job.

Assessment may include written or verbal, short answer testing, multiple-choice testing, project work or observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a real or simulated work environment.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of situations over a set period of time.

Evidence should indicate that a make-up plan has been developed and applied for a range of make-up services.

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CUEMUP3A Design, apply and remove specialised make-up

Unit Sector No sector assigned

ELEMENT	PERFORMANCE CRITERIA
1. specialised make-up	1.1 Production requirements are researched in consultation with the appropriate personnel 1.2 Design concept is created in accordance with production requirements 1.3 Budgetary constraints are considered 1.4 Make-up design is discussed and agreed upon with the appropriate personnel and finalised prior to dress rehearsal 1.5 Make-up plan is prepared
2. Prepare to apply specialised make-up	2.1 Confirmation of special requirements of the performer is obtained prior to make-up application 2.2 Products and equipment are selected in accordance with production requirements and make-up plan 2.3 Work area is laid out to ensure quick and efficient application of make-up 2.4 Correct usage and care of make-up and equipment identified and selected according to manufacturer's recommendations 2.5 Protective covering is placed to protect performer's hair and clothes as required 2.6 Face is cleansed using suitable cleansing product 2.7 Health and hygiene procedures are followed
3. Apply specialised	3.1 Performers' comfort and protection is ensured during make-up services 3.2 Products are applied in sequence with appropriate applicators according to make-up plan and health and hygiene requirements 3.3 Final effect is appropriate to production requirements
4. Maintain specialised	4.1 Materials for maintaining specialised make-up are on hand at all times 4.2 Adjustmens are quick and accurate and are made at appropriate times during the performance
5. Remove specialised	5.1 Performer is instructed in the removal of specialised make-up as required 5.2 Specialised make-up is removed using appropriate cleansing products 5.3 Performer's comfort and protection is ensured 5.4 Make-up equipment is washed and disinfected or discarded as appropriate 5.5 Work area is cleaned

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KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	2
Planning and organising activities	1
Working with others and in teams	1
Using mathematical ideas and techniques	-
Solving problems	1
Using technology	-

RANGE STATEMENT

The following variables may apply:

- Specialised make-up includes the design, application and removal make-up for:
  - historical characters (eg Ancient Roman and Greek)
  - racial characters

ageing techniques and use of latex must also be demonstrated

Production requirements may include:

- designer's and director's specifications
- venue requirements
- production schedule
- relevant health and hygiene requirements
- performers' requirements
- resource constraints
- lighting effects
- distance of audience from stage

Appropriate personnel may include:

- director
- designer
- producer
- costume designer and wardrobe personnel
- lighting designer and lighting personnel
- hairdresser
- make-up supervisor/other make-up personnel
- special effects make-up designer and maker

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Special requirements may include:	• skin disorders (contagious or non- contagious). Contagious conditions may include bacterial, viral or fungal infections. Non-contagious conditions may include various types of acne, dermatitis, eczema, or allergic conditions. • contra-indications/precautions including contagious and non-contagious; sunburn; trauma; bruises; cosmetic and general surgery and other visible non-normal skin • skin type/condition including normal, dry, combination, sensitive, mature, pigmented, colour and tone • allergies • wearing of contact lenses • performers' histories • duration of application and performance
Make-up products may include:	• pre make-up products and stabilisers • concealers • foundation (liquid/solid) • powders • eyeshadows (matt/frosted) • blushes • mascaras (powder, liquid, wand) • lipsticks • pencils • protective gels and creams • latex • make-up grade • glues/gums • sunscreen
Make-up equipment may include:	• sponges • brushes • applicators • pallets or tiles • lash curlers • artificial lashes • tweezers • magnifying mirror • containers/tray etc • spatulas • make-up box • towels • hairclips and bands • tissues • supply of water • protective bibs and smocks

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Health and hygiene requirements include:	• local, State and Federal Occupational Health and Safety regulations and regulations in the cosmetic environment eg sterilisation and sanitation procedures, storage and handling of hazardous substances and protective clothing and substances in the workplace.
Oral communication tasks may include:	• consulting with producer/director regarding design concepts and required effects • discussing with performers their preferences and sensitivities regarding skin care • discussing performers skin care with other make-up personnel • discussing make-up design and plan with producer, director, wardrobe manager, performers and other make-up personnel • consulting with lighting re effect • consulting with wardrobe, hairdresser re gums, glues etc. • responding to instructions on required adjustments to make-up • discussing final effect with performer, director, producer, lighting • informing performer of the process and procedures for applying, touching-up and/or removing make-up

Materials to be read and interpreted may include:	• script to identify
	  • required effects, period, setting, lighting
	  • production schedule
	• synopsis break-down of characters
	• research documents
	• copyright of body paint designs
	• product labels
	• manufacturers' guidelines
	• make-up plan

Material to be written may include:	• make-up plan which includes:
	  • sketches
	  • areas requiring highlighting, shading
	  • product application procedures
	  • colour design
	  • required lighting

Numeracy tasks may include:	• estimating cost of products for specialised make-up • budget calculations • maintaining budget on products • estimating time required to apply make-up • estimating number of make-up personnel required

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EVIDENCE GUIDE

Critical Aspects of Evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- developing creative specialised make-up designs in accordance with the requirements of the production
- applying State and local health and hygiene requirements/regulations
- applying safe work practices in regard to the provision of make-up services and safe use of product according to Occupational Health and Safety requirements
- consistently using effective questioning and active listening techniques

Concurrent Assessment

This unit may be assessed concurrently with the following units of competency:

- Complete a business plan
- Evaluate a business opportunity
- Manage business operations
- Manage finances for a small business
- Review business
- Address customer requirements
- Address legal and administrative requirements

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Underpinning Knowledge and Skills

Skills and knowledge are required in:

- interpreting the production brief and design a make-up plan
- awareness of the characters in the production and how to create the correct make-up for them
- applying a range of ageing techniques using: make-up only, creams, stipple, latex and spirit gum, foam pieces (application and make-up)
- making and applying bald caps, including correct methods of flattening hair for bald cap application; applying, fitting, cutting fixing and sealing bald caps; application of make-up for bald caps; correct removal and storage of bald caps
- knowledge of colour physics and its application in make-up application
- awareness of the effect of changes created by specific make-up products and colour application techniques
- dealing with performers tactfully and respectfully
- resolving conflict
- meeting deadlines
- reading, understanding and breaking down a script
- reading, accurately interpreting and consistently applying manufacturer's instructions for products, tools and equipment
- making prosthetics
- developing make-up plan including:
- facial areas requiring highlighting/shading
- product application techniques
- colour design principles
- application to lighting natural and artificial
- using time effectively and to control product waste
- advising and demonstrating to the performer on methods of self application
- recognising and responding appropriately to general and local contra-indications and contra-action including those which indicate referral to an appropriate professional
- knowledge of face and body shapes and their relationship to the elements and principles of design
- basic understanding of anatomy and physiology of the skin and skin structures as it relates to make-up services, including a simplified cross-section of skin
- basic understanding of the body systems as listed below, in regard to their relationship to facial and body shapes and the skin, muscles and nerves;
  - skeletal and muscular
  - nervous system and its relationship to skin function
- knowledge of the following in regard to make-up services;
  - effects of lighting natural/artificial on make-up
  - colour design principles
  - colour wheel, primary, secondary, complementary colours, grey scale
  - tonal value
-

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differences between tone, value, hue and shade
- knowledge of cosmetic chemistry/ingredients in relevant make-up products particularly in regard to their likely effects on the skin
- determining the physical appearance of:
  - various skin types
  - normal skin
  - abnormal skin
  - minor skin blemishes

Resource Implications

This unit of competency should be assessed through access to a range of performers and a range of productions according to the range of variables, presenting with a range of requirements in a workplace or simulated environment. Access to a make-up kit including a range of products and equipment, make-up mirror, lighting, chair and make-up plan pro forma will be required.

Method and Context of Assessment

Evidence may be gathered in a real or simulated environment on or off the job.

Assessment may include written or verbal, short-answer testing, multiple-choice testing, project work or observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a real or simulated work environment.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of performers and/or situations over a set period of time.

Evidence should indicate that a make-up plan has been developed and applied for a range of make-up services.

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HLTREM6A Provide the Massage treatment

Unit Descriptor

This unit describes the skills required to administer client/patient basic massage treatment according to the philosophy and practices of a massage therapy framework.

Unit Sector No sector assigned

ELEMENT	PERFORMANCE CRITERIA
1. Manage treatment	1.1 *Factors which may interfere with the effectiveness of the treatment* are explained 1.2 The *mode of administ*ration and management of the treatment of the client/patient is explained 1.3 Client/patient is requested to monitor *reactions* and contact practitioner as required 1.4 *Consent* for treatment is ensured 1.5 Client/patient is draped to expose only the part of the body being worked on 1.6 Massage is provided according to the treatment plan 1.7 Reactions to treatment are recognised and promptly *responded to* if necessary 1.8 Time, location and content of future sessions are clearly explained to the client/patient 1.9 Recommendations are fully documented
2. Apply massage techniques	2.1 *Massage techniques* are applied
3. Advise and resource the client	3.1 Client/patient queries are answered with clarity, using the appropriate language 3.2 Honesty and integrity are used when explaining treatment plans and recommendations to the client/patient 3.3 Appropriate interpersonal skills are used when explaining treatment plans and recommendations to the client/patient 3.4 Client/patient independence and responsibility in treatment are promoted wherever possible
4. Review treatment	4.1 Progress is evaluated with the client/patient 4.2 Effects of previous treatment are identified and recorded 4.3 Previous treatment plan is reviewed 4.4 Need for ongoing and/or additional treatment is evaluated 4.5 Changes to the plan are negotiated with the client/patient to ensure optimal outcomes

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RANGE STATEMENT

Factors which interfere with the effectiveness of treatment may include:	• Other medical treatment being undertaken • Client/patient's physical and psychological readiness and/or wellness • Cultural factors • Contra-indications to treatment • Post massage activity
Mode of administration may include:	• Exposure of sections of the body • Rotating of exposure around the body • Use of oils and treatments • Requirement for feedback and interaction • Massage technique • Variations in application intensity • Requirement of specified positioning of client/patient
Reactions may include:	• Pain and/or discomfort • Feedback - verbal, tactile, visual • Muscular spasms • Allergy to oils or treatments used • Temperature discomfort • Joint sounds (spontaneous cavitation) • Client/patient relaxation • Emotional release
Responses to reactions may include:	• Adjusting treatment accordingly • Seeking appropriate expertise • Discussing reaction with the client/patient • Adherence to clinic guidelines for response to accidents and emergencies • Using first aid procedures according to St Johns, Australian Red Cross or other appropriate first aid training • Maintaining a senior first aid certificate which is renewed at least every three years • Accessing local emergency services
Consent for treatment refers to:	• Informed consent according to local and national regulations and legal guidelines

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Massage techniques includes:

Massage techniques to be performed in a variety of positions, ie standing, seated, prone, supine and side recumbent lying, and through clothing as well as conventional table massage. This may include:

- Passive joint movement techniques
  - Joints are moved through their range of movement, ie, to the point of mild tissue resistance
- Passive soft tissue movement
  - Technique is applied with palmer surfaces of the hand, heel of hand and/or fingers
  - Jostling: shaking of the muscle from origin to insertion
- Gliding techniques
  - Effleurage: broad superficial strokes using the entire palmer surface of the hands to cover large surface areas of the body
  - Longitudinal stroking: deep gliding movement is applied in the direction of the muscle fibres through focal pressure using any of the following; fingers, palm, heel of hands, forearm and/or knuckles
  - Transverse gliding
    - Cross over stroke: pulling and pushing of the tissue using the hands in a criss-cross manner
- Kneading
  - Technique is applied with palm surface of the hand, heel of hand and/or fingers
- Soft tissue is mobilised with rhythmical circular rolling, squeezing or pulling movements
- Friction techniques
  - Superficial tissue is moved over an underlying structure in circular, longitudinal or transverse directions
  - Deep repetitive movements of short amplitude are applied usually with thumbs, fingers and knuckles
- Friction techniques are believed to be beneficial in releasing adherent/scar tissue
- Compressive techniques
  - Digital pressure
  - Compression: successive and rapid pressure, ie, a series of short duration compressions, is applied to soft tissue between two structures, ie, underlying bone structures and therapist's hand, or hand to hand
  - Percussion: cupping, tapping, hacking, pummelling and flicking are applied rhythmically using the hands
- Pestrissage
- Temperature therapy
  - Conduction, eg heat packs and immersion baths
  - Radiation, eg ray lamps
  - Friction
  - Topical applications
- Stretching techniques

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Advise and resource the client/patient refers to:	• Providing relevant literature or information materials • Referring client/patient to other information sources • Advising client/patient of suggested resources • Suggestion of referrals to other health professionals

EVIDENCE GUIDE

Critical aspects of assessment:	• Treatment incorporates the philosophies and beliefs of a massage framework • Demonstrated ability to apply commonly used treatment techniques listed under the range of variables • Treatment is provided according to the individual, the condition and the presence of complicating factors • Ability to suggest alternative health care professionals when case is outside practitioner's competence • Patient/client is prepared for treatment according to massage principles • Treatment is provided and client/patient responses are documented • All treatment or care delivered is consistent with legislative and regulatory requirements
Concurrent assessment and relationship with other units:	• Communicate effectively with clients • Contribute to the control of infection • Work effectively within the health industry • OHS • First aid

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Underpinning knowledge and skills:

- Knowledge of the organisation of the body
- Knowledge of the systems and regions of the body
- Knowledge of skeletal musculature
- Knowledge of functions of major muscle groups
- Knowledge of the articular system, classification of joints and types and ranges of motion
- Knowledge of fundamental human physiology
- Knowledge of the organisation of the nervous system
- Knowledge of reproduction as it relates to massage
- Knowledge of pathology and symptomology
- Knowledge of indications and contra-indications for massage
- Knowledge of basic assessment procedures and options
- Skills in applying basic assessment techniques
- Demonstrated ability to comprehend common medical terminology
- Ability to identify prominent bones, structures and muscle groups through palpation.
- Ability to transcribe assessment findings and treatment in a patient history.
- Knowledge of the ethical and legal implications of the practice of massage
- Knowledge of environmental physiology and the effects of drugs on the individual
- Ability to manage time throughout consultation and treatment
- Knowledge of indications for massage
- Demonstrated communication skills to gain and convey required information
- Knowledge of ethical and legal implications of enquiry and treatment

Resource implications
Resource requirements may include:

- An appropriately stocked and equipped clinic or simulated clinic environment
- Relevant texts or medical manuals
- Relevant paper-based/video assessment instruments
- Appropriate assessment environment
- Demonstration model/client/patient

Method of assessment
Assessment may include:

- Practical demonstration
- Simulations
- Explanations of technique
- Oral questioning and discussion
- Case studies and scenarios

Context of assessment:

- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of work conditions. Assessment may contain both theoretical and practical components and examples covering a range of clinical situations.

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HLTREM7A Plan the Massage treatment

Unit Descriptor

This unit describes the skills required to prepare clients/patients for basic massage and negotiate treatment with them.

Unit Sector No sector assigned

ELEMENT	PERFORMANCE CRITERIA
1. Select the therapeutic principles to determine treatment	1.1 Appropriate *therapeutic principles* of treatment are determined according to assessment of client/patient and within the skills of competence of the practitioner 1.2 *Contra-indications* to treatment and possible complicating factors are ascertained and treatment strategy used is modified according to massage principles 1.3 Treatment appropriate to the client/patient's condition is selected and supported on the basis of established massage practice
2. Discuss the treatment strategy with the client/patient	2.1 Sufficient time is allocated to conclude sessions at a pace appropriate to the client/patient 2.2 Client/patient *compliance* is negotiated 2.3 Any *perceived risks* of the client/patient's condition and treatment are explained 2.4 The *responsibilities of practitioner and client/patient* within the treatment plan are discussed

RANGE STATEMENT

Therapeutic principles refers to:

- Principles and practices of the remedial massage therapy framework
  - Relevant *code of ethics* or *code of conduct* documents/policies, regulations and guidelines from state/territory or local massage therapy organisations and/or associations
  - Relevant national, state/territory or local government regulations and guidelines
  - Accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations
  - Current and past good practice demonstrated by self or peers in the same or similar situation

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Contra-indications to treatment and possible complicating factors may include:

- Massage therapists are not expected to diagnose any conditions but must be able to recognise the indications and contra-indications of conditions
- Massage is contraindicated in all infectious diseases suggested by fever, nausea and lethargy until a diagnosis is received and recommended by a medical practitioner
- Always refer for diagnosis when symptoms do not have a logical explanation. Indications for referral include
  - Pain local, sharp, dull, achy, deep, surface
  - Fatigue
  - Inflammation
  - Lumps and tissue changes
  - Rashes and changes in the skin
  - Oedema
  - Mood alterations, eg depression, anxiety
  - Infection
  - Changes in habits such as appetite elimination or sleep
  - Bleeding and bruising
  - Nausea, vomiting or diarrhoea
  - Temperature-hot or cold
- Endangerment sites are areas where nerves and blood vessels lie close to the skin and are not well protected
  - Anterior triangle of the neck
  - Posterior triangle of the neck
  - Axillary area
  - Medial epicondyle
  - Lateral epicondyle
  - Area of the sternal notch and anterior throat
  - Umbilicus area
  - Twelfth rib dorsal body
  - Sciatic notch
  - Inguinal triangle
  - Popliteal fossa

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Treatment refers to:

Massage techniques to be performed in a variety of positions, ie standing, seated, prone, supine and side recumbent lying, and through clothing as well as conventional table massage. This may include:

- Passive joint movement techniques
  - Joints are moved through their range of movement, ie to the point of mild tissue resistance
- Passive soft tissue movement
  - Technique is applied with palmer surfaces of the hand, heel of hand and/or fingers
  - Jostling: shaking of the muscle from origin to insertion
- Gliding techniques
  - Effleurage: broad superficial strokes using the entire palmer surface of the hands to cover large surface areas of the body
  - Longitudinal stroking: deep gliding movement is applied in the direction of the muscle fibres through focal pressure using fingers, palm, heel of hands, forearm and/or knuckles
  - Transverse gliding
  - Cross over stroke: pulling and pushing of the tissue using the hands in a criss-cross manner
- Kneading
  - Technique is applied with palm surface of the hand, heel of hand and/or fingers
  - Soft tissue is mobilised with rhythmical circular rolling, squeezing or pulling movements
- Friction techniques
  - Superficial tissue is moved over an underlying structure in circular, longitudinal or transverse directions
  - Deep repetitive movements of short amplitude are applied usually with thumbs, fingers and knuckles
- Friction techniques
- Superficial tissue is moved over an underlying structure in circular, longitudinal or transverse directions
- Deep repetitive movements of short amplitude are applied usually with thumbs, fingers and knuckles
- Friction techniques are believed to be beneficial in releasing adherent/scar tissue
- Compressive techniques
  - Digital pressure
  - Compression: successive and rapid pressure, ie a series of short duration compressions, is applied to soft tissue between two structures, ie, underlying bone structures and therapist's hand, or hand to hand
  - Percussion: cupping, tapping, hacking, pummelling and flicking are applied rhythmically using the hands
- Pestrissage
- Temperature therapy
  - Conduction, eg heat packs and immersion baths
  - Radiation, eg ray lamps

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	• Friction • Topical applications • Stretching techniques
Client/patient compliance refers to:	• Ability to follow instruction or suggestions • Willingness/motivation to follow instructions or suggestions
Perceived risks may Include:	• Discussion • Illustration using resources
Practitioner responsibilities may include:	• Appropriate hygienic or sexual behaviour • Commitment to providing the agreed treatment • Discussing relevant contra-indications or potential complications to treatment • Reviewing of treatment
Client/patient responsibilities may include:	• Following instruction/advice during and post massage • Advising practitioner of any relevant contra-indications or potential complications to treatment • Advising practitioner of compliance issues • Commitment to the treatment agreed upon

EVIDENCE GUIDE

Critical aspects of assessment:	• Knowledge of basic surface anatomy • Ability to identify contra-indications to massage • Demonstrated ability to identify treatment options • Knowledge of possible obstacles to treatment • Demonstrated communication and negotiation skills
Concurrent assessment and relationship with other units:	• Communicate effectively with clients

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Underpinning knowledge and skills:

- Knowledge of the organisation of the body
- Knowledge of the systems and regions of the body
- Knowledge of skeletal musculature
- Knowledge of functions of major muscle groups.
- Knowledge of the articular system, classification of joints and types and ranges of motion
- Knowledge of fundamental human physiology
- Knowledge of the organisation of the nervous system
- Knowledge of reproduction as it relates to massage
- Knowledge of pathology and symptomology
- Knowledge of indications and contra-indications for massage
- Knowledge of basic assessment procedures and options
- Skills in applying basic assessment techniques
- Demonstrated ability to comprehend common medical terminology
- Ability to identify prominent bones, structures and muscle groups through palpation
- Ability to transcribe assessment findings and treatment in a patient history
- Knowledge of the ethical and legal implications of the practice of massage
- Knowledge of environmental physiology and the effects of drugs on the individual
- Ability to manage time throughout consultation and treatment
- Knowledge of indications for massage
- Demonstrated communication skills to gain and convey required information
- Knowledge of ethical and legal implications of enquiry and treatment

Resource implications
Resource requirements may include:

- An appropriately stocked and equipped clinic or simulated clinic environment
- Relevant texts or medical manuals
- Relevant paper-based/video assessment instruments
- Appropriate assessment environment

Method of assessment
Assessment may include:

- Practical demonstration
- Simulations
- Explanations for plan preparations
- Oral questioning and discussion
- Case studies and scenarios

Context of assessment:

- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of work conditions. Assessment may contain both theoretical and practical components and examples covering a range of clinical situations.

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WRRCA1B Operate retail equipment

Unit Descriptor

This unit involves the skills, knowledge and attitudes to operate a variety of retail equipment. It involves identifying the correct equipment required for a given task, maintaining retail equipment, applying keyboard skills and operating data entry equipment.

Unit Sector Clerical Adminstration

ELEMENT	PERFORMANCE CRITERIA
1. Maintain retail equipment	1.1 Purpose of equipment used in store/department identified accurately. 1.2 Equipment operated according to design specifications. 1.3 Equipment faults identified and reported to appropriate personnel. 1.4 Maintenance program for retail equipment identified and applied according to store policy.
2. Apply keyboard skills	2.1 Keyboard operated using typing techniques within designated speed and accuracy requirements. 2.2 Information entered and edited accurately.
3. Operate data entry equipment	3.1 Data entered using relevant equipment according to store policy and procedures. 3.2 Price marking equipment operated according to manufacturer's instructions and store policy. 3.3 Data entered accurately and within designated time limits.

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KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Reporting equipment faults to appropriate personnel will require the communication of ideas and information.	1
Collecting analysing and organising information	Maintaining retail equipment according to store policy will require information to be collected, analysed and organised.	1
Planning and organising activities	Entering and editing information will require activities to be planned and organised.	1
Working with others and in teams	Team work will be applied when reporting to other staff members.	1
Using mathematical ideas and techniques	Entering data will require the use of mathematical ideas and techniques.	1
Solving problems	Maintaining equipment and identifying faults will require problem solving skills.	1
Using technology	The use of technology will be applied when operating retail equipment.	1

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RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to

- Store policies and procedures in regard to:
  - store administration
  - clerical systems
- Retail equipment may include:
  - point of sales terminals
  - electronic bar coding equipment for price labelling and stocktaking
  - portable data entry
  - printers
  - electronic ordering equipment
  - wrapping and packing equipment such as shrink wrapping
  - equipment for carrying or moving merchandise
  - equipment for storage of merchandise including refrigerators
  - weighing machines
  - thermometers
  - dye tag removers
  - trolley return equipment
  - computers
  - scanners
  - numerical keyboard equipment including calculators
- Appropriate personnel may include:
  - supervisor
  - team leader
  - manager

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EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Operates a range of store retail equipment according to store policy and procedures and industry codes of practice.
- Operates and maintains a range of store retail equipment according to manufacturers' instructions and design specifications.
- Applies store maintenance program and reports faults/problems.
- Consistently applies safe work practices, in the operation and maintenance of store retail equipment, according to occupational health and safety legislation/regulations/ codes of practice.
- Reads and interprets operation manuals to solve routine faults/errors and maintains and uses the equipment effectively.
- Uses keyboard skills to enter and edit data accurately.
- Completes tasks in set time frame.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - the operation of store retail equipment
  - maintenance of store retail equipment
  - reporting problems and faults
- Relevant legislation and statutory requirements
- Relevant occupational health and safety regulations
- Relevant industry codes of practice
- Purpose and impact of using electronic technology
- Operation and maintenance of store retail equipment
- Licensing requirements for carrying/moving merchandise (if applicable)

Skills in:

- Completing tasks in set time frame
- Dealing with different types of transactions
- Following common fault finding procedures
- Operation and use of store retail equipment
- Literacy and numeracy skills in regard to:
  - reading store procedures for
  - operating equipment

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Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRCA1B can be assessed with other units which make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

- Observation of the person in the workplace
- A simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A real or simulated work environment
- Relevant documentation, such as:
  - store policy and procedure manuals
  - manufacturer's instructions/operation manuals
- A range of store retail equipment

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WRRCS1B Communicate in the workplace

Unit Descriptor

This unit encompasses the skills, knowledge and attitudes required for effective communication with customers and other staff in the workplace. It involves establishing contact with customers, processing information, working in a team, maintaining personal presentation, following routine instructions, reading and interpreting retail documents and using numbers in the workplace.

Unit Sector Service

ELEMENT	PERFORMANCE CRITERIA
1. Establish contact with customers	1.1 Welcoming customer environment maintained. 1.2 Customer greeted warmly according to store procedures. 1.3 Effective service environment created through verbal and non-verbal presentation according to store policy. 1.4 Questioning and active listening used to determine customer needs. 1.5 Confidentiality and tact demonstrated.
2. Process information	2.1 Telephone answered promptly according to store procedures. 2.2 Questioning and active listening used to identify caller and accurately establish and confirm requirements. 2.3 Telephone system functions used according to instructions. 2.4 Messages or information recorded and passed on promptly. 2.5 Customer informed of any problems and relevant action being taken. 2.6 Follow up action taken as necessary.
3. Work in a team	3.1 Courteous and helpful manner demonstrated at all times. 3.2 Allocated tasks completed willingly without undue delay. 3.3 Assistance actively sought or provided by approaching other team members when difficulties arise. 3.4 Lines of communication with supervisors and peers identified according to store policy. 3.5 Constructive feedback provided by other team members encouraged, acknowledged and acted upon. 3.6 Questioning used to minimise misunderstandings. 3.7 Signs of potential workplace conflict identified and conflict avoided wherever possible. 3.8 Participation in team problem solving demonstrated.
4. Maintain personal presentation	4.1 Personal dress and presentation maintained in a neat and tidy manner. 4.2 Personal hygiene maintained according to store policy and government legislation.

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5. Follow routine instructions	5.1 Instructions received and acted upon. 5.2 Effective questioning used to elicit information. 5.3 Store information relevant to the particular task assessed, comprehended and acted upon. 5.4 Daily work routine planned and organised. 5.5 Tasks prioritised and completed without undue delay.
6. Read and interpret retail documents	6.1 A range of retail documents accurately listed and described. 6.2 Information from a range of retail documents read and interpreted.
7. Use numbers in the workplace	7.1 Range of possible numerical problems in retail workplace accurately listed. 7.2 Numerical information collected from various sources and calculated accurately with or without the use of a calculator.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Identifying customer requirements and informing others of any problems requires communication of ideas and information.	1
Collecting analysing and organising information	Identifying tasks and relevant store information requires information to be collected, analysed and organised.	1
Planning and organising activities	Following routine instructions requires activities to be planned and organised.	1
Working with others and in teams	Working in a team is an essential part of this unit.	1
Using mathematical ideas and techniques	Dealing with numerical problems and calculating numerical information requires the use of mathematical ideas and techniques.	1
Solving problems	Problem solving skills will be applied when dealing with customer inquiries.	1
Using technology	The use of technology may not be applied in this unit.	-

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RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to

- Store policies and procedures in regard to:
  - contact with customers
  - job descriptions/responsibilities
  - interaction with other team members
  - interaction with supervision/management
  - induction process
- Store policies and government legislation in regard to:
  - personal hygiene
  - self presentation
- Information may include:
  - telephone
  - written
  - electronic media such as email
  - verbal messages
- Teams may include:
  - small work teams
  - store team
  - corporate team
- Team members may include:
  - management
  - other staff members
  - full-time
  - part-time
  - casual staff
- Communication may occur with:
  - external customers
  - internal contacts including management and other team members
- Customers may include:
  - new or repeat contacts
  - external and internal contacts
  - customers with routine or special requests
  - people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- Planning may be affected by:
  - store procedures
  - unexpected contingencies
- Workplace documents may include:
  - stock sheets
  - plan-o-grams
  - timetables, staff record forms
  - lay-by slips
  - credit slips
  - product return slips
  - telephone message pads
- Numerical problems may include calculations of:

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- cash amounts
- change

- Numerical techniques may include:
  - addition/subtraction
  - multiplication/division
  - percentages

EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Provides a consistently welcoming environment by treating customers in a courteous and helpful manner.
- Uses effective questioning and active listening techniques to communicate with customers, while maintaining an awareness of the need for discretion, tact and confidentiality.
- Interprets and communicates information accurately to customers, supervisors and peers both face to face and via other electronic communication equipment.
- Accesses, comprehends and processes information accurately according to store policies and procedures.
- Consistently follows routine instructions and seeks advice/assistance if required.
- Participates actively and positively within a workplace team.
- Consistently applies store policies and procedures, in regard to personal dress, presentation, hygiene and code of conduct.
- Consistently meets store scheduling routines and uses time effectively.
- Interprets, calculates and records numerical information accurately.

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Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

- Knowledge of:
  - Store policies and procedures, in regard to:
    - external and internal customer contact
    - hygiene and self presentation
    - verbal and non-verbal presentation
    - code of conduct
    - allocated duties and responsibilities
- Goods and services provided by the store
- Location of store departments
- Relevant legislation and statutory requirements in regard to personal hygiene and self presentation
- Functions and procedures for operating telephones and other communication equipment
- Skills in:
  - Questioning/listening
  - Resolving conflict
  - Negotiating
  - Following set routines and procedures
  - Managing stress
- Demonstrating self esteem
- Literacy skills in regard to:
- the comprehension of workplace documents
- Numeracy skills in regard to workplace functions:
  - addition
  - subtraction
  - multiplication
  - division
  - percentages
  - use of a calculator

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRCS1B can be assessed with the following units:

- WRRER1B Work effectively in a retail environment
- WRRLP1B Apply safe work practices
- WRRM2B Perform routine housekeeping duties
- WRRCA1B Operate retail equipment

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

- Observation of the person in the workplace
- A simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A real or simulated work environment
- Relevant documentation, such as:
  - stock/inventory/price lists
  - lay by/credit/product return slips
  - store policy and procedures manuals
- Access to a range of customers with different requirements
- A range of communication equipment

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WRRER1B Work effectively in a retail environment

Unit Descriptor

This unit encompasses the skills, knowledge and attitudes required to work effectively in a retail environment. It involves acting responsibly and in a non-discriminatory manner, and identifying the relevant award/agreement.

Unit Sector Employee Relations

ELEMENT	PERFORMANCE CRITERIA
1. Act responsibly	1.1 Notification of shift availability, non-attendance for shift, given without undue delay and according to store policies and procedures. 1.2 Staff rosters interpreted accurately.
2. Act in a non-discriminatory manner	2.1 Non-discriminatory attitudes displayed when interacting with customers, staff or management. 2.2 Non-discriminatory language used consistently.
3. Identify the award/agreement	3.1 Relevant award/agreement identified and interpreted accurately. 3.2 Role of employee and employer associations in industrial relations system identified and analysed.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Notifying of shift availability or non-attendance requires ideas and information to be communicated to others.	1
Collecting analysing and organising information	Information on awards/agreements will need to be collected, analysed and organised.	1
Planning and organising activities	Identifying and interpreting awards/agreements requires activities to be planned and organised.	1
Working with others and in teams	Team work will be applied when interacting with other staff.	1
Using mathematical ideas and techniques	The use of mathematical ideas and techniques may not be required in this unit.	-
Solving problems	Problem solving skills may be applied when dealing with interpersonal conflict.	1
Using technology	The use of technology may not be required in this unit.	-

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RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to

- Store policies and procedures in regard to:
  - workplace ethics
  - store hours of operation
  - completing work out of hours
- Peers and supervisors may:
  - come from a range of social, cultural and ethnic backgrounds
  - may have varying degrees of language and literacy levels
- Discrimination may occur between:
  - staff
  - customers
  - management

EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently and responsibly applies store policies and procedures, in regard to work place ethics, including interpretation of staff rosters, notification of the availability for work, allocated duties/job description.
- Consistently applies store policies and procedures and legislative requirements, in regard to external/internal client contact, especially the use of non-discriminatory language and attitudes.
- Knows employee's own rights and responsibilities in regards to awards/agreements.
- Identifies and describes the role of various parties including employer and employee associations.

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Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - workplace ethics
  - shift availability or non attendance
  - staff rosters
  - interpersonal conflict
  - grievance procedures
  - personal animosity
  - discriminatory behaviour
  - harassment
  - staff counselling and disciplinary procedures
  - equal opportunity issues
  - non compliance with store policies and procedures
  - part time, casual, full time work, contract employment
- Store organisational structure
- Structure of the retail industry
- Retail industry career path options
- Retail industry training options
- Rights and responsibilities of employers and employees in retail workplace
- Responsibilities under a New Apprenticeship contract of training (if applicable)
- Major changes affecting retail workplaces
- Relevant legislation and statutory requirements, such as:
  - equal opportunity legislation
  - equal employment opportunity legislation
  - anti-discrimination legislation
  - workplace relations
  - industry awards/agreements

Skills in:

- Ability to follow store policies and procedures
- Preparing resumes and curriculum vitaes
- Maintaining personal presentation
- Interpersonal communication skills, including:
  - verbal and non-verbal communication
  - listening/questioning/observation
- Literacy skills in reading workplace documents

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRER1B can be assessed with the following units:

- WRRCS1B Communicate in the workplace
- WRRLP1B Apply safe working practices
- WRRM2B Perform routine housekeeping duties
- WRRCA1B Operate retail equipment

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

- Observation of the person in the workplace
- A simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A real or simulated work environment
- Relevant documentation, such as:
  - store/sample policy and procedures in regard to workplace ethics
  - store/sample job descriptions and organisational charts
  - store/sample policies and procedures in regard to the rights and responsibilities of employers and employees in the workplace
  - awards/agreements
  - government legislation on equal opportunity, equal employment opportunity and anti discrimination

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WRRER2B Coordinate work teams

Unit Descriptor

This unit encompasses the competencies required to coordinate work teams in a retail environment. It involves monitoring and organising staffing levels, informing team members of expected standards of work, coaching and motivating the team and maintaining staffing records.

Unit Sector Employee Relations

ELEMENT	PERFORMANCE CRITERIA
1. Monitor and organise staffing levels	1.1 Staffing levels and rosters in designated areas maintained within budget and according to store policy and procedures. 1.2 Team rostered according to anticipated sales peaks and statutory requirements. 1.3 Team members informed of individual rosters according to store policies and procedures. 1.4 Corrective action taken as needed according to staff availability.
2. Inform team members	2.1 Team informed of expected standards of work and behaviour required by store policy in a manner and at a level and pace appropriate to the individual. 2.2 Staff communication and motivation programs implemented according to store policy. 2.3 Store targets compared to individual/team results. 2.4 Staff meetings conducted to address issues within area of authority according to store policy. 2.5 New staff members inducted into teams according to store policy.
3. Coach on the job	3.1 Opportunities to coach team members who are unfamiliar with specific procedures are identified. 3.2 Team members are made aware of the work application of the competency or job being taught. 3.3 A systematic approach is enlisted including explanation and demonstration where appropriate. 3.4 Trainees encouraged by positive comments and feedback from the trainer. 3.5 Feedback during instruction designed to help trainees learn from their mistakes. 3.6 Trainees encouraged and guided to evaluate their own performance and diagnose it for improvement. 3.7 Trainees' performance evaluated according to store policies and procedures.

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4. Motivate the team	4.1 Strengths and weaknesses of team identified against current and anticipated work requirements. 4.2 Individuals within the team encouraged to contribute to discussion and planning of team objectives/goals. 4.3 Team objectives/goals updated and reviewed on a regular basis in consultation with relevant personnel. 4.4 Positive and constructive relationships developed with and between team members. 4.5 All team members treated fairly, equally and with respect. 4.6 Responsibility for developing own competencies accepted and realistic objectives identified.
5. Maintain staffing records	5.1 Staff records maintained as required according to store policy and relevant awards and agreements.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Staff members need to be informed of required work standards.	2
Collecting analysing and organising information	Identifying staffing levels and developing rosters requires information to be collected, analysed and organised.	2
Planning and organising activities	Developing coaching activities for staff members requires activities to be planned and organised.	2
Working with others and in teams	Encouraging staff members to discuss and plan team objectives/goals requires team work.	2
Using mathematical ideas and techniques	Developing rosters within a budget requires the use of mathematical ideas and techniques.	2
Solving problems	Developing rosters to meet anticipated sales may require problem solving.	2
Using technology	Maintaining staffing records may require the use of technology.	2

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RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to

- Store policies and procedures in regard to:
  - staffing requirements
  - on the job training
  - maintaining staffing records
  - housekeeping
- Staff records systems may be:
  - manual
  - electronic
- Communication with team may be:
  - face to face
  - individually or in groups
- Work areas may include:
  - counters
  - point of sale area
  - fixtures
  - displays
  - walkways
- Work team functions may include:
  - selling
  - merchandising
  - housekeeping
  - rostering
  - maintaining equipment
  - stocktaking
- Staff induction may include:
  - formal training program
  - one-to-one coaching
- Coaching may be done:
  - frequently or infrequently
  - formally or informally
- Staffing levels may vary according to:
  - peak trading times
  - special events
  - promotion
  - stocktakes
  - refurbishment
- Staff may include:
  - full-time, part-time or casual
  - under contract
  - people with varying degrees of language and literacy
  - people from a range of cultural, social and ethnic backgrounds
  - people with a range of responsibilities and job descriptions
- Staffing records may relate to:
  - attendance

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- leave entitlements
- training
- discipline

- Relevant personnel may include:
  - team members
  - supervisors
  - managers

EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently and responsibly applies store policies and procedures and ethical behaviour, in regard to the coordination of staff.
- Consistently applies store policies and procedures, in regard to monitoring, organising, maintaining staffing levels, communicating with staff, mentoring, coaching and motivating staff.
- Consistently and responsibly applies store policies and procedures, in regard to the induction of new staff.
- Consistently and responsibly applies store policies and procedures, in regard to maintaining staffing levels and coordinating work teams within budgetary constraints.
- Consistently applies state and local statutory requirements/regulations including relevant industry awards/agreements.
- Consistently applies appropriate communication and interpersonal skills when motivating the team and informing staff of roles and responsibilities.
- Reports suggestions for improvements in procedures to management.

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Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - workplace ethics
  - work teams
  - staffing rosters
  - personnel records
  - trainee assessment
  - supervising new apprentices
  - staff counselling and disciplinary procedures
  - work/overtime periods
  - meetings
  - housekeeping
- Store organisational structure
- Rights and responsibilities of employers and employees in retail workplace
- Employment classifications full/part-time, casual
- Forms of work in retail
- Major changes affecting retail workplaces
- Principles and techniques in interpersonal communication
- Relevant legislation and statutory requirements, such as:
  - equal opportunity legislation
  - equal employment opportunity legislation
  - anti-discrimination legislation
  - industry awards/agreements

- Relevant occupational health and safety regulations

- Interpersonal communication skills, including:
  - giving feedback
  - coaching
  - performance analysis
  - questioning/listening/observation
  - group presentation
  - team motivation
  - negotiation
  - verbal and non verbal communication
  - team leadership
- Literacy skills in regard to:
  - reading and interpreting workplace documents
  - reporting procedures

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Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRER2B can be assessed with the following unit:

WRRER3B Maintain employee relations

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- Relevant documentation, such as:
  - legislation and statutory requirements
  - award/agreement
  - job descriptions/responsibilities
  - training programs
  - store policy and procedures manuals
- Rostering and recording systems
- Access to a work team

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WRRER3B Maintain employee relations

Unit Descriptor

This unit encompasses the skills, knowledge and attitudes required to maintain employee relations. It involves identifying the award/agreement, minimising potential industrial problems, and implementing dispute settlements procedures.

Unit Sector Employee Relations

ELEMENT	PERFORMANCE CRITERIA
1. Identify the awards/agreements	1.1 Relevant awards/agreements identified and interpreted accurately. 1.2 Relevant awards/agreements applied accurately and equally to all staff. 1.3 Staff regularly and accurately informed of changes in awards/agreements. 1.4 Copy of relevant award/agreement made available to employee if requested.
2. Identify and minimise potential industrial problems	2.1 Opportunities for staff to discuss problems which directly or indirectly affect their work regularly provided. 2.2 Staff counselled if required in a positive and constructive manner or referred to appropriate personnel when necessary. 2.3 Potential and actual conflicts between staff identified promptly and effective remedial action taken as soon as practicable. 2.4 Remedial action applied according to store policy and legislative requirements. 2.5 Records of conflict and outcomes maintained accurately and according to store policy.
3. Implement dispute settlement procedures	3.1 Disputes or grievances promptly identified. 3.2 Store policies and procedures and legislative requirements applied accurately and promptly. 3.3 Staff accurately informed of current procedures and policies. 3.4 All procedures and policies applied in an impartial manner. 3.5 Details of all procedures accurately and completely recorded and made available to authorised personnel. 3.6 Unsettled disputes or grievances promptly referred to management. 3.7 Recommendation for improvements to dispute/grievance procedures promptly referred to management.

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KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Changes in award/agreement need to be communicated to staff.	2
Collecting analysing and organising information	Identifying awards/agreements requires information to be collected, analysed and organised.	2
Planning and organising activities	Maintaining records of conflict requires activities to be planned and organised.	2
Working with others and in teams	Team work will be applied when dealing with conflict between staff.	2
Using mathematical ideas and techniques	The use of mathematical ideas and techniques will be applied when maintaining records and identifying costs required for training if necessary.	2
Solving problems	Problem solving skills will be applied when dealing with interpersonal conflict.	2
Using technology	The use of technology may not be required in this unit.	-

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RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to

- Store policies and procedures in regard to:
  - employee relations
- Grievance procedures may be initiated by:
  - management
  - staff
  - staff representatives
- Interpersonal conflict is minimised to:
  - promote effective working relationships
  - prevent disciplinary or grievance procedures becoming necessary
  - Conflict may be minimised:
  - formally
  - informally
- Discrimination may occur between:
  - staff
  - customers
  - management
- Interpersonal conflict may occur between:
  - individuals
  - teams
- Records may be kept:
  - manually
  - electronically
- Relevant personnel may include:
  - team leader
  - supervisor
  - manager
- Legislative requirements may include:
  - Equal Employment Opportunity
  - Anti-discrimination
  - Unfair dismissal
  - Workplace relations
  - Awards/agreements
  - Industry codes of practice

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EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently and responsibly applies store policies and procedures, in regard to industry codes of practice relating to employee relations.
- Knows and consistently applies state and local statutory requirements/regulations including relevant industry awards/agreements.
- Knows and consistently applies safe work practices in regard to the provision of services in accordance with the relevant occupational health and safety regulations/legislation.
- Consistently and responsibly applies store policies and procedures, in regard to identifying and minimising potential industrial problems and implementing dispute/grievance procedures.
- Consistently and responsibly applies store policies and procedures and legislatory requirements, in regard to external/internal client contact, especially the use of non-discriminatory language and attitudes.
- Knows employees' and employers' rights and responsibilities in regards to awards/agreements.

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Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies, procedures and legislative requirements, in regard to:
  - workplace ethics
  - unfair dismissal
  - shift availability or non attendance
  - staff rosters
  - inter personal conflict
  - grievance procedures
  - personal animosity
  - discriminatory behaviour
  - harassment
  - staff counselling and disciplinary procedures
  - equal opportunity issues
  - non compliance with store policies and procedures
  - part-time, casual, full-time work, contract employment
  - traineeships
- Store organisational structure
- Rights and responsibilities of employers and employees in retail workplace
- Responsibilities of employers and employees under a New Apprenticeship contract of training
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Principles and techniques for interpersonal communication

Skills in:

- Interpersonal communication skills, including:
  - giving feedback
  - coaching
  - performance analysis
  - questioning/listening/observation
  - group presentation
  - team motivation
  - negotiation
  - verbal and non verbal communication
  - team leadership
- Literary skills in:
- comprehending and interpreting relevant workplace documents

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Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRER3B can be assessed with the following unit:

WRRER2B Coordinate work teams

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

- Observation of the person in the workplace
- A simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A real or simulated work environment
- Access to a range of employees or customers or case studies dealing with a variety of industrial relations issues
- Relevant documentation, such as:
  - awards/agreements
  - store policy and procedures relating to grievances, counselling and discipline
  - store rosters
  - legislation and statutory requirements

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WRRI1B Perform stock control procedures

Unit Descriptor

This unit encompasses the skills, knowledge and attitudes required to handle stock in a retail environment. It involves receiving and processing incoming goods, rotating stock, participating in stocktakes, reordering stock and dispatching goods.

Unit Sector Inventory

ELEMENT	PERFORMANCE CRITERIA
1. Receive and process incoming goods	1.1 Cleanliness and orderliness in receiving bay maintained according to store policy. 1.2 Goods unpacked using correct techniques and equipment in line with store policy. 1.3 Packing materials removed and disposed of promptly according to store policy. 1.4 Incoming stock accurately checked and validated against purchase orders and delivery documentation according to store policy. 1.5 Items received inspected for damage, quality, use-by dates, breakage or discrepancies and recorded according to store policy. 1.6 Stock levels accurately recorded on store stock systems, according to store policy. 1.7 Secure storage of goods arranged according to store policy and legislative requirements. 1.8 Stock dispatched to appropriate area/department. 1.9 Stock price and code labels applied when required according to store policy.
2. Rotate stock	2.1 Stock rotation procedures for merchandise and wrapping and packing materials carried out routinely and accurately according to store policy. 2.2 Excess stock placed in storage or disposed of in accordance with store policy and legislative requirements. 2.3 Safe lifting and carrying techniques maintained in line with store occupational health and safety policy and legislative requirements.
3. Participate in stocktake	3.1 Stocktaking and cyclical counts assisted with, according to store policy/procedures. 3.2 Stock records documentation completed according to store stock control system. 3.3 Discrepancies in stock recorded and reported to relevant personnel. 3.4 Electronic recording equipment operated and maintained according to manufacturer's specifications.
4. Reorder stock	4.1 Minimum stock levels identified according to store policy. 4.2 Stock requisition forms or electronic orders completed accurately. 4.3 Undelivered stock orders identified on stock system and followed up without undue delay.

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5. Dispatch goods	5.1 Goods to be returned to supplier identified and labelled with date, supplier and reason for return or referred to management if required. 5.2 Credit request documentation completed according to store procedure. 5.3 Goods stored securely while awaiting dispatch. 5.4 Delivery documentation completed according to store procedures. 5.5 Special delivery instructions noted. 5.6 Items packed safely and securely to avoid damage in transit.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Reordering stock may require ideas and information to be communicated.	1
Collecting analysing and organising information	Maintaining stock levels, receiving and processing incoming goods will require information to be collected, analysed and organised.	1
Planning and organising activities	Identifying stock levels and reordering requires activities to be planned and organised.	1
Working with others and in teams	Team work may be applied when undertaking stocktake procedures.	1
Using mathematical ideas and techniques	Mathematical ideas and techniques may be required when receiving goods and checking and validating delivery.	1
Solving problems	Problem solving skills may be applied when identifying excess stock and determining storage or return of items.	1
Using technology	The use of technology may be applied when recording stock and reporting faults and problems.	1

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RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to

- Store policy and procedures in regard to:
  - stock control
  - dispatch
- Stock recording may be:
  - manual
  - electronic
- Stocktakes may be:
  - cyclical
  - compliance driven
- Store stock control may include:
  - checking incoming or existing stock
  - special orders
- Stock may be moved:
  - manually
  - mechanically
- Handling techniques may vary according to:
  - stock characteristics
  - industry codes of practice
- Reporting of faults may involve:
  - telephone
  - fax
  - email
  - letter
  - face to face
- Legislative requirements may include:
  - occupational health and safety
  - hazardous substances and dangerous goods
  - labelling of workplace substances
  - waste removal and environmental protection
  - transport, storage and handling of goods
- Relevant personnel may include:
  - team leader
  - supervisor
  - store/area manager

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EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies store policies and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to stock control.
- Consistently applies safe work practices in the manual handling and moving of stock, according to occupational health and safety legislation/regulations/codes of practice.
- Interprets and applies manufacturers' instructions with regard to handling stock and using relevant equipment.
- Receives and processes incoming goods and dispatches outgoing goods according to store policies and procedures.
- Rotates stock and reorders stock/maintains stock levels according to store policies and procedures.
- Assists with stocktaking and cyclical counts according to store policies and procedures.
- Interprets and processes information accurately and responsibly.

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Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed on the following page:

Knowledge of:

- Store policies and procedures, in regard to:
  - stock control
  - store labelling policy
  - product quality standards
  - correct unpacking of goods
  - out of date, missing or damaged stock
  - equipment used
  - stock location
  - waste disposal
  - methods of storage
  - delivery documentation
  - stock record documentation
  - dispatch documentation
- Reporting faults and problems
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Relevant occupational health and safety regulations

Skills in:

- Following set routines and procedures
- Using electronic labelling/ticketing equipment
- Literacy and numeracy skills in regard to:
  - stock records and delivery documentation

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRI1B can be assessed with the following units:

- WRRCS2B Apply point of sale handling techniques
- WRRLP2B Minimise theft
- WRRCS3B Interact with customers
- WRRF1B Balance the register/terminal

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- Access to relevant equipment including
  - stock moving equipment
  - manual and electronic labelling/ticketing equipment
  - computers/stock recording equipment
- Relevant documentation, such as:
  - invoices/packing slips/dispatch documents/order forms
  - recording/tally sheets
  - store policy and procedures manuals
  - occupational health and safety regulations
  - legislation and statutory requirements
  - industry codes of practice

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WRRLP1B Apply safe working practices

Unit Descriptor

This unit incorporates the National Occupational Health and Safety Commission (NOHSC) guidelines for occupational health and safety. It encompasses the skills, knowledge and attitudes to maintain a safe work environment for staff, customers and others. It involves observing basic safety and emergency procedures.

Unit Sector Loss Prevention

ELEMENT	PERFORMANCE CRITERIA
1. Observe basic safety procedures	1.1 Procedures to achieve a safe working environment followed and maintained in accordance with all relevant occupational health and safety legislation, including codes of practice, relating to particular hazards in the workplace or industry. 1.2 Unsafe work practices, including faulty equipment and plant are followed and reported according to store policy. 1.3 Dangerous goods and substances managed in accordance with store policy and relevant State and Territory legislation. 1.4 Tasks identified for potential manual risks and managed according to store policy. 1.5 Reporting of work related incidents and accidents to designated personnel observed. 1.6 Consultative processes for occupational health and safety demonstrated and procedures followed.
2. Observe basic emergency procedures	2.1 Fire and emergency procedures, including store evacuation, are followed in accordance with store policy and relevant State and Territory legislation. 2.2 Designated personnel responsible for first aid and evacuation procedures identified correctly. 2.3 Safety alarms identified accurately.

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KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Reporting unsafe situations requires communication of ideas and information.	1
Collecting analysing and organising information	Information on fire and safety hazards needs to be collected, analysed and organised.	1
Planning and organising activities	Identifying evacuation procedures requires planning and organisation.	1
Working with others and in teams	Team work will be applied when maintaining a safe work environment for staff, customers and others.	1
Using mathematical ideas and techniques	Mathematical ideas and techniques may be applied when estimating weights, size, quantities and mixtures.	1
Solving problems	Problem solving skills will be applied when identifying correct procedures for accidents or illness.	1
Using technology	The use of technology may not be required in this unit.	-

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RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to

- Store policies and procedures in regard to:
  - observing basic safety procedures
  - observing emergency procedures
- Safety procedures may include:
  - hazard identification eg workplace inspections
  - fire or store evacuation involving staff or customers
  - emergency, fire and accident procedures
  - personal safety procedures
  - procedures for the use of personal protective clothing and equipment
  - issue resolution procedures
  - reporting incidents and accidents in the workplace
- Occupational health and safety procedures may deal with:
  - safe manual handling and lifting
  - dangerous goods
  - customers
  - staff
  - equipment/tools
  - premises
  - stock
- Emergency procedures may include:
  - sickness
  - accidents
  - fire
  - storms/cyclones
  - store evacuation
  - armed hold up
- Unsafe situations may deal with but are not restricted to:
  - sharp cutting tools and instruments
  - electricity and water
  - damaged packing material or containers
  - toxic substances
  - inflammable materials and fire hazards
  - lifting practices
  - spillages
  - waste and debris
  - ladders
  - trolleys
  - broken or damaged equipment
  - glue guns/burns
- Designated personnel may include:
  - safety representative
  - supervisor/team leader
  - manager
- Checking plant and equipment may include:

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- guarding of machinery
- sharp cutting tools and instruments
- broken or damaged equipment
- damaged packing material or containers

- Safe manual handling practices may include:
  - lifting practices
  - use of equipment such as ladders, trolleys
  - job procedures
- Communication and consultation processes may include:
  - minutes from staff meetings, occupational health and safety meetings
  - identification of health and safety representatives
  - suggestions from staff for improving existing tasks and procedures

EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies safe work practices, in all areas of the store, according to occupational health and safety legislation/regulations/codes of practice.
- Consistently applies store policies and procedures in regard to following basic safety procedures and for reporting faults/problems to relevant person/department/committee.
- Identifies hazardous situations and rectifies where appropriate, or reports to the relevant personnel according to store policy and procedures.
- Reads, accurately interprets and consistently applies manufacturers' instructions for storage and use of hazardous goods.
- Knows store policies and procedures with regard to emergency situations, evacuation or accident/illness in the store.

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Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - occupational health and safety and emergency procedures, which will take into account where applicable, State and Territory legislation and regulations
  - rights and responsibilities of designated personnel responsible for health and safety in the workplace
- Relevant industry codes of practice
- Management of occupational health and safety in the workplace including:
  - communication and consultation processes
  - reporting procedures
  - manual handling procedures
  - interpreting symbols for occupational health and safety signage
- First aid procedures
- Identification what hazards exist in the workplace including:
  - managing broken or of faulty equipment
  - storage of dangerous goods and hazardous substances
  - fire/chemical/electrical hazards
  - spills/leakage of materials
  - appropriate waste disposal
  - slips/trips/falls
- Controlling risks through the 'hierarchy of control' including:
  - eliminating hazards
  - isolating hazards
  - use of engineering controls
  - use of administrative controls
  - appropriate use of personal protective clothing

Skills in:

- Locating and using safety alarms/fire extinguishers/emergency exits
- Identifying hazardous goods and substances
- Interpreting symbols used for occupational health and safety signage
- Storing and using chemicals and hazardous substances
- Handling broken or damaged equipment
- Manual handling procedures
- Using personal protective gear/equipment
- Appropriate waste disposal
- Literacy skills in regard to:
  - reading and interpreting instructions
-

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Numeracy skills in regard to:
- estimating weights, size, quantities and mixtures

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRLP1B can be assessed with the following units:

- WRRCS1B Communicate in the workplace
- WRRER1B Work effectively in a retail environment
- WRRM2B Perform routine housekeeping duties
- WRRCA1B Operate retail equipment

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

- Observation of the person in the workplace
- A simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A real or simulated work environment
- Suitable equipment and materials for lifting
- Relevant documentation, such as:
  - store policy and procedures manuals
  - manufacturer's instructions/operation manuals
  - occupational health and safety regulations
  - legislation and statutory requirements
  - industry codes of practice

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WRRLP2B Minimise theft

Unit Descriptor

This unit encompasses the competencies required to minimise theft in a retail environment. It involves applying routine store security, taking appropriate action to minimise theft and maintaining security of cash, registers/terminals and keys.

Unit Sector Loss Prevention

ELEMENT	PERFORMANCE CRITERIA
1. Apply routine store security	1.1 Store security systems and procedures applied according to store policy. 1.2 Cash handled and secured according to store policy. 1.3 Suspect behaviour by customers observed and dealt with according to store policy. 1.4 Internal and external theft dealt with according to store policy. 1.5 Products and equipment stored in a secure manner.
2. Minimise theft	2.1 Appropriate action taken to minimise theft by applying store procedures. 2.2 Merchandise matched to correct price tags. 2.3 Surveillance of merchandise maintained according to store policy and legislative requirements. 2.4 Customers' bags checked as required at point of sale according to store policy and legislative requirements. 2.5 Security of cash, cash register and keys maintained according to store policy. 2.6 Security of stock, cash and equipment in regard to customers, staff and outside contractors maintained according to store policy. 2.7 Suspected or potential thieves dealt with according to store policy and procedures.

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KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Identifying suspect behaviour and relaying to relevant personnel may require information and ideas to be communicated.	1
Collecting analysing and organising information	Information of security systems needs to be collected, analysed and organised.	1
Planning and organising activities	Checking customer bags may require activities to be planned and organised.	1
Working with others and in teams	Team work may be required when identifying suspect customer behaviour.	1
Using mathematical ideas and techniques	Mathematical ideas and techniques may not be required in this unit.	-
Solving problems	Problem solving may be required when dealing with theft.	1
Using technology	Use of technology may be required when reporting and recording theft.	1

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RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to

- Store policies and procedures in regard to:
  - security
  - surveillance of merchandise
- Security procedures may deal with:
  - customers
  - staff
  - keys
  - visitors, sales representatives, contractors, vendors
  - stock
  - records
  - cash, credit cards
  - equipment
  - premises
  - armed hold-up
- Security equipment may include:
  - alarm systems
  - video surveillance
  - mirrors
  - locked and secure areas
- Legal requirements may include:
  - privacy/confidentiality laws
  - Trade Practices and Fair Trading Acts
  - consumer law
  - property offences
  - credit laws
  - reporting procedures
  - criminal law

EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies store policies and procedures and industry codes of practice, in regard to store security and theft prevention in a range of contexts and situations.
- Consistently applies store policies and procedures in regard to following security procedures and for reporting theft/suspicious behaviour to relevant personnel.
- Monitors stock, work area, customers and staff to minimise opportunities for theft.

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Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit of competency in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - security
  - checking customers' bags and purchases
  - reporting problems and faults
- Relevant legislation and statutory requirements, particularly in regard to checking customers' bags and purchases
- Trade Practices and Fair Trading Acts
- Store merchandising system
- Security procedures relating to cash and non-cash transactions
- Location and operation of store security equipment
- Reporting procedures for external/internal theft or suspicious circumstances

Skills in:

- Literacy and numeracy skills in:
  - recording of stolen items
  - reporting of theft

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRLP2B can be assessed with the following units:

- WRRCS2B Apply point of sale handling procedures
- WRRCS3B Interact with customers
- WRRI1B Perform stock control procedures
- WRRF1B Balance the register/terminal

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Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or a simulated work environment. Evidence might include:

- Observation of the person in the workplace
- A simulated work environment
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A real or simulated work environment
- Relevant documentation, such as:
  - store policy and procedures manuals
  - legislation and statutory regulations
  - industry codes of practice
  - Trade Practices and Fair Trading Acts
- Relevant security equipment
- Point of sale equipment

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WRRM1B Merchandise products

Unit Descriptor

This unit encompasses the skills, knowledge and attitudes required to merchandise products within a retail store. It involves the arrangement and presentation of merchandise, setting up and maintaining displays and labelling or pricing stock.

Unit Sector Merchandising

ELEMENT	PERFORMANCE CRITERIA
1. Place and arrange merchandise	1.1 Merchandise unpacked in accordance with store procedures. 1.2 Merchandise placed on floor, fixtures and shelves in determined locations. 1.3 Merchandise displayed to achieve a balanced fully stocked appearance and promote sales. 1.4 Damaged, soiled or out of date stock identified and corrective action taken as required according to store procedure. 1.5 Stock range placed to conform with fixtures, ticketing, prices or bar codes. 1.6 Stock rotated according to stock requirements and store procedure. 1.7 Stock presentation conforms to special handling techniques and other safety requirements.
2. Prepare display labels/tickets	2.1 Labels/tickets for window, wall or floor displays prepared according to store policy. 2.2 Tickets prepared using electronic equipment or neatly by hand according to store procedures. 2.3 Soiled, damaged, illegible or incorrect labels/tickets identified and corrective action taken. 2.4 Electronic ticketing equipment used and maintained according to design specifications. 2.5 Ticketing equipment maintained and stored in a secure location.
3. Place, arrange and display price tickets and labels	3.1 Tickets/labels are visible and correctly placed on merchandise. 3.2 Labels/tickets replaced according to store policy. 3.3 Correct pricing and information maintained on merchandise according to store procedures, industry codes of practice and legislative requirements.

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4. Maintain displays	4.1 Special promotion areas reset and dismantled. 4.2 Supervisor assisted in selection of merchandise for display. 4.3 Merchandise arranged/faced up as directed and/or according to layout specifications and load bearing capacity of fixtures. 4.4 Unsuitable or out of date displays identified, reset and/or removed as directed. 4.5 Optimum stock levels identified and stock replenished according to store policy. 4.6 Display areas maintained in a clean and tidy manner. 4.7 Excess packaging removed from display areas.
5. Protect merchandise	5.1 Correct handling, storage and display techniques identified and used according to stock characteristics and legislative requirements.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Information on arranging merchandise may need to be communicated to others.	1
Collecting analysing and organising information	Store procedures for arranging merchandise and preparing display tickets/labels will need to be collected, analysed and organised.	1
Planning and organising activities	Placing and arranging merchandise will require planning and organising.	1
Working with others and in teams	Team work may be required to complete and maintain display areas.	1
Using mathematical ideas and techniques	Maintaining stock levels and replenishing stock may require the use of mathematical ideas and techniques.	1
Solving problems	Problem solving skills may be applied when identifying merchandise for display.	1
Using technology	The use of technology may be required for preparing display tickets/labels.	1

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RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to

- Store policy and procedures in regard to:
  - merchandising of stock
  - preparing and displaying tickets/labels
  - maintaining displays
- Displays may include:
  - setting new displays
  - maintaining existing ones
- Tickets and pricing requirements may include:
  - pricing gun
  - shelf tickets
  - shelf talkers
  - written labels
  - swing ticketing
  - bar coding
  - price boards
  - header boards
- Handling techniques may vary according to:
  - stock characteristics
  - industry codes of practice
- Merchandise may be characterised by:
  - type
  - brand
  - size
  - customer needs
  - colour
  - price
- Legislative requirements may include:
  - pricing requirements including Goods and Services Tax (GST) requirements
  - industry codes of practice
  - discounted items
- Trade Practices and Fair Trading Acts
- Safety requirements may include:
  - transport, storage and handling of goods
  - hazardous substances
  - labelling of workplace substances

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EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies store policies and procedures in regard to displaying, merchandising, ticketing, pricing and storage of stock.
- Displays merchandise on floor, fixtures, shelves/display areas, in determined locations, in accordance with special manual handling techniques and other safety requirements.
- Prepares display labels and price tickets for merchandise with regard to store policies and procedures.
- Operates, maintains and stores a range of ticketing equipment according to:
  - store policy and procedures
  - industry codes of practice
  - manufacturers' instructions and design specifications.
- Arranges correct pricing and information on merchandise according to store procedures, industry codes and government requirements.
- Identifies damaged, soiled or out of date stock and takes corrective action as required by store procedures and legislative requirements.
- Maintains display areas and replenishes stock as required in accordance with store procedures and legislative requirements.
- Performs correct manual handling, storage and display techniques according to:
  - stock characteristics
  - industry codes of practice
  - occupational health and safety legislation/regulations/codes of practice.

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Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - merchandising, ticketing and pricing of stock
  - correct storage of stock
  - store promotional themes, including advertising, catalogues and special offers
  - location of display areas
  - availability and use of display materials
  - stock rotation
  - stock replenishment
  - merchandise range
  - scheduling for building or rotating displays
  - correct storage procedures for labelling/ticketing equipment and materials
- Correct manual handling techniques for protection of self and merchandise
- Principles of display
- Elements and principles of design and trends in retail design
- Relevant occupational health and safety regulations including:
  - manual handling
  - hygiene and sanitation
  - hazardous substances
  - labelling of workplace substances
- Relevant legislation and statutory requirements
- Pricing procedures including inclusion/exclusion of Goods and Services Tax (GST)
- Relevant industry codes of practice

Skills in:

- Use and maintenance of manual and electronic labelling/ticketing equipment
- Completing tasks in a set time frame
- Literacy and numeracy skills in relation to:
  - reading and interpreting store procedures and guidelines
  - machine or manual preparation of labels/tickets
  - reading and understanding manufacturer's instructions

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Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRM1B can be assessed with the following units:

- WRRS2B Advise on products and services
- WRRS1B Sell products and services

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- A range of ticketing and pricing equipment
- Merchandise for display
- Display materials and props
- Cleaning materials
- Relevant documentation, such as:
  - store policy and procedure manuals on housekeeping, merchandising and occupational health and safety
  - manufacturer's instructions/operation manuals on electronic ticketing equipment
  - relevant legislation and industry codes of practice

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WRRM2B Perform routine housekeeping duties

Unit Descriptor

This unit encompasses the skills, knowledge and attitudes required to maintain and organise work areas in a retail environment. It involves applying personal hygiene practices by staff members and the organisation of the work area to keep the workplace tidy, clean and safe.

Unit Sector Merchandising

ELEMENT	PERFORMANCE CRITERIA
1. Organise work area	1.1 Work areas maintained in a safe, uncluttered and organised manner according to store policy. 1.2 All routines carried out safely, effectively and efficiently with minimum inconvenience to customers and staff, according to store policy. 1.3 Store policies and procedures for tidying work areas and placing items in designated areas applied.
2. Clean work area	2.1 Store policies and procedures for personal hygiene applied. 2.2 Store policies and procedures applied for cleaning of work area. 2.3 Waste promptly removed and disposed of according to store policy and legislative requirements. 2.4 Spills, food, waste, or other potential hazards reported to appropriate personnel and removed from floors according to store policy and legislative requirements. 2.5 Signage promptly displayed in regard to unsafe areas. 2.6 Equipment and consumable materials maintained and stored correctly after use. 2.7 Tools and equipment (including guards) cleaned and used in accordance with manufacturer's instructions and legislative requirements.

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KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Faults or problems will need to be communicated to relevant personnel.	1
Collecting analysing and organising information	Store policies and procedures for cleaning work areas will need to be collected, analysed and organised.	1
Planning and organising activities	Cleaning work areas and disposing of waste will require activities to be planned and organised.	1
Working with others and in teams	Team work may be required when carrying out routine procedures and reporting to relevant personnel.	1
Using mathematical ideas and techniques	Mathematical ideas and techniques may be required when measuring out chemicals.	1
Solving problems	Problem solving skills may be required to clean particular areas.	1
Using technology	Technology may be required when operating a range of cleaning equipment.	1

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RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to

- Store policy and procedures in regard to:
  - housekeeping practices
  - personal hygiene
  - maintenance and storage of cleaning equipment
  - use and storage of cleaning chemicals
- Work areas may include:
  - counters
  - benches
  - sinks
  - point of sale terminals
  - point of sale areas
  - preparation areas
  - walkways and aisles
  - displays
  - fixtures and other working surfaces
- Handling and cleaning techniques may vary according to:
  - stock characteristics
  - industry codes of practice
- Unsafe areas may include:
  - spills
  - sharp edges
  - loose wiring
- Reporting of faults/problems may be conducted by:
  - face to face
  - email
  - phone
  - fax
- Legislative requirements may include:
  - waste removal
  - environmental protection
  - transport, storage and handling of goods
  - hazardous substances and dangerous goods
  - labelling of workplace substances
  - occupational health and safety
  - use of protective clothing/equipment
- Appropriate personnel may include:
  - manager
  - area supervisor
  - team leader
  - colleagues

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EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies housekeeping duties to work area, point of sales terminals, walkways and fixtures/display areas.
- Consistently applies safe work practices in the operation and maintenance of a range of cleaning/housekeeping equipment according to:
  - store policy and procedures
  - occupational health and safety legislation/regulations/codes of practice
  - industry codes of practice
  - manufacturers' instructions and design specifications.
- Applies store housekeeping program of work area and reports faults/problems to relevant person/department.
- Reads, accurately interprets and consistently applies manufacturers' instructions for cleaning products, tools and equipment.
- Completes tasks in set time frame.

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Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - housekeeping
  - use and maintenance of store cleaning equipment
  - personal hygiene
  - waste disposal and environmental protection
  - reporting problems and faults
- Relevant occupational health and safety regulations
- Relevant labels to identify chemicals and hazardous substances/HAZCHEM labels
- Manufacturer's instructions for use of cleaning materials or hazardous substances
- Manufacturer's instructions for use of cleaning equipment
- Relevant legislation and statutory requirements
- Relevant industry codes of practice

Skills in:

- Using and maintaining cleaning equipment
- Using and storing chemicals, hazardous substances and flammable materials
- Using electrical and other equipment safely
- Literacy and numeracy skills in:
  - reading and understanding manufacturer's instructions
  - reading and understanding warning labels and instructions for the use of chemicals and hazardous substances

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRM2B can be assessed with the following units:

- WRRCS1B Communicate in the workplace
- WRRER1B Work effectively in a retail environment
- WRRLP1B Apply safe working practices
- WRRCA1B Operate retail equipment

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

- Observation of the person in the workplace
- A simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A real or simulated work environment
- Cleaning/store housekeeping equipment and materials
- Relevant documentation, such as:
  - store policy and procedures manuals on housekeeping, cleaning and occupational health and safety
  - manufacturer's instructions/operation manuals on cleaning equipment and materials
  - manual handling regulations and industry codes of practice
  - plant and equipment regulations

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WRRM5A Monitor in-store visual merchandising display

Unit Descriptor

This unit involves the interpretation of a visual merchandising plan and the monitoring of the display to ensure it meets the requirements of the plan and the organisation's visual merchandising standards. The ability to contribute to the visual merchandising standards of the organisation is also required.

Unit Sector Merchandising

ELEMENT	PERFORMANCE CRITERIA
1. Interpret a visual merchandising plan	1.1 Design requirements of visual merchandising plan are identified. 1.2 Resources required to implement plan are sourced. 1.3 Factors that may impact on plan are identified. 1.4 Organisation's visual merchandising standards are applied to the plan.
2. Monitor display requirements	2.1 Display is regularly monitored to ensure it meets the requirements of the visual merchandising plan. 2.2 Damage or changes to the display are identified. 2.3 Action is taken to rectify any changes to the display.
3. Maintain displays to organisation requirements and plan	3.1 Displays are maintained so that they are clean and tidy. 3.2 Additions or changes to displays are made so the display consistently adheres to the visual merchandising plan. 3.3 Organisation's requirements for visual merchandising are maintained in the display.
4. Contribute to the visual merchandising standards of the organisation	4.1 Visual merchandising standards of the organisation are interpreted. 4.2 Opportunities for improving visual merchandising standards are identified. 4.3 Contributions to the visual merchandising standards are made as appropriate.

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KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Contributions to visual merchandising standards need to be communicated to other members of the organisation.	2
Collecting analysing and organising information	Information is collected and analysed when interpreting a visual merchandising plan.	2
Planning and organising activities	Maintaining displays and making additions or changes requires activities to be organised.	1
Working with others and in teams	Team work may be required in interpreting the visual merchandising plan and maintaining the display.	1
Using mathematical ideas and techniques	Interpreting a visual merchandising plan may require some mathematical techniques to work out sizes and shapes of the display.	2
Solving problems	Ensuring that the displays meet the requirements of the visual merchandising plan will require problem solving.	2
Using technology	Displays may require the use of technology.	1

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RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to

- Design requirements of the plan may include:
  - colours used
  - layout of the display
  - functionality
  - merchandise for display
  - size of display
  - location in store of display
- Resources required to implement plan may include:
  - fixtures and fittings
  - people
  - time
  - materials
  - supports
  - lights
- Factors that may impact on the plan may include:
  - store promotions
  - time requirements
  - budget requirements
  - availability of staff
- Organisational visual merchandising standards may include:
  - store plan and design
  - retail image
  - technology available
  - location of display
- Damage or changes to the display may include:
  - damage to fixtures, fittings or display supports
  - damage to items on display
  - changes in the appearance of the display

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EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Accurately interprets and correctly identifies the design requirements of a visual merchandising plan.
- Monitors the display closely and completes regular maintenance to ensure it meets the requirements of the visual merchandising plan and the organisation visual merchandising standards.
- Contributes appropriately to the ongoing development of the organisation's visual merchandising standards.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Basic principles of visual merchandising
- Basic design principles
- Organisation visual merchandising principles

Skills in:

- Maintaining and updating displays according to the visual merchandising plan
- Generating ideas for improving visual merchandising standards

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRM5A can be assessed with other units that make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- Relevant documentation, such as:
  - store policy and procedures manuals
  - store visual merchandising standards

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WRRM6A Create a display for a small business

Unit Descriptor

This unit encompasses the competencies required to plan and implement a display for a small retail business. It involves identifying requirements for a display, developing display ideas, developing and implementing a display plan and maintaining the display.

Unit Sector Merchandising

ELEMENT	PERFORMANCE CRITERIA
1. Identify the requirements of the display	1.1 Purpose and audience for the display are identified. 1.2 Products that will be displayed are identified. 1.3 Organisational requirements are identified and relevant information researched where required. 1.4 Resources required to create the display are identified. 1.5 Constraints or factors that may impact on the creation of the display are considered.
2. Develop display ideas	2.1 Ideas for the display are generated using creative thinking techniques. 2.2 Ideas are tested against display requirements and organisational requirements. 2.3 Display options are discussed with relevant personnel. 2.4 Display ideas are modified and refined according to feedback.
3. Develop and implement display plan	3.1 Ideas are developed into a detailed display plan. 3.2 Resources, materials and products are sourced to meet plan requirements. 3.3 Display is created following the display plan. 3.4 Assistance is sought from relevant personnel where required. 3.5 Display is reviewed and refinements made as required.
4. Maintain display	4.1 Display is kept clean and tidy and maintained according to display plan. 4.2 Products are replaced as necessary. 4.3 Changes or alterations to the display are made as appropriate.

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KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Ideas for the display need to be communicated to relevant personnel.	2
Collecting analysing and organising information	Information on the products to be displayed and the audience for the display will be gathered and analysed.	2
Planning and organising activities	Implementing the display plan will involve planning and organising a range of activities.	2
Working with others and in teams	Team work may be required in developing ideas and implementing the plan.	1
Using mathematical ideas and techniques	Mathematical ideas and techniques may be used to develop the display plan.	1
Solving problems	Problem solving skills will be required in designing a display to fit the requirements of the store.	2
Using technology	Technology may be required in creating the display following the plan.	1

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RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to

- Purpose of the display may include:
  - window display
  - promotion
  - sale
  - new products
  - new range
- Resources required may include:
  - tickets
  - labels
  - materials
  - fixtures and fittings
  - staff
  - time
  - budget
- Constraints or factors may include:
  - time
  - budget
  - staff
  - availability of materials
  - space
  - product characteristics
- Organisational requirements may include:
  - organisational standards
  - aesthetics
  - budget
  - staff
  - allocated space
- Relevant personnel may include:
  - manager
  - colleagues
  - team leader
  - marketing personnel
  - external personnel with display creation expertise
- Creative thinking techniques may include:
  - visualisation
  - lateral thinking
  - product association
- Display options may include:
  - indoor
  - outdoor
  - stationary
  - moving
  - sound
  - lighting

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EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Can accurately identify the requirements of a new display.
- Can create a display plan that meets the requirements of the product, the audience and the organisation.
- Can successfully implement the display plan and maintain the display.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Basic design principles including:
  - colour
  - shape
  - use of space
  - flow of product
- The audience for the display and what the display needs to communicate
- A variety of display options
- Organisational requirements in terms of product display

Skills in:

- Creative thinking skills
- Representing ideas in the form of a display plan
- Observing when display needs to be changed, updated or altered
- Maintaining display
- Communicating display ideas to others
- Seeking and accepting feedback from others

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRM6A can be assessed with other units that make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- Relevant documentation, such as:
  - store policy and procedures manuals
- Access to a range of display products and materials

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WRRO3B Provide a safe working environment

Unit Descriptor

This unit is based on the National Occupational Health and Safety Commission (NOHSC) guidelines for occupational health and safety. It encompasses the competencies involved in developing and implementing policies and procedures relating to occupational health and safety issues. It involves consulting with staff, assessing and controlling risks, establishing and maintaining record systems and evaluating policies and procedures.

Unit Sector Operations

ELEMENT	PERFORMANCE CRITERIA
1. Develop policies to establish and maintain a safe working environment	1.1 Store policies and procedures developed based upon a commitment to occupational health and safety and with regard to relevant legislation. 1.2 Occupational health and safety responsibilities and duties clearly defined, allocated and included in job descriptions and duty statements for all relevant positions. 1.3 Financial and human resources for the operation of the occupational health and safety system identified, sought and/or provided promptly and consistently. 1.4 Information on the occupational health and safety system readily accessible and clearly explained to staff. 1.5 Procedures established to identify existing and potential hazards. 1.6 Procedures established and maintained to facilitate the reporting of all safety related incidents. 1.7 Control measures developed according to the hierarchy of control. 1.8 Systems established to encourage staff members to report /identify all matters likely to affect workplace safety.
2. Consult with staff	2.1 Appropriate consultation processes established and maintained in consultation with staff according to occupational health and safety legislation and store policy. 2.2 Issues raised through consultation dealt with and resolved promptly according to store policy. 2.3 Information on outcomes of consultation provided to staff clearly and promptly.

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3. Establish and maintain a safe working environment	3.1 Policies and procedures established and maintained to facilitate identification and prevention of hazards. 3.2 Identification of potential and existing hazards, addressed at planning, design and evaluation stages of workplace changes to prevent creation of new hazards according to relevant legislation and codes of practice. 3.3 Procedures established and maintained to ensure safe handling and storage of hazardous goods. 3.4 Procedures established and maintained to ensure equipment is maintained and stored safely in line with store policy. 3.5 Procedures established and maintained to ensure safe lifting and manual handling techniques are employed by staff. 3.6 Store emergency procedures established and maintained.
4. Assess risks	4.1 Risks presented by identified hazards correctly assessed in accordance with occupational health and safety legislation and codes of practice. 4.2 Procedure for ongoing risk assessment developed and integrated with systems of work and procedures. 4.3 Staff activities monitored to ensure this procedure is adopted effectively. 4.4 Risk identification and assessment addressed at planning, design and evaluation stages of workplace changes to prevent creation of new hazards.
5. Control risks	5.1 Measures to control assessed risks developed according to the hierarchy of control and implemented according to store policy, occupational health and safety legislation and codes of practice. 5.2 Interim or contingency measures established and implemented when control measures not immediately practicable, until permanent control measures are implemented.
6. Establish and maintain policies for hazardous events	6.1 Potentially hazardous events correctly identified. 6.2 Procedures to control risks associated with hazardous events and meet legislative requirements, developed in consultation with appropriate emergency services. 6.3 Appropriate information and training provided to all employees to enable implementation of the correct procedures in all relevant circumstances.
7. Train staff	7.1 Occupational health and safety training program developed and implemented to ensure all staff are trained in occupational health and safety issues.
8. Establish and maintain record system	8.1 System for maintaining occupational health and safety records established and monitored to facilitate identification of patterns of occupational injury and disease according to store policy.

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9. Evaluate policies and procedures	9.1 Effectiveness of the occupational health and safety system and related policies, procedures and programs assessed according to store policy. 9.2 Improvements to the occupational health and safety system developed and implemented to ensure more effective achievement of store policy. 9.3 Compliance with occupational health and safety legislation and codes of practice assessed to ensure that legal occupational health and safety standards are maintained.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Policies and procedures need to be communicated to all staff members.	3
Collecting analysing and organising information	Identifying existing and potential hazards requires information to be collected, analysed and organised.	3
Planning and organising activities	Developing a training program requires activities to be planned and organised.	3
Working with others and in teams	Team work will be applied when consulting with staff on workplace safety.	3
Using mathematical ideas and techniques	The use of mathematical ideas and techniques will be applied when identifying patterns of occupational injury and disease.	2
Solving problems	Problem solving skills will be applied when establishing contingency measures until permanent control measures are implemented.	3
Using technology	The use of technology will be applied when establishing and maintaining record systems.	3

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RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to

- Store policies and procedures in regard to:
  - occupational health and safety
  - emergency procedures
- Occupational health and safety issues may include:
  - customers and staff, equipment, premises or stock
  - sickness and accident reporting procedures
  - storage and use of flammable materials
  - safe lifting and manual handling procedures
  - store evacuation
  - chemical containment
  - first aid procedures
  - range of responsibilities/job description including general duty of care of employees and employers
  - workplace inspection and safety audits
  - checking equipment prior to and during work
  - reporting process for and issues resolution, injury or accidents
- Store emergency procedures may include:
  - locating and using alarms
  - events likely to endanger staff or customers
  - sickness
  - accidents
  - fire
  - store evacuation
  - chemical spills
  - bomb scares
  - armed robbery
- Processes for consultation may include:
  - minutes from health and safety meetings
  - suggestions for improvements put forward by employees
  - staff meetings, management meetings
- Assessing risks may include:
  - conducting regular reviews of injury/accident registers
  - consultation processes including discussions with employees
  - maintenance of plant and equipment
  - assessment of individual tasks and job design
- Hierarchy of control may include:
  - elimination of hazards
  - substitution
  - isolating hazards
  - use of engineering controls
  - use of administrative controls
  - appropriate use of personal protective clothing and equipment

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- Staff training may include:
  - induction training
  - training for specific hazards identified in the industry
  - fire and emergency evacuation training
  - ongoing professional development training which includes occupational health and safety implications
- Training may be provided to trainees:
  - on the job
  - off the job
  - combination of both
- Records may include:
  - workplace inspection and audit reports
  - training records for new employees
  - ongoing employee training records
  - manufacturer's instructions including MSDS maintenance records
  - revision of policies and procedures to ensure relevance through audits against State and Territory legislation and regulations

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EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Maintains, manages and applies safe work practices including necessary resources, control measures and risk assessments, in all areas of the store, according to occupational health and safety, and health and hygiene legislation/regulations/industry codes of practice and equal opportunity principles.
- Maintains, manages and applies emergency procedures according to store policies and procedures.
- Develops and/or manages store policies and procedures in regard to the consistent application by staff members of safe working practices, for the provision of services and safe use of products.
- Establishes and maintains consultative processes in regard to occupation health and safety legislation/regulations/industry codes of practice.
- Allocates and manages staff responsibilities for occupational health and safety guidelines and health and hygiene legislation/regulations and industry codes of practice.
- Develops and implements staff training programs that relate to occupational health and safety, and health and hygiene legislation/regulations and industry codes of practice.
- Establishes and maintains a recording system for accident, illness and emergency situations details.
- Evaluates, reviews and makes recommendations for improvements with regard to store policies and procedures in occupational health and safety and store emergency procedures

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Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this standard in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - occupational health and safety and emergency procedures, taking into account local and state government legislation/regulations/codes of practice
  - emergency evacuation of store
  - events likely to endanger staff or customers
  - hierarchy of control in emergency situations
  - place of consultative committees
  - recording system for accidents, incidents, illness
- Relevant occupational health and safety legislation/regulations/codes of practice
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- First aid procedures
- Handling and storage procedures of hazardous and non hazardous goods and equipment
- Procedures for spills/leakage of materials/accidents/sickness
- Safe lifting and manual handling procedures
- Waste disposal methods, including hazardous substances

Skills in:

- Consultation processes
- Identifying and preventing fire and safety hazards, including fire/chemical/electrical hazards
- Negotiation skills
- Using safety alarms/fire extinguishers/emergency exits
- Developing processes and procedures
- Literacy skills in regard to:
  - researching, analysing and interpreting a broad range of written material
  - preparing reports
  - documenting results
- Numeracy skills in relation to:
- finance and risk assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRO3B can be assessed with the following units:

- WRRPM1B Administer human resources policy
- WRRPM2B Recruit and select personnel

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or a simulated environment. Evidence might include:

- Observation of the person in the workplace
- Simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A real or simulated work environment
- Relevant documentation, such as:
  - occupational health and safety legislation/regulations/codes of practice
  - store policy and procedures manuals
  - industry codes of practice
  - enterprise agreements in regard to consultative committees
- Access to other staff members
- Access to emergency equipment

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WRRO7A Profile a retail market

Unit Descriptor

This unit encompasses the skills and knowledge required to profile a retail market. It involves reviewing the image of the store, researching market demands, profiling store customers and implementing methods to attract customers to the store.

Unit Sector Operations

ELEMENT	PERFORMANCE CRITERIA
1. Review the image of the store	1.1 The components of the store image are analysed. 1.2 Relevant store documentation in relation to store image is accessed and analysed. 1.3 The store image is promoted in an appropriate manner.
2. Research market demands for the store	2.1 An appropriate area for researching market demands is selected. 2.2 Appropriate market research techniques are applied in accordance with store policies. 2.3 Market research is planned in accordance with store polices and procedures 2.4 Data is collected and analysed and presented in an appropriate manner.
3. Profile the store's customer	3.1 The demography of the store's customers is researched. 3.2 A demographic profile is developed. 3.3 Information about changing trends is accessed and related to customer demands.
4. Implement methods to attract customers to store	4.1 Information about the customer is accessed and analysed. 4.2 Ideas for attracting customers are generated. 4.3 A suitable idea is selected and developed in collaboration with others in the organisation. 4.4 The idea is presented and discussed with supervisor. 4.5 The idea is evaluated to ensure that it meets the requirements for the target customers. 4.6 The idea is implemented in accordance with store policies and budgetary requirements.

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KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Ideas for attracting customers needs to be discussed with supervisor.	1
Collecting analysing and organising information	Researching market demands requires information to be collected, analysed and organised.	1
Planning and organising activities	Developing ideas and presenting them to others requires activities to be planned and organised.	1
Working with others and in teams	Discussing ideas with others and implementing methods to attract customers requires team work.	1
Using mathematical ideas and techniques	Collecting and analysing market data requires the use of mathematical ideas and techniques.	1
Solving problems	Evaluating ideas to ensure they meet requirements requires problem solving skills.	1
Using technology	Accessing and researching market data will require the use of technology.	1

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RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to

- Store policies and procedures in regard to:
  - marketing
  - market research
- Components of store image may include:
  - products
  - services
  - layouts
  - displays
  - tickets
  - visual merchandising
  - promotional events/themes
- Appropriate areas of research may include:
  - location
  - consumer
  - product
  - brand
  - price
  - layout
  - advertising
- Appropriate research techniques may include:
  - interviews
  - observations
  - surveys
  - questionnaires
- Data may include:
  - Internal - customer orders, random surveys, complaints, returns
  - External - ABS statistics, books, newspaper reports, supplier's information
- Demographic details may include:
  - age
  - buying power
  - family structures
  - employment patterns
  - education levels
  - tourism
  - mobility
  - occupations
  - marital status
  - ethnic background
  - income levels
  - population size
- Changing trends may include:
  - tourism
  - immigration
  - technology

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- selling approaches
- leisure time
- environmental issues
- discount operators
- quality demands

- Methods to attract customers may include:
  - advertising
  - seasonal promotions
  - new product launches
  - public relations
  - publicity

EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Analyses components of the store image by accessing relevant store documentation.
- Promotes the store image in an appropriate manner.
- Researches market demands using appropriate market research techniques.
- Accurately profiles store customers.
- Generates ideas for attracting customers to store.
- Selects and develops a suitable idea in collaboration with others.
- Presents and discusses idea with supervisor.
- Evaluates idea to ensure that it meets requirements for target customers.
- Implements the idea in accordance with store policies and budgetary requirements.

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Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures in regard to:
  - accessing documentation
  - promoting store image
- Market research methods
- Evaluation methods

Skills in:

- Verbal and non verbal communication
- Questioning and active listening
- Presentation skills
- Research skills
- Interviewing skills
- Collaboration

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRO7A can be assessed with other units that make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

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Resources Required

- A retail work environment
- Relevant documentation, such as:
  - store policy and procedures manuals
  - store documentation in relation to store image

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WRRO8A Develop innovative ideas at work

Unit Descriptor

This unit covers the skills required to systematically generate and develop ideas for workplace improvement. It involves interpreting or observing the need for improvement and developing a detailed idea. This requires the creative generation and discussion of a number of ideas or solutions and accepting positive and negative feedback. Ideas should be tested in order to establish and present a workable outcome which meets the needs of the end user.

Unit Sector Operations

ELEMENT	PERFORMANCE CRITERIA
1. Interpret the need for innovation	1.1 The need for innovation within workplace context is observed. 1.2 Assumptions about products/processes are challenged to identify opportunities for innovation. 1.3 Possible future contexts and environments for the innovation are projected. 1.4 End user requirements are defined. 1.5 Resources and constraints are identified. 1.6 Factors and ethical considerations that may impact on the idea are researched. 1.7 Relevant organisational knowledge is accessed.
2. Generate ideas	2.1 Ideas are conceptualised using a range of creative thinking techniques. 2.2 Relevant knowledge to explore a range of approaches is applied. 2.3 Stimulation from alternative sources is sought. 2.4 Ideas are tested against brief and other factors. 2.5 Preferred option is selected.
3. Collaborate with others	3.1 Ideas are developed in conjunction with relevant people. 3.2 Feedback is sought and accepted from relevant people in an appropriate fashion. 3.3 Ideas are modified according to feedback. 3.4 A network of peers is maintained and utilised to discuss ideas.
4. Analyse and reflect on ideas	4.1 Ideas are analysed from different perspectives. 4.2 Appropriate strategies are used to capture reflections. 4.3 Ideas are examined to ensure they meet context requirements, best practice and future needs. 4.4 Time is allowed for the development and analysis of ideas.
5. Represent ideas	5.1 An appropriate communication technique is selected for the target audience. 5.2 The presentation of the idea is developed with the audience in mind. 5.3 The idea is presented to educate/inform the client. 5.4 The idea is modified according to client feedback.

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6. Evaluate the idea	6.1 The idea is reviewed using appropriate evaluation methods to ensure it meets required needs. 6.2 Idea is modified as required.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Sharing ideas with others, presenting ideas to the client and obtaining feedback requires communication of ideas and information.	1
Collecting analysing and organising information	Seeking or researching information from the client and other relevant sources requires information to be collected, analysed and organised.	1
Planning and organising activities	Planning and organising steps to be undertaken to develop idea will be required.	1
Working with others and in teams	Collaborating with others and sharing knowledge to develop the idea and present it requires team work.	1
Using mathematical ideas and techniques	Generating basic graphs, designs and measurements to test out ideas will require the use of mathematical ideas and techniques.	1
Solving problems	Identifying resources and materials needed will require problem solving skills.	1
Using technology	Using computers and other relevant equipment will require the use of technology.	1

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RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to

- Innovation may include:
  - generating new ideas or solutions
  - developing new uses for old ideas and making them useful or a means of improvement
- User requirements may refer to:
  - who will be using the end product
  - why the product/process is needed
  - how will it be used
  - advantages will it provide
  - where it will be used
- Assumptions can be about any convention in the workplace and might include:
  - work process
  - product
  - materials
  - system
  - tools
  - working conditions
- Resources and constraints include:
  - time required
  - costs
  - equipment
  - human resources
  - work culture
  - management practice
  - technology needed
- Factors impacting on the idea might include:
  - aesthetic requirements
  - functionality
  - information available
  - occupational health and safety and environmental considerations
- Creative thinking techniques might include:
  - brainstorming
  - visualising
  - making associations
  - building on associations
  - telling stories
  - creative writing
  - lateral thinking games
  - mind mapping, drawings
  - six thinking hats
  - using prompts
- Relevant knowledge might include:
  - technical knowledge
  - information gained from books and videos

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    - knowledge from different work areas
    - information from work colleagues
- Stimulation from alternative sources might include:
    - reading books and industry journals
    - talking with colleagues and friends
    - visiting art galleries and museums
    - going to industry workshops
    - networks
- Relevant people might include:
    - colleagues
    - team members
    - supervisors
    - managers
    - the client
- Maintaining a network of peers may include:
    - participating in forums
    - participating in industry training
    - attending workshops
    - becoming a member of a network
- Communication techniques refer to how you will present your ideas and may include:
    - writing a proposal
    - building a model
    - showing a film
    - presenting a talk
    - preparing a report
    - drawing a diagram
- Educating the client might include:
    - helping the client visualise and understand the idea
    - actively listening
    - asking questions
    - accepting others opinions
    - explaining the proposal
    - clarifying details
- Reviewing the idea might involve:
    - checking that the idea can be implemented
    - that it meets the client/end user needs
    - best practice
    - financial requirements
- Evaluation methods might include:
    - developing checklists
    - discussing the process with colleagues or supervisors
    - writing a report of the outcomes

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EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the competency standard and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Accurately interprets the need for innovation.
- Identifies resources and constraints and researches impacting factors.
- Generates ideas using creative thinking techniques.
- Tests ideas against brief and other relevant factors.
- Presents and discusses ideas with relevant people.
- Seeks feedback and modifies ideas accordingly.
- Analyses and reflects on ideas to ensure they meet end user requirements.
- Presents ideas using appropriate communication methods.
- Reviews idea using appropriate evaluation methods.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Relevant technical knowledge
- Broad industry/market knowledge
- Organisational culture
- Social, environmental and work culture impacts
- Principles of innovation

Skills in:

- Research skills
- Active listening
- Interpersonal skills
- Networking
- Lateral thinking
- The ability to analyse self and external factors
- Time management skills

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRO8A can be assessed with other units that make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Answers to questions about specific skills and knowledge

Resources required

- A retail environment
- Relevant documentation, such as:
  - store policy and procedures manuals
- A range of communication equipment

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WRRPL3B Initiate and implement change

Unit Descriptor

This unit involves the skills and knowledge required to identify opportunities for increased sales and service, and to evaluate, negotiate and implement changes consistent with the store's overall aims and objectives.

Unit Sector Planning

ELEMENT	PERFORMANCE CRITERIA
1. Identify opportunities for increased sales and service	1.1 Relevant, reliable information regularly obtained, from a variety of sources and analysed with regard to requirements of store operations. 1.2 Information on developments accurately reported to appropriate personnel. 1.3 Information related to current practices used to identify opportunities for growth in sales and service. 1.4 Operations continuously monitored and evaluated, and action taken to improve where indicated. 1.5 Obstacles to change accurately identified and action taken to alleviate problems. 1.6 Evaluation of previous development outcomes used to identify improvement opportunities.
2. Evaluate changes	2.1 Information on current and proposed merchandise and service range and operating systems complete, accurate and accessible. 2.2 Advantages and disadvantages of current and proposed operations accurately compared. 2.3 Implications of introducing changes accurately accessed using appropriate analysis measures. 2.4 Proposed changes take account of previous evaluations. 2.5 Recommendations accurately communicated to appropriate people within designated time frames. 2.6 Responses to recommendations analysed and appropriate alterations made.
3. Negotiate changes	3.1 Information on projected change promptly communicated to appropriate people in sufficient detail for them to evaluate the implications for their areas of responsibility. 3.2 Good working relationships maintained during negotiations. 3.3 Agreements reached include detailed implementation plans in line with store policy. 3.4 Complete and accurate records of negotiations and agreements communicated to appropriate people. 3.5 Where compromise necessary, it is mutually acceptable and in line with store policy. 3.6 Reasons for non-acceptance of proposals conveyed positively to relevant staff. 3.7 Relevant people encouraged to understand and participate in changes.

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4. Implement and evaluate change	4.1 Relevant details of implementation plans communicated within designated time frames to appropriate people, in a manner and at a level and pace suitable for their needs. 4.2 Resources used effectively to meet the requirements of operational changes. 4.3 Operational changes monitored according to implementation plans. 4.4 Outcomes of changes evaluated against expectations and previous sales/service records. 4.5 Implementation process modified to resolve problems if required.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Communicating ideas and information will be applied when planning and proposing change.	3
Collecting analysing and organising information	Information on current practices and operations will need to be collected, analysed and organised.	3
Planning and organising activities	Planning proposed operations requires activities to be planned and organised.	3
Working with others and in teams	Team work will be required when communicating recommendations for projected changes.	3
Using mathematical ideas and techniques	The use of mathematical ideas and techniques may not be required in this unit.	-
Solving problems	Problem solving skills will be applied when evaluating and forecasting possible changes.	3
Using technology	The use of technology may not be required in this unit.	-

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RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to

- Store policies and procedures in regard to:
  - initiating and implementing changes
- Opportunities for improvement and change may include:
  - personnel requirements/team composition
  - employment/work practices
  - work methods and patterns
  - cost factors
  - nature and availability of services and products
  - quality of services and products
  - methods to reduce waste
  - new equipment/technology
  - design of systems
- Implications of change may include:
  - profitability
  - productivity
  - quality of service/product
  - environmental impact
  - working conditions
  - working relationships
  - reactions of individual employees
- Analysis methods may include:
  - qualitative
  - quantitative
- Communication/negotiations may include:
  - higher level managers
  - subordinates
  - colleagues
  - specialists
  - staff in other departments
  - representatives from external organisations
- Obstacles to change may include:
  - internal considerations
  - external considerations
- Information may be gathered from:
  - external sources
  - higher level managers
  - subordinates
  - colleagues
  - specialists
  - staff in other departments
- Negotiations may be conducted:
  - verbally in formal or informal meetings
  - by telephone/fax
  - written correspondence
  - email

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EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Reviews relevant information and identifies opportunities for increased sales and service.
- Evaluates proposals for changes to merchandise and service range and operating systems.
- Negotiates for the successful implementation of change.
- Collaboratively implements changes.
- Evaluates implemented change against the initial proposal.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - initiating and implementing change
  - applying relevant legislation and organisational rules
- Changes to technology and resources
- Market needs and marketing opportunities
- Resource utilisation and costs
- Analysing efficiency and effectiveness
- Assessing alternatives in areas of change, including contingency planning
- Using financial analysis techniques, including cost/benefit, differential and risk analysis
- Quality assurance and control

Skills in:

- Planning and proposing changes
- Consultation skills
- Negotiation skills
- Evaluating and forecasting
- Presentation skills
- Literacy skills in regard to:
  - documenting plans and reports

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Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRPL3B can be assessed with other units which make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- Relevant documentation, such as:
  - store policy and procedures in regard to initiating and implementing change
  - resource utilisation
  - proposals for changes
  - market analysis data
- Access to a team

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WRRPM3B Lead and manage people

Unit Descriptor

This unit covers the skills and knowledge required to lead and manage teams. It involves developing and communicating team objectives, developing and improving teams, delegating responsibility, consultation and actively supporting team members to achieve goals and store plans/targets.

Unit Sector People Management

ELEMENT	PERFORMANCE CRITERIA
1. Lead the team	1.1 Leadership style reflects the store image/culture. 1.2 Environment created in which people are motivated to achieve high standards of performance. 1.3 Personal leadership style analysed and evaluated in terms of effects on motivation and performance of team members.
2. Lead by example	2.1 High personal performance standards demonstrated. 2.2 Willingness to confront difficult situations/problems demonstrated. 2.3 Honest, open consultation used to communicate with team members. 2.4 Difficult situations dealt with fairly, openly and promptly.
3. Develop and communicate team objectives	3.1 Clear, accurate and relevant team objectives developed, including expected performance standards. 3.2 Objectives achievable within designated time limits and according to resources available. 3.3 Objectives explained clearly and at a level and pace appropriate to team members. 3.4 Objectives regularly reviewed according to team/store policy changes. 3.5 Team members encouraged to provide feedback on objectives and to clarify areas of uncertainty.

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4. Establish, develop and improve teams	4.1 Plans based on accurate assessment of current competencies and career aspirations according to current and future store requirements. 4.2 Individuals assisted and encouraged to take responsibility for their self development. 4.3 Team building and development plans contain clear, realistic objectives. 4.4 Unproductive friction between team members minimised. 4.5 Collaborative approach taken with team members, colleagues and management to establish constructive relationships. 4.6 Team members encouraged to offer ideas, views or suggestions. 4.7 Recognition of team members' suggestions offered, and explanations given if proposals rejected. 4.8 Outstanding achievement recognised. 4.9 Promises and undertakings to team are realistic and honoured. 4.10 Team members given appropriate support in areas which may affect work performance and morale.
5. Develop self	5.1 Current self competencies and development needs identified according to current position description and future career aspirations. 5.2 Realistic, achievable and challenging objectives developed and regularly reviewed. 5.3 Responsibility accepted for achieving self development objectives. 5.4 Progress and performance regularly reviewed with appropriate personnel. 5.5 Feedback received used to improve future performance.
6. Delegate responsibility and authority	6.1 Team and individual responsibilities and limits of responsibility, clearly defined according to store policy. 6.2 Information provided in a manner and at a pace appropriate for the individual. 6.3 Delegation is unambiguous, explicit and able to be carried out within a designated time frame. 6.4 Resources and implementation methods effectively negotiated with team members. 6.5 Support and resources available are accessible and are sufficient for the needs of the operation. 6.6 Delegation reviewed regularly and revised as required.

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7. Consult with team	7.1 Policies, plans, problems and solutions clearly and concisely communicated to team according to store policy. 7.2 Communication to team on store policy and operational issues actively and clearly demonstrated. 7.3 Meeting purposes clearly established. 7.4 Information clearly presented. 7.5 Positive contributions encouraged from all members of group. 7.6 Discussion time allocated to items according to importance, urgency or complexity. 7.7 Leadership style appropriate for purpose and membership of group. 7.8 Decisions recorded accurately and acted upon as required. 7.9 Written and verbal communication performed in a clear and concise manner according to store policy.
8. Support the team	8.1 Staff, colleagues and management actively supported within store policy guidelines in situations involving store policies or operations. 8.2 Team members actively supported in achievement of realistic goals. 8.3 Team members actively focused towards store plans/targets.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Delegating responsibility to team members requires communication of ideas and information.	3
Collecting analysing and organising information	Developing team objectives requires information to be collected, analysed and organised.	3
Planning and organising activities	Developing plans to improve teams requires activities to be planned and organised.	3
Working with others and in teams	Team work is essential throughout this unit.	3
Using mathematical ideas and techniques	This skill may not be required in this unit.	-
Solving problems	Problem solving skills will be required when dealing with friction between team members and establishing constructive relationships.	3
Using technology	The use of technology may not be required in this unit.	-

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RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to

- Store policies and procedures in regard to:
  - staff development, people management and leadership style
  - conflict resolution/grievance procedures
- Team members may:
  - come from a variety of social, cultural or ethnic backgrounds
  - vary in literacy and numeracy skills
  - vary in competencies
- Self competencies may include:
  - communication skills
  - ability to delegate
  - conflict resolution skills
  - team building skills
- Communication may include:
  - verbal
  - individually or in groups
  - formal or informal meetings
  - written correspondence, memos
  - email, fax, telephone
- Resources may include:
  - training materials
  - equipment
  - access to relevant information

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EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Establishes effective and collaborative teams to achieve common objectives.
- Manages teams to perform effectively and collaboratively by:
  - using a leadership style that supports store image/culture/business strategic direction
  - creating an environment to achieve high standards
  - maintaining effective communication with staff
  - leading by example
  - consulting honestly and openly
  - dealing with difficult situations fairly, openly and promptly.
- Evaluates, analyses and enhances own leadership style.
- Evaluates and improves the effective performance of teams.
- Leads teams in an effective, open, consultative and supportive manner.
- Delegates appropriate responsibility and authority to team members.

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Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - people management
  - staff development
  - leadership
  - team/company objectives
- Principles and techniques in interpersonal relation skills, including:
  - conflict resolution
  - negotiation
  - consultation
  - team building
  - training/mentoring
  - delegation
- Training Packages and competency standards

Skills in:

- Presenting information
- Conflict resolution
- Leadership skills
- Negotiation
- Interpersonal communication skills
- Literacy skills in regard to:
  - communicating ideas and information

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRPM3B can be assessed with other units which make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources required

- A retail work environment
- Relevant documentation, such as:
  - store policy and procedures on people management and staff development
  - team/company objectives
- Access to a team

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WRRS1B Sell products and services

Unit Descriptor

This unit involves the skills, knowledge and attitudes required to sell products and services in a retail environment. It involves the use of sales techniques and encompasses the key selling skills from approaching the customer to closing the sale. It requires a basic level of product knowledge.

Unit Sector Selling

ELEMENT	PERFORMANCE CRITERIA
1. Apply product knowledge	1.1 Knowledge of the use and application of relevant products and services demonstrated according to store policy and legislative requirements. 1.2 Product knowledge developed by accessing relevant sources in information.
2. Approach customer	2.1 Timing of customer approach determined and applied. 2.2 Effective sales approach identified and applied. 2.3 Positive impression conveyed to arouse customer interest. 2.4 Knowledge of customer buying behaviour demonstrated.
3. Gather information	3.1 Questioning techniques applied to determine customer buying motives. 3.2 Listening skills used to determine customer requirements. 3.3 Non-verbal communication cues interpreted and clarified. 3.4 Customers identified by name where possible. 3.5 Customer directed to specific merchandise.
4. Sell benefits	4.1 Customer needs matched to appropriate products and services. 4.2 Knowledge of products' features and benefits communicated clearly to customers. 4.3 Product use and safety requirements described to customers. 4.4 Customers referred to appropriate product specialist as required. 4.5 Routine customer questions about merchandise are answered accurately and honestly or referred to more experienced senior sales staff.
5. Overcome objections	5.1 Customer objections identified and accepted. 5.2 Objections categorised into price, time and merchandise characteristics. 5.3 Solutions offered according to store policy. 5.4 Problem solving applied to overcome customer objections.
6. Close sale	6.1 Customer buying signals monitored, identified and responded to appropriately. 6.2 Customer encouraged to make purchase decisions. 6.3 Appropriate method of closing sale selected and applied.

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7. Maximise sales opportunities	7.1 Opportunities for making additional sales recognised and applied. 7.2 Customer advised of complementary products or services according to customer's identified need. 7.3 Personal sales outcomes reviewed to maximise future sales.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Relaying product features and benefits to customers requires the communication of ideas and information.	1
Collecting analysing and organising information	Establishing customer requirements requires information to be collected, analysed and organised.	1
Planning and organising activities	Identifying opportunities to make additional sales requires activities to be planned and organised.	1
Working with others and in teams	Team work will be applied when referring to other staff members or seeking product information.	1
Using mathematical ideas and techniques	Mathematical ideas and techniques may be required when reviewing personal sales outcomes.	1
Solving problems	Problem solving skills may be applied when overcoming customer objections.	1
Using technology	The use of technology may not be required in this unit.	-

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RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following may include but is not limited to:

- Store policy and procedures in regard to:
  - selling products and services
- Customers may include:
  - people with routine or special needs
  - regular or new customers
  - people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- Product knowledge may include:
  - warranties
  - features and benefits
  - use by dates
  - handling/storage requirements
  - stock availability
  - safety features
  - price
- Selling may involve:
  - face to face
  - over the telephone
  - over the Internet
- Routine customer questions may relate to:
  - price and price reductions
  - quality
  - features and benefits
- Legislative requirements may include:
  - Trade Practices Act
  - tobacco laws
  - liquor laws
  - sale of second hand goods
  - occupational health and safety
  - industry codes of practice
  - Lottery Acts
- Relevant sources of information may include:
  - Internet
  - relevant staff members
  - store or supplier product manuals
  - product profiles
  - videos
  - demonstrations
  - labels
  - store tours

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EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Applies product knowledge and uses appropriate sales approach to sell the benefits of products, overcome objections and close sales.
- Uses questioning, listening and observation skills to determine customer requirements.
- Consistently applies store policies and procedures in regard to selling products and services.
- Maximises sales opportunities according to store policies and procedures.
- Consistently applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services.
- Evaluates personal sales performance to maximise future sales.

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Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - selling products and services
  - allocated duties and responsibilities
- Store merchandise and service range
- Specific product knowledge for area/section
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Customer types and needs including:
  - customer buying motives
  - customer behaviour and cues
  - individual and cultural differences
  - demographics/lifestyle/income
  - types of customer needs, eg functional, psychological

Skills in:

- Selling techniques including:
  - opening techniques
  - buying signals
  - strategies to focus customer on specific merchandise
  - addons and complimentary sales
  - overcoming customer objections
  - closing techniques
- Verbal and non verbal communication skills
- Handling difficult customers
- Negotiation skills
- Sales performance appreciation
- Questioning/listening/observation
- Literacy skills in regard to:
  - reading and understanding product information
  - reading and understanding store policies and procedures
  - recording information
- Numeracy skills in regard to:
  - handling of tender
  - weighing and measuring goods

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Assessment Process

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - selling products and services
  - allocated duties and responsibilities
- Store merchandise and service range
- Specific product knowledge for area/section
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Customer types and needs including:
  - customer buying motives
  - customer behaviour and cues
  - individual and cultural differences
  - demographics/lifestyle/income
  - types of customer needs, eg functional, psychological

Skills in:

- Selling techniques including:
  - opening techniques
  - buying signals
  - strategies to focus customer on specific merchandise
  - add ons and complimentary sales
  - overcoming customer objections
  - closing techniques
- Verbal and non verbal communication skills
- Handling difficult customers
- Negotiation skills
- Sales performance appreciation
- Questioning/listening/observation
- Literacy skills in regard to:
  - reading and understanding product information
  - reading and understanding store policies and procedures
  - recording information
- Numeracy skills in regard to:
  - handling of tender
  - weighing and measuring goods

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Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRS1B can be assessed with other units which make up a specific job function.

Evidence Gathering Methods

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRS1B can be assessed with other units which make up a specific job function.

Resources Required

- A retail work environment
- Relevant documentation, such as:
  - store policy and procedures manuals
- Access to a range of customers with different requirements
- A range of merchandise and products appropriate to the retail workplace
- Product labels and sources of product information

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WRRS4B Build relationships with customers

Unit Descriptor

This unit builds on units WRRS1B Sell products and services and WRRS2B Advise on products and services. It involves the use of advanced sales techniques in building relationships with customers and interacting with customers, applying expert product knowledge as it relates to the customer, dealing with difficult customers, establishing and maintaining a customer database, and conducting sales presentations.

Unit Sector Selling

ELEMENT	PERFORMANCE CRITERIA
1. Establish rapport with customers	1.1 Rapport/relationship with customer established and a genuine interest in customer needs/requirements expressed to enhance customer commitment, trust and credibility of store and to build return customer base. 1.2 Professional ethics maintained with the customer to promote store image and credibility. 1.3 Customer needs and preferences accurately clarified to maximise sales opportunities. 1.4 Sales opportunities maximised by use of add on and complementary sales techniques. 1.5 Customer given space and time to evaluate purchase decision, while time is used to maximum advantage for customer and store. 1.6 Effective methods of closing sales demonstrated.
2. Apply expert knowledge	2.1 Customer provided with accurate information regarding product and service appraisals, correct statements and warranties according to legal requirements. 2.2 Detailed knowledge of supplier and/or manufacturer information provided according to customer needs and within guidelines of commercial confidentiality. 2.3 Product/stock range evaluated, features and benefits of products/services accurately demonstrated where appropriate and recommendations made to the customer to maximise sales potential. 2.4 Customer interest in product/service maximised through price negotiation where applicable and payment/credit options offered according to store policy. 2.5 Prices and/or discounts accurately calculated according to pricing determinants and store policy.

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3. Provide post sales support	3.1 Evidence of ongoing support accurately provided as sale is concluded. 3.2 Back up service accurately explained and customer reassured according to legal requirements and store policy. 3.3 Customer provided with store/salesperson's contact details to provide line of contact and customer followed up according to store policy. 3.4 Customer and/or transaction details accurately entered to customer database.
4. Plan sales presentations	4.1 Presentation planned to complement product characteristics. 4.2 Client group selected according to product characteristics and store merchandising policy. 4.3 Promotional materials accessed where required and distributed to client group. 4.4 Range of products/services selected and prepared for presentation to reflect store image, demographics and merchandising plan.
5. Implement sales presentation	5.1 Presentation planned to complement product characteristics. 5.2 Client group selected according to product characteristics and store merchandising policy. 5.3 Promotional materials accessed where required and distributed to client group. 5.4 Range of products/services selected and prepared for presentation to reflect store image, demographics and merchandising plan.
6. Maintain and utilise a customer data base	6.1 Customer confidentiality maintained as required by store policy and legal requirements. 6.2 Customer records accurately developed, regularly maintained and securely stored according to store policies and procedures. 6.3 Regular customers accurately identified and followed up according to store marketing policy. 6.4 Customer records accurately utilised to advise customers on products and services of possible interest. 6.5 Customer clubs and reward schemes implemented where required according to store promotional activities.
7. Deal with difficult customers	7.1 Customer complaints/problems acknowledged and customer supported reassuringly to produce positive outcome. 7.2 Customer encouraged to verbalise issue and active listening used to minimise customer frustration. 7.3 Customer's confidence in the sales assistant and product/service developed to promote long term commitment and trust to store. 7.4 Mutually acceptable resolution of complaint established.

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KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Ideas and information will need to be communicated to customers and to support staff.	2
Collecting analysing and organising information	Information on products and services will need to be collected, analysed and organised.	2
Planning and organising activities	Planning presentations will require activities to be planned and organised.	2
Working with others and in teams	Team work will be applied when briefing staff members on product/service information.	2
Using mathematical ideas and techniques	Mathematical ideas and techniques will be applied when negotiating price and credit options.	2
Solving problems	Problem solving skills will be applied when dealing with customer complaints and establishing acceptable resolution.	2
Using technology	The use of technology will be applied through calculating prices and/or discounts and maintaining customer database.	2

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RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to

- Store policies and procedures in regard to:
  - selling products and services
  - maintaining and utilising client records
  - promotional, marketing, discounting and reward programs
  - dealing with difficult customers
- Legal requirements may include:
  - Trade Practices Act
  - environmental protection legislation
  - occupational health and safety requirements
  - transport, storage and handling of goods
  - pricing procedures including Goods and Services Tax (GST) requirements
  - privacy laws
  - liquor laws
  - tobacco laws
  - sale of second hand goods
  - health and welfare law specific to local government, state and federal legislation
- Customer personal details may include:
  - customers name and contact details
  - transactions records
  - personal preferences
  - anniversaries/special dates
  - details of items bought or returned
- Customer needs and preferences or requirements may include:
  - product type
  - brand
  - size
  - product characteristics
  - customer physical needs
  - price
- Customer database may be:
  - manual
  - computer based
- Customer loyalty schemes may include:
  - customer clubs
  - customer reward schemes
  - credit or discount facilities
  - special offers
- Sales techniques will include:
  - add on, complementary products/services
  - selling up or down
  - suggestive selling
  - variety of methods of closing sales

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- Customers may include:
  - regular and new customers
  - people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- Sales presentations may be:
  - in house
  - on client site
  - visual
  - verbal
- Difficult customers may include:
  - aggressive
  - assertive
  - passive
  - fussy
  - demanding
  - rude
  - exasperated
  - arrogant
- Interpersonal skills associated with verbal and non-verbal communication may include:
  - identification of customer cues
  - dealing with a single customer
  - families or groups
- Back up service may include:
  - delivery specifications
  - warranties/guarantees
- Customer needs may be clarified through:
  - observation
  - appropriate questioning
  - active listening
  - empathy
  - reassurance and confirmation
- Maintaining professional ethics with the customer may include:
  - honesty
  - positive statements
  - confirmed appraisals of products and services
- Product characteristics may include:
  - features and benefits
  - price range
  - supplier or manufacturer information
  - target group
- Promotional materials may include:
  - brochures
  - pamphlets
  - posters

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EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

Consistently applies store policies and procedures, in regard to selling products and services, dealing with customers, planning and implementing sales presentations and providing after sales support.

? Consistently applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services.

? Consistently develops customer commitment to store and builds return customer base by establishing rapport/relationship with customer, maintaining professional ethics, and accurately discerning customer buying motives and customer needs/requirements.

? Consistently maximises sales opportunities by using effective selling techniques, applying detailed product knowledge and using an appropriate sales approach to sell the benefits of products, overcome objections and close sales.

? Consistently and accurately applies detailed knowledge of manufacturers'/suppliers' supply, back up service and warranty information to enhance customer support.

? Consistently uses effective questioning, listening and observation skills to accurately determine customer requirements.

? Consistently and effectively plans, prepares and conducts sales presentations and briefs support staff where required, to create a buying environment and maximise sales performance.

? Consistently evaluates personal and or team sales performance to maximise future sales.

? Consistently and accurately establishes, records and maintains customer records/details, maintains customer confidentiality, ensures secure storage and uses customer records to maximise customer interest and create a buying atmosphere.

? Consistently resolves customer complaints by acknowledging problems and supporting customer to produce positive outcomes and obtain mutually acceptable complaint resolution.

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Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - establishing, maintaining and utilising customer records
  - updating and maintaining customer mailing lists
  - methods of maintaining customer confidentiality and secure storage of customer details
  - price negotiation and payment/credit options
  - resolving customer complaints
- Store/area merchandise and service range
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Occupational health and safety requirements such as:
  - manual handling
  - plant and equipment
  - hazardous substances and dangerous goods
  - workers compensation
- Customer types and needs including:
  - customer buying motives/customer behaviour and cues
  - individual and cultural differences, demographics/lifestyle/income
  - types of customer needs, eg functional, psychological
- Pricing procedures including Goods and Services Tax (GST) requirements

Skills in:

- Selling techniques
  - opening and closing techniques
  - buying signals
  - strategies to focus customer on specific merchandise
  - addons and complimentary sales
  - overcoming customer objections
- Presentation skills
- Conflict resolution
- Interpersonal communication
- Accessing relevant product information
- Literacy skills in regard to:
  - reading and understanding product information
  - reading and understanding store policies and procedures
  - recording client and sales information

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Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRS4B can be assessed with other units which make up a specific job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- Relevant sources of product information
- Relevant documentation, such as:
  - store policy and procedures manuals
  - industry codes of practice and relevant legislation
  - occupational health and safety legislation/regulations/codes of practice
- Access to a range of customers with different requirements
- Access to an appropriate range of products and/or equipment
- Access to a customer data base system

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WRB04 Beauty Training Package
Beauty Training Package - Introduction, Assessment Guidelines, Competency Standards
Volume 1 of 1

WRB04 Beauty Training Package
Beauty Training Package - Introduction, Assessment Guidelines, Competency Standards
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