



Australian Government

SHB Hairdressing and Beauty Services Training Package

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Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHB20116 Certificate II in Retail Cosmetics

Modification History

Not applicable.

Qualification Description

This qualification reflects the role of retail sales personnel involved in a defined range of tasks to sell and demonstrate beauty or cosmetic products. They follow known routines and procedures and work under direct supervision.

This qualification provides a pathway to work as a retail sales consultant in any business that sells beauty or cosmetic products and services. This can include beauty and hairdressing salons, retail outlets and department stores.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

15 units must be completed:

- 10 core units
- 5 elective units, consisting of:
 - 3 units from the list below
 - 2 units from the list below, elsewhere in the SHB Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core Units

BSBWHS201 Contribute to health and safety of self and others

SHBBCCS001 Advise on beauty products and services

SHBBMUP002 Design and apply make-up

- SHBXCCS001 Conduct salon financial transactions
- SHBXCCS004 Recommend products and services
- SHBXIND001 Comply with organisational requirements within a personal services environment
- SHBXIND002 Communicate as part of a salon team
- SIRRMER001 Produce visual merchandise displays
- SIRXIND003 Organise personal work requirements
- SIRXSLS001 Sell to the retail customer

Elective Units

- BSBSUS201 Participate in environmentally sustainable work practices
- ICTWEB201 Use social media tools for collaboration and engagement
- SHBBMUP001 Apply eyelash extensions
- SHBBRES001 Research and apply beauty industry information
- SHBBSKS001 Pierce ear lobes
- SIRRINV001 Receive and handle retail stock

Qualification Mapping Information

SIB20110 Certificate II in Retail Make-Up and Skin Care

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHB20216 Certificate II in Salon Assistant

Modification History

Not applicable.

Qualification Description

This is a preparatory qualification which provides a defined and limited range of basic skills and knowledge used in hairdressing salons by individuals who provide assistance with client services. These routine and repetitive tasks are completed under direct supervision and with guidance from hairdressers who manage the client service.

The combined skills and knowledge do not provide for a job outcome as a hairdresser and this qualification is intended to prepare individuals for further training.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

12 units must be completed:

- 8 core units
- 4 elective units from the list below.

Core Units

BSBWHS201	Contribute to health and safety of self and others
SHBHBAS001	Provide shampoo and basin services
SHBHDES001	Dry hair to shape
SHBHIND001	Maintain and organise tools, equipment and work areas
SHBXCCS001	Conduct salon financial transactions
SHBXCCS003	Greet and prepare clients for salon services
SHBXIND001	Comply with organisational requirements within a personal

	services environment
SHBXIND002	Communicate as part of a salon team
Elective Units	
SHHBAS002	Provide head, neck and shoulder massages for relaxation
SHBHCLS001	Apply hair colour products
SHBHDES002	Braid hair
SHBHIND002	Research and use hairdressing industry information
SHBHREF005	Rinse and neutralise chemically restructured hair
SHBXCCS004	Recommend products and services
SIRRMER001	Produce visual merchandise displays
SIRRINV001	Receive and handle retail stock
SIRXSL001	Sell to the retail customer

Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHB30115 Certificate III in Beauty Services

Modification History

Not applicable.

Qualification Description

This qualification reflects the role of individuals employed as beauticians to provide a range of beauty services including nail, waxing, lash and brow, and basic make-up services.

These individuals possess a range of well-developed technical and customer service skills where discretion and judgement is required and are responsible for their own outputs. This includes client consultation on beauty products and services.

Work is typically conducted in beauty, waxing, brow and nail salons.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

15 units must be completed:

- 11 core units
- 4 elective units, consisting of:
 - 2 units from the list below
 - 2 units from the list below, elsewhere in SHB Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

SHBBBOS001 Apply cosmetic tanning products

SHBBCCS001 Advise on beauty products and services

- SHBBFAS001 Provide lash and brow services
- SHBBHRS001 Provide waxing services
- SHBBMUP002 Design and apply make-up
- SHBBNLS001 Provide manicure and pedicure services
- SHBBRES001 Research and apply beauty industry information
- SHBXCCS001 Conduct salon financial transactions
- SHBXCCS002 Provide salon services to clients
- SHBXIND001 Comply with organisational requirements within a personal services environment
- SHBXWHS001 Apply safe hygiene, health and work practices

Elective units

- SHBBHRS002 Provide female intimate waxing services
- SHBBHRS003 Provide male intimate waxing services
- SHBBMUP001 Apply eyelash extensions
- SHBBMUP003 Design and apply make-up for photography
- SHBBSKS001 Pierce ear lobes

Qualification Mapping Information

SIB30110 Certificate III in Beauty Services

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHB30215 Certificate III in Make-Up

Modification History

Not applicable.

Qualification Description

This qualification reflects the role of individuals employed as make-up artists to design and apply make-up for a range of purposes and occasions across the beauty, fashion, media and entertainment industries.

These individuals possess a range of well-developed technical and consultation skills where discretion and judgement is required and are responsible for their own outputs. This includes working cooperatively with a range of individuals including photographers, fashion stylists and media production staff.

Work is typically conducted as part of a team or on a freelance basis in settings such as make-up studios, retail cosmetic counters, fashion and media sets and photography studios.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

15 units must be completed:

- 9 core units
- 6 elective units, consisting of:
 - 3 units from the list below
 - 3 units from the list below, elsewhere in SHB Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

SHBBMUP002 Design and apply make-up

- SHBBMUP003 Design and apply make-up for photography
- SHBBMUP004 Design and apply remedial camouflage make-up
- SHBBMUP005 Apply airbrushed make-up
- SHBBMUP006 Design and apply creative make-up
- SHBBRES001 Research and apply beauty industry information
- SHBXCCS002 Provide salon services to clients
- SHBXIND001 Comply with organisational requirements within a personal services environment
- SHBXWHS001 Apply safe hygiene, health and work practices

Elective units

- BSBSMB304 Determine resource requirements for the micro business
- BSBSMB403 Market the small business
- BSBSMB404 Undertake small business planning
- BSBSMB405 Monitor and manage small business operations
- BSBSMB406 Manage small business finances
- SHBBBOS001 Apply cosmetic tanning products
- SHBBCCS001 Advise on beauty products and services
- SHBBFAS001 Provide lash and brow services
- SHBBHRS001 Provide waxing services
- SHBBMUP001 Apply eyelash extensions
- SHBBMUP007 Work collaboratively on make-up productions
- SHBXCCS001 Conduct salon financial transactions

Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHB30315 Certificate III in Nail Technology

Modification History

Not applicable.

Qualification Description

This qualification reflects the role of individuals employed as nail technicians to provide manicure and pedicure services, including the application of nail art and acrylic and gel nail enhancements.

These individuals possess a range of well-developed technical and customer service skills where discretion and judgement is required and are responsible for their own outputs. This includes client consultation on nail care products and services. Nail technicians may also be self-employed and responsible for managing their own nail station.

Work is typically conducted in nail and beauty salons.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

15 units must be completed:

- 11 core units
- 4 elective units, consisting of:
 - 2 units from the list below
 - 2 units from the list below, elsewhere in SHB Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

SHBBCCS001 Advise on beauty products and services

SHBBNLS001	Provide manicure and pedicure services
SHBBNLS002	Apply gel nail enhancements
SHBBNLS003	Apply acrylic nail enhancements
SHBBNLS004	Apply nail art
SHBBNLS005	Use electric file equipment for nail services
SHBBRES001	Research and apply beauty industry information
SHBXCCS001	Conduct salon financial transactions
SHBXCCS002	Provide salon services to clients
SHBXIND001	Comply with organisational requirements within a personal services environment
SHBXWHS001	Apply safe hygiene, health and work practices

Elective units

BSBSMB304	Determine resource requirements for the micro business
BSBSMB403	Market the small business
BSBSMB404	Undertake small business planning
BSBSMB405	Monitor and manage small business operations
BSBSMB406	Manage small business finances
SHBBNLS006	Apply advanced nail art

Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHB30416 Certificate III in Hairdressing

Modification History

Not applicable.

Qualification Description

This qualification reflects the role of hairdressers who use a range of well-developed sales, consultation and technical skills and knowledge to provide a broad range of hairdressing services to clients. They use discretion and judgement to provide client services and take responsibility for the outcomes of their own work.

This qualification provides a pathway to work as a hairdresser in any industry environment, usually a salon.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

28 units must be completed:

- 21 core units
- 7 electives consisting of
 - all 3 units from Group A or all 3 units from Group B
 - 4 units from Group C.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core Units

BSBSUS201	Participate in environmentally sustainable work practices
SHHBAS001	Provide shampoo and basin services
SHBHCLS002	Colour and lighten hair

SHBHCLS003	Provide full and partial head highlighting treatments
SHBHCLS004	Neutralise unwanted colours and tones
SHBHCLS005	Provide on scalp full head and retouch bleach treatments
SHBHCUT001	Design haircut structures
SHBHCUT002	Create one length or solid haircut structures
SHBHCUT003	Create graduated haircut structures
SHBHCUT004	Create layered haircut structures
SHBHCUT005	Cut hair using over-comb techniques
SHBHDES003	Create finished hair designs
SHBHIND001	Maintain and organise tools, equipment and work areas
SHBHIND003	Develop and expand a client base
SHBHREF002	Straighten and relax hair with chemical treatments
SHBHTRI001	Identify and treat hair and scalp conditions
SHBXCCS001	Conduct salon financial transactions
SHBXCCS002	Provide salon services to clients
SHBXIND001	Comply with organisational requirements within a personal services environment
SHBXIND002	Communicate as part of a salon team
SHBXWHS001	Apply safe hygiene, health and work practices

Elective Units

Group A – General Hairdressing

SHBHCUT006	Create combined haircut structures
SHBHCUT007	Create combined traditional and classic men's haircut structures
SHBHDES004	Create classic long hair up-styles

Group B – Men's Hairdressing

SHBHCUT007	Create combined traditional and classic men's haircut structures

SHBHCUT011 Design and maintain beards and moustaches

SHBHCUT012 Shave heads and faces

Group C- General Electives

SHBHBAS002 Provide head, neck and shoulder massages for relaxation

SHBHCCS001 Plan hair services for special events

SHBHCUT006 Create combined haircut structures

SHBHCUT011 Design and maintain beards and moustaches

SHBHCUT012 Shave heads and faces

SHBHDES002 Braid hair

SHBHDES004 Create classic long hair up-styles

SHBHDES005 Select and apply hair extensions

SHBHIND002 Research and use hairdressing industry information

SHBHIND004 Participate in session styling teams

SHBHREF001 Curl and volumise hair with chemical treatments

SHBHREF003 Straighten and relax hair with protein treatments

SHBXCCS004 Recommend products and services

SIRRINV001 Receive and handle retail stock

SIRRMER001 Produce visual merchandise displays

Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHB30516 Certificate III in Barbering

Modification History

Not applicable.

Qualification Description

This qualification reflects the role of barbers who use a range of well-developed sales, consultation and technical skills and knowledge to provide a broad range of barbering services to clients. They use discretion and judgement to provide client services and take responsibility for the outcomes of their own work.

This qualification provides a pathway to work as a barber in any industry environment, usually a barber shop or salon.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

26 units must be completed:

- 21 core units
- 5 elective units, consisting of:
 - 3 units from the list below
 - 2 units from the list below, elsewhere in the SHB Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core Units

BSBSUS201	Participate in environmentally sustainable work practices
SHBHBAS001	Provide shampoo and basin services
SHBHCUT001	Design haircut structures

SHBHCUT002	Create one length or solid haircut structures
SHBHCUT003	Create graduated haircut structures
SHBHCUT004	Create layered haircut structures
SHBHCUT005	Cut hair using over-comb techniques
SHBHCUT007	Create combined traditional and classic men's haircut structures
SHBHCUT009	Cut hair using freehand clipper techniques
SHBHCUT011	Design and maintain beards and moustaches
SHBHCUT012	Shave heads and faces
SHBHCUT013	Provide men's general grooming services
SHBHDES001	Dry hair to shape
SHBHIND001	Maintain and organise tools, equipment and work areas
SHBHIND003	Develop and expand a client base
SHBHTRI001	Identify and treat hair and scalp conditions
SHBXCCS001	Conduct salon financial transactions
SHBXCCS002	Provide salon services to clients
SHBXIND001	Comply with organisational requirements within a personal services environment
SHBXIND002	Communicate as part of a salon team
SHBXWHS001	Apply safe hygiene, health and work practices
Elective Units	
SHHBHAS002	Provide head, neck and shoulder massages for relaxation
SHBHCCS001	Plan hair services for special events
SHBHCLS002	Colour and lighten hair
SHBHCLS003	Provide full and partial head highlighting treatments
SHBHCLS004	Neutralise unwanted colours and tones
SHBHCLS005	Provide on scalp full head and retouch bleach treatments

SHBHCUT006	Create combined haircut structures
SHBHCUT010	Create haircuts using tracks and carving
SHBHIND002	Research and use hairdressing industry information
SHBXCCS004	Recommend products and services
SIRRINV001	Receive and handle retail stock
SIRRMER001	Produce visual merchandise displays

Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHB40115 Certificate IV in Beauty Therapy

Modification History

Not applicable.

Qualification Description

This qualification reflects the role of individuals who work as beauty therapists to provide a range of beauty therapy treatments and services, including lash and brow treatments, nail services, make-up, massage and waxing. They communicate with clients to recommend treatments and services and sell retail skin care and cosmetic products.

These individuals undertake work independently, with limited guidance from others, to perform routine and non-routine activities and solve non-routine problems. They apply and adapt technical skills and knowledge, and use judgment in the provision of beauty treatments and services. These individuals are responsible for their own outputs and provide limited guidance to others.

Work is typically conducted in beauty salons and spas.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

19 units must be completed:

- 13 core units
- 6 elective units, consisting of:
 - 3 units from the list below
 - 3 units from the list below, elsewhere in SHB Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

- SHBBBOS001 Apply cosmetic tanning products
- SHBBBOS002 Provide body massages
- SHBBBOS003 Provide body treatments
- SHBBFAS001 Provide lash and brow services
- SHBBFAS002 Provide facial treatments and skin care recommendations
- SHBBHRS001 Provide waxing services
- SHBBMUP002 Design and apply make-up
- SHBBNLS001 Provide manicure and pedicure services
- SHBBRES001 Research and apply beauty industry information
- SHBXCCS001 Conduct salon financial transactions
- SHBXCCS002 Provide salon services to clients
- SHBXIND001 Comply with organisational requirements within a personal services environment
- SHBXWHS001 Apply safe hygiene, health and work practices

Elective units

- SHBBBOS004 Provide aromatherapy massages
- SHBBFAS003 Provide specialised facial treatments
- SHBBMUP001 Apply eyelash extensions
- SHBBMUP003 Design and apply make-up for photography
- SHBBMUP004 Design and apply remedial camouflage make-up
- SHBBNLS002 Apply gel nail enhancements
- SHBBNLS003 Apply acrylic nail enhancements
- SHBBNLS004 Apply nail art
- SHBBNLS005 Use electric file equipment for nail services
- SHBBNLS006 Apply advanced nail art

Qualification Mapping Information

SIB40110 Certificate IV in Beauty Therapy

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHB40216 Certificate IV in Hairdressing

Modification History

Not applicable.

Qualification Description

This qualification reflects the role of skilled senior hairdressers who use a range of highly developed sales, consultation and technical skills and knowledge to provide a broad range of hairdressing services to clients. These senior hairdressers provide specialist services in one or more areas including haircutting, design, colouring and complex colour correction, trichology and chemical reformation. They work independently and many hairdressers at this level provide technical leadership, training and support to team members

This qualification provides a pathway to work as a senior hairdresser in a salon environment, a freelance session stylist or a technical advisor in product companies.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

Entry to this qualification is open to individuals who have:

1. achieved a Certificate III in Hairdressing (or equivalent); **and**
2. at least one year post-qualification full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in the above (or equivalent) qualification.

Packaging Rules

11 units must be completed:

- 2 core units
- 9 elective units, consisting of:
 - 4 units from Group A
 - 3 units from Group A or Group B
 - 2 additional units from Group B, elsewhere in the SHB Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core Units

SHBHTLS001 Provide technical leadership to hairdressing teams

SHBHTLS002 Research and use hairdressing trends to advance creative work

Elective Units**Group A – Hairdressing Technical**

SHBHCLS006 Solve complex colour problems

SHBHCLS007 Enhance hair designs using creative colouring and lightening techniques

SHBHCUT006 Create combined haircut structures

SHBHCUT008 Design and perform creative haircuts

SHBHDES004 Create classic long hair up-styles

SHBHDES005 Select and apply hair extensions

SHBHDES006 Design and style long hair creatively

SHBHDES007 Apply and maintain wigs and hairpieces

SHBHDES008 Make wigs and hairpieces

SHBHREF001 Curl and volumise hair with chemical treatments

SHBHREF003 Straighten and relax hair with protein treatments

SHBHREF004 Enhance hair designs using chemical reformation techniques

Group B – General Electives

BSBINN301 Promote innovation in a team environment

BSBMKG413 Promote products and services

BSBWOR502 Lead and manage team effectiveness

SHBBMUP003 Design and apply make-up for photography

SHBHTLS003 Work as a session stylist

SHBHTRI002 Conduct trichological assessments

SHBHTRI003 Develop and apply scalp treatment therapies

TAEASS401B Plan assessment activities and processes

TAEASS402B Assess competence

TAEDEL301A Provide work skill instruction

TAEDEL402A Plan, organise and facilitate learning in the workplace

Qualification Mapping Information

SIH40111 Certificate IV in Hairdressing

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHB50115 Diploma of Beauty Therapy

Modification History

Not applicable.

Qualification Description

This qualification reflects the role of individuals employed as beauty therapists to provide a broad range of beauty therapy treatments and services including facial treatments, body massage and treatments, hair removal, lash and brow treatments, nail and make-up services. This includes consultation with clients to provide beauty advice, recommend beauty treatments and services, and sell retail skin-care and cosmetic products.

These individuals work relatively autonomously, and are accountable for personal outputs. Their work involves 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.

Work is typically conducted in beauty salons and spas.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

25 units must be completed:

- 13 core units
- 12 elective units, consisting of:
 - all units from Group A, B, or C:
 - Group A – Electrolysis/Diathermy
 - Group B – Relaxation Massage
 - Group C – Spa Treatments
 - remaining units from Group D - General Electives, elsewhere in SHB Training Package, or any other current training package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

- SHBBBOS002 Provide body massages
- SHBBBOS003 Provide body treatments
- SHBBFAS001 Provide lash and brow services
- SHBBFAS002 Provide facial treatments and skin care recommendations
- SHBBFAS003 Provide specialised facial treatments
- SHBBHRS001 Provide waxing services
- SHBBMUP002 Design and apply make-up
- SHBBNLS001 Provide manicure and pedicure services
- SHBBRES001 Research and apply beauty industry information
- SHBXCCS001 Conduct salon financial transactions
- SHBXCCS002 Provide salon services to clients
- SHBXIND001 Comply with organisational requirements within a personal services environment
- SHBXWHS001 Apply safe hygiene, health and work practices

Elective units**Group A – Electrolysis/Diathermy**

- SHBBHRS004 Provide hair reduction treatments using electrical currents
- SHBBINF001 Maintain infection control standards
- SHBBSKS002 Provide diathermy treatments

Group B – Relaxation Massage

- SHBBBOS004 Provide aromatherapy massages
- SHBBBOS005 Use reflexology relaxation techniques in beauty treatments
- SHBBCCS002 Prepare personalised aromatic plant oil blends for beauty treatments
- SHBBSPA003 Provide stone therapy massages

SHBBSPA004 Provide Indian head massages for relaxation

Group C – Spa Treatments

SHBBBOS004 Provide aromatherapy massages

SHBBCCS002 Prepare personalised aromatic plant oil blends for beauty treatments

SHBBSPA001 Work in a spa therapies framework

SHBBSPA002 Provide spa therapies

SHBBSPA003 Provide stone therapy massages

SHBBSPA004 Provide Indian head massages for relaxation

Group D - General electives

BSBSMB304 Determine resource requirements for the micro business

BSBSMB403 Market the small business

BSBSMB404 Undertake small business planning

BSBSMB405 Monitor and manage small business operations

BSBSMB406 Manage small business finances

SHBBBOS004 Provide aromatherapy massages

SHBBBOS005 Use reflexology relaxation techniques in beauty treatments

SHBBBOS006 Provide superficial lymph massage treatments

SHBBCCS002 Prepare personalised aromatic plant oil blends for beauty treatments

SHBBHRS002 Provide female intimate waxing services

SHBBHRS003 Provide male intimate waxing services

SHBBINF001 Maintain infection control standards

SHBBMUP003 Design and apply make-up for photography

SHBBMUP004 Design and apply remedial camouflage make-up

SHBBSKS002 Provide diathermy treatments

- SHBBSKS003 Design and provide cosmetic tattooing
- SHBBSKS004 Provide upper body piercing
- SHBBSKS005 Provide micro-dermabrasion treatments
- SHBBSPA001 Work in a spa therapies framework
- SHBBSPA002 Provide spa therapies
- SHBBSPA003 Provide stone therapy massages
- SHBBSPA004 Provide Indian head massages for relaxation

Qualification Mapping Information

SIB50110 Diploma of Beauty Therapy

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHB50216 Diploma of Salon Management

Modification History

Not applicable.

Qualification Description

This qualification reflects the role of senior managers and small business owners of personal services businesses. They are responsible for coordinating the day-to-day operation of the business and for planning, monitoring and evaluating the work of the team. Salon managers also operate with significant autonomy to make strategic business management decisions.

This qualification provides a pathway to work as a salon manager in any type of personal service business including hairdressing or beauty salons, barber shops and spas.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

10 units must be completed:

- 7 core units
- 3 elective units, consisting of:
 - 2 units from the list below
 - 1 unit from the list below, elsewhere in the SHB Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core Units

BSBHRM404 Review human resource functions

BSBHRM506 Manage recruitment selection and induction processes

BSBSUS501 Develop workplace policy and procedures for sustainability

SHBXPSM001 Lead teams in a personal services environment

SHBXPSM002 Manage treatment services and sales delivery

SHBXPSM003 Promote a personal services business

SHBXWHS002 Provide a safe work environment

Elective Units

Franchising

BSBFRA401 Manage compliance with franchisee obligations and legislative requirements

BSBFRA402 Establish a franchise

BSBFRA403 Manage relationship with franchisor

BSBFRA404 Manage a multiple-site franchise

Management

BSBMGT502 Manage people performance

BSBSMB402 Plan small business finances

BSBSMB403 Market the small business

BSBSMB404 Undertake small business planning

BSBSMB406 Manage small business finances

BSBSMB408 Manage personal, family, cultural and business obligations

BSBSMB409 Build and maintain relationships with small business stakeholders

BSBWOR501 Manage personal work priorities and professional development

SHBXPSM004 Develop a product and service range

Training, Learning and Development

BSBLED501 Develop a workplace learning environment

TAEDEL301A Provide work skill instruction

TAEDEL402A Plan, organise and facilitate learning in the workplace

Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHB80116 Graduate Certificate in Hairdressing Creative Leadership

Modification History

Not applicable.

Qualification Description

This qualification reflects the role of senior hairdressing industry professionals who have a role in initiating, planning, implementing and evaluating future hair design directions for the industry. They have highly developed specialised technical, creative, conceptual and leadership skills and knowledge. They work with significant autonomy, making high level independent judgements in specialist technical and management roles at a national or international level for larger hairdressing organisations and product companies or as freelance session stylists.

Possible job titles include creative or artistic director and specialist session stylist.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

Entry to this qualification is open to individuals who have commercial experience as a senior salon hairdresser or session stylist and significant technical expertise in the hairdressing industry. This expertise must include:

- provision of highly specialised styling and/or chemical services
- establishment and maintenance of an extensive clientele base
- coordination and training of team members, and
- contribution to the promotion of an organisation in platform work at recognised state or national industry events.

Packaging Rules

6 units must be completed:

- 4 core units
- 2 elective units, consisting of:
 - 1 unit from the list below
 - 1 unit from the list below, elsewhere in the SHB Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core Units

SHBHTLS004 Provide creative leadership to the hairdressing industry

SHBHTLS005 Conceive, develop and realise innovative hairdressing concepts for media

SHBHTLS006 Conceive, develop and realise innovative hairdressing concepts for events

SHBHTLS007 Plan and deliver professional hairdressing presentations

Elective Units

BSBCRT601 Research and apply concepts and theories of creativity

BSBDES602 Research global design trends

BSBDES801 Research and apply design theory

SHBHTLS008 Originate and refine hair design concepts

SHBHTLS009 Work to a brief to develop and refine hair designs

Qualification Mapping Information

SIH80113 Graduate Certificate in Hairdressing Creative Leadership

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

BSBCRT601 Research and apply concepts and theories of creativity

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to undertake in-depth and broad research into different concepts and theories of creativity, and to apply those to a particular field of endeavour.

It applies to individuals who use sophisticated research and critical analysis skills in the exploration of creativity and its application to work and life practice. This research may be related to traditionally creative fields of practice, such as the arts, but may equally relate to broader fields of activity.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Creativity and Innovation – Creative Thinking

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Research concepts and theories of creativity	1.1 Use a range of research techniques to source information about creativity 1.2 Identify and explore potential new, emerging and alternative sources of ideas and thinking about creativity 1.3 Expand own knowledge and understanding of creativity

ELEMENT	PERFORMANCE CRITERIA
	through review and critical analysis of information 1.4 Analyse, compare and contrast a range of theoretical perspectives and thinking on creativity 1.5 Identify and explore the transmigration of creative thought to innovative output
2 Apply theories of creativity to practice	2.1 Evaluate the relevance and application of different theories and practices of creativity based on analysis of own work and life experience 2.2 Analyse the ways in which different aspects of history, theory and other influences are applied, adapted or challenged in practice 2.3 Assess the ways in which theories, thinking and practices about creativity may be applied that provide benefits to individuals, businesses and the community
3 Develop, articulate and debate own perspectives theories and practices of creativity	3.1 Take a critical approach to different theories and reflect on own ideas and responses 3.2 Develop own substantiated positions in response to research and analysis 3.3 Articulate own positions in a manner which demonstrates clarity of thought and conceptual understanding of different theories and thinking 3.4 Debate own positions on creativity showing belief in own ideas and a willingness to remain open to new perspectives

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.5, 2.1- 2.3, 3.2, 3.3	Analyses and evaluates a range of complex historical and theoretical information and considers how to adopt and challenge ideas and influences in own creative processes
Writing	1.1-1.5, 2.1- 2.3, 3.1- 3.3	- Prepares concise notes to help synthesise information sourced during research - Documents findings and substantiates own opinions

		using relevant language, tone and structure
Oral communication	3.3, 3.4	- Expresses thoughtful and challenging opinions using engaging language, appropriate tone and syntax - Elicits views and information from others using active listening and provocative questioning techniques
Interact with others	3.3, 3.4	- Uses communication to achieve its purpose, demonstrating a sophisticated understanding of how to get ideas across to others - Shares knowledge and information freely as an integral part of work relationships whilst keeping an open mind to other points of view
Get the work done	1.2, 1.4, 1.5, 2.1-2.3, 3.1	- Systematically gathers and analyses relevant information to inform the development of concepts and ideas - Develops new and innovative ideas through exploration, analysis and critical thinking - Facilitates a climate in which creativity and innovation are accepted as an integral part of the way things are done

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBCRT601 Research and apply concepts and theories of creativity	BSBCRT601A Research and apply concepts and theories of creativity	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBCRT601 Research and apply concepts and theories of creativity

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- conduct at least one research project into past, current and emerging theories of creativity
- develop and discuss substantiated positions on creativity and its application in response to own analysis and research.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain different theories and concepts of creativity, including different historical perspectives and current and emerging thinking
- explain how different theories and thinking on creativity can be applied in different social and work contexts.
- outline potential and actual benefits of creativity for individuals, businesses and communities.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the creativity and innovation – critical thinking field of work and include access to current and emerging sources of information and thinking on creativity.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBDES602 Research global design trends

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to research and critically evaluate global design trends. The focus is on research and analysis of information and ideas at a complex level, plus the evaluation and extension of the individual's professional skills.

It applies to individuals who need to maintain a current and comprehensive knowledge of global design trends to inform their own professional practice. Although predominantly for designers, this unit may also be relevant to those who work in related management, marketing and production areas.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Design – Design Process

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Research design trends	1.1 Analyse and select formal and informal research strategies to source information on global design trends 1.2 Identify and explore new and alternative sources 1.3 Evaluate the credibility of information gathered and ensure research scope is sufficiently broad

ELEMENT	PERFORMANCE CRITERIA
2 Analyse design trends to inform own practice	2.1 Use information to challenge and extend own perspectives and ways of thinking 2.2 Examine and assess implications and consequences of design trends on own work 2.3 Use critical analysis to identify creative or commercial opportunities presented by emerging trends and technologies 2.4 Develop systems to identify and respond to future opportunities
3 Develop and articulate positions and ideas	3.1 Develop substantiated positions and ideas on global design trends 3.2 Generate informed discussion, debate and critical analysis with peers and colleagues 3.3 Use debate and feedback to challenge and refine own positions
4 Extend own design skills	4.1 Proactively identify and use opportunities presented by research to extend own design skills 4.2 Re-evaluate and refine approaches to work in the context of current and emerging trends 4.3 Use practice, discussion and ongoing evaluation to continuously improve skills

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	4.1-4.3	Plans and implements strategies to improve and extend own knowledge and skills
Reading	1.1-1.3, 2.1, 2.2	Analyses and synthesises complex and varied information from a range of sources
Writing	2.4	Documents methods for identifying future opportunities using vocabulary and structure appropriate to context and purpose
Oral Communication	3.2, 3.3, 4.3	Elicits the views others by participating in critical discourse and debate on conceptual and technical

		design trends • Uses active listening techniques to gain input and feedback
Navigate the world of work	2.3	• Keeps abreast of trends and issues, appreciating the world of work is dynamic, with changing needs and priorities, and that career development is not a linear process that can be closely controlled
Get the work done	1.1-1.3, 2.1-2.4, 3.1, 3.3, 4.2	• Takes responsibility for planning and organising tasks required to conduct required research, including how to link with the work of others • Keeps abreast of innovations and good practice beyond own context, borrowing, adapting, combining and redesigning for own purposes • Uses reflection and feedback from others to evaluate outcomes to inform future practices • Actively identifies digital systems, devices and applications with potential to meet current and/or future needs

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBDES602 Research global design trends	BSBDES602A Research global design trends	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBDES602 Research global design trends

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- conduct research on a complex range of design issues, trends and ideas
- document the analysis, critique and synthesis of complex sources to develop own positions and ideas
- use opportunities to refine own design skills.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe broad global design trends that apply to all design disciplines
- discuss the business implications/consequences of adopting trends and emergent technologies
- compare and contrast different research methodologies and options
- outline sources of information on global design, design trends and broader references that may inform emerging and innovative design practice
- critique specific current and emerging design technologies and trends (at a global level) in at least one area of design.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the design process field of work and include access to a current and varied range of familiar and unfamiliar information sources.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBDES801 Research and apply design theory

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to research, in significant depth and breadth, and apply different theories of design.

It applies to individuals who use sophisticated research and critical analysis skills in the exploration of design, design theory and its application to professional design practice.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Design – Design Process

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Research design theory	1.1 Use a range of research techniques to source information about design theory 1.2 Identify and explore new, emerging and alternative sources of ideas and thinking on design 1.3 Expand own knowledge and understanding of design through review and critical analysis of information 1.4 Analyse, compare and contrast a range of theoretical perspectives and thinking on design

ELEMENT	PERFORMANCE CRITERIA
2 Apply theories of design to professional practice	2.1 Evaluate the relevance and application of different theories of design based on analysis of own professional and personal experience 2.2 Analyse the ways different aspects of history, theory and other influences are applied, adapted or challenged in practice 2.3 Assess how theories and thinking about design may be applied to benefit individuals, businesses and communities
3 Develop, articulate and debate own perspectives on theories of design	3.1 Take a critical approach to different theories and reflect on own ideas and responses 3.2 Develop own substantiated positions in response to research and analysis 3.3 Articulate own positions, demonstrating clarity of thought and conceptual understanding of different theories and thinking 3.4 Debate positions on design showing belief in own ideas and a willingness to remain open to new perspectives

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	1.3, 2.1	Draws on a range of strategies to facilitate personal and professional learning
Reading	1.1, 1.2, 1.4, 2.2	Identifies and interprets complex concepts and theories from a range of sources
Writing	3.3	Organises information and uses structure, language and context to clearly explain own ideas and positions
Oral Communication	3.3, 3.4	- Actively engages in critical discourse using appropriate vocabulary, tone and pace - Uses active listening techniques to gain input and feedback
Get the work done	1.2, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2	- Takes responsibility for planning and organising own tasks and workload, including how to link with the work of others - Systematically analyses information to aid in deciding

		- on own views and ideas - Keeps abreast of innovations and good practice beyond own context, using ideas to rethink current approaches

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBDES801 Research and apply design theory	BSBDES701A Research and apply design theory	Updated to meet Standards for Training Packages Code changed to meet updated AQF requirements 2013	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBDES801 Research and apply design theory

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- conduct research into past, current and emerging theories of design
- develop substantiated positions on design and its application in own professional practice.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- compare and contrast different theories of design, including different historical perspectives and current and emerging thinking
- explain relationship between theories of design and design in practice with reference to a particular work or broader social context
- summarise the relationships, similarities and differences at a conceptual and practical level between the concepts of design, innovation and creativity
- rationalise the systemic impacts on design – social, economic, political and environmental.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the design process field of work and include access to and use of current and emerging sources of information and thinking on design.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBFRA401 Manage compliance with franchisee obligations and legislative requirements

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to comply with obligations set out in the franchising agreement and with relevant legislative requirements specific to the type of franchise.

It applies to individuals who require a broad knowledge of franchisee obligations and legislative requirements and who use this knowledge to develop compliance strategies.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Franchising

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Determine franchisee obligations and legislative requirements	1.1 Identify obligations under franchising agreement 1.2 Identify relevant legislative requirements 1.3 Access codes of practice and material that interprets and explains obligations and legislative requirements 1.4 Clarify obligations and legislative requirements with franchisor and relevant government and licensing agencies

ELEMENT	PERFORMANCE CRITERIA
2 Develop strategies for compliance with franchisee obligations and legislative requirements	2.1 Analyse available information on obligations and legislative requirements to develop strategies for compliance 2.2 Check strategies with franchisor to determine suitability to operate franchise within obligations and legislative requirements 2.3 Use strategies to develop regular, cyclical compliance checks 2.4 Complete training to facilitate compliance requirements
3 Undertake scheduled compliance checks	3.1 Communicate compliance requirements to staff 3.2 Delegate compliance checks to relevant staff and provide training and support for staff to carry out these checks 3.3 Record timing and outcomes of compliance checks according to organisational requirements 3.4 Identify instances of non-compliance from compliance checks
4 Act on identified instances of non-compliance with franchisee obligations and legislative requirements	4.1 Determine courses of action to address instances of non-compliance 4.2 Seek assistance of franchisor or other relevant parties to address non-compliance 4.3 Take action to address non-compliance 4.4 Make checks to ensure non-compliance has been addressed 4.5 Monitor compliance in a specific area to ensure continuing compliance 4.6 Analyse reasons for non-compliance to guide future compliance

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	2.4	Undertakes skill development in line with compliance requirements
Reading	1.1-1.4, 2.1-2.3, 3.3, 3.4, 4.4-4.6	Recognises and interprets a variety of textual information to determine legislative and regulatory requirements, trends and outcomes

Writing	1.4, 2.1, 3.1, 3.3, 3.4, 4.2, 4.3, 4.6	Develops material for a specific audience using clear and detailed language to convey explicit information, requirements and outcomes
Oral Communication	1.4, 2.2, 3.1, 3.2, 4.2	- Delivers factual information appropriate to audience and environment using appropriate language, tone and syntax - Uses active listening and questioning techniques to clarify and confirm understanding
Navigate the world of work	1.1-1.4, 2.1, 2.3, 2.4, 3.1, 3.3, 3.4, 4.1-4.6	Takes personal responsibility for following explicit and implicit policies, procedures and legislative requirements
Interact with others	1.4, 3.1, 3.2, 4.2	- Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role - Plays an active role in workgroup discussions, playing some attention to the perspectives of others
Get the work done	1.1, 1.2, 2.1, 2.3, 3.2, 4.1, 4.6	- Takes responsibility for planning, sequencing and delegating tasks for efficiency and effective outcomes - Selects from a range of predetermined options in routine situations, identifying and taking some situational factors into account - Reflects on outcomes and determines key concepts that could be adapted in future situations - Seeks input before implementing problem solving strategies

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBFRA401 Manage compliance with franchisee obligations and legislative requirements	BSBFRA401B Manage compliance with franchisee obligations and legislative requirements	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBFRA401 Manage compliance with franchisee obligations and legislative requirements

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package version 1.0.

Performance Evidence

Evidence of the ability to:

- develop compliance strategies in accordance with franchising agreement obligations and legislative requirements
- communicate compliance requirements to staff
- provide support to staff who will carry out compliance checks
- develop and implement schedule to carry out compliance checks
- record outcomes of compliance checks according to organisational requirements
- take action to address instances of non-compliance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the evidence requirements safely and effectively, the individual must:

- identify work health and safety (WHS) requirements:
 - as specific to nature and type of franchise
 - as generic to all workplaces
- outline other relevant legislation, codes of practice and national standards that affect franchise operations
- explain franchise specific obligations:
 - as per franchise agreement
 - as per updates and amendments to agreement over time
- describe methods for carrying out compliance checks of franchise operations
- list penalties for non-compliance within the context for franchisee obligations and legislative requirements.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – franchising field of work and include access to:

- office equipment and resources
- relevant legislation and regulations
- examples of real franchise agreements and related documentation.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBFRA402 Establish a franchise

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to establish a franchise from the initial research phase through to finalising a franchising agreement with the franchisor and opening the franchise for business.

It applies to potential franchisees who will operate under formal franchising agreements and focuses on the planning aspects of the establishment of a franchise.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Franchising

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Identify opportunities for establishing franchise	1.1 Research and identify franchising opportunities 1.2 Determine own interests and skills to assess suitability for identified opportunities 1.3 Determine requirements for establishing a specific franchise 1.4 Research and check viability and business record of franchisor in prospective franchise

ELEMENT	PERFORMANCE CRITERIA
	1.5 Enter into negotiations with a franchisor to establish a franchise
2 Complete business plan	2.1 Access business plan proforma, as appropriate 2.2 Consult franchisor and others in process of developing business planning documents 2.3 Research and determine financing options 2.4 Finalise financial planning for franchise 2.5 Undertake market analysis for franchise opportunity and complete marketing plan 2.6 Research and determine needs for premises in appropriate area 2.7 Compile relevant information into business plan
3 Identify and address learning needs	3.1 Determine required skills and knowledge to manage a franchise, and identify gaps for self and others 3.2 Seek assistance to assess and address learning needs and document these in the form of a learning plan 3.3 Determine training required by franchisor of a franchisee 3.4 Undertake learning plan and required training programs
4 Finalise agreements	4.1 Complete finance agreements 4.2 Access legal advice as required 4.3 Finalise and sign off franchising agreement 4.4 Obtain required permits for franchise operation 4.5 Finalise contracts and agreements with third parties
5 Prepare for opening of franchise	5.1 Obtain physical and human resources required to manage franchise 5.2 Undertake marketing activities associated with opening the franchise 5.3 Open the franchise for business

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance	Description

	Criteria	
Learning	3.1, 3.2, 3.4	Reviews own competencies and those of others to determine skill gaps and future training requirements
Reading	1.1, 1.4, 2.1-2.7, 3.1-3.4, 4.1-4.5, 5.1, 5.2	Identifies and evaluates a variety of texts to determine business requirements
Writing	1.1, 1.4, 1.5, 2.3-2.7, 3.1-3.3, 4.1, 4.3, 4.5, 5.2	- Records results of analysis of information and consultations using clear and comprehensible language and layout - Prepares factual and informative content in documentation which meets requirements of purpose and audience
Oral Communication	1.5, 2.2, 3.2, 3.3, 4.2, 4.5	- Participates in verbal exchanges of information and elicits the view and opinions of others by listening and questioning - Articulates requirements clearly, based on language appropriate to audience and environment
Numeracy	2.4, 4.1	Uses mathematical formula to calculate financial requirements and finalise official agreements
Navigate the world of work	1.4, 4.1-4.5	Takes personal responsibility for establishing and adhering to legal/regulatory responsibilities relevant to own work context
Interact with others	1.5, 2.2, 3.2	- Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role - Seeks guidance and assistance to address learning needs
Get the work done	1.1-1.4, 2.1, 2.3-2.6, 3.1, 3.3, 5.1, 5.2, 5.3	- Takes responsibility for planning, sequencing and prioritising tasks and own workload for efficiency and effective outcomes - Takes responsibility for the outcomes of decisions related directly to own role

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBFRA402 Establish a franchise	BSBFRA402B Establish a franchise	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBFRA402 Establish a franchise

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- determine own suitability for franchise
- complete a business plan
- identify and plan learning needs
- apply knowledge of relevant legislation, codes of practice and national standards.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline legislation, regulations and codes of practice that effect franchise operations
- explain franchisee-specific obligations as per franchise agreement

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – franchising field of work. This includes access to:

- office equipment and resources
- examples of real franchisee agreements and related documentation.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBFRA403 Manage relationship with franchisor

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required by the franchisee to manage the business relationship with the franchisor.

It applies to individuals who need to develop good working relationships with their franchisor within the Franchising Code of Conduct.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Franchising

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Establish relationship with franchisor	1.1 Identify the franchisor's representative/s or liaison person/s 1.2 Identify communication channels with the franchisor's representative/s or liaison person/s 1.3 Establish schedule of contact with the franchisor's representative/s or liaison person/s 1.4 Hold initial meeting with the franchisor's representative/s or liaison person/s to initiate ongoing relationship 1.5 Ensure participation in the franchisee advisory council meetings

ELEMENT	PERFORMANCE CRITERIA
	and relevant activities
2 Determine services available from franchisor	2.1 Consult with the franchisor's representative/s or liaison person/s to determine range of services available through the franchisor 2.2 Establish schedule for accessing services of the franchisor 2.3 Access services available through the franchisor according to schedule and as needs arise in the course of business operations 2.4 Maintain currency of information relating to services available through the franchisor
3 Implement strategies for meeting franchisee's financial obligations	3.1 Identify franchisee's financial obligations to the franchisor 3.2 Develop and implement strategies and procedures to meet franchisee's financial obligations 3.3 Undertake planning to facilitate ongoing management of franchise
4 Resolve disputes with franchisor	4.1 Identify disputes with the franchisor and enter into negotiations with the franchisor's representative/s or liaison person/s in line with complaints handling procedure as described in the Franchising Code of Conduct 4.2 Seek assistance from third parties or mediators to facilitate resolution of disputes arising with the franchisor and in line with the complaints handling procedure 4.3 Resolve disputes and document courses of agreed action 4.4 Implement agreed courses of action to resolve disputes 4.5 Use lessons learned from disputes to guide future business operations and to facilitate positive relationships with the franchisor

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.2-2.4, 3.1, 3.2, 4.2	Interprets textual information obtained from a range of sources and determines how content may be applied to individuals and organisational requirements

Writing	1.3, 2.2, 2.4, 3.2, 4.2, 4.3	Uses clear, specific and industry-related terminology to complete and update workplace documentation to convey explicit information, requirements and recommendations
Oral Communication	1.3-1.5, 2.1, 2.4, 4.1-4.3, 4.5	- Articulates requirements clearly using language appropriate to audience and environment - Uses active listening and questioning techniques to clarify and confirm understanding
Numeracy	3.1	Identifies and comprehends relevant mathematical information to manage financial obligations and account for expenditures
Navigate the world of work	2.3, 3.2, 4.1	Recognises, develops and follows explicit and implicit protocols and meets expectations associated with own role
Interact with others	1.2-1.5, 2.1, 4.1, 4.2	- Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role - Uses a range of strategies to establish a sense of connection with others - Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction
Get the work done	1.1-1.3, 2.2-2.4, 3.1- 3.3, 4.1, 4.3-4.5	- Plans, organises and implements tasks required to achieve required outcomes in accordance with franchise arrangement - Applies formal problem solving skills to address issues, seeking expert assistance if required - Identifies some key principles that may be relevant in future situations

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBFRA403 Manage relationship with franchisor	BSBFRA403B Manage relationship with franchisor	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBFRA403 Manage relationship with franchisor

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- communicate regularly and effectively with the franchisor and/or representatives
- identify and resolve disputes
- conduct financial planning to meet predetermined requirements
- make suggestions for improvements in future work.
- implement processes to manage the relationship between franchisor and self.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain franchise specific obligations as per franchise agreement, specifically financial obligations
- define the roles of others such as mediators/third parties
- explain various problem solving techniques that might be relevant to this specific context.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – franchising field of work. This includes access to:

- business documentation
- feedback from franchisor
- equipment and resources.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBFRA404 Manage a multiple-site franchise

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage a multiple-site franchise.

A multiple-site franchise refers to an agreement between a franchisor and a franchisee for the operation of the franchise across more than one site or region.

It applies to franchisees operating under formal franchising agreements over multiple sites.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Franchising

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Plan for managing multiple-site franchise	1.1 Determine strategies for managing multiple-site franchise operations in consultation with the franchisor and within the franchisor's multiple-site policy 1.2 Document policies and procedures to support strategies for managing a multiple-site franchise 1.3 Determine and obtain physical resources to manage a multiple-site franchise 1.4 Determine and document practices to manage a multiple-site

ELEMENT	PERFORMANCE CRITERIA
	franchise 1.5 Design duplicate management systems for each site of operation under a multiple-site operation
2 Appoint staff for multiple-site franchise	2.1 Select and recruit staff for a multiple-site franchise 2.2 Determine and communicate to all relevant parties, responsibilities and roles of supervisor or manager of site 2.3 Determine, document as an action plan, and implement learning needs of supervisors or managers
3 Implement plan for managing multiple-site franchise	3.1 Communicate and clarify policies, procedures and practices to manage a multiple-site franchise with supervisors or managers 3.2 Develop a monitoring plan for management of a multiple-site franchise 3.3 Delegate tasks to supervisors or managers and follow-up to ensure completion 3.4 Develop networks with other franchisees and multiple-site operators to inform best practice for multiple-site operation 3.5 Develop a review process for evaluating effectiveness and efficiency of management of a multiple-site franchise 3.6 Design and implement schedule of activities to manage a multiple-site franchise
4 Monitor multiple-site franchise	4.1 Monitor and implement plan for managing a multiple-site franchise 4.2 Seek feedback from franchisor on effectiveness and efficiency of management of a multiple-site franchise 4.3 Identify and act on required interventions from monitoring process 4.4 Provide feedback to managers or supervisors to guide efficient and effective management of franchise sites 4.5 Identify ongoing training needs for managers or supervisors and facilitate required training
5 Review management of multiple-site franchise	5.1 Implement review process for evaluating effectiveness and efficiency of management of a multiple-site franchise 5.2 Seek feedback and information from franchiser to inform review process 5.3 Identify improvements in management of sites from review process

ELEMENT	PERFORMANCE CRITERIA
	5.4 Identify, communicate and implement improvements to managers or supervisors 5.5 Monitor effectiveness of improvements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	4.5	Reviews competencies of managers and supervisors to determine skill gaps and future training needs
Reading	1.1-1.4, 2.1-2.3, 3.1, 5.1	Critically organises, evaluates and analyses text within job specifications and work processes relating to managing multiple-site franchises and other related outcomes of the job
Writing	1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 3.1-3.6, 4.1, 4.2, 4.4, 5.1-5.5	Communicates complex relationships between ideas and information, displaying good knowledge of structure and layout, employing a broad vocabulary and relevant grammatical structure
Oral Communication	1.1, 1.3, 1.4, 2.1-2.3, 3.1, 3.3, 4.2-4.5, 5.2, 5.4	Participates in verbal exchanges using appropriate tone, language and syntax, and elicits the views and opinions of others by listening and questioning
Navigate the world of work	3.1	Recognises and follows explicit and implicit protocols and meets expectations associated with own role
Interact with others	1.1, 2.1-2.3, 3.1, 3.3, 3.4, 4.2, 4.4, 5.2, 5.4	- Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role - Shares information, offers assistance voluntarily and provides feedback on others' work
Get the work done	1.1-1.5, 2.1-2.3, 3.1, 3.2, 3.4-3.6, 5.3, 5.4	- Takes responsibility for planning, sequencing and prioritising tasks and own workload for efficiency and effective outcomes - Uses analytical and lateral thinking to review current practices and develop new or improved processes and services - Uses the main features and functions of digital tools to complete work tasks and access information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBFRA404 Manage a multiple-site franchise	BSBFRA404B Manage a multiple-site franchise	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBFRA404 Manage a multiple-site franchise

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- determine, implement and review a management strategy for all sites
- document and monitor plans for all sites
- document interventions for all sites.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify work health and safety (WHS) requirements:
 - specific to nature and type of franchise
 - generic to all workplaces
- outline legislation, codes of practice and national standards relevant to franchising
- explain franchise specific obligations as per franchise agreement
- outline important points in managing a multiple site franchise.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – franchising field of work. This includes access to:

- business documentation
- feedback from franchisor and managers or supervisors
- office equipment and resources.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBHRM404 Review human resource functions

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to undertake research that supports work across a range of human resource functional areas.

It applies to individuals who require a broad understanding of human resource functions, associated policy frameworks and the administrative requirements to support these functions and policies.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Workforce Development – Human Resource Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Research human resources functions	1.1 Review business strategy and human resource strategy, clarify human resource issues for review, and document scope of review 1.2 Identify local, state or territory, national and international human resource networks for human resource professionals 1.3 Identify information sources for human resource data and information 1.4 Select a research strategy suitable to the topic and consult with

ELEMENT	PERFORMANCE CRITERIA
	relevant personnel 1.5 Undertake research and review research findings
2 Review policy and procedures frameworks	2.1 Locate policies and procedures relevant to the organisation 2.2 Analyse strengths and weaknesses of policies and procedures 2.3 Consider legislation, regulations and standards that apply to the policies and procedures and the organisation 2.4 Identify sustainability issues that relate to human resource functions
3 Apply ethical framework	3.1 Review ethical requirements associated with the human resource function under review 3.2 Consider ethical obligations of human resource personnel working in the area under review 3.3 Document behaviours associated with working ethically in the area under review
4 Analyse human resource metrics	4.1 Select appropriate technology to gather workforce data and information to review human resource functions 4.2 Identify sources of workforce data 4.3 Collate and analyse data and establish key trends and critical information
5 Report research outcomes	5.1 Identify options for change suited to the organisation's culture, and any possible change barriers 5.2 Collate, analyse and document key findings of the review 5.3 Write report on outcomes of research 5.4 Develop recommendations for change

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.5, 2.1- 2.3, 3.1, 4.1, 4.3	Critically evaluates and applies content from a range of structurally complex texts

Writing	1.1, 3.3, 4.3, 5.2-5.4	Develops a range of documentation using tone, structure and language suited to context and audience
Oral Communication	1.1, 1.4	- Asks questions to gather information and listens carefully to evaluate information - Uses appropriate vocabulary and tone in consultation process
Navigate the world of work	2.1-2.3, 3.1, 3.2	Takes personal responsibility for following explicit and implicit policies, procedures and legislative requirements
Interact with others	1.4	- Selects and uses appropriate conventions and protocols when communicating with relevant personnel - Forms connections with others who can contribute to effective work outcomes
Get the work done	1.2-1.5, 2.1, 2.2, 2.4, 3.1, 4.1, 4.2, 5.1	- Takes responsibility for planning, sequencing and prioritising tasks and own workload for efficiency and effective outcomes - Makes routine decisions and implements standard procedures for routine tasks, using formal decision-making processes for more complex and non-routine situations - Contributes to continuous improvement of current work practices by applying basic principles of analytical and lateral thinking - Uses the main features and functions of digital tools to complete work tasks and access information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBHRM404 Review human resource functions	BSBHRM404A Review human resources functions	Updated to meet Standards for Training Packages Minor change to unit title	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBHRM404 Review human resource functions

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- prepare reports reviewing key human resource functions applying all ethical, organisational and legislative considerations
- use appropriate technology to collect and analyse workforce data.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the key provisions of legal and compliance requirements that apply to the organisation
- summarise relevant organisational policy and procedure frameworks
- summarise relevant ethical parameters
- explain how information technology can help analyse human resource metrics
- outline the roles and responsibilities of human resource practitioners.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to:

- business and human resource strategies
- human resource policies and procedures, including ethical framework
- relevant legislation, regulations and codes of practice
- workforce data
- business technology

- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBHRM506 Manage recruitment selection and induction processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage all aspects of recruitment selection and induction processes in accordance with organisational policies and procedures.

It applies to individuals or human resource personnel who take responsibility for managing aspects of selecting new staff and orientating those staff in their new positions. It is not assumed that the individual will be directly involved in the selection processes themselves, although this may well be the case.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Workforce Development – Human Resource Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Develop recruitment, selection and induction policies and procedures	1.1 Analyse strategic and operational plans and policies to identify relevant policies and objectives 1.2 Develop recruitment, selection and induction policies and procedures and supporting documents 1.3 Review options for technology to improve efficiency and effectiveness of recruitment and selection process

ELEMENT	PERFORMANCE CRITERIA
	1.4 Obtain support for policies and procedures from senior managers 1.5 Trial forms and documents supporting policies and procedures and make necessary adjustments 1.6 Communicate policies and procedures to relevant staff and provide training if required
2 Recruit and select staff	2.1 Determine future human resource needs in collaboration with relevant managers and sections 2.2 Ensure current position descriptors and person specifications for vacancies are used by managers and others involved in recruitment, selection and induction processes 2.3 Provide access to training and other forms of support to all persons involved in recruitment and selection process 2.4 Ensure advertising of vacant positions complies with organisational policy and legal requirements 2.5 Utilise specialists where necessary 2.6 Ensure selection procedures are in accordance with organisational policy and legal requirements 2.7 Ensure processes for advising applicants of selection outcome are followed 2.8 Ensure job offers and contracts of employment are executed promptly, and new appointments are provided with advice about salary, terms and conditions
3 Manage staff induction	3.1 Provide access to training and ongoing support for all persons engaged in staff induction 3.2 Check induction processes are followed across the organisation 3.3 Oversee management of probationary employees and provide them with feedback until their employment is confirmed or terminated 3.4 Obtain feedback from participants and relevant managers on extent induction process is meeting its objectives 3.5 Make refinements to induction policies and procedures

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.2, 2.4, 2.6, 2.7	Critically evaluates and applies content from a range of complex texts to determine legislative and business requirements
Writing	1.2-1.6, 2.1, 3.3-3.5	Demonstrates clear writing skills by selecting appropriate conventions and to express precise meaning relevant to context and audience
Oral Communication	1.4, 1.6, 2.1, 2.3, 3.3, 3.4	- Draws on a repertoire of open questioning and active listening when seeking feedback from others - Uses appropriate terminology and non-verbal features to present information and clarify understanding
Numeracy	2.8	- Analyses numerical information to determine employees' remuneration packages - Makes basic calculations to ensure work output is delivered in a timely manner
Navigate the world of work	1.1, 1.2, 1.5, 1.6, 2.4, 2.6	- Understands and adheres to relevant organisational policies and procedures - Develops or updates organisational policies to meet organisational objectives - Considers own role in terms of its contribution to broader goals of work environment
Interact with others	1.4, 1.6, 2.1-2.3, 2.5, 2.7, 2.8, 3.1, 3.3, 3.4	- Seeks expert advice and skills training where required - Selects appropriate mode of communication for a specific purpose relevant to own role - Uses effective communication skills to liaise with a range of people across the organisation
Get the work done	1.1-1.3, 1.5, 1.6, 2.1, 2.3, 2.7, 2.8, 3.1, 3.2, 3.3	- Plans and implements tasks required to deliver timely outcomes, negotiating some key aspects with others - Monitors implementation of plans and adjusts as necessary - Considers whether and how often others should be involved, using consultative or collaborative processes as an integral part of the decision-making process - Analyses outcomes of decisions to identify improvement opportunities - Actively identifies systems, devices and applications with potential to meet current and future needs

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBHRM506 Manage recruitment selection and induction processes	BSBHRM506A Manage recruitment selection and induction processes	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBHRM506 Manage recruitment selection and induction processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop or critically analyse a policy and procedures framework for recruitment, selection and induction
- identify the need for recruitment
- prepare and oversee appropriate documentation required for recruitment
- select and advise job applicants appropriately
- manage the induction process
- comply with relevant legislation and organisational requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe recruitment and selection methods, including assessment centres
- explain the concept of outsourcing
- describe the purpose of employee contracts and industrial relations
- summarise relevant legislation, regulations, standards and codes of practice that may affect recruitment, selection and induction
- explain why terms and conditions of employment are an important aspect of recruitment
- explain the relevance of psychometric and skills testing programs to recruitment.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to:

- an appropriate range of documentation and resources normally used in the workplace
- relevant organisational policies and procedures
- relevant legislation, regulations and codes of practice
- business technology.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBINN301 Promote innovation in a team environment

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to be an effective and proactive member of an innovative team.

It applies to individuals who play a proactive role in demonstrating, encouraging or supporting innovation in a team environment. The individual may be a team participant or a team leader. Teams may be formal or informal and may comprise a range of personnel.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Creativity and Innovation – Innovation

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Create opportunities to maximise innovation within the team	1.1 Evaluate and reflect on what the team needs and wants to achieve 1.2 Check out information about current or potential team members' work in the context of developing a more innovative team 1.3 Bring people into the team or make suggestions for team members based on what needs to be achieved and the potential for cross fertilising ideas

ELEMENT	PERFORMANCE CRITERIA
	1.4 Acknowledge, respect and discuss the different ways that people may contribute to building or enhancing the team
2 Organise and agree effective ways of working	2.1 Jointly establish ground rules for how the team will operate 2.2 Agree and communicate responsibilities in ways that encourage and reinforce team-based innovation 2.3 Agree and share tasks and activities to ensure the best use of skills and abilities within the team 2.4 Plan and schedule activities to allow time for thinking, challenging and collaboration 2.5 Establish personal reward and stimulation as an integral part of the team's way of working
3 Support and guide colleagues	3.1 Model behaviour that supports innovation 3.2 Seek external stimuli and ideas to feed into team activities 3.3 Proactively share information, knowledge and experiences with other team members 3.4 Challenge and test ideas within the team in a positive and collaborative way 3.5 Proactively discuss and explore ideas with other team members on an ongoing basis
4 Reflect on how the team is working	4.1 Debrief and reflect on activities and on opportunities for improvement and innovation 4.2 Gather and use feedback from within and outside the team to generate discussion and debate 4.3 Discuss the challenges of being innovative in a constructive and open way 4.4 Take ideas for improvement, build them into future activities and communicate key issues to relevant colleagues 4.5 Identify, promote and celebrate successes and examples of successful innovation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 4.2	Interprets and analyses textual information, from a wide range of sources, to identify information relevant to team activities
Writing	2.2, 3.3, 4.4	Uses clear language and formats appropriate for the audience to highlight and present specific information
Oral Communication	1.2, 1.3, 1.4, 2.1, 2.2, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5	- Actively participates in verbal exchanges of ideas and elicits the views and opinions of team members by listening and questioning - Uses clear language to clarify rules and roles relating to team activities in formal and informal situations
Numeracy	1.2, 4.2	Interprets numeric information relevant to team activities
Navigate the world of work	1.1, 3.1, 3.2, 3.5	Understands the nature and purpose of own role and how it affects others in the work context
Interact with others	1.1-1.4, 2.1, 2.2, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2, 4.4, 4.5	- Uses inclusive techniques to initiate, contribute and promote discussion amongst potentially diverse team members - Recognises the importance of establishing and building effective working relationships - Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role
Get the work done	1.3, 1.4, 2.2, 2.4, 2.5, 3.2, 3.4, 4.2, 4.4, 4.5	- Plans, sequences and prioritises tasks for efficient and effective outcomes - Contributes to continuous improvement of current work practices by applying basic principles of analytical and lateral thinking - Uses problem-solving processes to address less predictable problems, and when appropriate, seeking input from others - Reflects on outcomes and further explores own and the team's role in implementing innovation

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBINN301 Promote innovation in a team environment	BSBINN301A Promote innovation in a team environment	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBINN301 Promote innovation in a team environment

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- apply practices that promote innovation within a team including:
 - modelling open and respectful communications
 - contributing to the make-up and rules of the team
 - planning and scheduling of activities
 - reflecting on activities, feedback and challenges to identify improvement options
- encourage others to contribute to innovation in the team
- implement improvements and communicate about them.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain what innovation is, the different types of innovation and the benefits of innovation
- describe the internal and external factors that contribute to a team becoming and remaining innovative including:
 - team characteristics
 - the role of group dynamics and diversity
 - broader environmental factors
- explain how activities can encourage or hinder innovation in a team including:
 - allocation of time and activities
 - modelling behaviour
 - rewards and recognition
 - communications

- feedback.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the creativity and innovation and include access to:

- workplace documents
- case studies and, where possible, real situations
- office equipment and resources
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBLED501 Develop a workplace learning environment

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to encourage and support the development of a learning environment in which work and learning come together. Particular emphasis is on the development of strategies to facilitate and promote learning and to monitor and improve learning performance.

It applies to individuals who have a prominent role in encouraging, supporting and facilitating the development of a learning environment in which work and learning come together.

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.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Workforce Development – Learning and Development

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Create learning opportunities	1.1 Identify potential formal and informal learning opportunities 1.2 Identify learning needs of individuals in relation to the needs of

ELEMENT	PERFORMANCE CRITERIA
	the team and/or enterprise and available learning opportunities 1.3 Develop and implement learning plans as an integral part of individual and team performance plans 1.4 Develop strategies to ensure that learning plans reflect the diversity of needs 1.5 Ensure organisational procedures maximise individual and team access to, and participation in, learning opportunities 1.6 Ensure effective liaison occurs with training and development specialists and contributes to learning opportunities which enhance individual, team and organisational performance
2. Facilitate and promote learning	2.1 Develop strategies to ensure that workplace learning opportunities are used and that team members are encouraged to share their skills and knowledge to encourage a learning culture within the team 2.2 Implement organisational procedures to ensure workplace learning opportunities contribute to the development of appropriate workplace knowledge, skills and attitudes 2.3 Implement policies and procedures to encourage team members to assess their own competencies and to identify their own learning and development needs 2.4 Share the benefits of learning with others in the team and organisation 2.5 Recognise workplace achievement by timely and appropriate recognition, feedback and rewards
3. Monitor and improve learning effectiveness	3.1 Use strategies to ensure that team and individual learning performance is monitored to determine the type and extent of any additional work-based support required and any Work Health and Safety (WHS) issues 3.2 Use feedback from individuals and teams to identify and introduce improvements in future learning arrangements 3.3 Make adjustments, negotiated with training and development specialists, for improvements to the efficiency and effectiveness of learning 3.4 Use processes to ensure that records and reports of competency are documented and maintained within the organisation's systems and procedures to inform future planning

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	1.1, 1.2, 1.3, 1.4, 2.1, 2.4, 3.1, 3.2	- Develops strategies to develop learning plans of self and others to meet a diversity of needs within organisational constraints - Transfers skills and knowledge to a variety of learning development contexts
Reading	1.1-1.5, 2.1, 2.2, 2.5, 3.1-3.4	Interprets textual information obtained from a range of sources and determines how content may be applied to individuals and to organisational requirements
Writing	1.3, 1.4, 2.1, 2.2, 2.3, 2.5, 3.3, 3.4	- Uses information from a range of sources to develop and document plans, strategies and feedback in accordance with organisational requirements - Maintains records using correct technical and organisational vocabulary
Oral Communication	1.6, 2.4, 2.5, 3.2, 3.3	- Present information and opinions using language and features appropriate to the audience and context - Uses questioning and listening techniques to identify learning needs and obtain feedback
Navigate the world of work	1.5, 2.2, 2.3, 3.1, 3.4	- Recognises and responds to both explicit and implicit organisational procedures and protocols and legislative/regulatory requirements - Understands how own role meshes with others and contributes to broader goals
Interact with others	1.6, 2.1, 2.3 -2.5, 3.2, 3.3	- Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role - Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion - Recognises the importance of building rapport to establish effective working relationships - Applies a range of communication strategies to encourage others to share their knowledge and skills and reflect on the effectiveness of the interaction
Get the work done	1.1, 1.2, 1.3, 1.4, 2.1, 2.5, 3.1, 3.4	- Uses logical processes to plan, implement and monitor learning in the workplace - Systematically gathers and analyses relevant

		information and evaluates options to make informed decisions • Evaluates outcomes of decisions to identify opportunities for improvement • Uses digital tools to organise, store, integrate and share relevant information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBLED501 Develop a workplace learning environment	BSBLED501A Develop a workplace learning environment	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBLED501 Develop a workplace learning environment

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0

Performance Evidence

Evidence of the ability to:

- collaboratively review performance development needs of individuals and teams
- plan professional development for individuals and teams that enhances organisational performance
- develop and implement learning plans
- liaise with training and development specialists
- recognise workplace achievement by giving feedback, recognition and rewards
- monitor and improve workplace learning
- record and report workplace learning outcomes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how management of relationships can achieve a learning environment
- identify principles and techniques involved in the management and organisation of:
 - adult learning
 - coaching and mentoring
 - consultation and communication
 - improvement strategies
 - leadership
 - learning environment and learning culture
 - monitoring and reviewing workplace learning
 - problem identification and resolution
 - record keeping and management methods

- structured learning
- work-based learning.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce learning and development field of work and include access to:

- workplace policies and procedures
- workplace equipment and resources
- case studies and, where available, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBMGT502 Manage people performance

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage the performance of staff who report to them directly. Development of key result areas and key performance indicators and standards, coupled with regular and timely coaching and feedback, provide the basis for performance management.

It applies to individuals who manage people. It covers work allocation and the methods to review performance, reward excellence and provide feedback where there is a need for improvement.

The unit makes the link between performance management and performance development, and reinforces both functions as a key requirement for effective managers.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Allocate work	1.1 Consult relevant groups and individuals on work to be allocated and resources available

ELEMENT	PERFORMANCE CRITERIA
	1.2 Develop work plans in accordance with operational plans 1.3 Allocate work in a way that is efficient, cost effective and outcome focussed 1.4 Confirm performance standards, Code of Conduct and work outputs with relevant teams and individuals 1.5 Develop and agree performance indicators with relevant staff prior to commencement of work 1.6 Conduct risk analysis in accordance with the organisational risk management plan and legal requirements
2. Assess performance	2.1 Design performance management and review processes to ensure consistency with organisational objectives and policies 2.2 Train participants in the performance management and review process 2.3 Conduct performance management in accordance with organisational protocols and time lines 2.4 Monitor and evaluate performance on a continuous basis
3. Provide feedback	3.1 Provide informal feedback to staff on a regular basis 3.2 Advise relevant people where there is poor performance and take necessary actions 3.3 Provide on-the-job coaching when necessary to improve performance and to confirm excellence in performance 3.4 Document performance in accordance with the organisational performance management system 3.5 Conduct formal structured feedback sessions as necessary and in accordance with organisational policy
4. Manage follow up	4.1 Write and agree on performance improvement and development plans in accordance with organisational policies 4.2 Seek assistance from human resources specialists, where appropriate 4.3 Reinforce excellence in performance through recognition and continuous feedback 4.4 Monitor and coach individuals with poor performance 4.5 Provide support services where necessary 4.6 Counsel individuals who continue to perform below expectations and implement the disciplinary process if necessary 4.7 Terminate staff in accordance with legal and organisational

ELEMENT	PERFORMANCE CRITERIA
	requirements where serious misconduct occurs or ongoing poor-performance continues

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	2.2, 3.3, 4.4	Consolidates and improves own knowledge and skills by coaching, mentoring or training others
Reading	1.2, 1.6, 2.4	Gathers, interprets and analyses texts in organisational documents to facilitate performance management
Writing	1.2, 1.4, 1.5, 1.6, 2.1, 2.3, 2.4, 3.4, 3.5, 4.1, 4.7	Plans and prepares documents for allocating work and managing performance suitable for the target audience and in accordance with organisational requirements
Oral Communication	1.1, 1.4, 1.5, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 4.2-4.7	Uses language and structure appropriate to context and audience to explain expected standards of performance, provide feedback and coach staff
Numeracy	1.3, 1.4, 1.5, 1.6, 2.1, 2.4, 3.4, 4.1	Extracts and evaluates mathematical information embedded in a range of tasks and text relating to performance standards and risk analysis
Navigate the world of work	1.2, 1.6, 2.1, 2.3, 3.4, 3.5, 4.1, 4.7	- Appreciates the implications of legal and regulatory responsibilities related to own work and the organisation as a whole - Monitors adherence to organisational policies and procedures
Interact with others	1.1, 1.3, 1.4, 1.5, 2.2, 3.1, 3.2, 3.3, 4.2-4.6	- Recognises and applies the protocols governing what to communicate to whom and how in a range of work contexts - Collaborates with others to achieve joint outcomes, influencing direction and taking a leadership role on occasion
Get the work done	1.2, 1.3, 1.5, 1.6, 2.1, 2.4, 4.1, 4.2	- Sequences and schedules complex activities, monitors implementation and manages relevant communication - Seeks advice, feedback and support as required to assist in the decision-making process - Uses experiences to reflect on the ways in which

		variables impact on performance

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBMGT502 Manage people performance	BSBMGT502B Manage people performance	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBMGT502 Manage people performance

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- consult with relevant stakeholders to identify work requirements, performance standards and agreed performance indicators
- develop work plans and allocate work to achieve outcomes efficiently and within organisational and legal requirements
- monitor, evaluate and provide feedback on performance and provide coaching or training, as needed
- reinforce excellence in performance through recognition and continuous feedback
- seek assistance from human resources specialists where appropriate
- keep records and documentation in accordance with the organisational performance management system.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline relevant legislative and regulatory requirements
- outline relevant awards and certified agreements
- explain performance measurement systems utilised within the organisation
- explain unlawful dismissal rules and due process
- describe staff development options and information.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation
- workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBMKG413 Promote products and services

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to coordinate and review the promotion of an organisation's products and services.

It applies to individuals with a broad knowledge of the promotion of products and services specific to an organisation. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Development – Marketing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Plan promotional activities	1.1 Identify and assess promotional activities to ensure compatibility with organisational requirements 1.2 Plan and schedule promotional activities according to the marketing needs of the organisation 1.3 Determine overall promotional objectives in consultation with designated individuals and groups 1.4 Ensure that timelines and costs for promotion of activities are

ELEMENT	PERFORMANCE CRITERIA
	realistic and consistent with budget resources 1.5 Develop action plans to provide details of products and services being promoted
2. Coordinate promotional activities	2.1 Ensure personnel and resources to support promotional activities are identified and prepared to facilitate the achievement of promotional goals 2.2 Identify and agree roles and responsibilities for delivery of promotional services and allocate to relevant personnel 2.3 Establish and conduct relationships with targeted groups in a manner which enhances the positive image of the organisation 2.4 Use networks to assist in the implementation of promotional activities
3. Review and report on promotional activities	3.1 Analyse audience feedback and data to determine the impact of the promotional activity on the delivery of products and services 3.2 Assess effectiveness of planning processes to identify possible improvements in future activities 3.3 Collect feedback and provide to personnel and agencies involved in promotional activity 3.4 Analyse costs and time lines to evaluate the benefits accruing from the promotional activities 3.5 Prepare conclusions and recommendations from verifiable evidence and provide constructive advice on future directions of promotional activities

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 3.1	Interprets, analyses and collates textual information relevant to promotional activities from a range of sources
Writing	1.2, 1.5, 2.3, 3.1, 3.3, 3.5	Uses clear and specific language to develop formal and informal documents for different audiences in accordance with organisational requirements

Oral Communication	1.3, 2.3, 3.3, 3.5	- Actively participates in verbal exchanges of ideas and elicits the views and opinions of others by listening and questioning - Uses clear and specific language to clarify, explain and present information relating to the promotional activity
Numeracy	1.4, 1.5, 3.1, 3.3, 3.4, 3.5	Classifies, analyses and compares numeric information, including costs and timelines, relevant to the promotional activity
Navigate the world of work	1.1	Adheres to legislative requirements and organisational policies and procedures
Interact with others	1.3, 2.3, 2.4, 3.3, 3.5	- Selects and uses appropriate conventions and protocols with a range of stakeholders to project a professional image while seeking or sharing information - Recognises the importance of building rapport to establish and maintain positive working relationships
Get the work done	1.2, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5	- Sequences and schedules complex activities, monitors implementation and manages relevant communication - Uses systematic, analytical processes in complex, non-routine situations, gathering relevant information and identifying and evaluating options against agreed requirements - Evaluates effectiveness of decisions in terms of how well they meet stated goals - Uses a range of digital tools to access data, and to extract, organise, integrate and share relevant information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBMKG413 Promote products and services	BSBMKG413A Promote products and services	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBMKG413 Promote products and services

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify the context for the promotional activities including:
 - relevant legislation/regulations
 - organisation's goals, objectives, systems, policies and procedures
 - budget and timelines
 - marketing needs and, if defined, marketing plans
 - objectives of the promotional activities
- consult with relevant stakeholders to plan promotional activities to meet objectives, budget and timelines
- coordinate promotional activities including:
 - allocation of personnel, roles and responsibilities
 - sourcing other resources and promotional products as appropriate
 - use of networks and relationships
- analyse feedback and data to evaluate the effectiveness of planning processes and promotional activities and make recommendations on future directions of promotional activities.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the legislative and regulatory context of the organisation as relevant to the marketing plan
- outline the planning processes for organising promotional activities

- explain the organisation's marketing objectives and how they support the overall business objectives
- explain how common promotional activities could be used to support the marketing objectives with reference to
 - advertising
 - client functions
 - employee functions
 - media announcements
 - product launches
 - web pages.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBSMB304 Determine resource requirements for the micro business

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to select options for resource acquisition, develop procedures and systems for efficient installation, and use and maintain resources.

It applies to individuals who are establishing or operating a micro business providing self-employment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify resources needed in the business	1.1 Use the business profile to determine types of resources that may be required 1.2 Gather information regarding resource requirements from appropriate sources 1.3 Determine resource quantities in accordance with business activity levels and financial position

ELEMENT	PERFORMANCE CRITERIA
2. Select appropriate sources for resources required in the business	2.1 Investigate different options for acquiring resources needed in the business in terms of business profile and stakeholder needs 2.2 Determine reliability, risks and costs associated with these options in line with business projections 2.3 Determine ease of access to sources of service and support 2.4 Select suitable options as investigated 2.5 Establish relationships with suppliers and other key people
3. Prepare for use of resources in the business	3.1 Design procedures and systems to allow effective and efficient introduction, use and maintenance of resources 3.2 Negotiate and review arrangements for supply of resources to ensure the business profile is met 3.3 Design procedures for monitoring use of resources 3.4 Develop procedures for maintenance, support, repair and replacement of business machinery, equipment and software

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1, 2.2, 3.1	Gathers, interprets and analyses textual and numerical information from a range of sources and identifies relevant and key information
Writing	1.1, 1.3, 2.5, 3.1-3.4	Uses factual information and industry related terminology to complete simple instructional documentation
Oral Communication	2.1, 2.5, 3.2	Uses relevant language suitable to audience to convey requirements, and listening and questioning techniques to confirm understanding
Numeracy	1.3, 2.2, 3.1	Analyses numerical information to calculate resource and equipment expenditure
Interact with others	2.5	Uses a range of communication strategies to establish a connection with others
Get the work	1.1-1.3, 2.1-2.4, 3.1,	Plans, organises and implements tasks required to

done	3.4	determine resource requirements • Invests some time in looking for new ideas and opportunities, selecting appropriate options as required • Considers effectiveness of a solution in terms of how well it meets business goals • Uses digital tools to access, organise, integrate and share information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSMB304 Determine resource requirements for the micro business	BSBSMB304A Determine resource requirements for the micro business	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBSMB304 Determine resource requirements for the micro business

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- determine appropriate resource levels in line with business profile and desired profit
- select options for resource acquisition suited to the business and financial position, including stakeholder needs
- establish relationship with suppliers including negotiating and reviewing supplies to suit profile of business
- develop procedures and systems to allow for efficient and effective installation and use of resources, including monitoring and maintenance as required.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify commonwealth, state/territory and local government legislative requirements relating to business operations
- list functions of a range of business equipment and machinery (including information technology/communications systems and software)
- outline organisation's business profile and structure
- state how often a business profile should be updated
- describe procedures and systems for use of and routine maintenance of resources
- summarise types of resources required as per the business profile.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- office equipment and resources
- relevant workplace documentation and resources including a business profile sample
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBSMB402 Plan small business finances

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to identify financial requirements of a business, including profit targets, cash flow projections and strategies to garner financial support.

It applies to individuals who operate a small business or work within an existing micro or small businesses or in a department of a larger organisation. Individuals in this role interpret financial data competently and are skilled communicators.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify costs, calculate prices and prepare profit statement	1.1 Identify and document costs associated with production and delivery of the business' products/services 1.2 Calculate prices based on costs and profit margin, as an hourly charge-out rate for labour or unit price for products 1.3 Calculate break-even sales point to establish business viability and profit margins 1.4 Identify appropriate pricing strategies in relation to market

ELEMENT	PERFORMANCE CRITERIA
	conditions to meet business profit targets 1.5 Prepare projected profit statement to supplement the business plan
2. Develop a financial plan	2.1 Set profit targets/goals to reflect owner's desired returns 2.2 Identify working capital requirements necessary to attain profit projections 2.3 Identify non-current asset requirements and consider alternative asset management strategies 2.4 Prepare cash flow projections to enable business operation in accordance with business plan and legal requirements 2.5 Identify capital investment requirements accurately for each operational period 2.6 Select budget targets to enable ongoing monitoring of financial performance
3. Acquire finance	3.1 Identify start-up and ongoing financial requirements according to financial plan/budget 3.2 Identify sources of finance, including potential financial backers, to provide required liquidity for the business to complement business goals and objectives 3.3 Investigate cost of securing finance on optimal terms 3.4 Identify strategies to obtain finance as required to ensure financial viability of the business

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.5, 2.1-2.5, 3.1, 3.2	Identifies, analyses and evaluates complex information from a range of sources
Writing	1.1, 1.5, 2.1, 2.4, 3.2	Prepares written reports and workplace documentation that communicate complex information clearly and effectively

Oral Communication	1.1, 3.2	• Uses specific and relevant language to secure finance and uses questioning and listening techniques to clarify outcomes • Participates in verbal negotiations using language suitable to audience
Numeracy	1.1-1.5, 2.1, 2.2, 2.4-2.6, 3.1, 3.3, 3.4	• Analyses numerical information to determine costs, prices, profit and losses, and other financial data
Navigate the world of work	2.4	• Appreciates implications of legal and regulatory responsibilities related to own work
Get the work done	1.1, 1.4, 2.1-2.3, 2.5, 2.6, 3.1, 3.2, 3.4	• Sequences and schedules tasks required to implement and monitor financial strategies • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account, making adjustments as necessary • Regularly uses formal thinking techniques to generate new ideas

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSMB402 Plan small business finances	BSBSMB402A Plan small business finances	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBSMB402 Plan small business finances

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop a financial plan which identifies financial requirements of the business, including cash flow projections and a projected profit statement
- follow the business plan, including:
 - demonstrating an awareness of appropriate legal requirements
 - implementing strategies to monitor financial performance
- identify sources and investigate costs of securing appropriate financial assistance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain break-even analysis
- clarify costing for the business, including margin/mark-up, hourly charge-out rates and unit costs
- summarise financial decision-making relevant to the business
- outline methods and relative costs of obtaining finance
- summarise principles for preparing balance sheets
- provide a detailed explanation of:
 - principles for preparation of cash flow forecasts
 - principles for preparation of profit and loss statements
 - purpose of financial reports
- describe working capital cycles.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- office equipment and resources for financial calculations
- relevant workplace documentation
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBSMB403 Market the small business

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to monitor and improve business performance via a clear strategy complementing the business plan.

It applies to individuals who operate a small business independently or within a larger organisation. Individuals in this role analyse and interpret market data and are proficient communicators.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Develop marketing strategies	1.1 Analyse the business and its key products or services to determine focus of marketing activities, in accordance with objectives of the business plan 1.2 Evaluate customer base and target market for the small business as a basis for marketing objectives and strategies 1.3 Determine marketing objectives and strategies are ethically and culturally appropriate, in consultation with relevant people and in accordance with the business plan

ELEMENT	PERFORMANCE CRITERIA
2. Determine a marketing mix for the business	2.1 Balance product mix, volumes and pricing to optimise sales and profit 2.2 Evaluate costs and benefits of using different distribution channels and/or providing different levels of customer service, and consider results in determining marketing mix 2.3 Determine promotional activities to suit target market 2.4 Consider customer needs and preferences in determining marketing mix 2.5 Determine marketing mix according to market and business needs
3. Implement marketing strategies	3.1 Brief those involved in the marketing effort on their roles and responsibilities, to ensure success of marketing strategies 3.2 Plan and implement promotional activities, in accordance with marketing objectives and budgetary requirements
4. Monitor and improve marketing performance	4.1 Monitor marketing activities and evaluate business performance according to objectives and targets of the business plan 4.2 Analyse performance gaps and take corrective action or set new targets 4.3 Encourage all relevant people to propose ways to improve marketing performance 4.4 Seek and analyse customer reaction to all aspects of the marketing mix, using culturally appropriate processes, to improve targeting and outcomes 4.5 Conduct ongoing research of customer requirements to identify opportunities for change and improvement 4.6 Monitor and investigate market changes for new opportunities to aid business development

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

Reading	1.1-1.3, 2.2-2.4, 3.2, 4.1, 4.4, 4.6	Identifies, analyses and evaluates complex information from a range of sources
Writing	1.3, 2.3, 2.5, 3.1, 3.2, 4.4-4.6	Prepares reports and other workplace documentation using structure, layout and terminology appropriate to the audience
Oral Communication	1.3, 3.1, 4.3, 4.4	- Presents ideas and requirements clearly and using language and non-verbal techniques appropriate to audience and environment - Uses questioning and listening to check and confirm understanding
Numeracy	2.1, 2.2, 3.2, 4.2	- Analyses numerical information to determine budgetary requirements and product quantities - Uses a range of calculation methods to evaluate costs and benefits
Navigate the world of work	4.5	Regularly reviews current situation and develops strategies to address improvements in marketing performance
Interact with others	4.3	Recognises importance of building rapport to establish effective working relationships
Get the work done	1.1-1.3, 2.1-2.5, 3.2, 4.1, 4.2	- Plans, organises and implements tasks required to develop and implement marketing strategies - Implements actions as per plan, making slight adjustments if necessary and addressing some unexpected issues - Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account - Identifies concepts, principles and features of approaches in use in other contexts, and redesigns these to suit own situation - Uses formal and informal processes to monitor implementation of solutions and reflect on outcomes

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSMB403 Market the small business	BSBSMB403A Market the small business	Updated to meet Standards for Training Packages	Equivalent unit

Code and title current version	Code and title previous version	Comments	Equivalence status

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBSMB403 Market the small business

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- determine objectives of the business plan, including marketing activity focus
- evaluate customer base
- understand what is ethically and culturally appropriate
- determine a marketing mix according to market and business needs, including:
 - ability to optimise sales and profit
 - ability to evaluate costs and benefits
 - determine customer needs and promotional activities
- determine marketing strategies, including briefing appropriate personnel on their responsibilities
- monitor and evaluate activities and performance, and correct performance gaps
- consult and communicate effectively with relevant people
- research and monitor ongoing changes and improvements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- discuss industry market trends
- identify performance evaluation methods
- explain methods of analysing costs and benefits of marketing strategies
- summarise methods of developing marketing objectives and marketing mix
- outline methods of monitoring customer satisfaction
- identify relevant market analysis and research
- provide a detailed explanation of relevant marketing concepts and methods.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- office equipment and resources for analysis of data
- relevant workplace documents
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBSMB404 Undertake small business planning

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to research and develop an integrated business plan for achieving business goals and objectives.

It applies to individuals who operate a small business that operates independently, or as part of a larger organisation. Individuals in this role interpret business information and numerical data competently and are skilled communicators.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify elements of the business plan	1.1 Identify purpose of the business plan 1.2 Identify and review essential components of the business plan 1.3 Identify and document business goals and objectives as a basis for measuring business performance
2. Develop a business plan	2.1 Research resources, legal and compliance requirements, specifically in relation to occupational health and safety (OHS), in accordance with business goals and objectives

ELEMENT	PERFORMANCE CRITERIA
	2.2 Research market needs, and market size and potential 2.3 Identify sources and costs of finance, from financial plan, to provide required liquidity and profitability for the business 2.4 Identify methods, from marketing strategies, to promote market exposure of the business 2.5 Identify methods/means of production/operation from production/operations plan to conform with business goals and objectives 2.6 Identify staffing requirements to effectively produce/deliver products/services 2.7 Identify specialist services and sources of advice, where required, and cost in accordance with available resources
3. Develop strategies for minimising risks	3.1 Identify specific interests and objectives of relevant people and seek and confirm their support of planned business direction 3.2 Identify and develop risk management strategies according to business goals and objectives, and relevant legal requirements 3.3 Develop a contingency plan to address possible areas of non-conformance with the plan

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1-2.7, 3.1, 3.2	Identifies, analyses and evaluates complex workplace documentation during planning process
Writing	1.3, 2.3-2.7, 3.1-3.3	Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	3.1	Articulates ideas and requirements using language appropriate to audience
Numeracy	2.2, 2.3, 2.5-2.7	Interprets numerical information to determine prospective markets, resource allocations and business profits/losses

Navigate the world of work	2.1, 3.2	Appreciates implications of legal and regulatory responsibilities related to own work
Get the work done	1.1, 1.2, 2.1-2.7, 3.2, 3.3	- Plans, organises and implements tasks required to develop a business plan - Implements actions as per plan, making slight adjustments if necessary, and addressing some unexpected issues - Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account - Identifies concepts, principles and features of approaches in use in other contexts, and redesigns these to suit own situation - Uses formal and informal processes to monitor implementation of solutions and reflect on outcomes

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSMB404 Undertake small business planning	BSBSMB404A Undertake small business planning	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBSMB404 Undertake small business planning

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop a business plan which provides for finance, marketing and provision of products/services to facilitate all business goals and objectives
- identify and plan all work health and safety (WHS) responsibilities
- develop risk management strategies including a contingency plan for non-conformance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- discuss commonwealth, state/territory and local government legislative requirements and industry codes of practice relating to small business planning
- explain methods of evaluation
- summarise WHS responsibilities and procedures for identifying hazards relevant to the business
- outline planning processes
- describe preparation of a business plan
- identify principles of risk management relevant to business planning
- explain reasons for, and benefits of, business planning
- outline setting goals and objectives
- explain types of business planning – feasibility studies; strategic, operational, financial and marketing planning.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- office equipment and resources
- relevant legislation, regulations, standards and codes
- relevant workplace documentation
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBSMB405 Monitor and manage small business operations

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to implement a business plan and modify operations as required.

It applies to individuals who operate a small business which stands alone, or is part of a department within a larger organisation. Individuals in this role are skilful communicators and interpret numerical data with ease.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Develop operational strategies and procedures	1.1 Develop an action plan to provide a clear and coherent direction, in accordance with business goals and objectives 1.2 Identify work health and safety (WHS) and environmental issues, and implement strategies to minimise risk factors

ELEMENT	PERFORMANCE CRITERIA
	1.3 Develop a quality system for the business in line with industry standards, compliance requirements and cultural criteria 1.4 Develop performance measures and operational targets to conform with the business plan 1.5 Develop strategies for innovation, including utilisation of existing, new or emerging technologies, where practicable, to optimise business performance
2. Implement operational strategies and procedures	2.1 Implement systems and key performance indicators/targets to monitor business performance and customer satisfaction 2.2 Implement systems to control stock, expenditure/cost, wastage/shrinkage and risks to health and safety in accordance with the business plan 2.3 Maintain staffing requirements, where applicable, within budget, to maximise productivity 2.4 Carry out provision of goods/services in accordance with established legal, ethical cultural and technical standards 2.5 Provide goods/services in accordance with time, cost and quality specifications, and customer requirements 2.6 Apply quality procedures to address product/service and customer requirements
3. Monitor business performance	3.1 Regularly monitor/review achievement of operational targets to ensure optimum business performance, in accordance with business plan goals and objectives 3.2 Review systems and structures, with a view to more effectively supporting business performance 3.3 Investigate and analyse operating problems to establish causes and implement changes as required, as part of the business quality system 3.4 Amend operational policies and procedures to incorporate corrective action
4. Review business operations	4.1 Review and adjust business plan, as required, to maintain business viability, in accordance with business goals and objectives 4.2 Clearly record proposed changes to aid future planning and evaluation 4.3 Undertake ongoing research into new business opportunities and adjust business goals and objectives as new business opportunities arise

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 1.5, 2.1, 2.2, 2.4, 2.5, 3.1, 4.1	Evaluates complex text to determine legislative, regulatory and workplace documentation
Writing	1.1, 1.3-1.5, 3.2, 3.4, 4.1, 4.2	Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	3.2	Articulates clearly using specific and relevant language suitable to audience to convey requirements, and employs listening and questioning techniques to confirm understanding
Numeracy	2.2, 2.3, 2.5	Interprets numerical information to manage performance information and regulate cash flow
Navigate the world of work	1.1-1.3, 2.2, 2.4, 4.1	- Develops and revises organisational policies and procedures - Appreciates implications of legal and regulatory responsibilities related to own work with specific reference to safety
Get the work done	1.1, 1.3-1.5, 2.1-2.3, 2.5, 2.6, 3.1-3.3, 4.1, 4.3	- Plans, organises and implements tasks required to implement strategies and procedures - Reflects on how digital systems and tools are used or could be used to achieve work goals - Identifies concepts, principles and features of approaches in use in other contexts and considers how these may suit own situation - Uses experiences to reflect on how variables impact decision outcomes, and to gain insights into what constitutes 'good' judgement and an effective decision in different contexts

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSMB405 Monitor and manage small business operations	BSBSMB405B Monitor and manage small business operations	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBSMB405 Monitor and manage small business operations

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop strategies and procedures to successfully manage business operations, including:
 - developing an action plan
 - identifying risk management procedures
 - developing a quality system
 - implementing performance measures
 - utilising technologies to optimise business performance
- implement and monitor strategies and procedures developed, including:
 - analysing and correcting business problems
 - reviewing and adjusting the business plan
- record and research business improvements
- make appropriate adjustments to business operations as required.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain methods for implementing operation and revenue control systems
- summarise methods for monitoring performance and implementing improvements

- outline work health and safety (WHS) responsibilities and procedures for managing hazards
- identify relevant principles of risk management, including risk assessment
- clarify quality system principles and methods
- explain relevant marketing, sales and financial concepts
- summarise relevant performance measures
- outline systems to manage staff, stock, expenditure, services and customer service
- identify technical or specialist skills relevant to business operations.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- office equipment and resources
- relevant legislation, regulations, standards and codes
- relevant workplace documentation
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBSMB406 Manage small business finances

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to implement and review financial management strategies on a regular basis.

It applies to individuals who operate a small business that stands alone, or is part of a department within a larger organisation. Individuals in this role are skillful communicators and interpret financial reports and other numerical data with ease.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Implement financial plan	1.1 Identify financial information requirements and obtain specialist services, as required, to profitably operate and extend the business in accordance with the business plan 1.2 Produce financial budgets/projections, including cash flow estimates, as required for each forward period, and distribute to relevant people in accordance with legal requirements 1.3 Negotiate, secure and manage business capital to best enable implementation of the business plan and to meet requirements of

ELEMENT	PERFORMANCE CRITERIA
	financial backers 1.4 Develop and maintain strategies to enable adequate financial provision for taxation in accordance with legal requirements 1.5 Develop, monitor and maintain client credit policies, including contingencies for debtors in default, to maximise cash flow 1.6 Select key performance indicators to enable ongoing monitoring of financial performance 1.7 Record and communicate financial procedures to relevant people to facilitate implementation of the business plan
2. Monitor financial performance	2.1 Regularly monitor and report on financial performance targets, and analyse data to establish extent to which the financial plan has been met 2.2 Monitor marketing and operational strategies for their effects on the financial plan 2.3 Calculate and evaluate financial ratios according to own/industry benchmarks 2.4 Assess financial plan to determine whether variations or alternative plans are needed, and change as required

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.4, 2.1, 2.4	Evaluates complex text to determine legislative, regulatory and workplace documentation
Writing	1.2-1.5, 1.7, 2.1	Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	1.3, 1.7	- Provides clear explanations using language and features suitable to the audience - Uses listening and questioning techniques to confirm understanding
Numeracy	1.1-1.5, 2.1, 2.3, 2.4	Interprets numerical information to calculate all relevant financial information

Navigate the world of work	1.2, 1.4	Appreciates implications of legal and regulatory responsibilities related to own work
Interact with others	1.3, 1.7	- Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role - Uses effective negotiation skills to achieve outcomes
Get the work done	1.1, 1.2, 1.4-1.6, 2.2, 2.4	- Plans, organises and implements tasks required to manage finances - Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of factors into account - Uses formal and informal processes to monitor implementation of ideas and reflect on outcomes

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSMB406 Manage small business finances	BSBSMB406A Manage small business finances	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBSMB406 Manage small business finances

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- operate and extend the business according to the business plan, including:
 - adhering to legal requirements
 - meeting requirements of financial backers
 - defining strategies for contingencies for debtors
 - defining key performance indicators
 - communicating with relevant personal
- monitor the business against financial plan and make changes as required.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- discuss benchmarking
- explain financial decision-making relevant to the business
- summarise significant financial indicators
- outline purposes of financial reports
- clarify preparation and interpretation of budget/actual reports
- identify principles for preparing balance sheets and their interpretation
- characterise principles for preparing profit and loss statements and their interpretation
- discuss stock records / stock control relevant to the business.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- office equipment and resources
- relevant workplace documentation
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBSMB408 Manage personal, family, cultural and business obligations

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to examine the impact personal, family and cultural obligations have on business operations, and to develop and implement strategies to improve business success.

It applies to individuals who operate small or micro businesses. In this role, individuals use analytical skills to identify their own obligations, and communication skills to explain business ideas and issues to others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify personal and business commitments/obligations within family, cultural and community contexts	1.1 Identify personal, family, cultural and/or community contexts the business operates in 1.2 Identify personal, family, cultural and/or community commitments/obligations that impact the business 1.3 Consider strategies to address and minimise negative impacts these commitments/obligations may have on the business

ELEMENT	PERFORMANCE CRITERIA
	1.4 Prepare workable plans to address and minimise impact these issues have
2. Develop ethical work practices within family, cultural and community contexts	2.1 Develop a culturally appropriate work ethic in terms of personal, family and community obligations, and cultural requirements 2.2 Identify and implement strategies to reinforce a culturally appropriate work ethic in the business 2.3 Prepare contingency plans for when alternative action is required due to changes within the business, family, cultural and/or community environments
3. Review work practices within family, cultural and community contexts	3.1 Monitor personal, family, cultural and/or community commitments/obligations to identify any changes that might impact the business 3.2 Review plans and strategies to ensure negative impacts of any commitments/obligations are addressed, and implement any necessary changes 3.3 Monitor implementation of culturally appropriate work ethic to ensure it is supported and maintained in the business

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.4, 3.2	Recognises and interprets textual information to address improvements to work practices
Writing	1.4, 2.3, 3.2	Uses clear and specific terminology to complete and update workplace documentation
Oral Communication	1.1, 1.2	Provides clear information using language appropriate to audience and environment
Navigate the world of work	1.1, 1.2, 2.1, 2.2, 3.3	Considers the features of cultural and ethical environment that impact on a business
Get the work done	1.1-1.4, 2.2, 2.3, 3.1-3.3	- Plans, organises and implements tasks required to manage multiple obligations - Makes a range of critical and non-critical decisions in

		relatively complex situations, taking a range of factors into account • Uses formal and informal processes to monitor implementation of ideas and reflect on outcomes

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSMB408 Manage personal, family, cultural and business obligations	BSBSMB408B Manage personal, family, cultural and business obligations	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBSMB408 Manage personal, family, cultural and business obligations

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- produce a detailed analysis of the implications of family, cultural and community obligations/commitments on self, staff and the business
- produce plans and strategies that show the workability of maintaining a culturally appropriate work ethic for the business
- produce plans and strategies to address negative impacts that obligations or commitments may have on the business.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- briefly outline the characteristics of the small business and the environment in which it operates
- explain the impact of family and community expectations or needs on the business
- outline any specific historical, cultural, ceremonial, religious, family or community issues that impact on the business.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- office equipment and resources
- relevant workplace documentation
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBSMB409 Build and maintain relationships with small business stakeholders

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to establish, develop and review relationships with small business key stakeholders.

It applies to individuals who operate a small business and need to consider a range of factors in establishing communication practices.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Establish and develop communication and appropriate relationships with key stakeholders	1.1 Establish specific practices for communication with key stakeholders, in accordance with codes of practice, cultural protocols and agreed roles and responsibilities 1.2 Maintain specific ways of dealing with issues in communication with key stakeholders, adhering to codes of practice, cultural protocols and agreed roles and responsibilities 1.3 Identify and implement methods of working in culturally appropriate ways

ELEMENT	PERFORMANCE CRITERIA
	1.4 Identify and implement plans to deal with changes in circumstances and behaviours, as required
2. Establish and develop roles and responsibilities in the small business	2.1 Clearly and accurately clarify roles and responsibilities in the business in accordance with organisational structure and lines of authority, codes of practice and job documentation 2.2 Identify and apply specific practices and behaviours from codes of practice, that contribute to successful working relationships 2.3 Clearly communicate responsibilities and practices to key stakeholders
3. Review relationships with key stakeholders	3.1 Review communication practices used with key stakeholders and implement any necessary improvement strategies 3.2 Monitor and evaluate relationships with key stakeholders and develop action plan/s needed to enhance relationships 3.3 Evaluate roles and responsibilities in the business and undertake any revisions necessary to improve working relationships

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3	Interprets texts from relevant sources to identify information on job descriptions and codes of practice
Writing	1.1, 2.1, 2.3, 3.2, 3.3	Prepares specific information, which conveys an understanding of outcomes and alternatives, using terminology appropriate for a range of audiences
Oral Communication	1.1, 2.3, 3.1	- Explains requirements, and participates in discussions, using language and features appropriate to audience and environment, - Uses questioning and listening skills to exchange ideas/solutions and check understanding
Navigate the world of work	1.1, 1.3, 2.1	Understands and adheres to legal, ethical and organisational requirements

Interact with others	1.1, 1.2, 1.3, 2.2, 2.3	- Selects communication practices and protocols to suit purpose and audience - Seeks to build relationships and work cooperatively with a diverse range of people
Get the work done	1.1, 1.4, 2.1, 3.1, 3.2, 3.3	- Plans, organises and implements tasks required to manage relationships, with an awareness of how the tasks contribute to the goals of the business - Analyses and considers a range of factors to make critical and non-critical decisions in relatively complex situations - Uses formal and informal processes to monitor outcomes of decisions and identify changes needed

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSMB409 Build and maintain relationships with small business stakeholders	BSBSMB409A Build and maintain relationships with small business stakeholders	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBSMB409 Build and maintain relationships with small business stakeholders

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- work and communicate with key stakeholders based on the roles and responsibilities, codes of practice and cultural protocols for the business
- develop and communicate roles, responsibilities, duties and tasks of small business personnel to key stakeholders
- develop a process for monitoring and reviewing relationships with key stakeholders
- develop an action plan for improving relationships with key stakeholders.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the codes of practice that affect communication practices
- explain the cultural protocols that affect communication practices
- explain the impact of individual roles and responsibilities on communication practices
- discuss the relevance of business ethics to building business relationships.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- office equipment and resources
- relevant workplace documentation, including codes of practice
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBSUS201 Participate in environmentally sustainable work practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to effectively measure current resource use and carry out improvements, including reducing the negative environmental impact of work practices.

It applies to individuals, working under supervision or guidance, who are required to follow workplace procedures and instructions, and work in an environmentally sustainable manner within scope of competency, authority and own level of responsibility.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Sustainability

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify current resource use	1.1 Identify workplace environmental and resource efficiency issues 1.2 Identify resources used in own work role 1.3 Document and measure current usage of resources using appropriate techniques 1.4 Record and file documentation measuring current usage, using

ELEMENT	PERFORMANCE CRITERIA
	technology (such as software systems) where applicable 1.5 Identify and report workplace environmental hazards to appropriate personnel
2. Comply with environmental regulations	2.1 Follow workplace procedures to ensure compliance 2.2 Report breaches or potential breaches to appropriate personnel
3. Seek opportunities to improve resource efficiency	3.1 Follow organisational plans to improve environmental practices and resource efficiency 3.2 Work as part of a team, where relevant, to identify possible areas for improvements to work practices in own work area 3.3 Make suggestions for improvements to workplace practices in own work area

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 2.1, 3.1	Recognises and interprets textual information to establish job requirements from relevant information
Writing	1.3, 1.4, 1.5, 2.2	Completes documents using required formats
Oral Communication	1.5, 2.2, 3.3	Articulates ideas clearly and uses simple and relevant language to identify and report issues to designated person
Numeracy	1.3	Calculates basic metric measurements to determine resource usage
Navigate the world of work	2.1	Understands and adheres to legal and regulatory responsibilities related to own work
Interact with others	1.5, 2.2, 3.2, 3.3	- Selects and uses appropriate conventions and protocols when communicating with co-workers in range of work contexts - Collaborates and cooperates with others to achieve joint outcomes
Get the work	1.1-1.4, 3.1, 3.3	Implements actions as per plan, taking some responsibility for sequencing and timing of tasks

done		• Uses main features and functions of digital tools to complete work tasks and access information • Analyses current practices to identify opportunities for improvement.

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSUS201 Participate in environmentally sustainable work practices	BSBSUS201A Participate in environmentally sustainable work practices	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBSUS201 Participate in environmentally sustainable work practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- locate and interpret a range of environment/sustainability legislation and procedural requirements
- participate in and support discussions for an improved resource efficiency process
- identify, document and measure usage of resources
- collaborate with team members on suggestions for improving workplace practices.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify environmental and resource hazards/risks as well as environmental or sustainability legislation, regulations and codes of practice applicable to own role
- outline sustainability requirements in the workplace
- identify reporting channels and procedures to report breaches and potential issues
- identify where to find environmental and resource efficiency systems and procedures.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the sustainability field of work and include access to:

- documentation, information and resources related to workplace environmental and resource efficiency issues
- office equipment and resources
- case studies and, where possible, real situations

- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBSUS501 Develop workplace policy and procedures for sustainability

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to develop and implement a workplace sustainability policy and to modify the policy to suit changed circumstances.

It applies to individuals with managerial responsibilities who undertake work developing approaches to create, monitor and improve strategies and policies within workplaces and engage with a range of relevant stakeholders and specialists.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Sustainability

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Develop workplace sustainability policy	1.1 Define scope of sustainability policy 1.2 Gather information from a range of sources to plan and develop policy 1.3 Identify and consult stakeholders as a key component of the policy development process 1.4 Include appropriate strategies in policy at all stages of work for

ELEMENT	PERFORMANCE CRITERIA
	minimising resource use, reducing toxic material and hazardous chemical use and employing life cycle management approaches 1.5 Make recommendations for policy options based on likely effectiveness, timeframes and cost 1.6 Develop policy that reflects the organisation's commitment to sustainability as an integral part of business planning and as a business opportunity 1.7 Agree to appropriate methods of implementation, outcomes and performance indicators
2. Communicate workplace sustainability policy	2.1 Promote workplace sustainability policy, including its expected outcome, to key stakeholders 2.2 Inform those involved in implementing the policy about expected outcomes, activities to be undertaken and assigned responsibilities
3. Implement workplace sustainability policy	3.1 Develop and communicate procedures to help implement workplace sustainability policy 3.2 Implement strategies for continuous improvement in resource efficiency 3.3 Establish and assign responsibility for recording systems to track continuous improvements in sustainability approaches
4. Review workplace sustainability policy implementation	4.1 Document outcomes and provide feedback to key personnel and stakeholders 4.2 Investigate successes or otherwise of policy 4.3 Monitor records to identify trends that may require remedial action and use to promote continuous improvement of performance 4.4 Modify policy and or procedures as required to ensure improvements are made

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

Reading	1.1, 1.2, 4.2, 4.3	Identifies, analyses and evaluates complex textual information to determine legislative and regulatory requirements, trends and outcomes
Writing	1.2-1.7, 2.1, 2.2, 3.1, 3.3, 4.1, 4.3, 4.4	Researches, plans and prepares documentation using format and language appropriate to context, organisational requirements and audience
Oral Communication	1.2, 1.3, 2.1, 2.2, 3.1, 4.1	- Presents information and seeks advice using language appropriate to audience - Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding
Numeracy	1.5, 4.3	Interprets and uses mathematical equations to calculate numerical information relating to time durations and costs
Navigate the world of work	1.1-1.6, 3.1, 4.4	Develops, monitors and modifies organisational policies and procedures in accordance with legislative requirements and organisation goals
Interact with others	1.2, 1.3, 2.1, 2.2, 3.1, 3.3, 4.1, 4.3	- Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information - Plays a lead role in consulting and negotiating positive outcomes with a range of stakeholders
Get the work done	1.2, 1.4-1.7, 2.3, 2.4, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.3, 4.4	- Plans, organises and implements work activities of self and others that ensure compliance with organisational policies and procedures, and legislative requirements - Sequences and schedules complex activities, monitors implementation, and manages relevant communication - Uses systematic, analytical processes in relatively complex situations, setting goals, gathering relevant information, and identifying and evaluating options against agreed criteria - Evaluates outcomes of decisions to identify opportunities for improvement

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSUS501 Develop workplace policy and	BSBSUS501A Develop workplace policy and procedures	Updated to meet Standards for Training Packages	Equivalent unit

Code and title current version	Code and title previous version	Comments	Equivalence status
procedures for sustainability	for sustainability	Minor edits to clarify performance criteria	

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBSUS501 Develop workplace policy and procedures for sustainability

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- scope and develop organisational policies and procedures that comply with legislative requirements and support the organisation's sustainability goals covering at a minimum:
 - minimising resource use
 - resource efficiency
 - reducing toxic material and hazardous chemical use
 - employing life cycle management approaches
 - continuous improvement
- plan and implement sustainability policy and procedures including:
 - agreed outcomes
 - performance indicators
 - activities to be undertaken
 - assigned responsibilities
 - record keeping, review and improvement processes
- consult and communicate with relevant stakeholders to generate engagement with sustainability policy development, implementation and continuous improvement
- review and improve sustainability policies.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the environmental or sustainability legislation, regulations and codes of practice applicable to the organisation identify internal and external sources of information and explain how they can be used to plan and develop the organisation's sustainability policy

- explain policy development processes and practices
- outline organisational systems and procedures that relate to sustainability
- outline typical barriers to implementing policies and procedures in an organisation and possible strategies to address them.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the sustainability field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBWHS201 Contribute to health and safety of self and others

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to work in a manner that is healthy and safe in relation to self and others and to respond to emergency incidents. It covers following work health and safety (WHS) and emergency procedures and instructions, implementing WHS requirements and participating in WHS consultative processes.

It applies to individuals who require a basic knowledge of WHS to carry out work in a defined context under direct supervision or with some individual responsibility, in a range of industry and workplace contexts.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Act has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Work safely	1.1 Follow provided safety procedures and instructions when

ELEMENT	PERFORMANCE CRITERIA
	working 1.2 Carry out pre start systems and equipment checks according to workplace procedures 1.3 Follow workplace procedures for responding to emergency incidents
2. Implement work safety requirements	2.1 Identify designated persons to whom queries and concerns about safety in the workplace should be directed 2.2 Identify existing and potential hazards in the workplace, report them to designated persons and record them according to workplace procedures 2.3 Identify and implement WHS procedures and work instructions 2.4 Identify and report emergency incidents and injuries to designated persons according to workplace procedures 2.5 Identify WHS duty holders and their duties for own work area
3. Participate in WHS consultative processes	3.1 Contribute to workplace meetings, inspections and other WHS consultative activities 3.2 Raise WHS issues with designated persons according to organisational procedures 3.3 Take actions to eliminate workplace hazards and reduce risks

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 2.1, 2.3, 2.4, 2.5	Identifies and interprets information in relation to WHS and emergency incidents
Writing	1.2, 2.2, 2.4, 3.2	Uses structures and language appropriate to audience and context in reports giving factual information
Oral Communication	2.2, 2.3, 2.4, 3.1, 3.2	- Uses structures and language appropriate to audience and context in reports, descriptions, opinions and explanations - Extracts meaning from reports,

		descriptions, opinions and explanations
Navigate the world of work	1.1, 1.2, 1.3, 2.1,2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3	• Takes responsibility for following WHS legal requirements • Follows protocols and procedures related to own role • Seeks assistance from others when WHS issues are beyond scope of immediate responsibilities
Get the work done	1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.1, 3.3	• Plans, organises and implements routine tasks in order to optimise health and safety • Selects and implements actions from predetermined procedures

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBWHS201 Contribute to health and safety of self and others	BSBWHS201A Contribute to health and safety of self and others	Updated to meet Standards for Training Packages Minor edits to clarify intent of performance criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBWHS201 Contribute to health and safety of self and others

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- follow all relevant procedures and instructions relating to work health and safety (WHS) and emergency incidents
- identify and report hazards to designated personnel
- contribute to WHS consultative processes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain workplace safety procedures and instructions including:
 - checking systems and equipment
 - conducting routine work operations
 - requirements for personal protective equipment (PPE)
 - how to report incidents and injuries
- explain emergency procedures including those for fires and incidents
- define the meaning of commonly used hazard signs and safety symbols
- summarise the duty holder responsibilities, as specified in WHS Acts, regulations and codes of practice, of:
 - self and fellow workers
 - persons conducting businesses or undertakings (PCBUs)
 - officers
 - others in the workplace
- explain the difference between hazards and risks

- describe typical WHS hazards that may be present in the workplace, the harm they can cause and how this harm occurs
- outline the process of hazard identification and risk reduction.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- relevant organisational policies, standard operating procedures and work instructions
- relevant Acts, regulations, codes of practice
- workplace tools, equipment and resources
- personal protective equipment appropriate to the role and work area.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBWOR501 Manage personal work priorities and professional development

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to create systems and process to organise information and prioritise tasks.

It applies to individuals working in managerial positions who have excellent organisational skills. The work ethic of individuals in this role has a significant impact on the work culture and patterns of behaviour of others as managers at this level are role models in their work environment.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Workplace Effectiveness

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Establish personal work goals	1.1 Serve as a positive role model in the workplace through personal work planning 1.2 Ensure personal work goals, plans and activities reflect the organisation's plans, and own responsibilities and accountabilities 1.3 Measure and maintain personal performance in varying work conditions, work contexts and when contingencies occur

ELEMENT	PERFORMANCE CRITERIA
2. Set and meet own work priorities	2.1 Take initiative to prioritise and facilitate competing demands to achieve personal, team and organisational goals and objectives 2.2 Use technology efficiently and effectively to manage work priorities and commitments 2.3 Maintain appropriate work-life balance, and ensure stress is effectively managed and health is attended to
3. Develop and maintain professional competence	3.1 Assess personal knowledge and skills against competency standards to determine development needs, priorities and plans 3.2 Seek feedback from employees, clients and colleagues and use this feedback to identify and develop ways to improve competence 3.3 Identify, evaluate, select and use development opportunities suitable to personal learning style/s to develop competence 3.4 Participate in networks to enhance personal knowledge, skills and work relationships 3.5 Identify and develop new skills to achieve and maintain a competitive edge

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.1, 3.2, 3.3, 3.4, 3.5	Investigates and uses a range of strategies to develop personal competence
Reading	1.2, 3.1, 3.2	Analyses and interprets textual information from organisational policies and practices or feedback to inform personal development planning
Writing	3.2	Uses feedback to prepare reports that summarise ways to improve competence
Oral Communication	3.2	Uses active listening and questioning to seek and receive feedback
Navigate the world of work	1.2, 2.1	- Understands how own role contributes to broader organisational goals - Considers organisational protocols when planning own career development

Interact with others	1.1, 3.2, 3.4	• Selects and uses appropriate conventions and protocols when communicating with diverse stakeholders • Uses interpersonal skills to establish and build positive working relationships with others
Get the work done	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1	• Plans and prioritises tasks in order to meet deadlines, manage role responsibilities and to manage own personal welfare • Identifies and uses appropriate technology to improve work efficiency

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBWOR501 Manage personal work priorities and professional development	BSBWOR501B Manage personal work priorities and professional development	Updated to meet Standards for Training Packages Minor edits to clarify Performance Criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBWOR501 Manage personal work priorities and professional development

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- use business technology to create and use systems and processes to organise and prioritise tasks and commitments
- measure and maintain personal work performance including assessing competency against competency standards and seeking feedback
- maintain an appropriate work-life balance to manage personal health and stress
- participate in networks
- develop a personal development plan which includes career objectives and an action plan
- develop new skills.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain principles and techniques involved in the management and organisation of:
 - performance measurement
 - personal behaviour, self-awareness and personality traits identification
 - a personal development plan
 - personal goal setting
 - time
- discuss management development opportunities and options for self
- describe methods for achieving a healthy work-life balance
- outline organisation's policies, plans and procedures
- explain types of learning style/s and how they relate to the individual
- describe types of work methods and practices that can improve personal performance.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability - workplace effectiveness field of work and include access to:

- workplace equipment and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBWOR502 Lead and manage team effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to lead teams in the workplace and to actively engage with the management of the organisation.

It applies to individuals working at a managerial level who facilitate work teams and build a positive culture within their work teams. At this level, work will normally be carried out using complex and diverse methods and procedures requiring the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Workplace Effectiveness

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Establish team performance plan	1.1 Consult team members to establish a common understanding of team purpose, roles, responsibilities and accountabilities in accordance with organisational goals, plans and objectives 1.2 Develop performance plans to establish expected outcomes, outputs, key performance indicators (KPIs) and goals for work team 1.3 Support team members in meeting expected performance

ELEMENT	PERFORMANCE CRITERIA
	outcomes
2. Develop and facilitate team cohesion	2.1 Develop strategies to ensure team members have input into planning, decision making and operational aspects of work team 2.2 Develop policies and procedures to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities 2.3 Provide feedback to team members to encourage, value and reward individual and team efforts and contributions 2.4 Develop processes to ensure that issues, concerns and problems identified by team members are recognised and addressed
3. Facilitate teamwork	3.1 Encourage team members and individuals to participate in and to take responsibility for team activities, including communication processes 3.2 Support the team in identifying and resolving work performance problems 3.3 Ensure own contribution to work team serves as a role model for others and enhances the organisation's image for all stakeholders
4. Liaise with stakeholders	4.1 Establish and maintain open communication processes with all stakeholders 4.2 Communicate information from line manager/management to the team 4.3 Communicate unresolved issues, concerns and problems raised by team members and follow-up with line manager/management and other relevant stakeholders 4.4 Evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

Reading	1.1, 4.4	Analyses and interprets textual information from the organisation's policies, goals and objectives to establish team goals or to determine corrective action
Writing	1.2, 2.1, 2.2, 2.4, 4.2, 4.3, 4.4	Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	1.1, 2.3, 3.1, 4.1, 4.2, 4.3	- Engages in discussions or provides information using appropriate vocabulary and non-verbal features - Uses listening and questioning techniques to confirm understanding and to engage the audience
Navigate the world of work	1.1, 2.1, 2.2, 3.3	- Understands how own role contributes to broader organisational goals - Modifies or develops policies and procedures to achieve organisational goals
Interact with others	1.1, 1.3, 2.2, 2.3, 3.1, 3.2, 4.2, 4.3	- Selects and uses appropriate conventions and protocols when communicating with diverse stakeholders - Uses interpersonal skills to gain trust and confidence of team and provides feedback to others in forms that they can understand and use - Adapts personal communication style to build positive working relationships and to show respect for the opinions, values and particular needs of others - Plays a lead role in situations requiring effective collaboration, demonstrating high level conflict resolution skills and ability to engage and motivate others
Get the work done	1.2, 2.1, 2.2, 2.4, 3.2, 4.1, 4.3, 4.4	- Develops, implements and monitors plans and processes to ensure team effectiveness - Monitors and actively supports processes and development activities to ensure the team is focused on work outcomes - Plans for unexpected outcomes and implements creative responses to overcome challenges

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBWOR502 Lead and manage team effectiveness	BSBWOR502B Ensure team effectiveness	Updated to meet Standards for Training Packages	Equivalent unit

Code and title current version	Code and title previous version	Comments	Equivalence status
		Title change	

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBWOR502 Lead and manage team effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- use leadership techniques and strategies to facilitate team cohesion and work outcomes including:
 - encouraging and fostering shared understanding of purpose, roles and responsibilities
 - identifying and resolving problems
 - providing feedback to encourage, value and reward others
 - modelling desired behaviour and practices
- develop policies and procedures to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities
- establish processes to address issues and resolve performance issues
- support team to meet expected performance outcomes including providing formal and informal learning opportunities as needed
- develop performance plans with key performance indicators (KPIs), outputs and goals for individuals or the team which incorporate input from stakeholders
- communicate effectively with a range of stakeholders about team performance plans and team performance
- facilitate two-way flow of information between team and management relevant to team performance
- evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how group dynamics can support or hinder team performance

- outline strategies that can support team cohesion, participation and performance
- explain strategies for gaining consensus
- explain issue resolution strategies.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability - workplace effectiveness field of work and include access to:

- workplace documents
- case studies and, where possible, real situations
- office equipment and resources
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

ICTWEB201 Use social media tools for collaboration and engagement

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to establish a social networking presence, using social media tools and applications. It includes the requirement to review, compare, and use different types of social networking tools and applications.

It applies to information and communications technology (ICT) personnel who need to develop a social networking web presence for a small or large office environment, using social media tools and applications.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Web

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Describe the different types of social media tools and applications	1.1 Explain the characteristics of the term 'social media' 1.2 Identify different types of social-media tools and applications 1.3 Illustrate some of the issues associated with the use of social media tools and applications

ELEMENT	PERFORMANCE CRITERIA
2. Compare different types of social media tools and applications	2.1 Select one social media type to review 2.2 Review the most popular tools, and applications, within that social media type 2.3 Itemise the benefits across a range of the most popular tools and applications 2.4 Select the most appropriate social media tool or application
3. Set up and use, popular social media tools and applications	3.1 Identify the social media tools and applications available for possible implementation 3.2 Initiate the preferred social media tools, and applications, for use 3.3 Establish the social media interface, using text and file content 3.4 Initiate social networking interaction 3.5 Test and evaluate tools, and applications, for ease of use 3.6 Present the findings

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 2.2	Extract the relevant information from technical and organisational documents
Writing	1.1, 2.2, 2.3, 3.3, 3.4, 3.6	Develop the content in a manner that supports and conveys information, using the appropriate structures and specialised language
Navigate the world of work	1.3	Understands legal and ethical responsibilities, regarding the use of social media tools
Get the work done	2.1, 2.2, 2.4, 3.1, 3.2, 3.5, 3.6	- Makes routine decisions and implements standard procedures for routine tasks - Understands the purposes, specific functions, and the key features of common digital systems and tools, and operates them effectively to complete routine tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICTWEB201 Use social media tools for collaboration and engagement	ICAWEB201A Use social media tools for collaboration and engagement	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

Assessment Requirements for ICTWEB201 Use social media tools for collaboration and engagement

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify different types of social media tools and applications, and the issues associated with their use
- access the internet, set up a social networking presence and upload and link a wide variety of files
- use and evaluate social media tools and applications.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list basic technical terminology in relation to social networking, social media applications, and tools
- outline basic methods of uploading images, text files, portable document format (PDF) files, audio files, video files, and link the associated files
- state the features, and functions, of social media applications
- list import and export software functions
- explain how to link documents
- explain the process of tagging, in order to facilitate collaborative folksonomy
- list social media applications and procedures, for connecting to social networking sites
- identify and describe, input and output devices
- describe, and use, really simple syndication (RSS) feeds to connect a social network.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the website technologies field of work, and include access to:

- a personal computer (PC) and printer
- the internet
- social-media tools and applications
- online instructional documents.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

SHBBBOS001 Apply cosmetic tanning products

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to select and apply cosmetic tanning products.

It requires the ability to consult with clients about tanning products and colour choice, select products and equipment to prepare the skin and apply tanning products using a spray tanning gun. The application of cosmetic tanning products can be an individual service, or form part of a series of services.

It applies to beauticians and beauty therapists who work in beauty salons and spas. In this environment they make routine service decisions within known procedures but work under limited supervision and guidance from others.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Body Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Establish client priorities.
 - 1.1 Consult client for cosmetic tanning requirements.
 - 1.2 Carry out skin test according to manufacturer instructions to determine sensitivity to product and confirm colour preference as required.
 - 1.3 Identify contraindications to cosmetic tanning and refer client to appropriate professional as required.
 - 1.4 Obtain signed consent from parent or guardian prior to service and ensure their attendance throughout treatment, when providing tanning service to minors.
 - 1.5 Design and record service plan.
2. Prepare to apply cosmetic tanning products.
 - 2.1 Select products and tanning equipment.
 - 2.2 Prepare and wear personal protective equipment.
 - 2.3 Prepare client and provide suitable protective covering.
 - 2.4 Ensure client modesty and privacy throughout service.
 - 2.5 Cleanse and exfoliate client skin, as required.
 - 2.6 Apply moisturisers and barrier creams to prevent over development of tanning products.
3. Use spray gun to apply product.
 - 3.1 Test pressure and operation of spray gun.
 - 3.2 Apply spray tan products evenly and in sequence to achieve desired effect.
 - 3.3 Use techniques that minimise the spread of product spray outside tanning booth area.
 - 3.4 Monitor client reactions and adverse effects.
 - 3.5 Check finished tan application for evenness and remedy if required.
 - 3.6 Minimise waste of products and consumables according to policies and procedures.
4. Review service.
 - 4.1 Evaluate service with client.
 - 4.2 Record outcomes of cosmetic tanning service on client service plan.
 - 4.3 Provide aftercare advice and recommend products and future services.
 - 4.4 Rebook client according to agreed service plan.
5. Clean service area.
 - 5.1 Clean and disinfect equipment, and tanning booth according to manufacturer instructions.
 - 5.2 Replenish tanning booth area in preparation for next service.
 - 5.3 Dispose of general waste to minimise negative environmental impacts and according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret and follow manufacturer instructions and safety data sheets for safe use of cleaning and tanning products and equipment.
Numeracy skills to:	calculate treatment times, product quantities and price.
Problem solving skills to:	identify issues with spray gun and take remedial action.
Technology skills to:	use client software to update client notes, rebook client for future treatment, record stock data, and product purchases.

Unit Mapping Information

SIBBSKS302A Apply cosmetic tanning products

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBBOS001 Apply cosmetic tanning products

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate, follow and adjust service plan to provide safe and appropriate spray tanning services for at least five clients of differing height, weight, age and cosmetic tanning preference
- maintain client records for the above clients detailing:
 - aftercare advice
 - adverse reactions
 - contraindications
 - follow up advice
 - service outcomes
 - procedure followed
 - products used
 - spray gun setting
- provide spray tanning services for each client that demonstrate:
 - aftercare advice
 - colour choice suitable for client skin and type
 - effective skin exfoliation and preparation
 - even colour
 - use of client and operator personal protection equipment
- clean, maintain, and reassemble spray tanning equipment
- recognise skin reactions to patch test
- present self, according to organisational policy
- comply with health and hygiene regulations and requirements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state or territory and local health and hygiene regulations and requirements relevant to applying cosmetic tanning products
- organisational policies and procedures relevant to applying cosmetic tanning products:

- client record management
- equipment and product use and maintenance
- incident reporting
- personal hygiene and presentation
- waste disposal
- work health and safety
- legal and insurance liabilities and responsibilities regarding tanning services
- scope of practice in regard to:
 - when to refer clients to other practitioners
 - role of complementary therapist and medical practitioner
- ingredients of tanning products, exfoliators and moisturisers and their effects on skin
- advantages and disadvantages of types of tanning products available
- product selection for different skin colours and type
- use and effect of tanning enhancers
- how and when to use tanning correctors
- cleaning, maintenance and reassembling of cosmetic tanning equipment and accessories
- typical problems that occur with equipment and how to fix according to manufacturer instructions
- risks associated with the use of pressurised cosmetic tanning equipment
- importance of using equipment with a pressure gauge
- age at which a person is classed as a minor and why minors can only be treated with informed parent or guardian consent
- contraindications that prevent or restrict service or may require referral to a medical professional and their relationship to cosmetic tanning treatment:
 - asthma
 - bacterial, fungal, parasitic and viral infections
 - eczema
 - pigmentation disorders
 - psoriasis
 - sunburn
- adverse reaction appearance and management in relation to cosmetic tanning services:
 - burning sensations
 - coughing
 - fainting
 - itching
 - swelling
 - skin irritation
 - watery eyes
- pigmentation disorders that affect cosmetic tanning application:
 - hypopigmentation
 - hyperpigmentation

- importance of pre and post-service advice
- aftercare advice, products and services in maintaining tanning service
- sustainable operating procedures for the conservation of product, water and power
- environmentally sound disposal methods for cosmetic tanning service waste.

Assessment Conditions

Skills must be demonstrated in a beauty industry environment; this can be:

- a beauty industry workplace or
- a simulated beauty workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- paying clients, both new and regular, with different spray tanning requirements, who have the expectation that the services provided reflect those of a commercial business
- hand washing facilities:
 - basin
 - hot and cold running water
 - liquid soap
 - single use towels or hand dryer
- relevant workplace documentation:
 - blank client records
 - equipment instructions
 - organisational policies and procedures relevant to applying cosmetic tanning products
 - product instructions and safety data sheets.

Assessment must ensure use of:

- cleaning and disinfection products and equipment
- compressors
- cosmetic tanning products from a comprehensive professional range
- exfoliation products
- individual spray booth areas with filtered overspray ventilation
- personal protective equipment:
 - aprons
 - disposable gloves
 - face masks
 - safety glasses
- protective caps and covers for clients
- professional spray tanning gun and machine
- towels.

Assessment activities that allow the learner to:

- complete cosmetic tanning within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- have worked in the beauty industry for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBBOS002 Provide body massages

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to provide full body relaxation massages.

It requires the ability to establish priorities with clients, synthesise knowledge of anatomy and physiology and lifestyle factors to design body massage routines, and provide advice on body products and protection from environmental damage. Body massage can be a single treatment or form part of a series of treatments.

This unit applies to beauty therapists who work in beauty salons, massage clinics and spas. In this environment they work as part of a team but make independent treatment decisions.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Body Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Establish client priorities.
 - 1.1 Access and review client treatment plan if available.
 - 1.2 Discuss body massage requirements and lifestyle factors with client to identify treatment priorities.
 - 1.3 Identify client skin, contraindications, and possible adverse reactions and discuss with client.
 - 1.4 Refer client to appropriate professional as required.
 - 1.5 Review client medical history, medications and obtain medical approval prior to treatment as required.
2. Design and recommend massage.
 - 2.1 Design proposed treatment for a single or series of treatments and discuss benefits and potential adverse effects with client.
 - 2.2 Explain recommendations for duration, frequency and cost of body massages to client.
 - 2.3 Modify treatment plan, record updates and obtain client consent.
3. Prepare for body massage treatment.
 - 3.1 Check readiness of treatment area and availability of equipment.
 - 3.2 Prepare client and select massage products based on agreed treatment plan.
 - 3.3 Use energy, water, products and other resources efficiently during preparation and subsequent treatment process.
4. Provide body massages.
 - 4.1 Position self and client to minimise fatigue and risk of injury.
 - 4.2 Apply massage medium, movements and techniques according to treatment plan.
 - 4.3 Vary massage routine to suit treatment objectives and client reactions.
 - 4.4 Ensure client comfort and modesty throughout treatment.
 - 4.5 Allow post treatment recovery time in a relaxing environment.
5. Review massage and provide body care advice.
 - 5.1 Evaluate body massage treatment with client.
 - 5.2 Record outcomes of treatment on client treatment plan.
 - 5.3 Review current body skin care regimen and make recommendations to support client objectives.
 - 5.4 Manage client expectations of potential outcomes.
 - 5.5 Recommend home care, lifestyle changes, products and future treatments.
 - 5.6 Update treatment plan and rebook client as required.

6. Clean treatment area.
- 6.1 Remove used linen and clean surfaces and equipment according to organisational policies and procedures.
 - 6.2 Restock equipment and products in preparation for next treatment.
 - 6.3 Dispose of general waste to minimise negative environmental impacts according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	- interpret and follow manufacturer instructions and safety data sheets for dilution, handling and disposal of cleaning products - source and interpret credible information from: - anatomy and physiology publications - anatomical charts and models.
Writing skills to:	record treatment using basic anatomy and physiology terminology to describe body areas and anatomical positions.
Oral communication skills to:	- use open and closed probe questions to clarify and confirm client requirements - select and use appropriate terminology in consultations with clients - protect confidentiality of client information by ensuring that other clients and colleagues do not overhear discussions.
Numeracy skills to:	calculate treatment price and timing.
Technology skills to:	- access credible online publications and resources that build knowledge for providing advice to clients - use client software to update client notes, rebook future treatments, and record stock data and product purchases.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBBOS002 Provide body massages

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- provide six appropriate and safe body massages to clients of differing height, weight and age suitable for the established client treatment plan
- explain to client effects and benefits of body massage on anatomy and physiology of the following body systems:
 - articular and skeletal
 - circulatory and lymphatic
 - endocrine
 - integumentary
 - muscular and nervous
 - respiratory
- provide massage to treat each of the following areas as appropriate to the above clients:
 - abdomen
 - arms
 - back
 - décolletage
 - feet
 - hands
 - legs
 - neck
- design and provide treatment routines that demonstrate appropriate selection, application and combination of the following massage movements:
 - effleurage
 - friction
 - petrissage
 - tapotement
 - vibration
 - gentle, passive movement and appropriate massage techniques:
 - repetition
 - rhythm

- variation
- design, record and update treatment plans using correct anatomy and physiology terminology and specifying details of:
 - client feedback
 - contraindications and conditions
 - products used
 - massage techniques and movements
 - outcomes of previous and current treatment
 - post treatment lifestyle and product advice
 - treatment duration, areas treated and areas not treated
 - treatment objectives
 - recommended future treatments
- design a series of four progressive treatments for three of the clients to address ongoing needs of each client
- identify major bones and superficial muscles by light palpation
- recognise contraindications, skin diseases and disorders relevant to body massage as listed in Knowledge Evidence
- present self, according to organisational policy
- comply with health and hygiene regulations and requirements
- clean, prepare and maintain treatment area according to organisational policy.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state, territory, and local health and hygiene regulations and requirements relevant to providing body massages
- organisational policies and procedures relevant to providing body massages:
 - client record management
 - equipment use and maintenance
 - incident reporting
 - linen use and laundry procedures
 - personal hygiene and presentation
 - presentation of treatment area
 - waste disposal
 - work health and safety
- legal and insurance liabilities and responsibilities regarding treatments
- scope of practice:
 - when to refer clients to other practitioners
 - role of complementary therapist and medical practitioner
- factors likely to affect suitability of body massage for client needs:

- budgetary and time constraints
- outcomes of previous treatments
- physical attributes
- effects, benefits and application of each type of massage movement and technique, as listed in the Performance Evidence.
- effects and benefits of massage on body systems:
 - articular and skeletal
 - circulatory and lymphatic
 - endocrine
 - integumentary
 - muscular and nervous
- anatomical position terminology in relation to body massage:
 - anterior and posterior
 - deep and superficial
 - distal and proximal
 - inferior and superior
 - lateral and medial
- interdependence of body systems and their relationship to massage
 - skeletal, muscular and nervous systems and relationship to body movement
 - nervous system and its relationship to skin sensations
 - lymphatic and circulatory systems
- classification of joints and types and ranges of motion
- position of major bones
- position and action of superficial muscles in relation to body massage
- common disorders of the following body systems and their relationship to body massage:
 - circulatory and blood borne
 - lymphatic
 - endocrine
 - muscular
 - nervous
 - articular and skeletal
- gross skin anatomy and physiology and differences in skin depending on body location
- skin as a sense organ:
 - process of nerve conduction
 - stimuli and skin receptors
 - systems and pathways of sensory and motor neuronal conduction
 - variations in sensory perception and its relationship to body massage
- contraindications that prevent treatment or require clearance from a medical professional to proceed and relationship to body massage:
 - bacterial, fungal, parasitic and viral infections

- cancer
- clients under the influence of alcohol or drugs
- clients with symptoms of infectious disease:
 - fever
- extreme fatigue
- extremes of body temperature
- localised fractures
- pain that is chronic or does not have a logical explanation:
 - local
 - sharp
 - dull
 - deep
 - surface
- contraindications that restrict treatment and appropriate modifications to massage:
 - allergies
 - areas exhibiting loss of tactile sensation
 - asthma
 - fragile skin
 - inflammation
 - lumps and tissue changes
 - rashes
 - recent chemical peels, epilation, Intense Pulsed Light, laser or microdermabrasion treatment
 - recent scar tissue
 - severe oedema
 - skin trauma
 - sprains
- appearance and limitations of body massage in skin disorders and diseases:
 - dermatitis and eczema
 - ichthyosis
 - lupus erythematosus
 - scleroderma
 - skin tumours
 - urticaria
- physiology of adverse reactions to body massage and appropriate remedial action:
 - allergy to products
 - bruising
 - dizziness
 - emotional release
 - erythema

- joint sounds
- headaches
- muscle spasms
- pain or discomfort
- skin blemishes
- lifestyle factors and benefits of lifestyle changes:
 - alcohol consumption
 - exercise routine
 - hobbies
 - tobacco consumption
 - type of employment
- sustainable operating procedures for the conservation of product, water and power
- effects and benefits of aftercare advice, products and treatments relevant to body massages.

Assessment Conditions

Skills must be demonstrated in a beauty industry environment; this can be:

- a beauty industry workplace or
- a simulated beauty workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- paying clients, both new and regular, with different body massage requirements, who have the expectation that the services provided reflect those of a commercial business
- hand washing facilities:
 - basin
 - hot and cold running water
 - liquid soap
 - single use towels or hand dryer
- relevant workplace documentation:
 - blank client records
 - organisational policies and procedures relevant to providing body massages
 - safety data sheets for cleaning products.

Assessment must ensure use of:

- cleaning and disinfection products and equipment
- client gowns and hair protectors
- individual work station consisting of:
 - adjustable treatment table with safe working access at both ends and sides

- massage oils or creams or powder
- treatment towels or linen, or disposable linen.

Assessment activities that allow the individual to:

- provide body massage treatments within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- hold a qualification as a beautician or beauty therapist
- have worked as a beauty therapist for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBBOS003 Provide body treatments

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to provide body treatments incorporating body massage techniques, electrical currents, body scrubs and wraps.

It requires the ability to establish priorities with clients, synthesise knowledge of anatomy, physiology and skin, and operate specialised equipment with allied cosmetic products to design and provide body treatments addressing relaxation requirements. Body treatments can be a single treatment or form part of a series of treatments.

This unit applies to beauty therapists who work in beauty salons and spas. In this environment they work as part of a team but make independent treatment decisions.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Body Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Establish client priorities.
 - 1.1 Access and review client treatment plan if available.
 - 1.2 Discuss body treatment requirements and lifestyle factors with client and identify treatment priorities.
 - 1.3 Identify client medical history, medications and obtain medical approval prior to treatment as required.
 - 1.4 Assess client skin condition and possible adverse reactions and discuss with client.
 - 1.5 Identify contraindications to body treatment and refer client to appropriate professional as required.
 - 1.6 Assess suitability of body treatment to meet client requirements.
2. Design and recommend body treatment.
 - 2.1 Design proposed treatment for a single or series of treatments that maximise required client outcomes and minimises skin damage.
 - 2.2 Explain benefits and potential adverse effects of designed treatment to client.
 - 2.3 Discuss recommendations for duration, frequency and treatment costs with client.
 - 2.4 Discuss lifestyle factors that may impact on effectiveness of treatment with client.
 - 2.5 Modify treatment plan, record updates and obtain client consent.
3. Prepare for body treatment.
 - 3.1 Check readiness of treatment area and availability of equipment.
 - 3.2 Prepare client, equipment and products based on agreed treatment plan.
 - 3.3 Ensure client comfort and modesty throughout treatment.
 - 3.4 Assess environmental impact and identify appropriate disposal methods based on cosmetic chemistry ingredients.
 - 3.5 Use energy, water and other resources effectively during preparation and subsequent treatment process.
4. Provide body wrap treatment.
 - 4.1 Exfoliate skin, and apply body wrap products or herbal pack according to treatment plan.
 - 4.2 Monitor client comfort, and modify treatment as required.
 - 4.3 Remove products, rinse the skin and apply aftercare products.
 - 4.4 Monitor client and allow post recovery time in a relaxing environment.
5. Operate electrical equipment to provide body treatment.
 - 5.1 Exfoliate skin according to treatment plan.
 - 5.2 Use direct current to infuse selected products into the epidermis according to treatment plan.

- 5.3 Stimulate circulation with electrical equipment and apply treatment products according to manufacturer instructions and treatment plan.
- 5.4 Monitor client reactions and adjust equipment, electric current intensity, and treatment as required.
- 5.5 Allow post treatment recovery time in a relaxing environment.
- 6. Review treatment and body care advice.
 - 6.1 Evaluate body treatment with client.
 - 6.2 Record outcomes of treatment on client treatment plan.
 - 6.3 Review current body skin care regimen and make recommendations to support client objectives.
 - 6.4 Manage client expectations of potential outcomes.
 - 6.5 Recommend home care, lifestyle changes, products and future treatments.
 - 6.6 Update treatment plan and rebook client as required
- 7. Clean treatment area.
 - 7.1 Remove used linen and clean surfaces and equipment according to organisational policies and procedures.
 - 7.2 Restock equipment and products in preparation for next treatment.
 - 7.3 Dispose of general waste and used treatment products to minimise negative environmental impacts and according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILL	DESCRIPTION
Reading skills to:	• interpret and follow manufacturer instructions and safety data sheets for dilution, handling and disposal of cleaning products • source and interpret reliable information from: • anatomy and physiology, skin science, cosmetic chemistry and nutrition publications • anatomical charts and models • interpret product and equipment information on safe use of cosmetic formulations, ingredients and device parameters.
Oral communication skills to:	• provide simple explanations to client on the effect of the selected device, products, and impacts on body and skin appearance • protect client confidentiality by ensuring that other clients and colleagues do not overhear discussions.

- Numeracy skills to:
- calculate treatment duration, sequencing, costs, product quantities and prices
 - calculate cosmetic ingredient quantities and ratios to mix products and assess effectiveness of formulations
 - calculate intensity and duration of electric currents.
- Technology skills to:
- access credible on-line publications and resources which build knowledge to provide advice to clients
 - use software interfaces on equipment
 - use client software to update client notes, rebook future treatments, record stock data and product purchases
 - safely use and maintain electrical equipment.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBBOS003 Provide body treatments

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate, follow and adjust treatment plan to provide six safe and appropriate body treatments to clients of differing age and weight and which meet one or more of the following client treatment objectives:
 - skin exfoliation
 - skin softening and hydration
 - relaxation
- recognise contraindications, skin diseases and disorders relevant to each device listed in Assessment Conditions and to allied body products
- provide treatments to each of the following areas as appropriate to the above clients:
 - abdomen
 - arms
 - back
 - décolletage
 - legs
 - neck
- design a sequence of four treatments and product recommendations for three of the above clients to address priorities of each client
- demonstrate safe and appropriate application of each of the following:
 - direct current (galvanic) machine to infuse products into the epidermis
 - high frequency machine
 - steamer or infra-red or hydrotherapy or G5 mechanical massager to stimulate circulation
- design, record and update treatment plans and records for each of the above clients specifying the details of:
 - client feedback
 - contraindications and conditions
 - equipment and products used
 - outcomes of previous and current treatment
 - post treatment lifestyle and product advice
 - relevant medical history and medication

- treatment duration, areas treated and areas not treated
- treatment objectives
- treat clients effectively and minimise skin reactions
- identify risk situations that cause short or overloaded circuits and take remedial action
- present self, according to organisational policy
- comply with health and hygiene regulations and requirements
- clean, prepare and maintain treatment area according to organisational policy.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state or territory and local health, hygiene and skin penetration regulations and requirements relevant to providing body treatments
- organisational policies and procedures relevant to providing body treatments:
 - client record management
 - equipment use and maintenance
 - incident reporting
 - linen use and laundry procedures
 - personal hygiene and presentation
 - presentation of treatment area
 - waste disposal
 - work health and safety
- manufacturer instructions for the use of electrical equipment in body treatments
- legal and insurance liabilities and responsibilities regarding treatments
- scope of practice:
 - when to refer clients to other practitioners
 - importance of not stating a diagnosis of a contraindication or condition
 - limitation of body treatments
 - role of complementary therapist and medical practitioner
- factors likely to affect suitability of body treatments for client:
 - budgetary and time constraints
 - outcomes of previous treatments
 - physical attributes
- effects and benefits of professional body ranges and their relationship to each device or treatment step
- effects and benefits on the physical structure of the skin and on body systems of:
 - direct current (galvanic) to infuse products into the epidermis
 - high frequency machine
 - steamer
 - infra-red

- hydrotherapy
- G5 mechanical massager
- anatomical position terminology in relation to body treatments
- structural layers of the human body
- anatomy and physiology of cells, tissues, organs
- interdependence of body systems and their relationship to a healthy body and skin:
 - nervous system and its relationship to skin sensations
 - lymphatic and circulatory systems and their relationship to skin functions, thermoregulation and homeostasis
- position of major bones
- position and action of superficial muscles
- postural and skeletal abnormalities
- common disorders of body systems and their relationship to body treatments
- normal and abnormal function of skin glands and skin gland secretions
- Fitzpatrick skin types
- skin as a sense organ and relationship to each device used
- the role of endocrine glands and hormones as they relate to the sebaceous and sweat glands
- function, formation and behaviour of major skin chemicals
- normal skin responses to irritation and trauma
- ingredients in treatment products, effects and benefits to skin, potential adverse effects and those contraindicated for specific clients
- chemical formulations of body treatment products:
 - exfoliants
 - masks
 - moisturisers
 - scrubs
 - wraps
- contraindications to specific formulations and ingredients identified in product information
- principles and properties of electrical currents and the technology used in body treatments:
 - alternating current
 - direct current
- frequencies and wavelengths of the electromagnetic spectrum and effect of infra-red frequencies on skin and soft tissue
- contraindications that prevent body treatments or require clearance from a medical professional to proceed and their relationship to body treatments:
 - bacterial, fungal, parasitic and viral infections
 - cancer
 - clients with symptoms of infectious disease:
 - heart diseases and disorders
 - extreme fatigue

- extremes of body temperature
- pregnancy
- contraindications that prevent electrical body treatments and their relationship to body treatments:
 - dysfunction of nervous system
 - pacemakers
- contraindications that restrict body treatments and appropriate modifications to treatment plan:
 - allergies
 - anxiety
 - areas exhibiting loss of tactile sensation
 - asthma
 - diabetes mellitus, type one and two
 - epilepsy
 - fragile skin
 - high or low blood pressure
 - history of thrombosis or embolism
 - inflammation
 - medications that cause thinning or inflammation of the skin
 - metal pins or plates
 - pain that is chronic or does not have a logical explanation:
 - local
 - sharp
 - dull
 - deep
 - surface
 - piercings
 - psoriasis
 - recent chemical peels, epilation, Intense Pulsed Light, laser or microdermabrasion treatment
 - recent scar tissue
 - severe oedema
 - skin trauma
 - varicose veins
- appearance and limitations of body massage in skin disorders and diseases
- physiology of adverse reactions to body treatments and appropriate remedial action:
 - allergy to products
 - bruising
 - emotional release
 - erythema resulting from treatment and skin care product

- muscle spasms
- pain or discomfort
- psychological reactions of client to electrical current treatment
- skin blemishes
- temperature discomfort
- lifestyle factors and benefits of lifestyle changes likely to increase the effects of body treatments:
 - alcohol consumption
 - exercise routine
 - hobbies
 - nutrition
 - sleeping patterns
 - tobacco consumption
 - type of employment
- sustainable operating procedures for the conservation of product, water and power
- aftercare advice, products and treatments relevant to body treatments.

Assessment Conditions

Skills must be demonstrated in a beauty industry environment; this can be:

- a beauty industry workplace or
- a simulated beauty workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- paying clients, both new and regular, with different body treatment requirements, who have the expectation that the services provided reflect those of a commercial business
- hand washing facilities:
 - basin
 - hot and cold running water
 - liquid soap
 - single use towels or hand dryer
- relevant workplace documentation:
 - blank client records
 - organisational policies and procedures relevant to providing body treatments
 - equipment manufacturer instructions
 - safety data sheets for cleaning products and, where applicable, for treatment products
 - product manuals listing product ingredients, formulations, labelling and guidelines for use.

Assessment must ensure use of:

- bowls
- brushes for product application
- cleaning and disinfection products and equipment
- client gowns and hair protectors
- disposable facial wipes, microlances, spatulas and tissues
- equipment:
 - direct current (galvanic) machine to infuse products into the epidermis
 - high frequency machine
 - steamer or infra-red or hydrotherapy or G5 mechanical massager to stimulate circulation
- individual work station consisting of:
 - adjustable treatment table with safe working access at both ends and sides
 - individual electricity supply
 - magnifying lamp
 - trolley for products, bowls and equipment
- personal protective equipment:
 - disposable gloves
- treatment products from two professional body specialist product ranges
- treatment towels or linen, or disposable linen.

Assessment activities that allow the learner to:

- provide body treatments within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- hold a qualification as a beauty therapist
- have worked as a beauty therapist for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBBOS004 Provide aromatherapy massages

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to provide aromatherapy massages using blended aromatic plant oils.

It requires the ability to establish priorities with clients, and synthesise knowledge of anatomy and physiology, skin science and lifestyle factors to select aromatic oils and massage techniques to meet client needs. Aromatherapy massage can be a single treatment, or form part of a series of treatments.

This unit applies to beauty and spa therapists who work in beauty salons, massage clinics and spas. In this environment they work as part of a team but make independent treatment decisions. They have knowledge across a range of aromatherapy massage techniques and blended oils.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Body Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to

essential outcomes.

demonstrate achievement of the element.

1. Establish client priorities.

- 1.1 Access and review client treatment plan if available.
- 1.2 Discuss aromatherapy massage requirements and lifestyle factors with client to identify treatment priorities.
- 1.3 Review client medical history, medications and obtain medical approval prior to treatment as required.
- 1.4 Assess client skin condition and possible adverse reactions and discuss with client.
- 1.5 Identify contraindications to aromatherapy massage and refer client to appropriate professional as required.
- 1.6 Assess suitability of aromatherapy massage and capacity of massage movements to meet client requirements.

2. Design and recommend aromatherapy treatment.

- 2.1 Design proposed treatment for a single or series of treatments including the selection of aromatic oils to maximise outcomes for client and minimise damage to skin.
- 2.2 Discuss benefits and potential adverse effects of selected blended oils and treatment sequence with client.
- 2.3 Explain recommendations for duration, frequency and treatment costs.
- 2.4 Modify treatment plan, record updates and obtain client consent.

3. Prepare for aromatherapy massage.

- 3.1 Check readiness of treatment area and availability of equipment.
- 3.2 Prepare client and blended oils based on agreed treatment plan.
- 3.3 Use energy, water and other resources efficiently during preparation and subsequent treatment process.

4. Provide massage treatment.

- 4.1 Apply blended oils and massage sequence to client according to treatment plan.
- 4.2 Position self and client to minimise fatigue and risk of injury.
- 4.3 Vary massage routine to suit treatment objectives and in response to client reactions.
- 4.4 Ensure client comfort and modesty throughout treatment.
- 4.5 Allow post treatment recovery time in a relaxing environment.

5. Review massage treatment and provide post treatment advice.	5.1 Evaluate aromatherapy massage treatment with client. 5.2 Record outcomes of treatment on client treatment plan. 5.3 Manage client expectations of potential outcomes. 5.4 Recommend home care, lifestyle changes, products and future treatments to improve health and appearance of skin. 5.5 Update client treatment plan and rebook client as required.
6. Clean treatment area.	6.1 Remove used linen and clean surfaces and equipment according to organisational policies and procedures. 6.2 Store aromatherapy oils to ensure longevity. 6.3 Restock equipment and products in preparation for next treatment. 6.4 Dispose of general waste to minimise negative environmental impacts and according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	- interpret and follow manufacturer instructions and safety data sheets for dilution, handling, storage and disposal of cleaning products - interpret and apply product specifications for care and handling of blended oils.
Oral communication skills to:	- select and use appropriate terminology in consultations with clients and discussions with team members - protect confidentiality of client information by ensuring other clients and colleagues do not overhear discussions.
Numeracy skills to:	measure product quantities and calculate, treatment timing and pricing.
Technology skills to:	- access credible online publications and resources to build knowledge of selection and use of aromatic oils for typical clients - use client software to update client notes, rebook future treatments, record stock data and product purchases.

Unit Mapping Information

SIBBBOS403A Perform aromatherapy massage

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBBOS004 Provide aromatherapy massages

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- provide six safe and appropriate aromatherapy massages to different clients that meet one or more of the following established client objectives:
 - muscular tension relief
 - relaxation
 - skin healing
- explain to clients effects and benefits of blended oils listed in Knowledge Evidence and recommended aromatherapy treatment on body systems
- design, record and update treatment plans and records for each of the above clients using correct anatomical terminology and specifying details of:
 - client feedback
 - contraindications and conditions
 - products and blended oils used
 - massage routine
 - outcomes of previous and current treatment
 - post treatment lifestyle and product advice
 - relevant medical history and medication
 - treatment duration, areas treated and areas not treated
 - treatment objectives
 - recommended future treatments
- design and provide treatment routines that demonstrate appropriate selection, application and combination of the following aromatherapy massage movements:
 - effleurage
 - friction
 - petrissage
- provide aromatherapy massage treatments that demonstrate appropriate variation in rhythm and repetition of movements
- design a series of four treatments for three of the above clients to address ongoing needs of each client
- present self, according to organisational policy
- comply with health and hygiene regulations and requirements

- clean, prepare and maintain treatment areas according to organisational policy.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state or territory and local health and hygiene regulations and requirements relevant to aromatherapy massages
- organisational policies and procedures relevant to aromatherapy massage:
 - client record management
 - equipment use and maintenance
 - incident reporting
 - linen use and laundry procedures
 - personal hygiene and presentation
 - presentation of treatment area
 - waste disposal
 - work health and safety
- legal and insurance liabilities and responsibilities regarding treatments
- scope of practice:
 - when to refer clients to other practitioners
 - importance of not stating a diagnosis of a contraindication
 - limitations to passive joint movements
 - role of complementary therapist and medical practitioner
- factors likely to affect suitability of treatments for client needs:
 - budgetary and time constraints
 - outcomes of previous treatments
 - physical attributes
- effects and benefits of:
 - each type of massage movement and technique
 - blended oils:
 - basil
 - bergamot
 - chamomile
 - citrus: grapefruit, lemon, lime, mandarin, tangerine
 - clary sage
 - eucalyptus
 - frankincense
 - geranium
 - juniper
 - lavender

- rose
 - rosemary
 - sandalwood
 - tea tree
- massage on body systems
- effects of aromatherapy treatments on body systems:
 - circulatory
 - digestive
 - integumentary
 - lymphatic
 - muscular
 - nervous
 - respiratory
 - skeletal and articular
- anatomical position terminology in relation to aromatherapy massage
- common disorders of body systems and their relationship to aromatherapy treatments
- anatomy and physiology of skin structures as it relates to aromatherapy massage:
 - factors affecting penetration of aromatic plant oils
 - sensory functions of skin
- potential capacity of aromatherapy massage to affect:
 - sleeping patterns
 - muscular tension
 - relaxation of client
 - healing of skin
- care, handling and storage of oils:
 - clear and accurate labelling
 - decanting and resealing
 - protection from light
 - temperature control
- ingredients in mixed oils and their effect on skin and possible contraindications in combining oils with other products
- contraindications that prevent treatment or require clearance from a medical professional to proceed:
 - bacterial, fungal, parasitic and viral infections
 - cancer
 - clients under the influence of alcohol or drugs
 - clients with symptoms of infectious disease:
 - fever
 - extremes of body temperature fractures relevant to aromatherapy massage
 - pain that is chronic or does not have a logical explanation:

- local
 - sharp
 - dull
 - deep
 - surface
- pregnancy
- contraindications that restrict treatment and appropriate modifications to treatment and use of oils:
 - allergies to essential oils
 - areas exhibiting loss of sensation
 - asthma
 - fragile skin
 - inflammation
 - lumps and tissue changes
 - rashes
 - recent chemical peels, epilation, Intense Pulsed Light (IPL), laser or micro-dermabrasion treatment
 - recent scar tissue
 - severe oedema
 - skin trauma
 - sprains
- appearance and limitations of aromatherapy treatments in skin disorders and diseases:
 - benign neoplasms and hyperplasias
 - dermatitis and eczema
 - ichthyosis
 - lupus erythematosus
 - scleroderma
 - skin tumours
 - urticaria
- reactions to aromatherapy massage and appropriate remedial action:
 - allergy to products and oils
 - bruising
 - dizziness
 - emotional release
 - joint sounds
 - headaches
 - muscle spasms
 - pain or discomfort
 - lifestyle factors and benefits of lifestyle changes
 - sustainable operating procedures for the conservation of product, water and power

- aftercare advice, products and treatments relevant to aromatherapy massage.

Assessment Conditions

Skills must be demonstrated in a beauty industry environment; this can be:

- a beauty industry workplace or
- a simulated beauty workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- paying clients, both new and regular, with different aromatherapy massage requirements, who have the expectation that the services provided reflect those of a commercial business
- hand washing facilities with:
 - basin
 - hot and cold
 - running water
 - liquid soap
 - single use towels or hand dryer
- relevant workplace documentation:
 - blank client cards
 - organisational policies and procedures relevant to aromatherapy massage
 - safety data sheets for cleaning products and aromatic oils.

Assessment must ensure use of:

- cleaning and disinfection products and equipment
- client gown and hair protectors
- individual work station consisting of:
 - adjustable treatment table with safe working access at both ends and sides
 - trolley for product and bowls
- massage oils or creams
- pre-blended aromatherapy oils from a comprehensive and professional product range
- treatment towels or linen, or disposable linen.

Assessment activities that allow the individual to:

- provide aromatherapy massage treatments within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- hold a qualification as a beauty or spa therapist
- have worked as a beauty therapist for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBBOS005 Use reflexology relaxation techniques in beauty treatments

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to provide relaxation treatments using reflexology techniques.

It requires the ability to consult with clients, select products and techniques, and provide manual reflexology relaxation according to client needs and agreed treatment plan. Reflexology can be an individual treatment, or form part of a series of treatments.

This unit applies to beauty and spa therapists who work in beauty salons, massage clinics and spas. In this environment they work in a team but make independent treatment decisions. They have knowledge across a range of reflexology relaxation techniques.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Body Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to

- essential outcomes. demonstrate achievement of the element.
1. Establish client priorities.
 - 1.1 Access and review client treatment plan if available.
 - 1.2 Discuss treatment requirements with client.
 - 1.3 Identify contraindications to treatment, and refer client to appropriate professional as required.
 - 1.4 Explain principles of reflexology, treatment sequence and factors that may restrict treatment.
 - 1.5 Confirm revised treatment plan, record updates and obtain client consent.
 2. Prepare for reflexology treatment.
 - 2.1 Prepare treatment area and self.
 - 2.2 Use energy, water and other resources efficiently during preparation and subsequent treatment process.
 - 2.3 Prepare client and select treatment products.
 3. Provide reflexology treatment.
 - 3.1 Drape client for warmth, with feet and hands exposed as required.
 - 3.2 Ensure client comfort and modesty throughout treatment.
 - 3.3 Select, apply and sequence reflexology relaxation techniques according to treatment plan.
 - 3.4 Use leverage and pressure to apply reflexology techniques while holding and supporting the foot adequately.
 - 3.5 Work on reflexology points of both feet according to treatment plan.
 - 3.6 Monitor client reactions and adjust reflexology technique and duration as required.
 - 3.7 Allow post treatment recovery time in a relaxing environment.
 4. Review treatment and provide post treatment advice.
 - 4.1 Evaluate treatment with client.
 - 4.2 Record outcomes of treatment on client treatment plan.
 - 4.3 Provide aftercare advice and recommend products and future treatments.
 - 4.4 Update treatment plan and rebook client as required.
 5. Clean treatment area.
 - 5.1 Remove used towels and gown and clean treatment area and surfaces according to organisational policies and procedures.
 - 5.2 Replenish treatment area for next treatment.
 - 5.3 Dispose of general waste to minimise negative environmental impacts according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skills	Description
Writing skills to:	record treatment using basic anatomy and physiology terminology.
Oral communication skills to:	select and use appropriate terminology in consultations with clients.
Numeracy skills to:	calculate treatment cost and timing.
Technology skills to:	use client software to update client notes, rebook future treatments, record stock data and product purchases.

Unit Mapping Information

SIBBBOS506A Use reflexology relation techniques in beauty treatments

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBBOS005 Use reflexology relaxation techniques in beauty treatments

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate, follow and adjust treatment plan to provide four safe and appropriate reflexology relaxation techniques to different clients suitable for the established client treatment objectives
- maintain treatment plans and records for each of the above clients specifying the details of:
 - client feedback
 - contraindications
 - products used
 - outcomes of previous and current treatment
 - post treatment information and advice provided
 - products used
 - reflexology relaxation techniques applied
 - relevant medical history and medications
 - treatment duration, areas treated and areas not treated
 - treatment objectives
- design and provide treatment routines that demonstrate appropriate selection, application and combination of the following reflexology relaxation techniques:
 - breathing
 - diaphragm relaxer
 - holding
 - kneading
 - knuckling
 - light and deep friction
 - rotation and loosening
 - spinal twist
 - stretching
 - stroking and effleurage techniques
 - toe rotation
 - twisting and wringing

- pressure techniques:
 - light
 - average
 - heavy
- leverage techniques using:
 - fingers
 - heels of hands
 - thumbs
- apply reflexology relaxation techniques to work reflexology points on both feet
- identify major bones, muscles, ligaments and tendons of the feet through light palpation
- present self, according to organisational policy
- comply with health and hygiene regulations and requirements
- clean, prepare and maintain treatment area according to organisational policy.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state or territory and local health and hygiene regulations and requirements relevant to reflexology treatments
- organisational policies and procedures relevant to reflexology treatments:
 - client record management
 - equipment and product use and maintenance
 - incident reporting
 - linen use and laundry procedures
 - personal hygiene and presentation
 - presentation of treatment area
 - waste disposal
 - work health and safety
- legal and insurance liabilities and responsibilities regarding treatments
- scope of practice:
 - when to refer clients to other practitioners
 - importance of not stating a diagnosis of a contraindication
 - limitations to reflexology
- history, philosophies and beliefs of reflexology
- relationship between muscles and organs to reflexology zones
- factors that interfere with the effectiveness of reflexology treatment
- anatomy of the foot:
 - bones:
 - calcaneus
 - cuboid

- metatarsal
- navicular
- phalanges
- talus
- ligaments:
 - plantar fascia
- location of muscles:
 - anterior tibial
 - extensor
 - flexors
 - peroneal tibial
 - posterior tibial
- tendons:
 - achilles
- contraindications which prevent treatment being undertaken or require clearance from a medical practitioner to proceed:
 - bacterial, fungal, parasitic and viral infections
 - cancer
 - clients with symptoms of infectious disease
 - contagious skin diseases
 - heart diseases and disorders
 - extreme fatigue
 - extremes of body temperature
 - pregnancy
- localised contraindications that restrict reflexology relaxation treatment and appropriate modifications:
 - blisters, corns and calluses
 - broken bones
 - bruising
 - cuts
 - inflammation
 - lesions
 - lumps and tissue changes
 - medical treatments being undertaken
 - sprains
 - rashes
 - recent scar tissue
 - severe oedema
 - skin trauma
- principles of reflexology:

- body zones
- reflex areas
- pressure points
- reactions to relaxation reflexology and appropriate remedial action:
 - discomfort
 - emotional reactions
 - verbal, visual and tactile feedback
 - muscular spasms
 - body temperature discomfort
 - alleviation of presenting symptoms
- possible post treatment adverse effects:
 - cold-like symptoms due to detoxification
 - disturbed sleep
 - headaches
 - increased urination and bowel movements
- sustainable operating procedures for the conservation of product, water and power
- aftercare advice, products and future treatments to maintain client treatment objectives.

Assessment Conditions

Skills must be demonstrated in a beauty industry environment; this can be:

- a beauty industry workplace or
- a simulated beauty workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- paying clients, both new and regular, with different reflexology requirements, who have the expectation that the services provided reflect those of a commercial business
- hand washing facilities:
 - basin
 - hot and cold running water
 - liquid soap
 - single use towels or hand dryer
- relevant workplace documentation:
 - blank client records
 - organisational policies and procedures relevant to reflexology treatments
 - product instructions and safety data sheets.

Assessment must ensure use of:

- adjustable massage table or chair with safe working access at both ends and sides
- cleaning and disinfection products and equipment
- client gown
- treatment towels or linen, or disposable linen.

Assessment activities that allow the individual to:

- provide relaxation reflexology treatments within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- hold a qualification as a beauty or spa therapist
- have worked as a beauty or spa therapist for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBBOS006 Provide superficial lymph massage treatments

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge to provide superficial lymph massage for the treatment of specific skin and body conditions. It requires the ability to interpret a treatment plan, and to select and apply a range of superficial lymph massage techniques.

This unit applies to beauty therapists with knowledge of the anatomy and physiology of the lymphatic system, the role of the lymphatic system in wound healing, inflammation and oedema and the biology of acne conditions. They provide treatments in beauty therapy or medical cosmetic clinics. Treatment may be performed post-operatively under medical supervision. They exercise judgement in planning and implementing an appropriate treatment program.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Body Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Establish client priorities.
 - 1.1 Access and review client treatment plan if available.
 - 1.2 Discuss massage requirements and lifestyle factors with client and identify treatment priorities.
 - 1.3 Review indications for treatment, contraindications and client feedback and modify treatment plan as required.
 - 1.4 Identify contraindications which prevent treatment and recommend suitable alternative treatments or refer client to appropriate professional as required.
 - 1.5 Confirm treatment objectives and revised treatment plan with client.
 - 1.6 Obtain written medical approval as required.
2. Prepare for treatment.
 - 2.1 Check readiness of treatment area and availability of equipment.
 - 2.2 Prepare client, equipment and products based on agreed treatment plan.
 - 2.3 Use energy, water and other resources efficiently during preparation and subsequent treatment process.
3. Provide lymphatic massage.
 - 3.1 Position self to minimise fatigue and risk of injury.
 - 3.2 Apply superficial lymph massage routine according to treatment plan.
 - 3.3 Ensure client modesty and comfort throughout treatment.
 - 3.4 Maintain infection control procedures throughout treatment.
 - 3.5 Monitor effects and modify massage appropriately.
 - 3.6 Apply post treatment products according to manufacturer instructions.
4. Review treatment and provide post treatment advice.
 - 4.1 Evaluate lymph massage treatment with client.
 - 4.2 Record outcomes of treatment on client treatment plan.
 - 4.3 Advise client on expected reactions and provide home care and lifestyle advice.
 - 4.4 Discuss next treatment and rebook client as required.
 - 4.5 Complete and store treatment documentation.
5. Clean treatment area.
 - 5.1 Remove used linen and clean surfaces and equipment according to organisational policies and procedures.
 - 5.2 Restock equipment and products in preparation for next treatment.
 - 5.3 Dispose of general waste to minimise negative environmental impacts according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit but not explicit in the performance criteria are listed here, along with a brief context statement.

Reading skills to:	• interpret and follow manufacturer instructions and safety data sheets for dilution, handling and disposal of cleaning products • source and interpret credible information from anatomy and physiology publications and anatomical charts and models.
Writing skills to:	• record treatment using anatomy and physiology terminology to describe body areas and anatomical positions.
Oral communication skills to:	• select and use appropriate terminology in consultations with clients • protect confidentiality of client information by ensuring that other clients and colleagues do not overhear discussions.
Numeracy skills to:	• calculate treatment price and timing.
Technology skills to:	• access credible online publications and resources that build knowledge for providing advice to clients • use client software to update client notes, and record stock data and product purchases.
Self-management skills to:	• manage treatment length • recognise scope of practice issues and refer clients to colleagues or health care professionals.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBBOS006 Provide superficial lymph massage treatments

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- design, interpret, modify and record a treatment plans for manual superficial lymph massage for the face and body as follows:
 - body for relaxation or retention of fluid
 - face to treat any two of the following:
 - facial oedema
 - pre and post-operatively
 - relaxation
 - scar tissue
 - acne
 - rosacea or telangiectstasis
- design and provide treatment routines that demonstrate appropriate selection, application and combination of the following superficial lymph massage movements:
 - correct pressure, direction and stroke pattern
 - appropriate rhythm, speed and treatment duration
 - stationary, circle, pump, scoop and rotary movements
- present self, according to organisational policy
- comply with health and hygiene regulations and requirements
- clean, prepare and maintain treatment area according to organisational policy.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state or territory and local health, hygiene and skin penetration regulations and requirements relevant to superficial lymph massage treatment
- organisational policies and procedures relevant to superficial lymph massage treatment:
 - client record management
 - equipment use and maintenance
 - incident reporting
 - linen use and laundry

- personal hygiene and presentation
- presentation of treatment area
- waste disposal
- work health and safety
- legal and insurance liabilities and responsibilities regarding treatments
- scope of practice:
 - when to refer clients to other practitioners
 - role of complementary therapist and medical practitioner
- indications for manual superficial lymph massage:
 - facial oedema
 - pre and post-operative
 - relaxation
 - scar tissue
 - acne
 - rosacea
 - telangiectstasis
- contraindications to manual superficial lymph massage:
 - raised temperature
 - disease:
 - heart
 - kidney
 - liver
 - skin
 - acute asthma
 - acute allergies
 - cancer
 - contagious disease
 - organ transplant
 - hyperthyreosis over the throat area
- detailed anatomy and physiology of lymphatic system:
 - lymphatic pathways
 - lymph tissue, vessels, nodes, nodules
 - lymphocytes
 - lymph composition and formation
 - the spleen
 - the thymus
 - the thoracic duct and the right lymphatic duct
 - lymphatic circulation
 - role of lymphatic system in immunity and wound healing
 - formation of oedema

- correct terminology
- anatomy and physiology of the skin and skin structures as they relate to superficial lymph massage treatments
- phases of skin growth, cell renewal, healing of skin and factors affecting epidermal mitosis
- normal skin response to irritation and trauma
- scars, including hypertrophic and keloid (their origin and evolution) and abnormal scar tissue
- effects of lymphatic treatments on physical structure of skin
- wound healing in different skin types and locations
- causes of skin reactions and allergies in regard to treatments.

Assessment Conditions

Skills must be demonstrated in a beauty industry environment; this can be:

- a beauty industry workplace or
- a simulated beauty workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- paying clients, both new and regular, with different body massage requirements, who have the expectation that the services provided reflect those of a commercial business
- relevant organisation documentation:
 - blank client records
 - product instructions and safety data sheets
 - organisational policies and procedures relevant to providing superficial lymph massage.

Assessment must ensure use of:

- cleaning and disinfection products and equipment
- client gowns or covers
- individual workstations consisting of:
 - adjustable facial couch with safe working access for operator and equipment
 - magnifying lamp
- a professional range of massage/skincare and home care products
- treatment towels or linen, or disposable linen.

Assessment activities that allow the individual to:

- provide superficial lymph massages within commercially realistic speed, timing and productivity

- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- hold a qualification as a beauty therapist
- have worked as a beauty therapist for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBCCS001 Advise on beauty products and services

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to advise clients on a range of professional beauty products and services.

It requires the ability to investigate products and services, interpret information, identify client beauty needs and explain available beauty products and services.

This unit applies to workers in nail, make-up, and beauty salons. In these environments, they work in a team but have responsibility for maintaining their own product and treatment knowledge.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Client Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Develop product

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1 Source, interpret and maintain current information on

knowledge.	beauty products and services.
	1.2 Compare competitor and own salon's beauty products, treatments, services and pricing structure.
	1.3 Develop knowledge of organisational product and service range and prices.
2. Recommend salon services.	2.1 Discuss beauty requirements with client.
	2.2 Identify factors that affect client suitability for services.
	2.3 Recommend salon services and book client appointment.
3. Prepare client for product demonstration.	3.1 Check readiness of service area and availability of product stock.
	3.2 Identify client requirements and select suitable products.
	3.3 Protect client clothing from product spillage during demonstration.
	3.4 Cleanse skin area for demonstration if required.
4. Demonstrate beauty care products.	4.1 Apply selected products explaining product application, benefits and features, as required.
	4.2 Respond to client queries.
	4.3 Evaluate recommended product with client.
	4.4 Follow up on product performance or treatment outcome with client as required.
	4.5 Clean and restock service area for next service.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Writing skills to:	provide a client with a personal product recommendation using standardised format.
Oral communication skills to:	- use active listening and open and closed probe questioning to interact with clients in a polite and friendly manner - select and use appropriate terminology in consultations with clients and discussions with team members.
Numeracy skills to:	calculate service cost and product prices.
Technology skills to:	- access credible online publications and internet resources that builds knowledge for providing advice to clients - use client software to book client for service, record stock data

and product purchases.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBCCS001 Advise on beauty products and services

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- present information on a new product or service demonstrating knowledge of:
 - features and benefits
 - availability
 - typical clients that will benefit
- advise and sell six products and services to clients with differing product and service requirements demonstrating:
 - ability to identify client needs and constraints
 - selection of suitable products or treatments
 - presentation of features and benefits
 - demonstration of products
 - responses to client questions.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legal requirements relevant to advice and sale of beauty products and services:
 - federal, state or territory and local health and hygiene regulations relevant to product demonstration
 - skin penetration regulations and requirements
 - anti-discrimination legislation
 - consumer legislation
- organisational policies and procedures relevant to the sale of products and services
- effects and benefits of professional product ranges for:
 - nail care
 - make-up
 - skin care
- effects, benefits and contraindications to the following treatments:
 - manicure and pedicare

- facial services
- body services
- hair reduction services
- factors that affect suitability of organisational services and products to client needs:
 - allergies and sensitivities to ingredients in skin care
 - budgetary and time constraints
 - client ability to follow home care advice
 - contraindications
 - ethical considerations
- specialised product knowledge:
 - contraindications
 - causes of skin sensitivities or allergies
 - basic ingredients or materials in products
 - complementary products and services
 - features and use of products
 - ordering procedures
 - products in workplace range
 - shelf life and use-by date
 - stock availability
 - storage requirements
 - warranties.

Assessment Conditions

Skills must be demonstrated in a beauty industry environment; this can be:

- a beauty industry workplace or
- a simulated beauty workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- paying clients, both new and regular, with different beauty products and services requirements, who have the expectation that the services provided reflect those of a commercial business
- hand washing facilities:
 - basin
 - hot and cold running water
 - liquid soap
 - single use towels or hand dryer
- relevant workplace documentation:
 - blank client records

- organisational policies and procedures relevant to selling products and services
- manufacturer instructions for equipment
- safety data sheets for cleaning products and, where applicable, for treatment products
- product manuals listing product ingredients, formulations, labelling and guidelines for use
- salon treatment menus and prices.

Assessment must ensure use of:

- beauty products from a comprehensive professional range:
 - nail care
 - make-up
 - skin care.

Assessment activities that allow the individual to:

- provide advice within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- hold a qualification as a beautician or beauty therapist
- have worked as a beautician for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBCCS002 Prepare personalised aromatic plant oil blends for beauty treatments

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to select and blend aromatic plant oils for use in face and body treatments to meet specific client needs.

It requires the ability to establish priorities with the client, synthesise knowledge of aromatic plant oil chemistry and the therapeutic profiles of aromatic oils, and to select and blend aromatic plant oils.

The unit applies to beauty and spa therapists who work in beauty salons, massage clinics and spas. In this environment they work as part of a team but make independent treatment decisions.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Client Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to

essential outcomes.	demonstrate achievement of the element.
1. Establish client objectives.	1.1 Access and review client treatment plan if available. 1.2 Identify client contraindications to individual aromatic oils and exclude from blend design. 1.3 Identify aromatic oil preferences of clients and consider inclusion in design of blend.
2. Design oil blend.	2.1 Apply aromatic plant oil chemistry and aromatic oil information to evaluate effective aromatic oils for client. 2.2 Determine effects of interactions between selected aromatic and carrier oils and modify design of blend accordingly. 2.3 Select optimum delivery method and calculate ratios of each aromatic oil to ensure effective treatment. 2.4 Explain recommended aromatic plant oils and their effects to client, confirming ingredients and delivery method.
3. Set up for blending.	3.1 Check readiness of preparation area and availability of equipment. 3.2 Check aromatic oils to ensure availability, viability and compliance with expiry dates. 3.3 Use energy, water and other resources efficiently during preparation and blending process.
4. Prepare aromatic oil blends.	4.1 Ensure adequate ventilation in preparation area. 4.2 Measure and mix selected aromatic oils, carrier oil, additives and other mediums according to blend design. 4.3 Minimise deterioration of aromatic oils and blends according to aromatic plant oil chemistry and aromatic oil information.
5. Provide treatment using aromatic plant oils.	5.1 Apply aromatic plant oil blend according to treatment plan. 5.2 Minimise wastage of oils and handle safely to minimise deterioration. 5.3 Monitor client reactions and adjust treatment as required.
6. Review treatment and provide post treatment advice.	6.1 Evaluate treatment outcomes with client. 6.2 Provide advice on care of common skin disorders within scope of practice. 6.3 Manage client expectations of potential outcomes. 6.4 Recommend home care, lifestyle changes, aromatic oils and future treatments as required. 6.5 Update treatment plan and rebook client as required.
7. Clean treatment area.	7.1 Remove used linen and clean surfaces and equipment

- according to organisational policies and procedures.
- 7.2 Restock equipment and products for next treatment.
- 7.3 Store aromatic oils and prepared blends to minimise light and heat exposure and evaporation.
- 7.4 Dispose of general waste and aromatic oil wastes to minimise negative environmental impacts according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Reading skills to:	• interpret and follow manufacturer information including plant oil origin, chemical analysis and safety data sheets for safe use of aromatic oils • interpret and follow manufacturer instructions and safety data sheets for dilution, handling, storage and disposal of cleaning products.
Writing skills to:	• record oil blends using botanical name of aromatic oils.
Oral communication skills to:	• select and use appropriate terminology in consultations with clients and discussions with team members.
Numeracy skills to:	• calculate treatment cost and timing • calculate dilutions and ratios of aromatic and carrier oils.
Self-management skills to:	• maintain practitioner self-care practices including ventilation in treatment area, fresh air between clients and water intake.
Technology skills to:	• access credible online publications and resources that build knowledge of use of aromatic oils • use client software to update client notes, record stock data and product purchases.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBCCS002 Prepare personalised aromatic plant oil blends for beauty treatments

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate, follow and adjust four treatment plans to provide safe, appropriate and personalised treatments to different clients using aromatic plant oil blends for each of the following:
 - body massage
 - facial massage
 - hand or foot massage
 - spa treatment
- design a second treatment aromatic oil blend for three of these clients to address ongoing client needs
- design, record and update treatment plans and records specifying details of:
 - client feedback
 - contraindications and conditions
 - ingredients and ratio of ingredients used in oil blends
 - delivery method
 - post treatment aromatic oil and lifestyle advice
 - relevant medical history and medications
 - treatment duration and areas treated and not treated
 - treatment objectives
 - recommended future treatments
- explain the effects and benefits of aromatic plant oils to each of these client for:
 - relaxation
 - stress reduction
 - skin care
- prepare profiles and plant information for selected aromatic plant oils listed in Knowledge Evidence, detailing:
 - chemotype
 - common and botanical name
 - extraction method
 - plant family

- synonym
- prepare and apply two aromatic plant oil preparations chosen for two treatments from:
 - hydrosols
 - compresses
 - poultices
 - vapourisations
- comply with health and hygiene regulations and requirements
- clean, prepare and maintain treatment area according to organisational policy.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state or territory and local health and hygiene regulations and requirements relevant to preparing personalised aromatic plant oil blends for beauty treatments
- federal regulations of cosmetics and preparations:
 - Therapeutic Goods Act
 - Regulation of aromatic plant oils
- organisational policies and procedures relevant to preparing personalised aromatic plant oil blends for beauty treatments:
 - client record management
 - incident reporting
 - linen use and laundry
 - personal hygiene and presentation
 - presentation of treatment area
 - storage and handling of products
 - waste disposal
 - work health and safety
- legal and insurance liabilities and responsibilities regarding aromatic oils and preparation of blends
- scope of practice:
 - when to refer clients to other practitioners
 - importance of not stating a diagnosis of a contraindication
 - limitations to aromatic plant oils use
 - role of complementary therapist and medical practitioner
- factors likely to affect suitability of treatments for client needs:
 - budgetary and time constraints
 - outcomes of previous treatments
 - physical attributes
- effects and benefits of aromatic plant oil application methods:
 - compresses

- facial and body massage
- hand and foot massage
- hydrosols
- poultices
- spa treatments
- vaporisations
- properties, profiles, plant family, botanical and common names, effects and benefits, toxic effects and contraindications of aromatic plant oils:
 - basil
 - bergamot
 - chamomile
 - cypress
 - eucalyptus
 - geranium
 - grapefruit
 - juniper
 - lavender
 - lemon
 - mandarin
 - orange
 - rosemary
 - sandalwood
 - tea tree
- anatomy and physiology of skin and skin structures:
 - normal skin response to irritation, allergies and trauma
 - trans-epidermal water loss
- olfactory sense in regard to aromatic plant oils
- organic chemistry of aromatic plant oils:
 - carbon backbone, elements and bonds
 - functional groups
 - chemical terminology:
 - isoprene unit
 - aliphatic molecule
 - terpene and terpenoid compound
 - monoterpene and sesquiterpene
 - monoterpenol and sesquiterpenol
- organic chemistry of carrier oils and additives and interactions with aromatic plant oil chemistry
- contraindications that prevent treatment or require clearance from a medical professional to proceed:

- aroma triggered epilepsy
- contagious bacterial, fungal, parasitic and viral infections
- cancer
- clients with symptoms of infectious disease
- contraindications to specific treatments such as fractures in the case of beauty treatment
- extreme fatigue
- extremes of body temperature
- pain that is chronic or does not have a logical explanation:
 - local
 - sharp
 - dull
 - deep
 - surface
- contraindications that restrict treatment and appropriate modifications to treatment and choice of oils:
 - allergies to specific aromatic oils
 - areas exhibiting loss of sensation
 - asthma
 - dizziness
 - fragile skin
 - inflammation
 - lumps and tissue changes
 - migraines and headaches
 - rashes
 - recent chemical peels, epilation, Intense Pulsed Light, laser or microdermabrasion treatment
 - recent scar tissue
 - severe oedema
 - skin trauma
- adverse and beneficial interactions of aromatic plant oils when blended
- client reactions to application of blended aromatic plant oils and required remedial action:
 - erythema
 - nausea
 - headache
 - dizziness
- use of the following ingredients in aromatic oil blends and treatments:
 - additives
 - aromatic oils
 - carrier oils

- other mediums
- olfactory sense in regard to aromatic plant oil
- care, handling and storage of blended aromatic plant oils:
 - clear and accurate labelling
 - decanting and resealing
 - protection from light
 - temperature control
- sustainable operating procedures for the conservation of product, water and power
- aftercare advice, products and future treatments to maintain client treatment objectives.

Assessment Conditions

Skills must be demonstrated in a beauty industry environment; this can be:

- a beauty industry workplace or
- a simulated beauty workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- paying clients, both new and regular, with different treatment requirements using aromatic plant oils, who have the expectation that the services provided reflect those of a commercial business
- aromatic plant oil preparation and storage area
- hand washing facilities:
 - basin
 - hot and cold running water
 - liquid soap
 - single use towels or hand dryer
- relevant workplace documentation:
 - aromatic oil product information and safety data sheets
 - equipment instructions
 - organisational policies and procedures relevant to preparing personalised aromatic plant oil blends for beauty treatments.

Assessment must ensure use of:

- a range of aromatic plant oils
- carrier oils
- aromatic plant oil equipment for measuring, mixing and storing:
 - beakers
 - dark glass bottles and closures
 - bowls

- labels
- pipettes
- vaporisers
- cleaning and disinfection products and equipment
- client gowns and hair protectors
- individual work station consisting of:
 - adjustable treatment table with safe working access at both ends and sides
 - trolley or stable surface for product and bowls
- material to make compresses and poultices
- treatment towels or linen, or disposable linen.

Assessment activities that allow the learner to:

- complete preparation of blends within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- hold a qualification as a beauty therapist
- have worked as a beauty or spa therapist for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBFAS001 Provide lash and brow services

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to provide lash and brow services that include shaping and colouring.

It requires the ability to consult with clients, and select suitable products and equipment required to perform lash and brow services. Lash and brow services can be an individual treatment or form part of a series of treatments.

This unit applies to beauticians and beauty therapists who work in beauty salons and spas. In this environment they make routine decisions within a defined range guided by manufacturer information and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Facial Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Establish client priorities.
 - 1.1 Access and review client treatment plan if available.
 - 1.2 Confirm lash or brow requirements with client.
 - 1.3 Perform a patch test according to manufacturer instructions and identify skin reactions.
 - 1.4 Identify contraindications to service, and refer client to appropriate professional, as required.
 - 1.5 Explain service sequence and factors that may restrict treatment.
 - 1.6 Confirm revised treatment plan, record updates and obtain client consent.
2. Prepare for lash and brow service.
 - 2.1 Prepare treatment area, equipment and self.
 - 2.2 Prepare client and select products.
 - 2.3 Use energy, water and other resources efficiently during preparation and subsequent service process.
3. Chemically treat eyelashes and eyebrows.
 - 3.1 Cleanse eye area to thoroughly remove eye make-up.
 - 3.2 Perform chemical treatment procedure according to manufacturer instructions and treatment plan.
 - 3.3 Apply post-treatment product according to manufacturer instructions.
4. Shape eyebrows.
 - 4.1 Cleanse eyebrows and surrounding area to thoroughly remove make-up.
 - 4.2 Test wax temperature, adjust as required and maintain for duration of eyebrow service.
 - 4.3 Apply and remove wax using single use applicators to shape eyebrows.
 - 4.4 Check wax product is removed from skin.
 - 4.5 Use tweezers to finalise eyebrow shape.
 - 4.6 Apply aftercare product according to manufacturer instructions.
5. Review service and provide post service advice.
 - 5.1 Evaluate service with client.
 - 5.2 Record outcomes of service on client treatment plan.
 - 5.3 Provide aftercare advice and recommend products and future treatments.
 - 5.4 Rebook client for future treatment as required.
6. Clean service area.
 - 6.1 Clean service area, equipment and surfaces according to organisational policies and procedures.
 - 6.2 Restock equipment and products in preparation for next treatment.
 - 6.3 Dispose of general waste to minimise negative environmental impacts according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret and follow manufacturer instructions for safe use of products and equipment.
Oral communication skills to:	use open and closed probe questions to clarify and confirm client requirements.
Numeracy skills to:	calculate product quantities and prices.
Initiative and enterprise skills to:	identify and take opportunities to sell additional products and services.
Technology skills to:	use client software to update client notes, rebook future treatments, record stock data and product purchases.

Unit Mapping Information

SIBBFAS302A Provide lash and brow treatments

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBFAS001 Provide lash and brow services

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of job role, and:

- communicate, follow and adjust treatment plan to provide eight lash and brow treatments to clients suitable for the established client treatment objectives including two or more of the following services:
 - eyebrow shape
 - eyebrow tint
 - eyelash tint
- design, record and maintain treatment plan and records for each of these clients specifying the details of:
 - adverse effects
 - contraindications
 - eyebrow shape
 - products used
 - service provided
 - skin sensitivity
 - service outcomes
- safe and suitable use of the following products:
 - wax:
 - hot
 - strip
 - eyelash and brow tints
- present self, according to organisational policy
- comply with health and hygiene regulations and requirements
- clean, prepare and maintain treatment area according to organisational policy.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state or territory and local health and hygiene regulations and requirements relevant to lash and brow services

- organisational policies and procedures relevant to lash and brow services:
 - difference between cleaning, disinfection and sterilisation
 - benefits of chemical and physical disinfection
 - methods of cleaning, disinfection and sterilisation
 - infection control procedures
 - when to sterilise tweezers
- infection control procedures relevant to lash and brow services:
 - difference between cleaning, disinfection and sterilisation
 - benefits of chemical and physical disinfection
 - methods of cleaning, disinfection and sterilisation
 - infection control procedures
 - when to sterilise tweezers
- infection control procedures and application of standard precautions as they apply to providing lash and brow services
- scope of practice of when to refer client to other practitioners
- organisational policies and procedures:
 - client record management
 - equipment use and maintenance
 - incident reporting
 - linen use and laundry procedures
 - personal hygiene and presentation
 - presentation of treatment area
 - waste disposal
 - work health and safety
- simplified cross section of skin
- hair structure and growth:
 - hair growth cycle and relationship to hair removal:
 - anagen stage
 - catagen stage
 - telogen stage
 - hair growth patterns
 - hair types:
 - vellus
 - terminal
 - factors effecting hair growth:
 - hormonal
 - hereditary
 - drugs and chemicals
 - effects of waxing and tweezing on hair
 - histology of hair

- features and safe use of lash and brow products:
 - wax
 - bleaching agents
 - dyes and tints
- contraindications and their relationship to lash and brow services:
 - acne
 - allergies to products
 - infection in the eye or the eye area
 - bacterial, fungal, parasitic and viral infections
 - rashes
 - skin allergies
- appearance, causes and required action steps for the following skin reactions to lash and brow services:
 - eye inflammation
 - infections of eye or surrounding area
 - spotting on skin
 - hive like reactions
 - ingrown hair
 - infection of hair follicle
- sustainable operating procedures for the conservation of product, water and power
- aftercare advice, products and future treatments to maintain client treatment objectives.

Assessment Conditions

Skills must be demonstrated in a beauty industry environment; this can be:

- a beauty industry workplace or
- a simulated beauty workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- paying clients, both new and regular, with different lash and brow requirements, who have the expectation that the services provided reflect those of a commercial business
- hand washing facilities:
 - basin
 - hot and cold running water
 - liquid soap
 - single use towels or hand dryer
- relevant workplace documentation:
 - blank client records
 - organisational policies and procedures relevant to lash and brow services

- safety data sheets for cleaning products.

Assessment must ensure use of:

- cleaning and disinfection products and equipment
- disposable wax applicators
- hot and strip wax products from comprehensive and professional product range
- hot wax pots
- tweezers
- wax strips
- individual work station consisting of:
 - treatment table with safe working access at both ends and sides
 - individual electricity supply
 - magnifying lamp
 - operator chair
 - trolley for products, bowls and equipment
- personal protective equipment:
 - disposable gloves
 - aprons
- tints from comprehensive and professional product range
- treatment towels or linen, or disposable linen.

Assessment activities that allow the individual to:

- provide lash and brow services within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- hold a qualification as a beautician or beauty therapist
- have worked as a beautician or beauty therapist for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBFAS002 Provide facial treatments and skin care recommendations

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to provide facial treatments to meet client needs.

It requires the ability to establish priorities with clients, synthesise knowledge of anatomy and physiology, skin science, cosmetic chemistry and nutrition, and to design and provide facial routines and advice on products and protection of facial skin. Facials can be a single treatment or form part of a series of treatments.

The unit applies to beauty therapists who work in beauty salons and spas. In this environment they are part of a team but make independent treatment decisions.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Facial Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to

essential outcomes.

demonstrate achievement of the element.

1. Establish client priorities.
 - 1.1 Access and review client treatment plan if available.
 - 1.2 Discuss facial requirements, changes in skin over lifetime, current skin care regimen, lifestyle and nutrition influences with client to establish treatment objectives.
 - 1.3 Conduct skin analysis, assessing areas of normal facial skin, levels of lipids and skin hydration, degree of photo aging and pigmentation and scar tissue as required.
 - 1.4 Classify client skin and discuss outcomes with client.
 - 1.5 Identify contraindications to facial treatment, and refer client to appropriate professional as required.
 - 1.6 Identify common disorders that can be treated within scope of practice, as required.
 - 1.7 Establish medical history, medication, and obtain medical approval prior to treatment, as required.
2. Design and recommend facials.
 - 2.1 Design proposed facial to achieve client objectives.
 - 2.2 Discuss benefits and potential adverse effects with client.
 - 2.3 Explain recommendations for duration, frequency and cost of facial to client.
 - 2.4 Modify treatment plan, record updates and obtain client consent.
3. Prepare for facial treatment.
 - 3.1 Check readiness of treatment area and availability of equipment.
 - 3.2 Prepare facial treatment products and equipment.
 - 3.3 Use energy, water and other resources efficiently during preparation and subsequent treatment process.
4. Cleanse skin.
 - 4.1 Remove make-up and cleanse skin according to treatment plan.
 - 4.2 Steam and exfoliate according to treatment plan.
 - 4.3 Extract milia and comedones and apply antiseptic products as required.
5. Provide facial massage.
 - 5.1 Apply massage medium to face, neck, décolletage and shoulders.
 - 5.2 Apply massage movements and adapt massage length and movements to suit elasticity of the skin, subcutaneous fat, and client needs.
 - 5.3 Monitor client reactions and adjust massage techniques if required.
6. Apply specialised products.
 - 6.1 Apply and remove mask according to treatment plan and manufacturer recommendations.
 - 6.2 Apply post treatment skin care products according to treatment plan and manufacturer recommendations.

	6.3 Allow post treatment recovery time in a relaxing environment.
7. Review facial.	7.1 Evaluate facial treatment with client.
	7.2 Record outcomes of treatment on client treatment plan.
	7.3 Manage client expectations of potential outcomes.
	7.4 Update treatment plan and rebook client as required.
8. Provide post treatment skin care recommendations.	8.1 Assess effectiveness current skin care regimen and products of client.
	8.2 Discuss effects of sun and environment on skin and recommend strategies and products to minimise damage.
	8.3 Promote healthy nutrition options and discuss effect of adequate nutrition on skin.
	8.4 Select, recommend and sell to client a skin care regimen and products based on client requirements.
	8.5 Identify contraindicated ingredients for clients as required.
9. Clean treatment area.	9.1 Remove used linen and clean surfaces and equipment according to organisational policies and procedures.
	9.2 Restock equipment and products in preparation for next treatment.
	9.3 Dispose of general waste to minimise negative environmental impacts according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	- interpret and follow manufacturer instructions and safety data sheets for dilution, handling and disposal of cleaning and treatment products - source and interpret credible information from: - anatomy, physiology, skin science and cosmetic chemistry publications - anatomical charts and models - interpret product manuals on safe and effective use of cosmetic formulations and ingredients.
Writing skills to:	record treatment using basic anatomy and physiology terminology to describe facial areas and anatomical positions.

- Oral communication skills to:
- select and use appropriate anatomy and physiology terminology in consultation with clients
 - provide simple explanations to client that describe the physiological processes of skin damage and how specialised facials, products and advice will impact on its appearance
 - protect confidentiality of client information by ensuring that other clients and colleagues do not overhear discussions.
- Numeracy skills to:
- calculate treatment duration, sequencing, costs and pricing
 - calculate cosmetic ingredient quantities and ratios to assess effectiveness of formulations.
- Learning skills to:
- use knowledge of cosmetic chemistry ingredients to assess environmental impact and disposal methods.
- Planning and organising skills to:
- sequence the treatment and products application to maximise the treatment outcomes.
- Technology skills to:
- access credible online publications and resources that build knowledge for providing advice to clients
 - use client software to update client notes, record stock data and product purchases.
 - safely use and maintain electrical devices.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBFAS002 Provide facial treatments and skin care recommendations

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate, follow and adjust treatment plans to provide six safe and appropriate facial treatments to clients with the following skin types and conditions:
 - dry/alipid/lipid
 - oily/lipid
 - diffused red
 - mature skin
 - mild acne
 - erythema
- design a series of four treatments and product recommendations for three of these clients to address client priorities
- recognise contraindications, skin diseases and disorders relevant to facials and products as listed in the Knowledge Evidence
- explain to each client as appropriate the development of skin conditions and the benefits and limitations of facial treatments available for:
 - acne
 - rosacea
 - comedones, open and closed
 - pigmented skin
 - photoaged skin
 - scars
- provide facial treatments to each of the following areas as appropriate to the above clients:
 - back of neck
 - face
 - décolletage
 - neck
 - shoulders
- design and provide facial treatments that demonstrate the following treatment steps and techniques:
 - client skin analysis

- skin cleansing
- skin steaming:
 - towel
 - steamer
- exfoliation:
 - manual or brush machine
 - product
- facial massage movements:
 - effleurage
 - petrissage
 - tapotement
 - vibration
- application and removal of facial mask
- application of facial finishing products
- vary repetition, rhythm and variation of massage movements to adapt to client needs
- remove minor skin blemishes:
 - milia
 - comedones
- design, record and maintain treatment plans and records for each client specifying the following details:
 - client feedback
 - contraindications and conditions
 - facial treatment provided and products used
 - outcomes of previous and current treatment
 - post treatment lifestyle and product advice
 - recommended future treatments
 - relevant medical history and medications
 - treatment duration, areas treated and not treated
 - treatment objectives
- present self, according to organisational policy
- comply with health and hygiene regulations and requirements
- clean, prepare and maintain treatment area according to organisational policy.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- federal, state or territory and local health, hygiene and skin penetration regulations and requirements relevant to facial treatments
- organisational policies and procedures relevant to facial treatments:
 - client record management

- equipment use and maintenance
- incident reporting
- linen use and laundry procedures
- personal hygiene and presentation
- presentation of treatment area
- waste and disposal
- work health and safety
- legal and insurance liabilities and responsibilities regarding treatments
- scope of practice:
 - when to refer clients to other practitioners
 - importance of not stating a diagnosis of a contraindication or conditions
 - limitations of facial treatments
 - role of complementary therapist and medical practitioner
- factors likely to affect suitability of treatment for client:
 - budgetary and time constraints
 - outcomes of previous treatment
 - client skin biology
 - client willingness to follow home care advice
- effects and benefits of two comprehensive and professional skin care ranges:
 - role in each step of a facial treatment
 - benefits to skin
 - effect of ingredients on skin
- effects and benefits of each stage of facial on the physical structure of the skin:
 - cleansing
 - exfoliation
 - extractions
 - mask
 - massage
 - steaming
- position and action of superficial muscles in the face, throat and chest
- interdependence of body systems and their relationship to a healthy body and skin:
 - skeletal, muscular and nervous systems and relationship to the face and neck
 - nervous system and its relationship to skin sensations
 - lymphatic, digestive, respiratory, and circulatory systems and their relationship to skin functions, thermoregulation and homeostasis
 - endocrine and reproductive systems in relationship to hormonal influences on skin:
 - age related changes
 - effect of hormones on skin
 - hair growth and loss
 - menstrual cycle skin changes

- pigmentation
 - sebaceous and sweat gland secretion
- basic nutrition guidelines and relationship between nutrition and healthy skin
- foods which may have an effect on the skin or are contraindicated when using specific products
- skin anatomy:
 - gross and microscopic
 - epidermis, dermis and subcutaneous
 - differences depending on location
- function and role of skin:
 - as the integumentary system
 - epidermal cells
 - epidermal appendages and dermal structures
 - homeostasis
 - protection
 - role in skin of tissues:
 - connective
 - nervous
 - vascular
 - sensation
 - thermoregulation
 - vitamin D production
- structure and distribution of skin glands
- production, composition, functions and control of skin gland secretions:
 - sebum
 - eccrine and apocrine sweat fluids
- appearance and characteristics of skin types:
 - dry/alipid/lipid dry
 - oily/lipid
 - diffused red
- normal body flora
- electromagnetic spectrum and effect of light on skin
- physiological basis of skin colour:
 - factors that contribute to skin colour
 - structure and location of melanocytes and keratinocytes and responses to ultraviolet radiation
- relationship between skin type, minimal erythemal dose, skin protection factor and sunscreen use
- Fitzpatrick skin types
- skin as a sense organ:
 - process of nerve conduction

- stimuli and skin receptors
- systems and pathways of sensory and motor neuronal conduction
- types of receptors
- variations in sensory perception and their significance to facials
- function, formation and behaviour of major skin chemicals:
 - complex fatty acids
 - complex lipids:
 - phospholipids
 - sphingolipids
 - glycosaminoglycans
 - lipids:
 - saponifiable
 - non-saponifiable
 - proteins:
 - soluble
 - insoluble
 - collagen
 - elastin
 - keratin
- growth, development, ageing and healing of human skin:
 - cell division and differentiation
 - growth of epidermis
 - normal ageing and photoageing
 - stages in wound healing
 - theories about ageing
 - wound healing:
 - hypertrophic
 - keloid
 - origin and evolution of scars
- normal skin responses to irritation and trauma
- skin conditions:
 - acne
 - eczema and atopic dermatitis
 - hair disorders
 - pigmentation disorders
 - vascular disorders
 - seborrheic dermatitis
- trans-epidermal water loss
- differences between therapeutic, cosmetic and 'cosmeceutical' products
- concepts of cosmetic chemistry

- formulation, function and action of cosmetic emulsions and ingredients:
 - anti-oxidants
 - emollients
 - humectants
 - moisturisers
 - occludents
- formulation, function and action cosmetic ingredients:
 - liposome types, structures and uses
 - oils
 - surfactants
 - thickeners
 - waxes
- chemical formulations of facial products:
 - exfoliants
 - face masks
 - peels
- contraindications to specific cosmetic formulations and ingredients identified in product information
- contraindications which prevent facial treatment or require clearance from a medical professional to proceed and their relationship to facials:
 - bacterial, fungal, parasitic and viral infections
 - cancer
 - clients with symptoms of infectious disease
 - pigmented lesions
 - recent cosmetic treatments such as injectables, intense pulsed light, laser, dermabrasion
 - undiagnosed lumps
- contraindications which restrict treatment and appropriate modifications to treatment:
 - allergies
 - areas exhibiting loss of tactile sensation
 - dysfunction of the nervous system
 - inflammations and swellings
 - medications that cause thinning or inflammation of the skin
 - skin trauma
 - recent scar tissue
- appearance, possible medical treatments and limitations of facial treatments on skin conditions, diseases and disorders:
 - acne
 - closed comedones/milia
 - couperose

- dehydration/trans epidermal water loss
- dermatitis and eczema
- erythema
- ichthyosis
- lupus erythematosus
- mature
- photoaged
- pigmentation disorders
- open comedones
- scleroderma
- seborrhoea
- sensitive/diffused red skin
- skin tumours
- urticaria
- physiology of adverse reactions to facial treatments and products and appropriate remedial action:
 - allergic reactions
 - erythema/skin inflammation
 - normal skin responses to irritation and trauma
 - skin blemishes
 - skin inflammation
- lifestyle factors and benefits of lifestyle changes on skin:
 - alcohol consumption
 - climate
 - exercise routine
 - hobbies
 - nutrition
 - sleeping patterns
 - tobacco consumption
 - type of employment
- sustainable operating procedures for the conservation of product, water and power
- aftercare advice, products and future treatments to maintain client treatment objectives.

Assessment Conditions

Skills must be demonstrated in a beauty industry environment; this can be:

- a beauty industry workplace or
- a simulated beauty workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- paying clients, both new and regular, with different facial treatment requirements, who have the expectation that the services provided reflect those of a commercial business
- hand washing facilities:
 - basin
 - hot and cold running water
 - liquid soap
 - single use towels or hand dryer
- relevant workplace documentation:
 - blank client records
 - organisational policies and procedures relevant to facial treatments
 - manufacturer instructions for equipment
 - safety data sheets for cleaning products and, where applicable, for treatment products
 - product manuals listing product ingredients, formulations, labelling and guidelines for use.

Assessment must ensure use of:

- bowls
- brushes for application of products
- cleaning and disinfection products and equipment
- client gowns and hair protectors
- disposable facial wipes, microlances, spatulas, tissues
- disposable gloves
- equipment:
 - facial steamer
 - hot towel cabinet
 - magnifying lamp
 - Woods lamp
- individual work station consisting of:
 - adjustable treatment table with safe working access to both sides and ends
 - individual electricity supply
 - operator chair
 - trolley for products, bowls and equipment
- treatment products from two comprehensive professional skin care ranges
- treatment towels or linen, or disposable linen.

Assessment activities that allow the individual to:

- complete facial treatments within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations

- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- hold a qualification as a beauty therapist
- have worked as a beauty therapist for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBFAS003 Provide specialised facial treatments

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to provide specialised facial treatments incorporating the use of ultrasonic, direct current, high frequency and micro current devices.

It requires the ability to establish priorities with clients and synthesise knowledge of skin, performance of electrical machines and allied cosmetic products, and to design and provide treatments to address specific skin types and conditions. Not all equipment is used in each specialised facial treatment. Specialised facials can be a single treatment or form part of a series of treatments.

This unit applies to beauty therapists who work in beauty therapy salons. In this environment they work in a team but make independent treatment decisions.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Facial Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to

essential outcomes.

demonstrate achievement of the element

1. Establish client priorities.
 - 1.1 Access and review client treatment plan if available.
 - 1.2 Discuss facial requirements, changes in skin over lifetime, current skin care regimen, lifestyle and nutrition influences to establish their treatment objectives.
 - 1.3 Conduct skin analysis, assessing areas of normal facial skin, levels of lipids and skin hydration, degree of photo aging and pigmentation and scar tissue as required.
 - 1.4 Classify client skin and discuss outcomes with client.
 - 1.5 Identify contraindications to facial treatment, and refer client to appropriate professional as required.
 - 1.6 Identify common skin diseases and disorders that can be treated within scope of practice, as required.
 - 1.7 Establish medical history, medication, and obtain medical approval prior to treatment, as required.
2. Design and recommend specialised facials.
 - 2.1 Design proposed facial for treatments to achieve client objectives.
 - 2.2 Discuss benefits of selected formulations and devices and potential adverse effects with client.
 - 2.3 Explain recommendations for duration, frequency and cost of facial to client.
 - 2.4 Modify treatment plan, record updates and obtain client consent.
3. Prepare for specialised facial treatment.
 - 3.1 Check readiness of treatment area and availability of equipment.
 - 3.2 Select facial treatment products and equipment.
 - 3.3 Prepare client, ensuring metallic jewellery, contact lens and hearing aids have been removed.
 - 3.4 Maintain client comfort and modesty throughout treatment.
 - 3.5 Position self and client to minimise fatigue and risk of injury.
 - 3.6 Use energy, water and other resources efficiently during preparation and subsequent treatment process.
4. Cleanse skin using ultrasonic or direct current.
 - 4.1 Remove make-up and cleanse skin according to treatment plan.
 - 4.2 Apply cleansing medium and select ultrasonic parameters.
 - 4.3 Apply ultrasonic device according to predetermined pattern, at correct angle ensuring that skin remains moist as required.
 - 4.4 Provide desincrustation treatment using direct current as required.
 - 4.5 Remove cleansing medium according to manufacturer

- instructions.
5. Remove minor skin blemishes and infuse serums.
 - 5.1 Steam and exfoliate as required.
 - 5.2 Extract milia and comedones as required.
 - 5.3 Apply high frequency to facial treatment areas, as required.
 - 5.4 Use direct current or sonophoresis to infuse serums according to skin type and conditions.
 - 5.5 Remove excess product as required.
 6. Provide micro current treatment.
 - 6.1 Check current on self and return dials to zero.
 - 6.2 Select application method using electrodes, rollers, probes or gloves as required.
 - 6.3 Apply micro current gel or cream according to manufacturer instructions.
 - 6.4 Select treatment parameters and apply micro current as required.
 7. Complete treatment.
 - 7.1 Apply and remove mask as required.
 - 7.2 Apply post treatment skin care products according to treatment plan.
 - 7.3 Allow post treatment recovery time in relaxation area.
 8. Review treatment and provide post treatment advice.
 - 8.1 Evaluate specialised facial with client.
 - 8.2 Review current skin care regimen and recommend products that support client skin priorities and maintain skin between treatments.
 - 8.3 Design and recommend future treatments to support client priorities.
 - 8.4 Manage client expectations of potential outcomes.
 - 8.5 Update treatment plan and rebook client as required.
 9. Clean treatment area.
 - 9.1 Remove used linen and clean surfaces and equipment and attachments according to organisational policies and procedures.
 - 9.2 Restock equipment and products in preparation for next treatment.
 - 9.3 Dispose of general waste to minimise negative environmental impacts according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	• interpret and follow manufacturer instructions and safety data sheets for dilution, handling and disposal of cleaning and treatment products • source and interpret credible information from: • anatomy, physiology, skin science, cosmetic chemistry and nutrition publications • electrical currents and ultrasound technology publications and trade journals • anatomical charts and models • interpret product and equipment information on safe use of cosmetic formulations, ingredients and device parameters.
Writing skills to:	• complete workplace documentation for electrical safety problems and equipment faults.
Oral communication skills to:	• select and use appropriate anatomy and physiology terminology in consultation with clients • provide simple explanations to client that describe the physiological processes of skin damage and ageing and how the selected device, products and advice will impact skin appearance • protect confidentiality of client information by ensuring that other clients and colleagues do not overhear discussions • discuss contraindications and precautions tactfully.
Numeracy skills to:	• calculate treatment duration, treatment sequencing, costs, product quantities and prices • measure cosmetic ingredient quantities and ratios to assess effectiveness of formulations • calculate treatment parameters for individual device
Learning skills to:	• use knowledge of cosmetic chemistry ingredients to assess environmental impact and disposal methods.
Planning and organising skills to:	• sequence the treatment and products application to maximise the treatment outcomes.
Technology skills to:	• access credible online publications and resources which build knowledge for providing advice to clients • use software interfaces on equipment • use client software to update client notes, and record stock data and product purchases • use electrical currents, ultrasound devices or combination in treatment steps that will maximise outcomes for client and minimise skin damage • use electrical equipment to identify and address safety issues and recognise limitations in use in specialised facials.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBFAS003 Provide specialised facial treatments

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate, follow and adjust treatment plans to provide six safe and appropriate specialised facial treatments to clients with one or more of the following skin types and conditions:
 - prematurely aged
 - diffused red
 - seborrhoea
 - acne
- design a sequence of four treatments and product recommendations for three of these clients to address client priorities
- recognise contraindications, skin diseases and disorders relevant to each device listed in the Assessment conditions and to allied cosmetic products
- demonstrate correct and safe application technique for each device:
 - direct current
 - iontophoresis
 - desincrustation
 - high frequency
 - micro current
 - ultrasonic
- design, record and maintain treatment plans and records for each client specifying details of:
 - client feedback
 - contraindications and conditions
 - facial treatment provided and equipment and products used
 - outcomes of previous and current treatment
 - post treatment care advice and products
 - recommended future treatments
 - relevant medical history and medications
 - treatment duration, areas treated and not treated
 - treatment objectives

- treat clients effectively and minimise skin reactions
- identify risk situations that cause short or overloaded circuits and take remedial action
- present self, according to organisational policy
- comply with health and hygiene regulations and requirements
- clean, prepare and maintain treatment area according to organisational policy.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- federal, state or territory and local health, hygiene and skin penetration regulations and requirements relevant to specialised facial treatments
- organisational policies and procedures relevant to specialised facial treatments:
 - client record management
 - equipment use and maintenance
 - incident reporting
 - linen use and laundry procedures
 - personal hygiene and presentation
 - presentation of treatment area
 - waste disposal
 - work health and safety
- manufacturer instructions for use of electrical equipment
- legal and insurance liabilities and responsibilities in regard to treatments and use of electrical equipment
- scope of practice:
 - when to refer clients to other practitioners
 - importance of not diagnosing skin conditions and diseases
 - limitations of beauty therapist in relation to use of electrical equipment
 - roles of complementary therapist and medical practitioner
- factors likely to affect suitability of treatment for client
- effects and benefits of two comprehensive and professional skin care ranges and their relationship to each device used
- effects and benefits on the physical structure of skin of:
 - direct current
 - iontophoresis
 - desincrustation
 - high frequency
 - micro current
 - ultrasonic
 - position and action of superficial muscles in the face, throat and chest
- interdependence of body systems and their relationship to a healthy body and skin:

- skeletal, muscular and nervous systems and relationship to face and neck movement
- nervous system and its relationship to skin sensations
- lymphatic, digestive, respiratory, and circulatory systems and their relationship to skin functions, thermoregulation and homeostasis
- endocrine and reproductive systems in relationship to hormonal influences on skin:
 - age related changes
 - effect of hormones on skin
 - hair growth and loss
 - menstrual cycle skin changes
 - pigmentation
 - sebaceous and sweat gland secretion
- nutritional composition of food
- nutrition guidelines and relationship between nutrition and healthy skin
- foods which may have an effect on the skin or are contraindicated when using specific products
- skin anatomy and physiology
- structure, function and distribution of skin glands
- production, composition, functions and control of skin gland secretions
- appearance and characteristics of skin types:
 - dry/alipid/lipid
 - oily/lipid
 - diffused red
- electromagnetic spectrum and effect of light on skin
- physiological basis of skin colour
- relationship between skin type, minimal erythema dose, skin protection factor and sunscreen use
- Fitzpatrick skin types
- skin as a sense organ and relationship to each device used
- function, formation and behaviour of major skin chemicals
- growth, development, ageing and healing of human skin
- normal skin responses to irritation and trauma
- genetics of skin disorders
- trans-epidermal water loss
- absorption and relationship to skin treatments and products
- formulation, function and action of cosmetic formulations and ingredients in treatment products, effects and benefits to skin, potential adverse effects and those contraindicated for specific clients
- principles of static electricity
- principles and properties of electrical currents and the technology used in specialised facials:
 - alternating current
 - direct current

- electrical circuits
- electrical supply
- energy
- specialised facial applications:
 - desincrustation
 - direct high frequency
 - iontophoresis
 - warming of tissues
- principles and processes of direct and alternating currents:
 - electrical energy and electron movement
 - electrolytic process
 - thermal effect
 - electrodes
 - frequency ranges
 - capacitance
- principles and properties of ultrasound and beauty therapy ultrasonic applications:
 - energy forms
 - definition of sound waves and ultrasound, ultrasonic
 - characteristics of a wave
 - effects and benefits of ultrasonic applications in beauty therapy:
 - mechanical and thermal responses
 - skin barrier properties
- operational characteristics of ultrasonic devices
- contraindications which prevent treatment or require clearance from a medical professional to proceed and relationship to specialised facials:
 - bacterial, fungal, parasitic and viral infections
 - cancer
 - epilepsy
 - pigmented lesions
 - pacemakers
 - recent cosmetic treatments such as injectables, Intense Pulsed Light (IPL), laser, dermabrasion
 - undiagnosed lumps
- contraindications which restrict treatment and appropriate modifications to specialised facial treatments:
 - allergies
 - anxiety
 - areas exhibiting loss of tactile sensation
 - dysfunction of the nervous system
 - inflammations and swellings

- medications that cause thinning or inflammation of the skin
- skin trauma
- recent scar tissue
- appearance, genetic factors, possible medical treatments and limitations of facial treatments on skin conditions, diseases and disorders
- appearance and physiology of adverse reactions to specialised facial treatments and products and appropriate remedial action
- lifestyle factors and benefits of lifestyle changes on skin:
 - alcohol consumption
 - climate
 - exercise routine
 - hobbies
 - nutrition
 - sleeping patterns
 - tobacco consumption
 - type of employment
- sustainable operating procedures for the conservation of product, water and power
- aftercare advice, products and future treatments to maintain client treatment objectives.

Assessment Conditions

Skills must be demonstrated in a beauty industry environment; this can be:

- a beauty industry workplace or
- a simulated beauty workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- paying clients, both new and regular, with different body massage requirements, who have the expectation that the services provided reflect those of a commercial business
- hand washing facilities:
 - basin
 - hot and cold running water
 - liquid soap
 - single use towels or hand dryer
- relevant workplace documentation:
 - blank client records
 - organisational policies and procedures relevant to specialised facial treatments
 - manufacturer instructions for equipment
 - safety data sheets for cleaning products and, where applicable, for treatment products
 - product manuals listing product ingredients, formulations, labelling and guidelines for use.

Assessment must ensure use of:

- bowls
- brushes for application of products
- cleaning and disinfection products and equipment
- client gowns and hair protectors
- disposable facial wipes, microlances, spatulas and tissues
- disposable gloves
- the following devices/equipment:
 - direct current for:
 - iontophoresis
 - desincrustation
 - facial steamer
 - high frequency
 - hot towel cabinet
 - magnifying lamp
 - micro current
 - sonophoresis
 - ultrasonic
 - Woods lamp
- individual work station consisting of:
 - adjustable treatment table with safe working access to both sides and ends
 - individual electricity supply
 - operator chair
 - trolley for products, bowls and equipment
- personal protective equipment
- treatment products from two comprehensive and professional skin care ranges
- treatment towels or linen, or disposable linen.

Assessment activities that allow the individual to:

- complete facial treatments within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- hold a qualification as a beauty therapist
- have worked as a beauty therapist for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBHRS001 Provide waxing services

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to provide waxing services to remove unwanted facial and body hair.

It requires the ability to consult with clients to select suitable wax products to provide waxing services. The waxing service can be a single service or form part of a series of services.

This unit applies to beauticians and beauty therapists who work in beauty or hair removal salons. In this environment they work as part of a team and make independent decisions within a defined range.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Hair Reduction Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Establish client

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1 Access and review client treatment plan if available.

- priorities.
- 1.2 Confirm with client waxing requirements and areas of skin and hair growth requiring treatment.
 - 1.3 Identify contraindications to waxing service, and refer client to appropriate professional as required.
 - 1.4 Explain treatment sequence and factors that may restrict treatment.
 - 1.5 Confirm revised treatment plan, record updates and obtain client consent.
2. Prepare for waxing service.
 - 2.1 Prepare service area, equipment and self.
 - 2.2 Select waxing products according to plan.
 - 2.3 Ensure own posture and position to minimise fatigue and risk of injury to self and client throughout waxing service.
 - 2.4 Prepare client, clean and prepare skin area to be waxed.
 - 2.5 Use energy, water and other resources efficiently during preparation and subsequent treatment process.
3. Apply wax to waxing area.
 - 3.1 Test wax temperature, adjust as required and maintain for the duration of waxing service.
 - 3.2 Apply and remove hot or strip wax to remove unwanted hair.
 - 3.3 Ensure all wax product is removed from skin and use tweezers to remove remaining unwanted hair as required.
 - 3.4 Ensure maximum client comfort and modesty throughout waxing service.
 - 3.5 Monitor client reactions and responses and adjust waxing service as required.
 - 3.6 Apply aftercare product to minimise any post treatment skin reactions.
4. Review waxing service and provide post service advice.
 - 4.1 Evaluate waxing service with client.
 - 4.2 Record outcomes on client treatment plan for future referral.
 - 4.3 Provide aftercare advice and recommend products and future services.
 - 4.4 Update treatment plan and rebook client as required.
5. Clean service area.
 - 5.1 Clean service area, equipment and surfaces according to organisational policies and procedures.
 - 5.2 Replenish service area in preparation for next service.
 - 5.3 Dispose of general waste, waste hair and wax to minimise negative environmental impacts according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret, and follow manufacturer instructions and safety data sheets for safe use of cleaning and treatment products and equipment.
Numeracy skills to:	calculate treatment times, product quantities and price of treatment.
Technology skills to:	- use client software to update client notes, rebook future treatments, record stock data and product purchases - safely use and maintain electrical equipment.

Unit Mapping Information

SIBBHRS301A Perform waxing treatments

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBHRS001 Provide waxing services

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate, follow and adjust treatment plans to provide six waxing services to clients for the following areas of the face and body:
 - arms
 - bikini line
 - chin
 - eyebrows
 - legs
 - lip
 - sides of face
 - underarms
- design, record and maintain treatment plans and records for each of these clients specifying details of:
 - client feedback
 - contraindications
 - products used
 - hair analysis
 - outcomes of treatment
 - relevant medical history and medications
 - waxing service performed
 - aftercare recommendations and advice
- provide hot and strip waxing treatments that demonstrate appropriate techniques:
 - maintenance of correct wax temperature
 - skin support
 - correct direction of application and removal of wax
 - hand pressure to alleviate pain
 - removal of most unwanted hair
- present self, according to organisational policy
- comply with health and hygiene regulations and requirements
- clean, prepare and maintain service area according to organisational policy.

-

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state or territory and local health, hygiene and skin penetration regulations and requirements relevant to the provision of waxing services
- infectious disease transmission routes and prevention of infection transmission as it relates to waxing services
- infection control procedures and application of standard precautions as they apply to the provision of waxing services
- organisational policies and procedures relevant to waxing services:
 - client record management
 - equipment use and maintenance
 - incident reporting
 - personal hygiene and presentation
 - presentation of treatment area
 - waste disposal
 - work health and safety
- scope of practice:
 - when to refer clients to other practitioners
 - importance of not stating a diagnosis of a contraindication
- structural and cellular features of hair and hair follicles:
 - hair shaft
 - layers of hair
 - hair root and follicle
- hair growth cycle stages and relationship to hair removal:
 - anagen
 - catagen
 - telogen
- hair growth patterns
- common hair disorders
- hair types:
 - velus
 - terminal
- factors effecting hair growth:
 - hormonal
 - hereditary
 - drugs and chemicals
- alternative progressive hair removal methods:

- infra-red and hair-retarding products used in conjunction with waxing procedures
- progressive permanent hair removal methods:
 - electrolysis
 - Intense Pulsed Light (IPL)
 - laser
- wax formulation
- function and action of wax ingredients
- effects and application of the following wax types:
 - hot
 - strip
 - sugaring
- effects and application of the following hair removal procedures:
 - waxing
 - body hair clipping
 - tweezing
 - shaving
- contraindications that prevent treatment or require clearance from a medical professional to proceed:
 - acne
 - bacterial, fungal, parasitic and viral infections on the areas to be waxed
 - hypertrophic and keloid tendency
 - abnormal skin such as sunburnt, grazed, rashes
 - pigmented skin lesions
 - thin and fragile skin
- contraindications that restrict treatment and their relationship to waxing:
 - recent scars
 - scar tissue
 - skin trauma
 - varicose veins
- adverse effects from waxing treatments and appropriate actions for:
 - inflammation
 - spotting of skin
 - hive-like reactions
 - ingrown hairs
 - torn skin
 - bruising
 - infections of hair follicle
 - burns
 - bleeding from follicles
- function and action of after wax products

- sustainable operating procedures for the conservation of product, water and power
- aftercare advice, products and future treatments to maintain client treatment objectives.

Assessment Conditions

Skills must be demonstrated in a beauty industry environment; this can be:

- a beauty industry workplace or
- a simulated beauty workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- paying clients, both new and regular, with different waxing requirements, who have the expectation that the services provided reflect those of a commercial business
- hand washing facilities:
 - basin
 - hot and cold running water
 - liquid soap
 - single use towels or hand dryer
- relevant workplace documentation:
 - blank client records
 - equipment instructions
 - organisational policies and procedures relevant to waxing services
 - product instructions and safety data sheets.

Assessment must ensure use of:

- cleaning and disinfection products
- disposable wax applicators, sheeting and strips
- hot and strip wax, pre and aftercare products from a comprehensive professional range
- temperature controlled wax pots
- tweezers
- client gowns or covers
- individual workstation consisting of:
 - treatment table with safe working access at both ends and sides
 - individual electricity supply
 - magnifying lamp
 - stable wax pot bench or trolley
- personal protective equipment:
 - disposable gloves
 - aprons
- treatment towels or linen, or disposable linen.

Assessment activities that allow the individual to:

- provide waxing services within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- hold a qualification as a beautician or beauty therapist
- have worked as a beautician or beauty therapist for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBHRS002 Provide female intimate waxing services

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to provide waxing services to remove unwanted hair from female intimate areas.

It requires the ability to consult with clients to plan services to apply and remove hot and strip wax safely. Female intimate waxing can be an individual service or form part of a series of services.

This unit applies to beauticians and beauty therapists who work in beauty or hair removal salons. In this environment they work as part of a team but make independent treatment decisions; demonstrate sensitivity, maturity and confidentiality in their client interactions; and have knowledge across a range of waxing techniques and waxing products.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Hair Reduction Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Establish client priorities.
 - 1.1 Access and review client treatment plan if available.
 - 1.2 Confirm with client female intimate waxing requirements and assess areas of skin and hair growth requiring treatment.
 - 1.3 Obtain informed and signed parent or guardian consent if client is a minor.
 - 1.4 Identify and explain contraindications to female intimate waxing service, and refer client to appropriate professional as required.
 - 1.5 Explain treatment sequence and factors that may restrict treatment.
 - 1.6 Confirm revised treatment plan, record updates and obtain signed client consent.
2. Prepare for female intimate waxing service.
 - 2.1 Prepare service area, equipment and self.
 - 2.2 Prepare client and select waxing products according to plan.
 - 2.3 Instruct client in what to use and how to self-cleanse female intimate waxing area.
 - 2.4 Use suitable personal protective equipment.
 - 2.5 Ensure own posture and position to minimise fatigue and risk of injury to self and client throughout waxing service.
 - 2.6 Instruct client on correct positioning and how to use a towel to cover areas not being treated.
 - 2.7 Clean and prepare skin area to be waxed.
 - 2.8 Use energy, water and other resources efficiently during preparation and subsequent treatment process.
3. Apply wax to female intimate area.
 - 3.1 Test wax temperature, adjust as required and maintain for the duration of waxing service.
 - 3.2 Trim hair to suitable length for waxing as required.
 - 3.3 Conduct patch test to identify skin reactions before proceeding with full female intimate waxing service.
 - 3.4 Apply wax using single use applicators according to the area and manufacturer instructions.
 - 3.5 Remove wax according to hair growth pattern, area and manufacturer instructions.
 - 3.6 Ensure all wax product is removed from skin and use tweezers to remove remaining unwanted hair as required.
4. Ensure client comfort.
 - 4.1 Monitor client reactions and responses and adjust waxing service as required.
 - 4.2 Ensure client comfort and modesty throughout service.
 - 4.3 Direct client on how and when to support surrounding

- skin to minimise discomfort.
- 4.4 Apply techniques to minimise client discomfort.
- 4.5 Discontinue treatment and provide advice if contra-actions occur
- 4.6 Apply aftercare product to minimise any post treatment skin reactions.
- 5. Review waxing service and provide post service advice.
 - 5.1 Evaluate waxing service with client.
 - 5.2 Record outcomes of waxing service on client treatment plan.
 - 5.3 Provide aftercare advice and recommend products and future treatments.
 - 5.4 Update treatment plan and rebook client as required.
- 6. Clean service area.
 - 6.1 Clean service area, equipment and surfaces according to organisational policies and procedures.
 - 6.2 Replenish service area in preparation for next service.
 - 6.3 Dispose of general waste, waste hair and wax to minimise negative environmental impacts according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret and follow manufacturer instructions and safety data sheets for safe use of cleaning and treatment products and equipment.
Numeracy skills to:	calculate treatment times, product quantities and price of treatment.
Self-management skills to:	maintain cultural sensitivity, maturity and confidentiality with female clients.
Technology skills to:	- use client software to update client notes, rebook future treatments, record stock data and product purchases. - safely use and maintain electrical equipment.

Unit Mapping Information

SIBBHRS502A Perform female intimate waxing treatments.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBHRS002 Provide female intimate waxing services

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate, follow and adjust treatment plan to provide five intimate waxing services for female clients as follows, ensuring maximum hair removal:
 - full
 - partial
 - basic shape
- design, record and maintain treatment plans and records for each of these clients specifying details of:
 - client feedback
 - contraindications
 - products used
 - hair and skin analysis
 - treatment outcomes
 - patch test reaction
 - relevant medical history and medications
 - waxing service performed
 - aftercare recommendations and advice
- apply and adjust the following work techniques to female intimate waxing services:
 - stretching and supporting the skin
 - speed, direction and angle of wax removal
- maintain cultural sensitivity, maturity and confidentiality throughout service
- present self, according to organisational policy
- comply with health and hygiene regulations and requirements
- clean, prepare and maintain service area according to organisational policy.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state or territory and local health and hygiene regulations and requirements relevant to the provision of waxing services

- age at which an individual is classed as a minor according to relevant federal, state or territory legislation and why minors must only be treated with informed and signed parental or guardian consent
- infectious disease transmission routes and prevention of infection transmission as it relates to intimate waxing services
- infection control procedures and application of standard precautions as they apply to the provision of waxing services
- organisational policies and procedures as they apply to the provision of waxing services:
 - client record management
 - equipment use and maintenance
 - incident reporting
 - personal hygiene and presentation
 - presentation of treatment area
 - waste disposal
 - work health and safety
- scope of practice:
 - when to refer clients to other practitioners
 - importance of not stating a diagnosis of a contraindication
 - when to refuse unsuitable clients
- techniques that minimise risk of client misinterpreting operator behaviour and actions
- strategies for dealing with client behaviour that breaches professional status of treatment
- importance of client self-cleansing of female intimate waxing treatment prior to performing waxing service
- basic anatomy and terminology of female genitalia
- structural features of hair and hair follicles:
 - hair shaft
 - layers of hair
 - hair root and follicle
- stages of hair growth cycle and relationship to hair removal:
 - anagen
 - catagen
 - telogen
- hair growth patterns
- common hair disorders
- velus hair type:
 - terminal
- factors effecting hair growth:
 - hormonal
 - hereditary
 - drugs and chemicals
- variations to hair growth cycle and patterns in female intimate area

- variations to skin biology and appearance in female intimate area and implications for treatment and infection control
- the need for psychological sensitivity required when conducting female intimate waxing
- formulation of waxes
- function and action of wax ingredients
- relevance and importance of clearly explaining the following to clients:
 - contraindications
 - contra-actions
 - skin sensitivity during menstruation
- contraindications that:
 - prevent treatment but will not require medical referral:
 - heat rash
 - known allergies to wax products or ingredients
 - scar tissue less than six months old
 - sunburn
 - thin or fragile skin
 - prevent treatment
 - contagious skin disease
 - oedema
 - pubic lice
 - sexually transmitted infections
 - urinary infections
 - restrict treatment:
 - external haemorrhoids
 - infected ingrown hairs
 - moles
 - skin tags
- adverse effects to female intimate waxing and required action steps:
 - abrasions
 - allergic reactions
 - blood spots
 - broken hair
 - bruising
 - excessive erythema
 - skin irritation
 - skin trauma
- after service and home care advice relevant to female intimate waxing services:
 - avoidance of activities which may cause contra-actions
 - prevention of ingrown hairs and infection
 - personal hygiene

- recommended products and future treatments
- intimate waxing equipment and products:
 - ingredients and composition of waxing products
 - soothing products to reduce skin irritation
 - use of shaping templates
 - use of hot wax, warm wax and sugar wax
 - suitability of products according to hair type
 - application and removal of waxing products
 - direction of application and speed of removal
- sustainable operating procedures for the conservation of product, water and power
- aftercare advice, products and future treatments to maintain client treatment objectives.

Assessment Conditions

Skills must be demonstrated in a beauty industry environment; this can be:

- a beauty industry workplace or
- a simulated beauty workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- paying female clients, both new and regular, with different intimate waxing requirements, who have the expectation that the services provided reflect those of a commercial business
- hand washing facilities:
 - basin
 - hot and cold running water
 - liquid soap
 - single use towels or hand dryer
- relevant workplace documentation:
 - blank client records
 - organisational policies and procedures relevant to the provision of waxing services
 - manufacturer instructions and safety data sheets
 - product instructions and safety data sheets.

Assessment must ensure use of:

- cleaning and disinfection products
- client gowns or covers
- disposable single use wax applicators and strips
- disposable sheeting
- disposable g-string
- hot and strip wax

- temperature controlled wax pots
- tweezers
- client gowns or covers
- pre and aftercare products from a comprehensive professional range
- individual workstation consisting of:
 - treatment table with safe working access at both ends and sides
 - individual electricity supply
 - magnifying lamp
 - stable wax pot bench or trolley
- personal protective equipment:
 - disposable gloves
 - aprons
- treatment towels or linen, or disposable linen.

Assessment activities that allow the individual to:

- provide female intimate waxing within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- hold a qualification as a beautician or beauty therapist
- have worked as a beautician or beauty therapist for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBHRS003 Provide male intimate waxing services

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to provide waxing services to remove unwanted hair from male intimate areas.

It requires the ability to consult with clients, plan service to apply and remove hot and strip wax safely. Intimate male waxing can be an individual service or form part of a series of services.

This unit applies to beauticians and beauty therapists who work in beauty or hair removal salons. In this environment they work as part of a team but make independent treatment decisions; demonstrate sensitivity, maturity and confidentiality in their client interactions; and have knowledge across a range of waxing techniques and waxing products.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Hair Reduction Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Establish client priorities.
 - 1.1 Access and review client treatment plan if available.
 - 1.2 Confirm with client male intimate waxing requirements and assess areas of skin and hair growth requiring treatment.
 - 1.3 Obtain informed and signed parent or guardian consent if client is a minor.
 - 1.4 Identify and explain contraindications to male intimate waxing service, and refer client to appropriate professional as required.
 - 1.5 Explain treatment sequence and factors that may restrict treatment.
 - 1.6 Confirm revised treatment plan, record updates and obtain signed client consent.
2. Prepare for male intimate waxing service.
 - 2.1 Prepare service area, equipment and self.
 - 2.2 Prepare client and select waxing products according to plan.
 - 2.3 Instruct client on what to use and how to self-cleanse male intimate waxing area.
 - 2.4 Use suitable personal protective equipment.
 - 2.5 Ensure own posture and position to minimise fatigue and risk of injury to self and client throughout waxing service.
 - 2.6 Instruct client on correct positioning and how to use a towel to cover areas not being treated.
 - 2.7 Clean and prepare skin area to be waxed.
 - 2.8 Use energy, water and other resources efficiently during preparation and subsequent treatment process.
3. Apply wax to male intimate area.
 - 3.1 Test wax temperature, adjust as required and maintain for the duration of waxing service.
 - 3.2 Trim hair to suitable length for waxing as required.
 - 3.3 Conduct patch test to identify skin reactions before proceeding with full male intimate waxing service.
 - 3.4 Apply wax using single use applicators according to the area and manufacturer instructions.
 - 3.5 Remove wax according to hair growth pattern, area and manufacturer instructions.
 - 3.6 Ensure all wax product is removed from skin and use tweezers to remove remaining unwanted hair as required.
4. Ensure client comfort.
 - 4.1 Monitor client reactions and responses and adjust waxing service as required.
 - 4.2 Ensure client comfort and modesty throughout service.
 - 4.3 Direct client on how and when to support surrounding

- skin to minimise discomfort.
- 4.4 Apply techniques to minimise client discomfort.
 - 4.5 Discontinue treatment and provide advice if contra-actions occur
 - 4.6 Apply aftercare product to minimise any post treatment skin reactions.
5. Review waxing service and provide post service advice.
 - 5.1 Evaluate waxing service with client.
 - 5.2 Record outcomes on client treatment plan.
 - 5.3 Provide aftercare advice and recommend products and future treatments.
 - 5.4 Update treatment plan and rebook client as required.
 6. Clean service area.
 - 6.1 Clean service area, equipment and surfaces according to organisational policies and procedures.
 - 6.2 Replenish service area in preparation for next service.
 - 6.3 Dispose of general waste, waste hair and wax to minimise negative environmental impacts according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret and follow manufacturer instructions and safety data sheets for safe use of cleaning and treatment products and equipment.
Numeracy skills to:	calculate treatment times, product quantities and price of treatment.
Self-management skills to:	maintain sensitivity, maturity and confidentiality with male clients.
Technology skills to:	- use client software to update client notes, rebook future treatments, record stock data and product purchases - safely use and maintain electrical equipment.

Unit Mapping Information

SIBBHRS503A Perform male intimate waxing treatments

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBHRS003 Provide male intimate waxing services

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate, follow and adjust treatment plan to provide five intimate waxing services to adult male clients in one or more of the following areas, ensuring maximum hair removal:
 - anal
 - buttocks
 - lower back
 - penis
 - scrotum
- design, record and maintain treatment plans and records for each of these clients specifying details of:
 - client feedback
 - contraindications
 - products used
 - hair and skin analysis
 - treatment outcomes
 - patch test reaction
 - relevant medical history and medications
 - waxing service performed
 - aftercare recommendations and advice
- apply and adjust the following work techniques to male intimate waxing services:
 - stretching and supporting the skin
 - speed, direction and angle of wax removal
- present self, according to organisational policy
- comply with health and hygiene regulations and requirements
- clean, prepare and maintain service area according to organisational policy.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state or territory and local health and hygiene regulations and requirements relevant to the provision of waxing services
- age at which an individual is classed as a minor according to relevant federal, state or territory legislation and why minors must only be treated with informed and signed parental or guardian consent
- infectious disease transmission routes and prevention of infection transmission as it relates to waxing services
- infection control procedures and application of standard precautions as they apply to the provision of waxing services
- organisational policies and procedures as they apply to the provision of waxing services:
 - client record management
 - equipment use and maintenance
 - incident reporting
 - personal hygiene and presentation
 - presentation of treatment area
 - waste disposal
 - work health and safety
- techniques that minimise risk of client misinterpreting operator behaviour and actions
- strategies for dealing with client behaviour that breaches professional status of treatment
- importance of client self-cleansing of male intimate waxing treatment prior to performing waxing service
- scope of practice:
 - when to refer clients to other practitioners
 - importance of not stating a diagnosis of a contraindication
- structural features of hair and hair follicles:
 - hair shaft
 - layers of hair
 - hair root and follicle
- basic anatomy and terminology of male genitalia
- variations to hair growth cycle and patterns in male intimate area
- common hair disorders
- variations to skin biology and appearance in male intimate area and implications for treatment and infection control
- the need for psychological sensitivity required when conducting male intimate waxing
- formulation of waxes
- function and action of wax ingredients
- relevance and importance of clearly explaining the following to clients:
 - contraindications
 - contra-actions
- contraindications that:
 - prevent treatment but will not require medical referral:
 - heat rash

- known allergies to wax products or ingredients
- scar tissue less than six months old
- thin or fragile skin
- prevent treatment:
 - contagious skin disease
 - oedema
 - pubic lice
 - sexually transmitted infections
 - urinary infections
- restrict treatment:
 - external haemorrhoids
 - infected ingrown hairs
 - moles
 - skin tags
- adverse effects to male intimate waxing and required action steps:
 - abrasions
 - allergic reactions
 - blood spots
 - broken hair
 - bruising
 - excessive erythema
 - excessive or diminished hair growth
 - skin irritation
 - skin trauma
- after service and home care advice relevant to male intimate waxing services:
 - prevention of ingrown hairs
 - prevention of infection
 - personal hygiene
 - recommended products
 - recommended future treatments
- intimate waxing equipment and products:
 - ingredients and composition of waxing products
 - soothing products to reduce skin irritation
 - use of shaping templates
 - use of hot wax, warm wax and sugar wax
 - suitability of products according to hair type
 - application and removal of waxing products
 - direction of application and speed of removal
- sustainable operating procedures for the conservation of product, water and power
- aftercare advice, products and future treatments to maintain client treatment objectives.

Assessment Conditions

Skills must be demonstrated in a beauty industry environment; this can be:

- a beauty industry workplace or
- a simulated beauty workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- paying male clients, both new and regular, with different intimate waxing requirements, who have the expectation that the services provided reflect those of a commercial business
- hand washing facilities
 - basin
 - hot and cold running water
 - liquid soap
 - single use towels or hand dryer
- relevant workplace documentation:
 - blank client records
 - equipment instructions
 - organisational policies and procedures relevant to waxing services
 - product instructions and safety data sheets.

Assessment must ensure use of:

- cleaning and disinfection products
- disposable single use wax applicators and strips
- disposable sheeting
- disposable g-string
- hot and strip wax, pre and aftercare products from a comprehensive professional range
- temperature controlled wax pots
- tweezers
- client gown or cover
- individual workstation consisting of:
 - treatment table with safe working access at both ends and sides
 - individual electricity supply
 - magnifying lamp
 - stable wax pot bench or trolley
- personal protective equipment:
 - disposable gloves
 - aprons
- treatment towels or linen, or disposable linen.

Assessment activities that allow the individual to:

- provide male intimate waxing within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- hold a qualification as a beautician or beauty therapist
- have worked as a beautician or beauty therapist for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBHRS004 Provide hair reduction treatments using electrical currents

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to use electrolysis to remove unwanted hair from the face and body.

It requires the ability to establish priorities with clients, synthesise knowledge of skin and hair biology and electric currents, and to design and provide effective hair removal treatments. Treatment outcomes are usually achieved over a program that involves multiple individual treatments.

This unit applies to beauty therapists who work in beauty and hair removal salons. In this environment they exercise judgement in planning and providing an appropriate treatment; demonstrate maturity and confidentiality in their client interactions; and apply knowledge of a range of hair removal methods.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SHBBINF001 Maintain infection control standards

Competency Field

Hair Reduction Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

PERFORMANCE CRITERIA

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Establish client priorities.	1.1 Access and review client treatment plan if available. 1.2 Discuss client's hair reduction requirements, changes in hair growth and lifestyle factors to establish treatment objectives. 1.3 Assess hair in treatment site. 1.4 Identify and explain contraindications to treatment, and refer client to appropriate professional as required. 1.5 Review medical history, medication, and obtain medical approval prior to treatment, as required.
2. Design electrolysis treatment.	2.1 Discuss outcomes of hair assessment with client. 2.2 Design treatments for a single or series of treatments and discuss benefits and potential adverse effects with client. 2.3 Discuss with client recommendations for duration, frequency and cost of recommended treatments. 2.4 Modify treatment plan, record updates and obtain client consent.
3. Prepare for electrolysis treatment.	3.1 Prepare client, self, equipment and products. 3.2 Complete safety check on equipment according to manufacturer instructions. 3.3 Use energy, water and other resources efficiently during preparation and subsequent treatment.
4. Conduct patch test.	4.1 Explain physical sensation of treatment to the client. 4.2 Select and cleanse a small area of skin adjacent to treatment area. 4.3 Select sterile probes and open in view of the client. 4.4 Conduct patch test, assess skin reaction and outcomes with client and record results. 4.5 Adjust treatment parameters on treatment plan as required.
5. Provide electrolysis treatment.	5.1 Cleanse area of skin to be treated. 5.2 Select sterile probes size and open in front of client. 5.3 Select electrical current type and level, in line with the patch test text parameters. 5.4 Position self throughout treatment to minimise fatigue and risk of injury to self and client. 5.5 Treat unwanted hair applying infection control and skin penetration procedures ensuring no over treatment of any area. 5.6 Ensure client comfort and modesty throughout treatment.

- 5.7 Monitor client reactions to adjust time and intensity of electric current as required.
- 5.8 Apply post-treatment care and products to minimise any post treatment skin reactions.
- 6. Review treatment and provide post treatment advice.
 - 6.1 Evaluate treatment with client.
 - 6.2 Record treatment parameters and outcomes of treatment on client treatment plan.
 - 6.3 Provide aftercare advice and recommend products and future treatments.
 - 6.4 Update treatment plan and rebook client as required.
- 7. Clean treatment area.
 - 7.1 Remove used linen and clean treatment surfaces and equipment according to organisational policies and procedures.
 - 7.2 Dispose of probes or needles in sharps container.
 - 7.3 Sterilise any instrument that has come into contact with body fluids.
 - 7.4 Restock equipment and products in preparation for next treatment.
 - 7.5 Dispose of general and hazardous waste to minimise negative environmental impacts and according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Oral communication skills to:	• provide simple explanations to clients that describe the physiological processes of electrical epilation treatments on hair follicles • discuss treatment contraindications and precautions tactfully • reassure client through service.
Reading skills to:	• interpret and follow manufacturer instructions and safety data sheets for safe use of cleaning and treatment products and hair reduction equipment and attachments.
Numeracy skills to:	• calculate treatment parameters, intensity and duration of electric currents, timing and price of treatment.
Problem solving skills to:	• identify problems and modify electric currents to minimise skin damage and client discomfort.

- Technology skills to:
- use client software to update client notes, rebook future services, record stock data and product purchases
 - safely use and maintain electrical devices.

Unit Mapping Information

SIBBHRS504A Provide electrolysis treatments.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBHRS004 Provide hair reduction treatments using electrical currents

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate, follow and adjust treatment plans to provide four hair reduction treatments with electrical current causing minimal skin reactions for clients requiring treatment in one or more of the following areas of the face and body:
 - bikini line
 - chest
 - face:
 - chin
 - upper lip
 - sides of face
 - underarm
- provide consecutive electrical epilation treatments for two of the clients as required to achieve treatment objectives
- treat the following hair types:
 - terminal
 - vellus
 - blonde, grey and dark hair colours
- design, record and maintain treatment plans and records for each of these clients specifying details of:
 - client feedback and adverse reactions
 - contraindications and conditions
 - follicle type and distribution
 - hair type
 - outcomes of patch tests, previous and current treatment
 - post treatment care and products
 - relevant medical history and medications
 - skin and hair analysis
 - treatment duration, areas treated and areas not treated
 - treatment parameters and probes
- demonstrate correct use of the following equipment in hair reduction treatments:

- blend
- galvanic
- thermolysis
- demonstrate the following probe insertion techniques for different follicle types:
 - angle
 - depth
 - duration of electrical current
 - co-ordination of needle and tweezers handling
- present self, according to organisational policy
- apply health, hygiene and skin penetration regulations and requirements
- clean, prepare and maintain service area according to organisational policy.

Knowledge Evidence

Demonstrated knowledge required to do the task outlined in elements and performance criteria of this unit:

- state or territory and local health, hygiene and skin penetration regulations and requirements relevant to providing hair reduction treatments using electrical currents
- infectious disease transmission routes and prevention of infection transmission:
 - clients with blood borne diseases
 - contingency procedures for blood and body fluid contact
 - prevention of blood to blood contact
 - safe handling and disposal of sharps
- infection control procedures and application of standard precautions
- definitions and methods of cleaning, disinfection and sterilisation
- organisational policies and procedures relevant to the provision of hair reduction treatments using electrical currents:
 - client record management
 - equipment use and maintenance
 - incident reporting
 - linen use and laundry procedures
 - personal hygiene and presentation
 - personal protection equipment
 - presentation of treatment area
 - general waste and hazardous waste disposal, including blood spills
 - work health and safety
- legal and insurance liabilities and responsibilities regarding treatments
- scope of practice:
 - when to refer clients to other practitioners
 - importance of not stating a diagnosis of a contraindication
 - limitations to electrical epilation treatments

- roles of complementary therapist, medical practitioner and endocrinologist
- factors that affect treatment planning and client suitability for treatment:
 - areas treated
 - client finances
 - extent of area treated
 - follicle distribution
 - pain tolerance
 - skin healing
 - skin reactions
- effects, benefits, risks and indications for thermolysis, galvanic and blend methods
- pilosebaceous unit:
 - arector pili muscle
 - sebaceous glands
 - structural and cellular features of hair follicle and hair:
 - hair shaft and layers
 - hair follicles
 - hair root
- hair structure and growth and its relationship to hair removal treatments:
 - types of hair:
 - coarse
 - compound
 - curved
 - fine
 - lanugo
 - single
 - straight
 - terminal – sexual and asexual
 - vellus
 - factors effecting hair growth:
 - diet related diseases
 - drugs and chemicals
 - hereditary
 - hormonal diseases: topical and systematic
 - hair growth patterns and cycle
 - influence of hair removal on hair growth
 - causes and treatment of ingrown hairs
 - hair growth cycle and variations depending on location and relationship to permanent hair removal
- interdependence of body systems and their relationship to a healthy body and skin:
 - nervous system and its relationship to skin sensations

- endocrine and reproductive systems in relationship to hormonal influences on skin, hair and hair growth
- cross section of skin
- structure, function and distribution of skin glands
- production, composition, functions and control of skin gland secretions:
- appearance and characteristics of skin types:
 - dry/alipid/lipid dry
 - oily/lipid
 - diffused red skin
- normal skin responses to irritation and trauma
- phases of skin growth, cell renewal, wound healing and factors affecting epidermal mitosis
- origin and evolution of hypertrophic, keloid scars and abnormal scar tissue
- genetics of skin disorders
- physical appearance of the following and their relationship to hair removal using electrical equipment:
 - abnormal skin conditions
 - minor skin blemishes
 - skin diseases and disorders
 - Fitzpatrick scale
- typical medical treatments, medications and side effects relevant to hair reduction treatments using electrical current
- principles and properties of electrical currents and the technology used in hair reduction:
 - alternating current
 - direct current
 - electrical circuits
 - electrical supply
 - energy
 - specialised hair reduction applications:
 - blend
 - galvanic
 - thermolysis
- principles and processes of direct and alternating currents:
 - electrical energy and electron movement
 - electrolytic process
 - thermal effect
 - electrodes
 - frequency ranges
 - capacitance
- safe practices and management when using electrical currents
- factors affecting treatment outcomes of hair removal using electrical equipment:

- accurate probing:
 - duration
 - angle
 - depth
- causes of skin damage
- client pain tolerance
- current intensity, duration and method
- needle or probe size selection
- post treatment equipment options
- properties and use of electrical energy, electrostatics and electrical current in hair reduction removal
- safe practices and management
- safety and client comfort
- sources and effects of laser treatment in hair reduction removal
- use of alternating current for high frequency treatments
- contraindications that prevent or restrict treatment or require clearance from a medical practitioner to proceed and their relationship to electrical current hair removal:
 - acne
 - bacteria, fungal, parasitic and viral infections
 - biological changes:
 - puberty
 - menopause
 - premature ageing
 - anorexia
 - anaemia
 - pregnancy
 - clients undertaking medical treatment for excess hair growth
 - diabetes
 - dilated capillaries
 - medication that causes abnormal hair growth or skin thinning
 - metal implants
 - adverse outcomes of previous hair removal and permanent hair reduction treatments
 - pacemakers
 - pigmentation disorders
 - rashes
 - scar tissue
 - skin trauma
 - sunburn
- appearance and management of adverse effects that include:
 - allergies to treatment products

- bleeding from follicles
- broken capillaries
- bruising
- burns to skin
- erythema
- infections of the hair follicle
- inflammation arising from the hair reduction removal treatments
- reaction of client to electrical current
- scarring
- torn skin
- sustainable operating procedures for the conservation of product, water and power
- post treatment care procedures and advice for specific treatment areas.

Assessment Conditions

Skills must be demonstrated in a beauty industry environment; this can be:

- a beauty industry workplace or
- a simulated beauty workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- paying clients, both new and regular, with different electrolysis treatment requirements, who have the expectation that the services provided reflect those of a commercial business
- hand washing facilities:
 - basin
 - hot and cold running water
 - liquid soap
 - single use towels or hand dryer
- relevant workplace documentation:
 - blank client records
 - organisational policies and procedures relevant to the provision of hair reduction treatments
 - equipment manufacturer instructions
 - safety data sheets for cleaning products.

Assessment must ensure use of:

- alcohol disposable single use skin wipes
- cleaning and disinfection products and equipment
- client gowns or protective sheets
- disposable facial wipes, microlances, spatulas and tissues

- disposable needles or probes in sterile packs
- sharps container
- sterilised small tools and equipment or all equipment to be single use and disposable
- tweezers
- equipment that provides thermolysis, galvanic, and blend currents for hair reduction
- individual work station consisting of:
 - adjustable treatment table with safe working access to both sides and ends
 - individual electricity supply
 - magnifying lamp
 - operator chair
 - trolley for products, bowls and equipment
- personal protective equipment:
 - disposable gloves
 - apron
- treatment towels or linen, or disposable linen.

Assessment activities that allow the individual to:

- complete hair reduction treatments within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- hold a qualification as a beauty therapist
- have worked as a beautician or beauty therapist for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBINF001 Maintain infection control standards

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to maintain infection control during skin penetration treatments and to review clinic compliance with the applicable state or territory and local council requirements.

It requires the ability to identify, manage and control infection risks to clients, self and work colleagues.

This unit applies to beauty therapists who work in beauty therapy salons, clinics or in cosmetic medical clinics. These therapists work autonomously and make independent treatment decisions.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Infection Control

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Comply with infection control

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1 Identify federal, state or territory, and local

- regulations and guidelines and related legal obligations.
2. Monitor hygiene of premises.
3. Maintain infection control for skin penetration treatments.
4. Sterilise equipment and maintain steriliser.
- standards, regulations and guidelines that apply to beauty treatments and skin penetration procedures.
- 1.2 Review organisational infection control policy and procedures for compliance.
- 1.3 Identify infection control risks for skin penetration treatments.
- 1.4 Monitor workplace for potential infection control risks.
- 2.1 Observe workplace to ensure surfaces and equipment are cleaned and disinfected.
- 2.2 Clean and disinfect non-penetrating instruments and articles.
- 2.3 Monitor removal and disposal of contaminated material.
- 2.4 Monitor handling and disposal of sharps and the cleaning of blood or body fluid spills.
- 2.5 Check dilution rates, use and storage of cleaning products.
- 2.6 Monitor storage of cleaning and treatment equipment.
- 2.7 Provide clean linen or single use, disposable coverings for each treatment.
- 2.8 Place soiled linen and protective clothing in a suitable receptacle.
- 2.9 Clean and disinfect work area after treatment.
- 3.1 Maintain personal protection using standard and additional precautions for client contact as required.
- 3.2 Provide single use, disposable and clean instruments where possible for each treatment.
- 3.3 Ensure instruments, equipment or other items intended to penetrate the skin or be used on mucous membranes are sterile at time of use.
- 3.4 Follow skin preparation procedures to minimise risk of transmission.
- 3.5 Immediately dispose of single-use items and waste in appropriate containers.
- 3.6 Separate, remove, clean and sterilise potentially contaminated items according to organisation infection control policy and procedure.
- 4.1 Ensure work flows from dirty zone to clean zone.
- 4.2 Clean and dry items to be sterilised.
- 4.3 Load steriliser and set steriliser cycle according to

- manufacturer instructions and Australian standard.
- 4.4 Unload packages, inspect for sterilising, validate and record details according to manufacturer instructions and Australian standards.
- 4.5 Store sterile items correctly to prevent contamination.
- 4.6 Monitor the sterilising process.
- 4.7 Inspect and clean steriliser and steriliser trays according to manufacturer guidelines and Australian standard.
5. Maintain awareness of clinic design for control of infection risks.
- 5.1 Identify aspects of the design of premises, surfaces, fixtures and fittings that minimise risk of transmission of infection.
- 5.2 Arrange cleaning area to ensure the separation of dirty and clean items and work flow is from dirty to clean to sterile.
- 5.3 Clean cleaning and sterilising area according to organisational policy and procedures.

Foundation Skills

Foundation skills essential to performance in this unit but not explicit in the performance criteria are listed here, along with a brief context statement.

Reading skills to:	• locate and interpret health standards, regulations and guidelines • interpret manufacturer instructions for cleaning product choice, dilution and storage.
Writing skills to:	• document steriliser use.
Numeracy skills to:	• calculate steriliser loads, timing and calibration • calculate concentrations of solutions.
Planning and organising skills to:	• coordinate cleaning, disinfecting and sterilising tasks.
Teamwork skills to:	• work collaboratively with colleagues to control infection risk.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBINF001 Maintain infection control standards

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- integrate the maintenance of infection control with skin penetration technical skills that individually or in combination demonstrate:
 - identification of potential cross contamination risks, protecting self and client from infection risks
 - choosing and using appropriate cleaning, disinfection and sterilising procedures for instruments, equipment and equipment attachments and work surfacescorrect steriliser operation procedures:
 - packaging of items
 - loading
 - monitoring
 - validation
 - calibration
 - documentation requirements
 - disposing of waste and sharps
- provide a written review of workplace compliance with relevant state or territory and local council laws, regulations and requirements relating to beauty treatments and skin penetration.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- Australian standards AS/NZS4815 and 4187 relating to infection control in office based health care facilities
- relevant state or territory legislation and guidelines relating to infection control procedures for skin penetration treatments
- local council requirements for beauty salons offering skin penetration treatments
- organisational policy and procedures relating to infection control
- legal responsibilities in relation to infection control, sterilising, registration or business licensing, conduct of occupation, and maintenance of premises relevant to role

- standard and additional precautions as defined by the National Health and Medical Research Council (NHMRC)
- industry codes of practice
- aetiology of infection
- sources of infection and means of transmission
- risk management in relation to infection control
- procedures and practices that support infection control measures and prevent infection transmission
- cleaning, disinfection and sterilising procedures
- procedures for responding to spills
- needle stick or sharps injury procedures for notification and response
- impact of premises layout and workflow on infection control risks
- manufacturer instructions in relation to cleaning, disinfecting and sterilising equipment and products
- risk management process for identifying treatment infection control risks
- workplace infection control risks.

Assessment Conditions

Skills must be demonstrated in a beauty industry environment; this can be:

- a beauty industry workplace or
- a simulated beauty workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- antiseptic wipes and alcohol based preparations
- cleaning and disinfection products
- hand washing facilities:
 - basin
 - hot and cold running water
 - liquid soap
 - single use towels or hand dryer
- personal protective equipment:
 - gloves:
 - treatment
 - cleaning
 - protective clothing
 - eye protection
 - footwear
 - face masks
- workplace documentation:

- Australian standards
- equipment manufacturer instructions
- infection control regulations and guidelines
- organisation infection control policy and procedures
- safety data sheets for cleaning products
- sharps and sharps disposal unit
- single use, disposable equipment
- sterile storage area
- steriliser
- storage area for materials, equipment and attachments
- treatment area, cleaning area and clients
- waste receptacles that comply with Australian Standards.

Assessment activities that allow the individual to:

- demonstrate infection control during the provision of treatments that involve skin penetration
- provide pre and post treatment infection control activities for these treatments
- review a salon's infection control performance.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- hold a qualification as a beauty therapist
- have worked as a beauty therapist for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBMUP001 Apply eyelash extensions

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to apply eyelash extensions for added length and thickness of natural lashes to meet client needs.

It requires the ability to consult with clients, select suitable products and equipment to apply, in-fill, and remove damaged eyelash extensions. Applying eyelash extensions can be an individual service or form part of a series of services.

This unit applies to beauty therapists, retail assistants, and make-up freelancers who work in beauty salons, retail cosmetic outlets, and settings that provide make-up services. In this environment they make routine service decisions within a defined range.

No occupational licensing, specific legislative, regulatory or industry certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Make-Up Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Establish service requirements.
 - 1.1 Confirm eyelash extension requirements with client.
 - 1.2 Explain service and outcomes, and show client eyelash extension products.
 - 1.3 Explain treatment sequence and factors that may restrict treatment.
 - 1.4 Design and record treatment plan and obtain client consent.
 - 1.5 Select products and equipment according to treatment plan.
 - 1.6 Conduct patch test to identify skin reactions, and advise client of suitability for service.
2. Remove damaged, sparse, or grown out eyelash extensions.
 - 2.1 Confirm with client eyelash extensions removal needs.
 - 2.2 Apply eye patches to protect lower lid and bottom lashes.
 - 2.3 Apply product remover to eyelash extensions according to manufacturer instructions.
 - 2.4 Remove eyelash extensions to avoid damage to natural lashes and client discomfort.
 - 2.5 Apply aftercare product as required.
3. Apply eyelash extensions.
 - 3.1 Apply medical tape, or lint-free eye patches to lower lid and bottom lashes.
 - 3.2 Use tweezers to isolate natural lashes, and glue individual eyelash extensions avoiding contact with the surrounding skin.
 - 3.3 Monitor and adjust application of individual extensions to ensure correct positioning, even distribution and thickness according to client needs.
 - 3.4 Complete application of eyelash extensions according to treatment plan.
 - 3.5 Remove lint free eye gel patches, or adhesive tape, gently and to avoid discomfort to client.
4. Provide post service advice.
 - 4.1 Seek client feedback, and update treatment plan.
 - 4.2 Recommend home care, complementary products, and future treatments.
 - 4.3 Update treatment plan and rebook client as required.
5. Clean treatment work area.
 - 5.1 Clean service area and surfaces, non-disposable eyelash equipment and tools.
 - 5.2 Restock equipment and products in preparation for next treatment.
 - 5.3 Safely dispose of general and contaminated waste to minimise negative environmental impacts according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Oral communication skills to:	• use effective questioning and active listening techniques to consult with client, confirm requirements and monitor service outcomes.
Reading skills to:	• interpret manufacturer instructions and safety data sheets for safe use of cleaning and treatment products and equipment.
Numeracy skills to:	• calculate service price, product quantities and time.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBMUP001 Apply eyelash extensions

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate, develop and adjust treatment plan to apply safe and appropriate eyelash extensions suitable for the following client treatment objectives:
 - two full-set applications, each set consisting of a minimum of forty eyelash extensions per eye
 - two in-fill services
 - two removal services
- design and provide treatment routines that demonstrate correct:
 - patch testing
 - selection and application of eyelash extensions type:
 - adhesive
 - colour
 - curl
 - length
 - width
 - eyelash extension application to suit client eye shape and facial features
- design, record and maintain treatment plans and records for each eyelash extension treatment specifying for each client:
 - aftercare
 - contraindications
 - outcomes
 - patch test reactions
 - previous treatments
 - products
 - techniques
- present self, according to organisational policy
- comply with health and hygiene regulations and requirements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state or territory and local health and hygiene regulations and requirements relevant to eyelash extension services
- organisational policies and procedures relevant to eyelash extension services:
 - client record management
 - equipment and product use and maintenance
 - incident reporting
 - personal hygiene and presentation
 - waste disposal
 - work health and safety
- legal and insurance liabilities and responsibilities regarding eyelash extension services
- scope of practice:
 - when to refer clients to other practitioners
 - importance of not stating a diagnosis of contraindications
- the impact of eye shapes on eyelash extensions:
 - almond
 - Asian
 - close-set
 - deep-set
 - hooded
 - prominent
 - round
 - small
- effects and benefits of eyelash extensions:
 - fullness
 - length
 - thickness: 15, 20, 25
- natural eyelash growth rate and stages of hair growth cycle:
 - anagen
 - catagen
 - telogen
- advantages and disadvantages of a range of eyelash extensions:
 - mink
 - natural
 - silk
 - synthetic
- differences between different types of eyelash extension:

- B curl
- C curl
- coloured
- D curl
- diamond
- glitter
- J curl
- L curl
- V curl
- W curl
- Y curl
- advantages of using different tweezers:
 - curved
 - inverted
 - pointy
 - slanted
 - straight
- selection criteria and application of eyelash extension type:
 - adhesive
 - colour
 - curl
 - length
- benefits and effects of different types of adhesives:
 - clear
 - coloured
 - normal
 - sensitive
- contraindications that prevent or restrict eyelash services, and their relationship to the service:
 - allergies to latex, tape resin, and adhesive
 - alopecia
 - bacterial, fungal, parasitic or viral infections
 - blepharitis
 - contact lenses
 - curly eyelashes
 - damaged natural eyelashes
 - dry eyes syndrome
 - abnormal skin
 - recent eye surgery
 - twitching eyes

- trichotillomania
- sustainable operating procedures for the conservation of product, water and power
- aftercare advice, products and future treatments to maintain eyelash extensions.

Assessment Conditions

Skills must be demonstrated in a beauty or make-up services environment; this can be:

- an industry workplace or
- a simulated beauty workplace set up for the purpose of skills assessment, that provides beauty services to paying members of the public or freelance services for paid make-up assignments.

Assessment must ensure access to:

- paying clients, both new and regular or models as part of paid assignments, with different eyelash extension requirements, who have the expectation that the services provided reflect those of a commercial business
- hand washing facilities:
 - basin
 - hot and cold running water
 - liquid soap
 - single use towels or hand dryer
- relevant workplace documentation:
 - blank client records
 - organisational policies and procedures relevant to the application of eyelash extensions
 - equipment instructions
 - manufacturer instructions and safety data sheets.

Assessment must ensure use of:

- adhesive:
 - clear
 - coloured
 - normal
 - sensitive
- cleaning and disinfection products and equipment
- eyelash extension equipment:
 - air blower
 - application tweezers
 - disposable glue wells
 - disposable mascara wands
 - eye lash comb

- isolating tweezers
- jade stone
- lint free eye pads
- locks detach swabs
- medical tape
- oil-free cleanser
- silicone pad
- sponge
- eyelash extensions remover
- eyelash extensions from a comprehensive professional range
- individual work station consisting of:
 - treatment table with safe working access at both ends and sides
 - individual electricity supply
 - magnifying lamp
 - operator chair
 - trolley for products, bowls and equipment
- treatment towels or linen, or disposable linen.

Assessment activities that allow the individual to:

- complete eyelash extension services within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- have worked in the beauty or make-up industry for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBMUP002 Design and apply make-up

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to apply facial make-up products for day, evening or special occasions.

It requires the ability to consult with clients, analyse face and skin, and to demonstrate and apply make-up products to suit client needs or make-up brief.

This unit applies to beauty therapists, retail assistants, and make-up freelancers who work in beauty salons, retail cosmetic outlets, and settings that provide make-up services. In this environment they make routine service decisions within a defined range and have knowledge and skills of a variety of make-up products and application techniques.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Make-Up Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Establish make-up requirements.
 - 1.1 Confirm make-up requirements and occasion with client.
 - 1.2. Identify contraindications to make-up service and refer client to appropriate professional, as required.
 - 1.3. Prepare service area, equipment and self.
2. Design make-up plan.
 - 2.1 Design make-up plan according to analysis, occasion, and colour design principles.
 - 2.2 Confirm make-up plan with client.
 - 2.3 Cleanse face and neck to thoroughly remove make-up.
 - 2.4 Identify skin type, colour, tone and undertone to select foundation.
 - 2.5 Identify facial shape and areas requiring corrective make-up.
 - 2.6 Select make-up products and equipment.
3. Apply make-up.
 - 3.1 Apply make-up products sequentially according to make-up plan.
 - 3.2 Explain products and application to client throughout make-up service.
 - 3.3 Seek client feedback to evaluate make-up application and adjust as required.
4. Apply false eyelashes.
 - 4.1 Conduct patch test for eyelash adhesive and note adverse reactions.
 - 4.2 Advise client of suitability for application of false eyelashes.
 - 4.3 Apply strip or individual eyelashes according to manufacturer instructions.
5. Provide post service advice.
 - 5.1 Provide advice on make-up products and techniques to maintain make-up throughout occasion.
 - 5.2 Provide advice for make-up removal and recommend make-up removal products.
 - 5.3 Seek client feedback and update make-up plan.
 - 5.4 Explain possible adverse reactions to client.
 - 5.5 Demonstrate application of make-up products to client for maintenance of make-up look throughout the occasion.
 - 5.6 Recommend and sell products to maintain the make-up look throughout the occasion and discuss future services.
6. Clean service area.
 - 6.1 Clean non disposable make-up equipment and tools.
 - 6.2 Restock equipment and products to prepare for next service.
 - 6.3 Dispose of general waste to minimise negative environmental impacts.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Oral communication skills to:	• use effective questioning and active listening techniques to consult with client, confirm requirements and monitor service outcomes.
Reading skills to:	• interpret and follow manufacturer instructions and safety data sheets for use of cleaning, make-up products and equipment.
Numeracy skills to:	• calculate service price, product quantities and time.

Unit Mapping Information

SIBXFAS201A Design and apply make-up

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBMUP002 Design and apply make-up

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate, develop and adjust make-up plan to apply safe and appropriate make-up for the following client requirements:
 - two different day events
 - two different evening events
 - three different skin colours or ethnic backgrounds of varying ages
- design and record make-up plan for each client specifying details of:
 - areas requiring corrective make-up
 - client image and occasion
 - colour analysis and design
 - contraindications to make-up services
 - facial shape
 - highlighting and shading
 - products and application techniques
 - skin types and conditions
- demonstrate safe and correct use of the following make-up products:
 - blushes
 - cleansers
 - concealers
 - eye shadows
 - eyeliners
 - false lashes
 - liquid and solid foundations
 - lip gloss
 - highlighters
 - lip liners
 - lipsticks
 - mascaras
 - pencils
 - powders

- pre make-up stabilisers or primers
- skin care
- present self, according to organisational policy
- manage product quantities to avoid waste of consumables
- comply with health and hygiene regulations and requirements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state or territory and local health and hygiene regulatory requirements relevant to make-up services
- organisational policies and procedures relevant to make-up services:
 - client record management
 - equipment and product use and maintenance
 - incident reporting
 - personal hygiene and presentation
 - waste disposal
 - work health and safety
- operator's legal and insurance liabilities and responsibilities regarding to application of make-up
- scope of practice:
 - when to refer clients to other practitioners
 - importance of not stating a diagnosis of contraindications
- factors which influence the application of make-up:
 - facial shapes and their relationship to elements and principles of make-up design
 - effects of natural light and artificial light on cosmetics
 - colour design principles:
 - colour wheel
 - primary, secondary, tertiary, complementary and grey scale colours
 - tonal value, hue and shade
- appearance of the following common skin types and conditions and their relationship to make-up services:
 - oily/lipid
 - dry/alipid/lipid dry
 - diffused red
- contraindications, that prevent or restrict make-up services, and their relationship to make-up services:
 - bacterial, fungal, parasitic and viral infections
 - contact lenses
 - rashes

- recent skin treatments:
 - injectables
 - intense pulsed light
 - laser
 - surgery
- common ingredients in make-up products and their effects on skin and appearance
- chemical formulations of:
 - eyeliners
 - eyeshadows
 - facial powder
 - foundations
 - lipsticks
 - mascara
- colours in cosmetics
- effects created by application of specific make-up products and colour application techniques:
 - highlighting
 - shading
 - contouring
- selection, care and infection control for make-up tools and equipment:
 - applicators
 - brushes
 - lash curlers
 - magnifying mirror
 - make-up box
 - pallets
 - pencil sharpeners
 - spatulas
 - sponges
 - tweezers
- sustainable operating procedures for the conservation of product, water and power
- aftercare advice and products to maintain and remove make-up application.

Assessment Conditions

Skills must be demonstrated in a beauty or make-up services environment; this can be:

- an industry workplace or
- a simulated beauty workplace set up for the purpose of skills assessment, that provides beauty services to paying members of the public or freelance services for paid make-up assignments.

Assessment must ensure access to:

- paying clients, both new and regular or models as part of paid assignments, with different make-up requirements, who have the expectation that the services provided reflect those of a commercial business
- hand washing facilities:
 - basin
 - hot and cold running water
 - liquid soap
 - single use towels or hand dryer
- relevant workplace documentation:
 - blank client records
 - organisational policies and procedures relevant to make-up services
 - manufacturer instructions and safety data sheets.

Assessment must ensure use of:

- adjustable make-up chair
- brush sanitiser
- cleaning and disinfection products and equipment
- cover to protect client's clothes
- disposable cotton buds, facial wipes, spatulas and tissues
- false eyelashes
- hand held mirror
- headband or hair clips
- magnifying lamp
- make-up equipment:
 - brushes for foundation, eye make-up and powder
 - disposable mascara wands
 - lash curler
 - pencil sharpeners
 - sponges and wedges
 - tweezers
- make-up lighting at workstation
- make-up products from a comprehensive professional range:
 - blushers
 - concealers
 - eye shadows
 - eyeliners
 - foundations – water based, oil based, solid or fluid
 - glosses
 - lipsticks

- mascaras
- pencils
- powders
- pre make-up products
- skin cleansers, toners, moisturisers.

Assessment activities that allow individuals to:

- complete make-up services within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- have worked in the beauty or make-up industry for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBMUP003 Design and apply make-up for photography

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to design and apply make-up for photographic shoots in natural and artificial light.

It requires the ability to select products and tools to apply photographic make-up in response to a brief from a client or stylist engaged in a photo shoot.

This unit applies to beauty therapists and make-up artists who work in beauty salons, make-up studios and photography shoot settings requiring make-up services. In this environment they work as part of the creative team, make informed creative decisions and have knowledge and skills across a range of specialised make-up products and application techniques.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Make-Up Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Analyse photography

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1 Confirm make-up requirements with client, photographer,

context	or stylist.
	1.2 Determine photography context by establishing conditions, setting and lighting.
	1.3 Determine photography image end-use and format.
2. Establish make-up requirements.	2.1 Identify contraindications to make-up service and refer to appropriate professional as required.
	2.2 Cleanse client face and neck to thoroughly remove make-up.
	2.3 Identify skin type, colour, tone and undertone to select foundation.
	2.4 Identify facial shape and areas requiring corrective make-up.
3. Design make-up plan.	3.1 Design and record make-up plan.
	3.2 Confirm make-up plan with client, photographer or stylist as required.
	3.3 Select make-up products and equipment.
4. Apply make-up for photography.	4.1 Prepare service area, equipment and self.
	4.2 Apply make-up products sequentially according to make-up plan.
	4.3 Seek client, photographer or stylist feedback to evaluate make-up application and adjust as required.
	4.4 Maintain make-up during shoot.
5. Clean tools and equipment.	5.1 Clean non disposable make-up equipment and tools.
	5.2 Restock equipment and products to prepare for next service.
	5.3 Dispose of general waste to minimise negative environmental impacts.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Oral communication skills to:	use effective questioning and active listening techniques to consult with client, confirm requirements and monitor service outcomes.
Reading skills to:	interpret and follow manufacturer instructions and safety data sheets for safe use of cleaning and make-up products and equipment.
Learning skills to:	identify fashion make-up trends and practice new techniques.

- Problem solving skills to:
- identify make-up application issues and modify products and techniques to ensure client satisfaction.
- Planning and organising skills to:
- organise make-up equipment, product and self to attend photographic shoots at external locations.
- Self-management skills to:
- provide services in different work settings where time and pressure constraints apply.

Unit Mapping Information

SIBXFAS202A Design and apply make-up for photography

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBMUP003 Design and apply make-up for photography

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate, follow and adjust make-up plan to apply safe and appropriate make-up in three of following photography contexts:
 - business
 - wedding
 - fashion
 - commercial
 - catwalk
- demonstrate make-up applications suitable for:
 - artificial light
 - natural light
 - studio conditions
- provide make-up services for print outcomes:
 - black and white images
 - colour images
- design and record make-up plans for each client specifying details of:
 - areas requiring correction or camouflage
 - camera angles and shots
 - colour design
 - contraindications
 - dramatic considerations
 - continuity issues
 - face shape
 - skin colour and tone
 - highlighting and shading techniques
 - lighting
 - location:
 - interior
 - exterior
 - studio

- make-up products and equipment
- product application procedures
- single appearance
- testing arrangements
- present self, according to organisational policy
- manage product quantities to avoid waste of consumables
- comply with health and hygiene regulations and requirements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state or territory and local health and hygiene regulation and requirements relevant to make-up services
- organisational policies and procedures relevant to make-up services:
 - client record management
 - equipment and product use and maintenance
 - incident reporting
 - personal hygiene and presentation
 - waste disposal
 - work health and safety
- legal and insurance liabilities and responsibilities regarding make-up services
- scope of practice:
 - importance of not stating a diagnosis of contraindications
 - when to refer to other practitioners
- contraindications and their relationship to photographic make-up services:
 - bacterial, fungal, parasitic and viral infections
 - abnormal skin
 - contact lenses
 - recent skin treatments such as injectables, intense pulsed light, laser and surgery
- photographic make-up principles:
 - effects of natural and artificial lighting on make-up appearance
 - colour design
 - colour wheel
 - cosmetic ingredients and their performance under different light sources and digital photography
 - primary, secondary, complementary colours and grey scale
 - tonal value, hue and shade
- operation of production environments and settings and how to effectively and professionally work within these environments

- appearance of common skin types and conditions and their relationship to photographic make-up services
- selection, care and infection control for photographic make-up equipment, products and tools
- effect of changes created by:
 - specific make-up products and colour application techniques
 - lighting and how make-up colours appear on screen
- sustainable operating procedures for the conservation of product, water and power.

Assessment Conditions

Skills must be demonstrated in a photographic make-up environment; this can be:

- an industry workplace or
- a simulated beauty workplace set up for the purpose of skills assessment, that provides beauty services to paying members of the public or freelance services for paid make-up assignments.

Assessment must ensure access to:

- paying clients, both new and regular or models as part of paid assignments, with different make-up requirements, who have the expectation that the services provided reflect those of a commercial business
- relevant workplace documentation:
 - blank client records
 - organisational policies and procedures relevant to make-up services
 - manufacturer instructions and safety data sheets.

Assessment must ensure use of:

- adjustable make-up chair
- brush sanitiser
- cleaning and disinfection products and equipment
- disposable cotton buds, facial wipes, spatulas and tissues
- false eyelashes
- hand held mirror
- hand sanitiser
- headband or hair clips
- magnifying lamp
- make-up equipment:
 - brushes for foundation, eye make-up and powder
 - disposable mascara wands
 - lash curler
 - make-up box

- palettes or tiles
- pencil sharpeners
- powder puffs
- protective bibs
- sponges and wedges
- tweezers
- make-up lighting
- make-up products from a comprehensive professional range:
 - artificial lashes
 - blushers
 - concealers
 - eye shadows
 - eyeliners
 - fixative
 - foundations – water based, oil based, solid or fluid
 - lipsticks and glosses
 - mascaras
 - pencils
 - powders
 - pre make-up products and stabilisers
- skin cleansers, toners, moisturisers.

Assessment activities that allow the learner to:

- complete make-up services within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- have worked in the beauty and make-up industry for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBMUP004 Design and apply remedial camouflage make-up

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to apply specialised make-up products to disguise skin imperfections on the face and body.

It requires the ability to consult with clients, select products and equipment, and apply camouflage make-up to disguise the appearance of blemishes, birthmarks and scars.

This unit applies to beauty therapists and make-up artists who work in beauty salons and make-up studios and as freelancers. In this environment they work as part of a team but make independent treatment decisions and have knowledge across a range of specialised make-up products and application techniques.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Make-Up Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Establish remedial

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1 Consult on make-up requirements with client, to

camouflage make-up requirement.	identify facial or body areas requiring remedial camouflage. 1.2 Identify contraindications and refer client to appropriate professional, as required. 1.3 Cleanse treatment site to thoroughly remove make-up as required. 1.4 Identify skin type and conditions and match skin colour, tone and undertone to camouflage products.
2. Design make-up plan.	2.1 Design make-up plan according to analysis and client requirements. 2.2 Confirm make-up plan and products with client. 2.3 Select make-up products and equipment.
3. Apply remedial camouflage make-up.	3.1 Prepare service area, equipment and self. 3.2 Gown client to protect clothing. 3.3 Apply camouflage products in correct sequence to disguise skin imperfections. 3.4 Ensure foundation or base matches skin tone and adjust as required. 3.5 Seek client feedback to evaluate make-up application and adjust as required.
4. Review service.	4.1 Record outcomes on client treatment plan. 4.2 Recommend make-up products and demonstrate techniques to maintain make-up. 4.3 Provide advice for make-up removal and recommend make-up removal products. 4.4 Update treatment plan and rebook client as required.
5. Clean treatment work area.	5.1 Clean non disposable make-up equipment and tools. 5.2 Restock equipment and products to prepare for next service. 5.3 Dispose of general waste to minimise negative environmental impacts.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Oral communication skills to:	use effective questioning and active listening techniques to consult with client, confirm requirements and monitor service outcomes.

- Reading skills to:
- interpret and follow manufacturer instructions and safety data sheets for use of cleaning, make-up products and equipment.
- Numeracy skills to:
- calculate service price, product quantities and time.

Unit Mapping Information

SIBBFAS303A Design and apply remedial camouflage make-up

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBMUP004 Design and apply remedial camouflage make-up

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate, develop and adjust camouflage make-up plans and apply safe and appropriate remedial camouflage make-ups for three clients with differing face and body remedial camouflage objectives
- design and record camouflage make-up plans for each client above specifying details of:
 - areas and condition requiring camouflage make-up techniques
 - client requirements and concerns
 - colour analysis and design
 - contraindications to make-up services
 - products and application techniques
 - skin types and conditions
- present self, according to organisational policy
- manage product quantities to avoid waste of consumables
- comply with health and hygiene regulations and requirements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state or territory and local health and hygiene regulations and requirements relevant to make-up services
- organisational policies and procedures relevant to make-up services:
 - client record management
 - equipment and product use and maintenance
 - incident reporting
 - personal hygiene and presentation
 - waste disposal
 - work health and safety
- legal and insurance liabilities and responsibilities regarding make-up services
- scope of practice:
 - importance of not stating a diagnosis of contraindications

- when to refer clients to other practitioners
- factors which influence the application of remedial camouflage make-up:
 - facial shapes and their relationship to elements and principles of make-up design
 - effects of natural light and artificial light on cosmetics
 - colour design principles:
 - colour wheel
 - primary, secondary, tertiary, complementary and grey scale colours
 - tonal value, hue and shade
- appearance of the following that may require remedial camouflage make-up:
 - birth marks
 - capillary naevus
 - chloasma
 - hypertrophic and keloid scars
 - leucoderma or vitiligo
 - moles or pigmented naevi
 - psoriasis
 - rosacea
 - scars
 - spider naevus
 - strawberry naevus
 - tattoos
- contraindications, that prevent or restrict make-up services, and their relationship to make-up services:
 - bacterial, fungal, parasitic and viral infections
 - abnormal skin
 - recent skin treatments such as injectables, Intense Pulsed Light (IPL), laser, surgery
- appearance of the following common skin types and conditions and their relationship to make-up services:
 - oily/lipid
 - dry/alipid/lipid dry
 - diffused red
 - pigmented
 - couperose
 - damaged
 - mature
- chemical ingredients and pigments in make-up products and their effects on skin
- effects created by application of specific make-up products and colour application techniques:
 - highlighting
 - shading

- contouring
- range of camouflage make-up products used to achieve remedial make-up
- sustainable operating procedures for the conservation of product, water and power
- aftercare advice and products to maintain and remove make-up applications.

Assessment Conditions

Skills must be demonstrated in a beauty or make-up services environment; this can be:

- an industry workplace or
- a simulated beauty workplace set up for the purpose of skills assessment, that provides beauty services to paying members of the public or freelance services for paid make-up assignments.

Assessment must ensure access to:

- paying clients, both new and regular or models as part of paid assignments, with different make-up requirements, who have the expectation that the services provided reflect those of a commercial business
- hand washing facilities:
 - basin
 - hot and cold running water
 - liquid soap
 - single use towels or hand dryer
- relevant workplace documentation:
 - blank client records
 - organisational policies and procedures relevant to make-up services
 - manufacturer instructions and safety data sheets.

Assessment must ensure use of:

- adjustable make-up chair
- brush sanitiser
- cleaning and disinfection products and equipment
- disposable cotton buds, facial wipes, spatulas and tissues
- hand held mirror
- hand sanitiser
- headband or hair clips
- magnifying lamp
- make-up equipment:
 - brushes for foundation, eye make-up and powder
 - make-up box
 - pencil sharpeners

- protective bibs
- sponges and wedges
- tweezers
- make-up lighting
- make-up products from a comprehensive camouflage make-up range:
 - blushers
 - concealers
 - fixative
 - foundations – water based or oil based with varying degrees of pigmentation and coverage
 - pencils
 - powders
 - pre make-up products and stabilisers
- skin cleansers, toners, moisturisers.

Assessment activities that allow the learner to:

- complete camouflage make-up within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- have worked in the beauty or make-up industry for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBMUP005 Apply airbrushed make-up

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to apply airbrushed make-up for face or body.

It requires the ability to prepare the work area, consult with clients, select make-up products and equipment, and apply airbrushed make-up.

This unit applies to beauticians and make-up artists who work in beauty salons and make-up studios and as freelancers. In this environment they may work as part of a team or autonomously. They have knowledge and skills across a range of airbrush make-up products, application techniques, and airbrush equipment.

No occupational licensing, certification and specific legislative or certificate requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Make-Up Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Establish make-up requirements.	1.1 Confirm make-up requirements with client. 1.2 Identify contraindications and refer client to appropriate professional as required. 1.3 Cleanse face or body to remove make-up as required. 1.4 Identify skin type, condition, colour, tone and undertone to select airbrush foundation.
2. Design make-up plan.	2.1 Design airbrush make-up plan. 2.1 Confirm make-up plan with client. 2.2 Select make-up products and additional equipment.
3. Apply airbrushed make-up.	3.1 Prepare service area, equipment and self. 3.2 Set compressor and test airbrush flow and pressure prior to make-up application. 3.3 Airbrush foundation with circular movements for complete and even skin coverage. 3.4 Apply highlighting and shading to required facial areas and use stencils and make-up shields as needed. 3.5 Adjust distance, pressure, and airbrushing movements throughout make-up application. 3.6 Seek client feedback to evaluate make-up application and adjust as required. 3.7 Apply setting powder or finishing products, allowing sufficient time for make-up to set.
4. Provide post service advice.	4.1 Provide advice on make-up products and techniques for application, to maintain make-up. 4.2 Provide advice for make-up removal and recommend make-up removal products.
5. Clean service area.	5.1 Clean surfaces and airbrush equipment following manufacturer instructions. 5.2 Replenish service area as required. 5.3 Dispose of general waste to minimise negative environmental impacts.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret and follow manufacturer instructions and safety data sheets for safe use of cleaning and make-up products and

- equipment.
- Oral communication skills to:
- use effective questioning and active listening techniques to consult with client, confirm requirements and monitor service outcomes.
- Numeracy skills to:
- calculate product quantities for use in airbrush machine, service time and price.
- Problem solving skills to:
- trouble-shoot airbrush equipment to ensure it is operating properly.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBMUP005 Apply airbrushed make-up

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate, follow and adjust make-up plan to provide safe and appropriate airbrush make-up for at least five different clients suitable for the following established client make-up objectives:
 - day
 - evening
 - mature skin
 - tattoo, or bruise coverage
 - fantasy make-up for face or body
- design and record make-up plan for each client specifying details of:
 - areas requiring corrective make-up
 - client image and occasion
 - colour analysis and design
 - contraindications to make-up services
 - facial shape
 - highlighting and shading
 - products and application techniques
 - skin types and conditions
- operate airbrush gun and compressor to demonstrate the following airbrushing techniques and precautions:
 - free-hand and stencils
 - circular movements
 - long brush stroke
 - avoid splatter
 - avoid excess product application
 - increase and decrease compressor pressure for optimal and safe make-up application
 - adjust spray patterns based on distance to client's skin
- maintain airbrush gun through cleaning and maintenance according to manufacturer instructions
- manage product quantities to avoid waste of consumables

- present self, according to organisational policy
- comply with health and hygiene regulations and requirements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state or territory and local health and hygiene regulations and requirements relevant to make-up services
- organisational policies and procedures relevant to make-up services:
 - client record management
 - equipment use and maintenance
 - incident reporting
 - linen use and laundry procedures
 - personal hygiene and presentation
 - presentation of treatment area
 - waste disposal
 - work health and safety
- legal and insurance liabilities and responsibilities regarding make-up services
- scope of practice:
 - when to refer clients to other practitioners
 - importance of not stating a diagnosis of a contraindication
- benefits and uses of airbrush make-up application
- contraindications, that prevent or restrict make-up services, and their relationship to make-up services:
 - allergies to products
 - bacterial, fungal, parasitic or viral infections
 - abnormal skin
 - recent skin treatments such as injectables, intense pulsed light, laser, surgery
- appearance of the following common skin types and conditions and their relationship to make-up services:
 - oily/lipid
 - dry/alipid/lipid dry
 - diffused red
 - pigmented
 - couperose
 - mature
- factors which influence the application of make-up:
 - facial shapes and their relationship to elements and principles of make-up design
 - effects of natural and artificial light on cosmetics
 - colour design principles:

- colour wheel
- primary, secondary, tertiary, complementary and grey scale colours
- tonal value, hue and shade
- common ingredients in airbrush make-up products and their effects on skin
- effects created by application of specific make-up products and colour application techniques:
 - highlighting
 - shading
 - contouring
- types of airbrushing equipment:
 - top-fed airbrush
 - bottom-fed airbrush
- sustainable operating procedures for the conservation of product, water and power
- aftercare advice and products to maintain and remove make-up applications.

Assessment Conditions

Skills must be demonstrated in a beauty or make-up services environment; this can be:

- an industry workplace or
- a simulated beauty workplace set up for the purpose of skills assessment, that provides beauty services to paying members of the public or freelance services for paid make up assignments.

Assessment must ensure access to:

- paying clients, both new and regular or models as part of paid assignments, with different make-up requirements, who have the expectation that the services provided reflect those of a commercial business
- facilities set up for airbrushing make-up service
- hand washing facilities:
 - basin
 - hot and cold running water
 - liquid soap
 - single use towels or hand dryer
- relevant workplace documentation:
 - blank client records
 - organisational policies and procedures relevant to make-up services
 - manufacturer instructions and safety data sheets.

Assessment must ensure use of:

- adjustable make-up chair

- airbrush equipment:
 - gun
 - compressor
 - holder
- airbrush make-up products from a comprehensive and professional product range:
 - primers
 - neutralisers
 - foundations
 - bronzers
 - shimmers
 - setting powders
 - eye shadows
 - eyeliners
 - blushers
 - lipsticks
- brush sanitiser
- cleaning and disinfection products and equipment
- disposable cotton buds, facial wipes, spatulas and tissues
- hand held mirror
- hand sanitiser
- headband or hair clips
- magnifying lamp
- make-up equipment:
 - protective bibs
 - sponges and wedges
 - tweezers
- make-up lighting
- make-up shields and stencils
- skin cleansers, toners, moisturisers
- water and alcohol based cleaning products for airbrush equipment.

Assessment activities that allow the learner to:

- complete make-up services within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- have worked in the beauty or make-up industry for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBMUP006 Design and apply creative make-up

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to respond to a client brief to design and apply make-up for specialised looks that use creative design and application of make-up.

It requires the ability to refine a brief with a client and then research, design, trial and apply a creative make-up.

This unit applies to make-up artists who work in make-up studios and as freelancers. In this environment they may work as part of a team or autonomously but they make independent creative decisions. They have knowledge and skills of a range of make-up products and specialised make-up application techniques.

No occupational licensing, specific legislative, regulatory or industry certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Make-Up Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Establish creative make-up requirements.
 - 1.1 Consult with client to develop design brief.
 - 1.2 Confirm make-up requirements and occasion with client.
 - 1.3 Identify lighting and photography to be used for occasion, as required.
 - 1.4 Identify contraindications and refer client to appropriate professional as required.
2. Design make-up plan.
 - 2.1 Investigate make-up themes and creative looks and source reference material for use in designing creative make-up.
 - 2.2 Identify make-up products, equipment and techniques that are needed for desired colour schemes and creative looks.
 - 2.3 Generate creative ideas and design make-up plan.
 - 2.4 Explain make-up plan to client and revise as required.
 - 2.5 Confirm make-up plan and service timing with client.
 - 2.6 Arrange make-up trial as required.
3. Prepare for make-up service.
 - 3.1 Prepare service area, equipment and self.
 - 3.2 Cleanse client skin to thoroughly remove make-up.
 - 3.3 Select make-up products and equipment according to make-up plan.
 - 3.4 Identify client skin type, condition, colour, tone and undertone to select foundation.
 - 3.5 Identify facial shape, and identify areas requiring make-up.
4. Apply creative make-up design and post service advice.
 - 4.1 Apply make-up according to modified make-up plan.
 - 4.2 Confirm make-up application meets the requirements of client and make-up design.
 - 4.3 Advise on make-up products and techniques to maintain make-up throughout occasion.
 - 4.4 Recommend make-up removal products and methods.
5. Clean service area.
 - 5.1 Clean non disposable make-up equipment and tools.
 - 5.2 Restock equipment and products to prepare for next service.
 - 5.3 Dispose of general waste to minimise negative environmental impacts.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance

criteria are listed here, along with a brief context statement.

Skill	Description
Oral communication skills to:	• use effective questioning and active listening techniques to consult with client, confirm requirements and monitor service outcomes.
Reading skills to:	• interpret and follow manufacturer instructions and safety data sheets for safe use of cleaning and make-up products and equipment.
Numeracy skills to:	• calculate service price and time and product quantities.
Problem solving skills to:	• identify make-up application issues and modify products and techniques to ensure client satisfaction and make-up outcomes.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBMUP006 Design and apply creative make-up

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop a portfolio of visual images that provide creative ideas for each of the following make-up designs:
 - fashion or catwalk
 - period
 - fantasy
 - entertainment
- follow client briefs to design and trial three creative make-up plans and then apply finalised make-up for three of the following themes:
 - avant-garde
 - fashion
 - period or decade
 - fantasy
 - entertainment
- design and record make-up plan for each client above specifying details of:
 - make-up theme or occasion
 - areas requiring corrective make-up
 - contraindications
 - desired client image
 - colour analysis and design
 - contraindications to make-up services
 - facial shape
 - highlighting and shading
 - products and application techniques
 - skin types and conditions
- manage product quantities to avoid waste of consumables
- comply with health and hygiene regulations and requirements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state or territory and local health and hygiene regulations and requirements relevant to make-up services
- organisational policies and procedures relevant to make-up services:
 - client record management
 - equipment use and maintenance
 - incident reporting
 - linen use and laundry procedures
 - personal hygiene and presentation
 - presentation of treatment area
 - waste disposal
 - work health and safety
- legal and insurance liabilities and responsibilities regarding make-up services
- scope of practice:
 - when to refer clients to other practitioners
 - importance of not stating a diagnosis of a contraindication
- contemporary creative make-up products, equipment and application techniques
- sources of visual images to inform creative design:
 - print media from period
 - internet
 - social media
 - documentary films and videos
 - paintings and illustrations from period
 - photographs
- the role of make-up in completing image and looks for:
 - fashion
 - theatre
 - film
 - photography
 - evolution of make-up colours from the 20s to current time
 - application techniques:
 - eyes
 - lips
 - cheeks
- colour wheel theory:
 - colours:
 - primary
 - secondary

- tertiary
 - complementary
 - warm
 - cold
 - neutral
- colour value and tone:
 - hues
 - shades
- skin tones and undertones:
 - pink
 - yellow
 - olive
 - brown
- products used for creative make-up:
 - water based
 - oil based
 - high pigment
 - neutralisers
- light and its effects on make-up:
 - tones:
 - cool
 - warm
- skin types:
 - dry/alipid/lipid dry
 - oily/lipid
 - diffused red
- facial shapes and their relationship to the make-up design:
 - round
 - oval
 - square
 - triangle
 - heart
 - diamond
- body shapes and their relationship to make-up design:
 - triangle
 - inverted triangle
 - rectangular
 - pear
 - hour-glass
- effects created with make-up products:

- avant-garde
- catwalk
- decade
- fantasy
- entertainment
- contraindications to make-up services:
 - bacterial, fungal, parasitic and viral infections
 - abnormal skin
 - recent hair removal
 - burns
 - symptoms of allergies to products:
 - red eyes
 - itchy eyes and skin
 - skin irritation
 - skin redness
- sustainable operating procedures for the conservation of product, water and power
- aftercare advice and products to maintain and remove make-up applications.

Assessment Conditions

Skills must be demonstrated in a beauty or make-up services environment; this can be:

- an industry workplace or
- a simulated beauty workplace set up for the purpose of skills assessment, that provides beauty services to paying members of the public or freelance services for paid make up assignments.

Assessment must ensure access to:

- paying clients, both new and regular or models as part of paid assignments, with different make-up requirements, who have the expectation that the services provided reflect those of a commercial business
- access to hand washing facilities:
 - basin
 - hot and cold running water
 - liquid soap
 - single use towels or hand dryer
- relevant workplace documentation:
 - blank client records
 - organisational policies and procedures relevant to make-up services
 - manufacturer instructions and safety data sheets.

Assessment must ensure use of:

- adjustable make-up chair
- brush sanitiser
- cleaning and disinfection products and equipment
- disposable cotton buds, facial wipes, spatulas and tissues
- false eyelashes
- hand held mirror
- hand sanitiser
- headband or hair clips
- individual, strip, and glamour eyelash enhancements from professional range
- magnifying lamp
- make-up equipment:
 - brushes for foundation, eye make-up and powder
 - disposable mascara wands
 - lash curler
 - make-up box
 - palettes or tiles
 - pencil sharpeners
 - powder puffs
 - protective bibs
 - sponges and wedges
 - tweezers
- make-up lighting
- make-up shields and stencils
- skin cleansers, toners, moisturisers
- water and oil based make-up products from two comprehensive professional ranges.

Assessment activities that allow the individual to:

- complete make-up services within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- have worked in the beauty or make-up industry for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBMUP007 Work collaboratively on make-up productions

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to collaborate with hair stylists, photographers and make-up professionals on make-up productions.

It requires the ability to interpret a make-up brief and liaise with a professional network to design, trial, and apply make-up. They work with stylists, photographers, and other make-up artists on make-up production, and maintain a make-up portfolio for future assignments.

This unit applies to make-up artists who work with a small team of professionals on make-up productions and make independent creative decisions. They have knowledge and skills across specialised make-up techniques and products and working in a team under pressure.

No occupational licensing, specific legislative, regulatory or industry certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Make-Up Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Interpret make-up brief.
 - 1.1. Review make-up brief and clarify with client production requirements.
 - 1.2. Analyse specifications of production setting.
 - 1.3. Confirm timing of make-up services and requirements to provide touch-ups.
 - 1.4. Design make-up plan.
2. Liaise with professional network.
 - 2.1. Discuss brief, specifications and make-up plan with relevant individuals working on production.
 - 2.2. Confirm individual role and tasks to achieve make-plan.
 - 2.3. Confirm make-up plan with client.
3. Work collaboratively on make-up production.
 - 3.1. Set up work area with suitable lighting and access in appropriate area of production setting.
 - 3.2. Apply make-up according to make-up plan.
 - 3.3. Seek client feedback to evaluate application and adjust as required.
 - 3.4. Assist other professionals throughout make-up production process, as required.
 - 3.5. Maintain professional image and attitude throughout assignment.
4. Update make-up portfolio.
 - 4.1. Identify suitable format to update make-up portfolio.
 - 4.2. Negotiate with hair stylist and photographer to obtain photographs of final look.
 - 4.3. Maintain and update make-up portfolio to ensure it is representative of current breadth and depth of work.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Numeracy skills to:	calculate make-up production price and timing.
Learning skills to:	monitor entertainment trends to identify new products and practise techniques.
Problem solving skills to:	identify alternative ways of meeting production challenges.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBMUP007 Work collaboratively on make-up productions

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- analyse a make-up brief and identify production specifications:
 - background
 - colour constraints
 - lighting
 - location
 - number of clients
 - other personnel
 - theme
 - time of production
 - timing of make-up requirements
- respond to a brief and design a make-up plan for both an internal and an external location for two of the following production settings:
 - catalogue or fashion shoot
 - catwalk
 - family or business photographs
 - model or actor portfolio
- work collaboratively as a make-up artist to provide make-up in an external and an internal location for two of the following production settings:
 - catalogue or fashion shoot
 - catwalk
 - family or business photographs
 - model or actor portfolio
- identify potential professionals with which to network with for each of the above production settings:
 - stylists:
 - hair
 - fashion
 - photographers
 - make-up artists

- agencies:
 - casting
 - model
- production companies
- present a portfolio with examples of make-up for:
 - catalogue or fashion
 - catwalk
 - individual photo shoot
 - modelling or acting
- present self as a make-up professional
- comply with health and hygiene regulations and requirements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- typical operational requirements of production settings and relationship to make-up artist services:
 - catwalk events
 - fashion shoots
 - television and media
 - photography studios
 - stage shows
- specifications of a production setting which will influence make-up design and service:
 - time allocated for make-up application
 - hairstyling
 - fashion styling
 - lighting
 - touch up requirements
 - location
 - time of day
 - colour scheme
 - backgrounds
 - contingencies at locations:
 - rain
 - heat
 - insects
 - distance
 - availability of water, shade, toilets
 - wind

- importance of conducting self as a professional make-up artist when working on various production settings to demonstrate:
 - reliability
 - respectfulness
 - professionalism
 - professional etiquette
 - accepting constructive criticism
 - adaptability to changes
 - positive attitude.

Assessment Conditions

Skills must be demonstrated in a make-up production environment; this can be:

- an industry workplace or
- a simulated beauty workplace set up for the purpose of skills assessment, that provides beauty services to paying members of the public or freelance services for paid make-up assignments.

Assessment must ensure access to:

- models as part of paid assignments, with different make-up requirements, who have the expectation that the services provided reflect those of a commercial business
- make-up production briefs for:
 - catalogue or fashion
 - catwalk
 - individual photo shoot
 - model or actor portfolio.
- professional networks with which to collaborate on assignments:
 - stylists:
 - hair
 - fashion
 - photographers
 - other make-up artists
 - agencies:
 - casting
 - model
 - production companies
- relevant workplace documentation:
 - brief specifications
 - contracts.

Assessment must ensure use of:

- adjustable make-up chair
- brush sanitiser
- cleaning and disinfection products and equipment
- disposable cotton buds, facial wipes, spatulas and tissues
- false eyelashes
- hand held mirror
- hand sanitiser
- headband or hair clips
- individual, strip, and glamour eyelash enhancements from professional range
- magnifying lamp
- make-up equipment:
 - brushes for foundation, eye make-up and powder
 - disposable mascara wands
 - lash curler
 - make-up box
 - pencil sharpeners
 - powder puffs
 - protective bibs
 - sponges and wedges
 - tweezers
- make-up lighting
- make-up shields and stencils
- palettes or tiles
- water and oil based make-up products from two comprehensive professional ranges:
 - skin cleansers
 - toners
 - moisturisers.

Assessment activities that allow the individual to:

- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- have worked in the beauty or make-up industry for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBNLS001 Provide manicure and pedicure services

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to provide services and advice to clients requiring hand, foot and nail care.

It requires the ability to recognise relevant contraindications and conditions, to understand the structure and function of hands, feet and nails and the effects of treatments and products, and to select and provide services and advice to meet the objectives of the client. The services and advice can be on an individual basis or form part of a series of services.

This unit applies to workers in beauty and nail salons, and spas. In this environment they make routine service decisions within a defined range but are responsible for the selection and provision of services to clients.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Nail Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Establish client priorities.
 - 1.1 Access and review client treatment plan if available.
 - 1.2 Discuss requirements with client to identify priorities.
 - 1.3 Identify conditions and client characteristics relevant to hand and foot services and recommend appropriate services or advice.
 - 1.4 Identify contraindications to nail services and refer client to appropriate professional, as required.
 - 1.5 Design treatment plan, confirm with client and record.
2. Prepare for nail service.
 - 2.1 Check readiness of treatment area and availability of equipment.
 - 2.2 Select products, equipment and personal protective equipment.
 - 2.3 Maintain posture to minimise fatigue and risk of injury during treatment.
 - 2.4 Prepare client and self for service.
 - 2.5 Use energy, water, products and other resources efficiently during preparation and subsequent treatment process.
3. Provide nail service.
 - 3.1 Sanitise client hands or feet.
 - 3.2 File nails according to treatment plan, minimising damage to natural nail.
 - 3.3 Soak feet and exfoliate hard skin as required.
 - 3.4 Soak nails and treat cuticles as required.
 - 3.5 Massage lower arms and hands or lower legs and feet.
 - 3.6 Apply mask and other specialised products as required.
 - 3.7 Apply nail polish and finishing products.
4. Review service.
 - 4.1 Seek client feedback and update treatment plan.
 - 4.2 Provide aftercare advice and recommend products and future services.
 - 4.3 Update treatment plan and rebook as required.
5. Clean treatment area.
 - 5.1 Remove used towels and clean surfaces and equipment according to organisational policies and procedures.
 - 5.2 Restock equipment and products in preparation for next treatment.
 - 5.3 Dispose of general waste to minimise negative environmental impacts according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance

criteria are listed here, along with a brief context statement.

Skill	Description
Oral communication skills to:	• use effective questioning and active listening techniques to consult with client, confirm requirements and monitor service outcomes.
Reading skills to:	• interpret and follow manufacturer instructions and safety data sheets for safe use of cleaning and treatment products and equipment.
Numeracy skills to:	• calculate product quantities, time and price.
Technology skills to:	• use client software to update client notes, rebook client for future treatment, record stock data and product purchases.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBNLS001 Provide manicure and pedicure services

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate, follow and adjust treatment plans to provide six safe and appropriate manicure and pedicure treatments to clients suitable for the established client treatment objective
- design, record and maintain treatment plans and records for each client specifying details of:
 - after-care advice
 - areas requiring special treatment
 - client feedback
 - colours used
 - contraindications
 - nails analysis
 - products used
 - required services
 - treatment duration and sequence
- provide manicure and pedicure treatments for each client that demonstrate appropriate selection and application of:
 - buffing
 - callous removal
 - coloured nail varnish application
 - cuticle care
 - exfoliation
 - French polish application
 - mask
 - massage hands and feet using different massage movements:
 - effleurage
 - petrissage
 - nail shaping
- recognise contraindications listed in Knowledge Evidence and list relevant practitioners for client referral

- recognise skin and nail conditions and recommend treating products and home care routines
- present self, according to organisational policy
- comply with health and hygiene regulations and requirements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state or territory and local council health and hygiene regulations and requirements relevant to providing manicure and pedicare services
- organisational policies and procedures relevant to the provision of manicure and pedicare services:
 - client record management
 - equipment use and maintenance
 - incident reporting
 - linen use and laundry procedures
 - personal hygiene and presentation
 - presentation of treatment area
 - waste disposal
 - work health and safety
- scope of practice as it applies to manicure and pedicare services:
 - when to refer clients to other practitioners
 - importance of not stating a diagnosis of a contraindication
 - other practitioners and relationship to nail services:
 - complementary practitioner
 - medical practitioner
 - podiatrist
- appearance and gross anatomy of skin surrounding natural nail
- anatomy and physiology of nails:
 - structure, growth, shape, and functions of nails
 - nail strength and flexibility
 - factors that affect normal nail growth
 - effects of diseases on healthy nails
- anatomy and physiology of lower arms and hands:
 - bones:
 - radius
 - ulna
 - carpals
 - metacarpals
 - phalanges

- muscles:
 - extensors
 - flexors
 - pronators
- blood supply
- anatomy and physiology of lower legs and feet:
 - bones:
 - tibia
 - fibula
 - talus
 - metatarsals
 - phalanges
 - muscles:
 - gastrocnemius
 - soleus
 - tibialis anterior
 - foot muscles
 - blood supply
- skin and nail conditions which modify treatment and their relationship to nail services:
 - non-contagious hand, foot or nail disorders:
 - Beau's lines
 - blisters
 - bruised nails
 - bunions
 - calluses
 - circulatory problems
 - corns
 - corrugated furrows
 - dermatitis
 - discoloured nails
 - eggshell nails
 - habit tic
 - hammer toes
 - hangnails
 - heel fissures
 - koilonychias
 - leuconychia
 - onychauxis
 - onychocryptosis
 - onycholysis

- onychophagy
- onychorrhexis
- onychotrophia
- pterygium
- splinter haemorrhage
- split or brittle nails
- trauma induced nail malformations
- contraindications which prevent treatment or require referral to health practitioners and relationship to manicure and pedicare services:
 - allergic reactions
 - areas exhibiting loss of tactile sensation
 - bacterial, fungal, parasitic and viral infections
 - bruising or swelling
 - cuts or abrasions
 - diabetics
 - recent fractures or sprains
 - recent operations
- specialised nail products properties, chemical components, and their effects on nails and skin:
 - base coat
 - cuticle care
 - drier
 - exfoliants
 - hands and feet soaking products
 - masks
 - massage mediums
 - moisturisers
 - nail hardeners
 - nail polish removers
 - nail polishes
 - quick dry
 - thinner
 - top coat
- adverse reactions to nail products
- pH range of human skin, nails and manicure and pedicare treatment products
- sustainable operating procedures for the conservation of product, water and power
- aftercare advice, products and future services to maintain hand, foot and nail care.

Assessment Conditions

Skills must be demonstrated in a nail services environment; this can be:

- a beauty industry workplace or
- a simulated beauty workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- paying clients, both new and regular, with different manicure and pedicure needs, who have the expectation that the services provided reflect those of a commercial business
- hand washing facilities:
 - basin
 - hot and cold running water
 - liquid soap
- single use towels or hand dryer.relevant workplace documentation:
 - blank client records
 - organisational policies and procedures relevant to manicure and pedicure services
 - manufacturer instructions and safety data sheets
- texts or online resources that provide information on nail, hand and foot anatomy and physiology, contraindications and disorders.

Assessment must ensure use of:

- cleaning and disinfection products
- client chair
- disposable gloves
- equipment:
 - cuticle pushers
 - disposable pedi paddles
 - disposable nail files
 - manicure and pedicure bowls
 - nail clippers or scissors
 - manicure and pedicure products from comprehensive professional range
 - manicure table and lamp
 - operator chair
- treatment towels, cotton or disposable.

Assessment activities that allow individuals to:

- complete manicure and pedicure services within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- hold a qualification as a beautician, nail technician or beauty therapist
- have worked as a beautician, nail technician or beauty therapist for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBNLS002 Apply gel nail enhancements

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to apply, maintain and remove gel nails to meet client needs.

It requires the ability to consult with clients, select suitable products and techniques, and apply gel nail enhancements that include overlays, colour gel, refills, tips, and French. The gel nail enhancement service can be an individual service or form part of a series of services.

This unit applies to beauty therapists and nail technicians who work in beauty and nail salons, and spas. In this environment they may work in a team or autonomously. They have knowledge and skills across a range of nail products and application techniques.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Nail Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Establish client priorities.
 - 1.1 Develop, or access and review client treatment plan.
 - 1.2 Discuss treatment requirements with client.
 - 1.3 Identify contraindications to gel nail services and refer client to appropriate professional as required.
 - 1.4 Identify conditions and client characteristics relevant to gel nail services and discuss with client treatment and product effects.
 - 1.5 Conduct patch test as required and record outcomes.
 - 1.6 Design treatment plan, confirm with client and record.
2. Prepare for gel nail service.
 - 2.1 Check treatment area, equipment and self.
 - 2.2 Select products, equipment and personal protective equipment.
 - 2.3 Use energy, water and other resources efficiently during preparation and subsequent treatment process.
3. Remove gel enhancements.
 - 3.1 Confirm gel removal needs with client.
 - 3.2 Position self to minimise fatigue and risk of injury.
 - 3.3 Buff or soak grown out, damaged, and chipped gel enhancements.
 - 3.4 Complete gel enhancement removal according to client treatment plan.
4. Apply, refill or repair gel nails.
 - 4.1 Cleanse and prepare nails according to manufacturer recommendations and treatment plan.
 - 4.2 Apply gel nail products according to manufacturer instructions.
 - 4.3 Adjust application technique and products as required.
 - 4.4 Complete gel enhancements for finger nails or toe nails according to treatment plan
5. Review service.
 - 5.1 Seek client feedback, revise, and record treatment plan.
 - 5.2 Advise client of maintenance requirements.
 - 5.3 Recommend aftercare, products, and future services.
 - 5.4 Update treatment plan and rebook client as required.
6. Clean service area.
 - 6.1 Remove used towels and clean surfaces and equipment according to organisational policies and procedures.
 - 6.2 Restock equipment and products in preparation for next treatment.
 - 6.3 Dispose of general waste to minimise negative environmental impacts according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Oral communication skills to:	• use effective questioning and active listening techniques to consult with client, confirm requirements and monitor service outcomes.
Reading skills to:	• interpret and follow manufacturer instructions and safety data sheets for safe use of cleaning and treatment products and equipment.
Numeracy skills to:	• calculate product quantities, time and price.
Technology skills to:	• use client software to update client notes, rebook client for future treatment, record stock data and product purchases.

Unit Mapping Information

SIBBNLS203A Apply ultraviolet gel nails enhancement

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBNLS002 Apply gel nail enhancements

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate, follow and adjust treatment plans and provide six safe and appropriate quality nail enhancements for clients that demonstrate the following gel nail enhancement techniques:
 - colour gel
 - colour gel
 - French backfills
 - French gel on tips
 - French, natural and clear tips
 - gel removals
 - overlays
 - refills
- provide maintenance gel nail services for three of these clients that include:
 - blend regrowth lines
 - correct side walls of extensions
 - rebalance stress curves
 - refine gel enhancements surfaces
 - repair damaged, chipped or broken gel
- remove gel enhancements with minimal damage to natural nails
- provide gel nail enhancements with:
 - structural integrity
 - smooth surface
 - suitability for client's nail shape
- design, record and maintain treatment plans and records for each client specifying details of:
 - adverse reactions
 - after-care advice
 - areas requiring special treatment
 - client feedback
 - colours used

- contraindications
- nails analysis
- required services
- treatment sequence
- type of gel enhancement
- treatment duration
- present self, according to organisational policy
- comply with health and hygiene regulations and requirements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state or territory and local health and hygiene regulations and requirements relevant to providing gel nail enhancements
- organisational policies and procedures relevant to providing gel nail enhancements:
 - client record management
 - equipment use and maintenance
 - incident reporting
 - linen use and laundry procedures
 - personal hygiene and presentation
 - presentation of treatment area
 - safe use of chemicals
 - waste and hazardous substances
 - work health and safety
- scope of practice as it applies to gel nail enhancements:
 - when to refer clients to other practitioners
 - importance of not stating a diagnosis of a contraindication
- appearance and gross anatomy of skin and nails
- growth, shape, and functions of nails
- contraindications which prevent treatment or require referral to health practitioners and relationship to gel nail services:
 - allergic reactions
 - bacterial, fungal, parasitic and viral infections
 - bruising or swelling around nail
 - contraindications to products used in combination or with other services
 - damaged natural nails from ineffective removal of enhancements
 - abnormal skin around nail
- appearance of skin and nail disorders and relationship to gel nail enhancements
- adverse effects of gel products and how to modify treatment or provide remedial action:
 - allergy to products

- exothermic reactions
- injury to natural nail due to poor removal technique
- natural nail separation
- peeling of product
- pseudomonas (bacterial infection)
- gel products properties, chemical components, and their effects on natural nails:
 - coloured gel
 - dehydrators
 - gel cleanser
 - gel removers
 - multilayer gel
 - nail adhesive
 - primer
 - UV and non-UV gel products
- different styles of tips
- impact of chemicals in gel nail products and techniques to minimise over-exposure and/or injury
- data safety sheet requirements, location and use in salon
- sustainable operating procedures for the conservation of product, water and power
- aftercare advice, products and future services to maintain gel nail enhancements.

Assessment Conditions

Skills must be demonstrated in a nail services environment; this can be:

- a beauty industry workplace or
- a simulated beauty workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- paying clients, both new and regular, with different gel nail enhancement needs, who have the expectation that the services provided reflect those of a commercial business
- hand washing facilities:
 - basin
 - hot and cold running water
 - liquid soap
 - single use towels or hand dryer
- relevant workplace documentation:
 - blank client records
 - organisational policies and procedures relevant to providing gel nail enhancements
 - manufacturer instructions and safety data sheets.

Assessment must ensure use of:

- cleaning and disinfection products and equipment
- client chair
- equipment:
 - brushes for gel application
 - curing lights
 - cuticle pushers
 - files
 - sculpting forms
 - tip cutters
- gel products from comprehensive professional range:
 - coloured gel
 - dehydrator
 - gel cleanser
 - multilayer UV gels or base-build top
 - nail adhesive
 - primer
 - UV and non-UV gel products
- various styles of tips
- hand and nail sanitiser
- manicure table, lamp and mats
- operator chair
- treatment towels, cotton or disposable.

Assessment activities that allow individuals to:

- complete gel nail enhancements within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- hold a qualification as a nail technician or beauty therapist
- have worked as a nail technician or beauty therapist for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBNLS003 Apply acrylic nail enhancements

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to apply, maintain and remove acrylic nails.

It requires the ability to consult with clients, select suitable products and techniques, and apply acrylic nail enhancement that includes overlays, refills, tips, and French. The acrylic nail enhancement service can be an individual service or form part of a series of services.

This unit applies to beauty therapists and nail technicians who work in beauty and nail salons, and spas. In this environment they may work in a team or autonomously. They have knowledge and skills across a range of nail products and application techniques.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Nail Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Establish client priorities.
 - 1.1 Access and review client treatment plan if available.
 - 1.2 Discuss treatment requirements with client.
 - 1.3 Identify contraindications to acrylic nail services and refer client to appropriate professional as required.
 - 1.4 Identify conditions and client characteristics relevant to acrylic nail services and discuss treatment and product effects with client.
 - 1.5 Conduct patch test as required and record outcomes.
 - 1.6 Design treatment plan, confirm with client and record.
2. Prepare for acrylic nail service.
 - 2.1 Prepare treatment area, equipment and self.
 - 2.2 Use energy, water and other resources efficiently during preparation and subsequent treatment process.
 - 2.3 Select products and equipment and personal protection equipment.
3. Remove acrylic enhancements.
 - 3.1 Position self to minimise fatigue and risk of injury.
 - 3.2 Buff or soak grown out, damaged, and chipped acrylic enhancements.
 - 3.3 Remove acrylic enhancements as per treatment plan and manufacturer instructions.
4. Apply, refill or repair acrylic nails.
 - 4.1 Shape and prepare nail plate for acrylic application.
 - 4.2 Apply acrylic nail products according to manufacturer instructions and treatment plan.
 - 4.3 Modify application technique and products as required.
 - 4.4 Complete acrylic nail enhancements according to treatment plan and client's needs.
5. Review service.
 - 5.1 Seek client feedback, revise and record treatment plan.
 - 5.2 Advise client of maintenance requirements.
 - 5.3 Recommend aftercare, products, and future services.
 - 5.4 Update treatment plan and rebook client as required.
6. Clean service area.
 - 6.1 Remove used towels and clean surfaces and equipment according to organisational policies and procedures.
 - 6.2 Restock equipment and products in preparation for next treatment.
 - 6.3 Dispose of general waste to minimise negative environmental impacts according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance

criteria are listed here, along with a brief context statement.

Skill	Description
Oral communication skills to:	• use effective questioning and active listening techniques to consult with client, confirm requirements and monitor service outcomes.
Reading skills to:	• interpret and follow manufacturer instructions and safety data sheets for safe use of cleaning and treatment products and equipment.
Numeracy skills to:	• calculate product quantities, time and price.
Technology skills to:	• use acrylic application tools • use client software to update client notes, rebook client for future treatment, record stock data and product purchases.

Unit Mapping Information

SIBBNLS204A Apply acrylic nail enhancement.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBNLS003 Apply acrylic nail enhancements

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate, follow and adjust treatment plans and provide six safe and appropriate quality nail enhancements for clients which include the following acrylic enhancements services:
 - French acrylic on tips
 - French backfills
 - French, natural and clear tips
 - overlays
 - refills
 - removals
- provide maintenance acrylic nail services for three of these clients that includes:
 - blend regrowth lines
 - correct side walls of extensions
 - rebalance stress curves
 - refine enhancements surfaces
 - repair damaged, chipped or broken acrylic
- provide acrylic nail enhancements for these clients with:
 - structural integrity
 - smooth surface
 - suitability for client's nail shape
 - with minimal damage to natural nails
- design and record treatment plans and records for each client specifying details of:
 - adverse reactions
 - after-care advice
 - areas requiring special treatment
 - client feedback
 - colours used
 - contraindications
 - nails analysis
 - required services

- treatment sequence
- type of acrylic enhancement
- treatment duration
- remove acrylic products with minimal damage to natural nails
- present self, according to organisational policy
- comply with health and hygiene regulations and requirements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state or territory and local health and hygiene regulations and requirements relevant to providing acrylic nail enhancement services
- organisational policies and procedures relevant to providing acrylic nail enhancement services:
 - client record management
 - dust extraction
 - equipment use and maintenance
 - incident reporting
 - linen use and laundry procedures
 - methods of venting air
 - personal hygiene and presentation
 - presentation of treatment area
 - safe use of chemicals
 - use of personal protective equipment for client and operator:
 - dust masks
 - gloves
 - goggles
 - waste disposal
 - work health and safety
- scope of practice as it applies to acrylic nail enhancements:
 - when to refer clients to other practitioners
 - importance of not stating a diagnosis of a contraindication
- appearance and gross anatomy of skin and nails
- growth, shape, and functions of nails
- contraindications which prevent treatment or require referral to health practitioners and relationship to acrylic nail services:
 - allergic reactions
 - bacterial, fungal, parasitic and viral infections
 - bruising or swelling around nail
 - contraindications of products used in combination or with other services

- damaged natural nails from ineffective application or removal of enhancements
- abnormal skin around nail
- appearance of skin and nail disorders and relationship to acrylic nail services
- adverse effects of acrylic products and how to modify treatment or provide remedial action:
 - allergy to product
 - damage to natural nail due to poor application or removal technique
 - product discolouration
 - natural nail separation
 - product peeling
 - product reaction to temperature
 - pseudomonas (bacterial infection)
- acrylic products properties, chemical components, and their effects on natural nails:
 - primers
 - acrylic nail removers
 - dehydrators
 - nail adhesives
 - monomers
 - polymers
 - various styles of tips
- impact of chemicals in acrylic nail products and techniques to minimise over-exposure and/or injury
- safe and environmentally effective methods of venting nail chemical fumes
- data safety sheet requirements, location and use in salon
- sustainable operating procedures for the conservation of product, water and power
- aftercare advice, products and future services for the maintenance of acrylic nail enhancement.

Assessment Conditions

Skills must be demonstrated in a nail services environment; this can be:

- a beauty industry workplace or
- a simulated beauty workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- paying clients, both new and regular, with different acrylic nail enhancement needs, who have the expectation that the services provided reflect those of a commercial business
- hand washing facilities:
 - basin
 - hot and cold running water

- liquid soap
- single use towels or hand dryer
- relevant workplace documentation:
 - blank client records
 - organisational policies and procedures relevant to the application of acrylic nail enhancements
 - manufacturer instructions and safety data sheets.

Assessment must ensure use of:

- acrylic products from comprehensive professional range that include:
 - primers
 - acrylic nail remover
 - dehydrator
 - acrylic adhesive
 - monomers
 - polymers
 - various styles of tips
- cleaning and disinfection products and equipment
- client chair
- equipment:
 - acrylic clippers
 - brushes for application of artificial nails and primer
 - buffers
 - cuticle pushers
 - dappen dishes
 - desk towels
 - hand rests
 - files
 - sculpting forms
 - manicure table with table lamp and mats
 - tip cutters
- exhaust system to extract chemical fumes and dust
- hand and nail sanitiser
- operator chair
- personal protective equipment:
 - disposable gloves
 - dust masks
 - safety glasses
- treatment towels, cotton or disposable.

Assessment activities that allow the individual to:

- complete acrylic nail enhancements within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- hold a qualification as a nail technician or beauty therapist
- have worked as a nail technician or beauty therapist for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBNLS004 Apply nail art

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to apply a range of nail art designs.

It requires the ability to consult with clients, select suitable products and techniques, and apply hand painted designs, decals, or jewellery for finger or toe nails. The nail art service can be an individual service or form part of a series of services.

This unit applies to nail technicians and beauticians in beauty and nail salons. In this environment they make routine service decisions within a defined range and have knowledge and skills of a variety of nail art products and application techniques.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Nail Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Establish client priorities.	1.1 Access and review client treatment plan if available. 1.2 Discuss nail art requirements with client. 1.3 Identify contraindications to nail art services and refer client to appropriate professional as required. 1.4 Identify conditions and client characteristics relevant to nail art services and discuss with client treatment and product effects. 1.5 Design nail art, confirm with client and record.
2. Prepare service area.	2.1 Prepare treatment area, equipment and self. 2.2 Select products and equipment and personal protective equipment. 2.3 Maintain posture to minimise fatigue and risk of injury. 2.4 Use energy, water and other resources efficiently during preparation and subsequent treatment process.
3. Apply hand painted designs, decals, or jewelleryes.	3.1 Clean and prepare client hands and nails for service. 3.2 Apply nail art according to treatment plan. 3.3 Modify application technique and products as required. 3.4 Complete nail art application for finger nails or toe nails according to treatment plan.
4. Review service.	4.1 Seek client feedback, revise, and record treatment plan. 4.2 Advise client of maintenance requirements. 4.3 Recommend home care, complementary products, and future services. 4.4 Update treatment plan and rebook client as required.
5. Clean service area.	5.1 Remove used towels and clean surfaces and equipment according to organisational policies and procedures. 5.2 Restock equipment and products in preparation for next treatment. 5.3 Dispose of general waste to minimise negative environmental impacts according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Oral communication	use effective questioning and active listening techniques to consult with client, confirm requirements and monitor service outcomes.

skills to:

- Reading skills to:
- interpret and follow manufacturer instructions and material safety data sheets for safe use of cleaning and nail products and equipment.
- Numeracy skills to:
- calculate product quantities, time and price.
- Technology skills to:
- use client software to update client notes, rebook client for future treatment, record stock data and product purchases

Unit Mapping Information

SIBBNLS205A Apply nail art

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBNLS004 Apply nail art

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate, follow and adjust service plans and provide six safe and appropriate quality nail services for clients that demonstrate the following nail art techniques:
 - decals
 - hand painted designs
 - nail coverings
 - jewellery:
 - diamantes
 - studs
 - charms
 - marble nail art
- provide nail art maintenance service for three of these clients that includes:
 - nail art top coat or sealant
 - retouching
 - repair
- design and record nail art plans for each client specifying details of:
 - adverse reactions
 - after-care advice
 - areas requiring special treatment
 - client feedback
 - colours and jewellery used
 - contraindications
 - design
 - nails analysis
 - range and variety of nail art
 - tools and equipment
- present self, according to organisational policy
- comply with health and hygiene regulations and requirements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state or territory and local health and hygiene regulations and requirements relevant to nail art services
- organisational policies and procedures relevant to nail art services:
 - client record management
 - equipment use and maintenance
 - incident reporting
 - linen use and laundry procedures
 - personal hygiene and presentation
 - presentation of treatment area
 - safe use of chemicals
 - waste disposal
 - work health and safety
- scope of practice as it applies to nail art services:
 - when to refer clients to other practitioners
 - importance of not stating a diagnosis of a contraindication
- appearance and gross anatomy of skin and nails
- growth, shape, and functions of nails
- contraindications which prevent treatment or require referral to health practitioners and relationship to nail art services:
 - allergic reactions
 - bacterial, fungal, parasitic and viral infections
 - bruising or swelling around nail
 - contraindications of products used in combination or with other services
 - damaged natural nails
 - abnormal skin around nail
- appearance of skin and nail disorders and relationship to nail art services
- effect of changes created by complementary nail shapes and nail art designs
- effects and benefits of organisation range of nail art products
- ingredients and effects of products used for nail art
- care and cleaning requirements for nail art equipment, implements and service area
- adverse effects of nail art products
- data safety sheet requirements, location and use in salon
- sustainable operating procedures for the conservation of product, water and power
- aftercare advice, products and future services to maintain nail art.

Assessment Conditions

Skills must be demonstrated in a nail services environment; this can be:

- a beauty industry workplace or
- a simulated beauty workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- paying clients, both new and regular, with different nail art needs, who have the expectation that the services provided reflect those of a commercial business
- hand washing facilities:
 - basin
 - hot and cold running water
 - liquid soap
 - single use towels or hand dryer
- relevant workplace documentation:
 - blank client records
 - organisational policies and procedures relevant to nail art services
 - manufacturer instructions and safety data sheets.

Assessment must ensure use of:

- cleaning and disinfection products and equipment
- client chairs
- manicure table with lamp and mats
- nail art equipment:
 - curved scissors
 - cuticle pushers
 - dotter
 - electric file or hand file
 - nail files
 - hand sanitizers
 - marbiliser
 - nail art brushes
 - nail clippers
 - tip cutters
 - tweezers
- nail art products from comprehensive professional range:
 - adhesive
 - decals
 - foils
 - glitters
 - polishes

- diamantes
- studs
- charms
- rhinestones
- stripping tape
- operator chairs
- treatment towels, cotton or disposable.

Assessment activities that allow the individual to:

- complete nail art treatments within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- hold a qualification as a nail technician or beauty therapist
- have worked as a nail technician or beauty therapist for at least three years where they have applied this the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBNLS005 Use electric file equipment for nail services

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to use electric file equipment in conjunction with artificial nail applications.

It requires the ability to consult with clients, select from a range of bits and use electric file equipment to prepare for or modify an artificial nail application. The electric file nail service can be an individual service or form part of a series of services.

This unit applies to nail technicians and beauticians in beauty and nail salons. In this environment they interpret observations and information following known routines in order to safely use electric nail files.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Nail Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Establish client priorities.	1.1 Access and review client treatment plan if available. 1.2 Discuss electric nail service requirements with client. 1.3 Identify contraindications to nail file services, and refer client to appropriate professional as required. 1.4 Identify conditions and client characteristics relevant to nail file services and discuss treatment and product effects with client. 1.5 Design treatment plan, confirm with client and record.
2. Prepare for electric nail service.	2.1 Prepare treatment area, equipment and self. 2.2 Select products and equipment and personal protective equipment. 2.3 Maintain posture to minimise fatigue and risk of injury during treatment. 2.4 Use energy, water and other resources efficiently during preparation and subsequent treatment process.
3. Use electric file equipment.	3.1 Sanitise and prepare client nails for service. 3.2 Complete electric file service according to manufacturer instructions and material safety data at appropriate stages in nail service. 3.3 Modify technique for use of electric nail file according to client needs and treatment plan.
4. Review service.	4.1 Seek client feedback, revise, and record treatment plan. 4.2 Recommend home care, products and future services. 4.3 Update treatment plan and rebook client as required.
5. Clean service area.	5.1 Remove used towels and clean surfaces and equipment according to organisational policies and procedures. 5.2 Clean and disinfect electrical file equipment. 5.3 Restock equipment and products in preparation for next treatment. 5.4 Dispose of general waste to minimise negative environmental impacts according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Oral communication	• use effective questioning and active listening techniques to consult

skills to: with client, confirm requirements and monitor service outcomes.

Reading skills to:

- interpret and follow manufacturer instructions and safety data sheets for safe use of cleaning and nail products and electric nail file equipment.

Numeracy skills to:

- calculate product quantities, time and price.

Technology skills to:

- use electric file nail equipment with a range of bits
- use client software to update client notes, rebook client for future treatment, record stock data and product purchases.

Unit Mapping Information

SIBBNLS206A Use electric file equipment for nails

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBNLS005 Use electric file equipment for nail services

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate, follow and adjust service plans and provide six safe and appropriate nail services using electric nail file to clients requiring the following services:
 - artificial nails services
 - preparation for French backfills
 - preparation for infill or refills
 - shortening and reshaping nails
 - removing excess product under nails
 - refining enhancement surface
- design and record treatment plan for each client specifying details of:
 - adverse reactions
 - after-care advice
 - areas requiring special treatment
 - client feedback
 - contraindications
 - design
 - nails analysis
 - tools and equipment
- adjust electric file equipment operating range:
 - hand piece:
 - position
 - pressure
 - range of bits and burs
 - speed
- demonstrate safe use of electricity when operating electric file
- present self, according to organisational policy
- comply with health and hygiene regulations and requirements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state or territory and local health and hygiene regulations and requirements relevant to nail services
- organisational policies and procedures relevant to nail services:
 - client record management
 - dust extraction
 - equipment use and maintenance
 - incident reporting
 - linen use and laundry procedures
 - methods of venting air
 - personal hygiene and presentation
 - presentation of treatment area
 - safe use of chemicals
 - use of personal protective equipment for client and operator:
 - dust masks
 - gloves
 - goggles
 - waste disposal
 - work health and safety
- scope of practice as it applies to nail services:
 - when to refer clients to other practitioners
 - importance of not stating a diagnosis of a contraindication
- appearance and gross anatomy of skin and nails
- growth, shape, and functions of nails
- contraindications which prevent treatment or require referral to health practitioners and relationship to electric file services:
 - allergic reactions
 - bacterial, fungal, parasitic and viral infections
 - bruising or swelling around nail
 - contraindications of products used in combination or with other services
 - damaged natural nails
 - non normal skin around nail
- appearance of skin and nail disorders and relationship to electric file services
- adverse effects to electrical nail file service
- electric file equipment characteristics and use:
 - variable speed electric file
 - burs or bits:
 - diamond

- carbide
- sanding bands and mandril
- various styles of chuck, revs per minute (RPM), range or speed versus variable speed
- effect of RPM and torque, and their relationship to client's treatment plan
- electric file maintenance, cleaning and care
- structural and aesthetic requirements for artificial nails
- effects, advantages and disadvantages of using electrical equipment
- safety aspects of electric file use:
 - on client nails so there is no damage to nail plate
 - operation and maintenance of electrical equipment
- safe and environmentally effective methods of venting nail chemical fumes
- data safety sheet requirements, location and use in salon
- sustainable operating procedures for the conservation of product, water and power
- aftercare advice, products and future service to maintain nail care.

Assessment Conditions

Skills must be demonstrated in a nail services environment; this can be:

- a beauty industry workplace or
- a simulated beauty workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- paying clients, both new and regular, with different nail service needs, who have the expectation that the services provided reflect those of a commercial business
- hand washing facilities:
 - basin
 - hot and cold running water
 - liquid soap
 - single use towels or hand dryer
- relevant workplace documentation:
 - blank client records
 - organisational policies and procedures relevant to nail services
 - manufacturer instructions and safety data sheets.

Assessment must ensure use of:

- cleaning and disinfection products and equipment
- client chairs
- electric file designed for nail services with bits and burs
- exhaust system for chemical fumes and dust extraction

- hand and nail sanitiser
- manicure table with table lamp and mats
- operator chairs
- personal protective equipment:
 - disposable gloves
 - face masks
 - safety glasses
- treatment towels, cotton or disposable.

Assessment activities that allow the individual to:

- complete advanced nail treatments using electric nail file within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- hold a qualification as a nail technician or beauty therapist
- have worked as a nail technician or beauty therapist for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBNLS006 Apply advanced nail art

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to apply a range of advanced nail art designs.

It requires the ability to consult with clients, select suitable products and techniques and apply two or three-dimensional nail designs combining acrylic or gel and nail art products. Advanced nail art can be an individual service, or form part of a series of services.

This unit applies to nail technicians and beauticians who work in beauty and nail salons. In this environment they may work as part of a team or autonomously but they make independent creative decisions.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Nail Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Establish client priorities.
 - 1.1 Access and review client treatment plan if available.
 - 1.2 Discuss nail art requirements with client.
 - 1.3 Identify contraindications to nail art services and refer client to appropriate professional as required.
 - 1.4 Identify conditions and client characteristics relevant to nail art services and discuss with client treatment and product effects.
 - 1.5 Conduct patch test as required and record outcomes.
 - 1.6 Design nail art, confirm with client and record.
2. Prepare for advanced nail art service.
 - 2.1 Prepare treatment area, equipment and self.
 - 2.2 Select products, equipment and personal protective equipment.
 - 2.3 Maintain posture minimise fatigue and risk of injury during treatment.
 - 2.4 Use energy, water and other resources efficiently during preparation and subsequent treatment process.
3. Apply advanced nail art.
 - 3.1 Cleanse and prepare client hands and nails for service.
 - 3.2 Apply two or three-dimensional nail art according to treatment plan.
 - 3.3 Modify application technique and products as required.
 - 3.4 Complete nail art application for finger nails or toe nails according to treatment plan.
4. Review service.
 - 4.1 Seek client feedback, revise and record treatment plan.
 - 4.2 Advise client of maintenance requirements.
 - 4.3 Recommend home care, complementary products, and future services.
 - 4.4 Update treatment plan and rebook as required.
5. Clean service area.
 - 5.1 Remove used towels and clean surfaces and equipment according to organisational policies and procedures.
 - 5.2 Restock equipment and products in preparation for next treatment.
 - 5.3 Dispose of general waste to minimise negative environmental impacts according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Oral communication skills to:	• use effective questioning and active listening techniques to consult with client, confirm requirements and monitor service outcomes.
Reading skills to:	• interpret and follow manufacturer instructions and safety data sheet for safe use of cleaning and nail products and equipment.
Numeracy skills to:	• calculate product quantities, time and price.
Learning skills to:	• identify nail art design trends.
Technical skills to:	• use and maintain nail art tools and equipment • use client software to update client notes, rebook client for future treatment, record stock data and product purchases.

Unit Mapping Information

SIBBNLS207A Apply advanced nail art

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBNLS006 Apply advanced nail art

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate, follow and adjust service plans and provide five safe and appropriate quality nail services for clients that demonstrate the following advanced nail art techniques:
 - stencilling
 - free form art design
 - two or more colours
 - gel or acrylic colour design or art
 - mixed media with a minimum of four different colours
- provide advanced nail art maintenance services for three of these clients that include:
 - application of sealant
 - damaged, chipped or broken advanced nail art
 - retouch
- design and record nail art plans for each client specifying details of:
 - adverse reactions
 - after-care advice
 - areas requiring special treatment
 - client feedback
 - colours and jewellery used
 - contraindications
 - design
 - nails analysis
 - range and variety of nail art
 - tools and equipment
- present self, according to organisational policy
- comply with health and hygiene regulations and requirements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state or territory and local health and hygiene regulations and requirements relevant to nail art services
- organisational policies and procedures relevant to nail services:
 - client record management
 - dust extraction
 - equipment use and maintenance
 - incident reporting
 - linen use and laundry procedures
 - methods of venting air
 - personal hygiene and presentation
 - presentation of treatment area
 - safe use of chemicals
 - use of personal protective equipment for client and operator:
 - dust masks
 - gloves
 - goggles
 - waste disposal
 - work health and safety
- scope of practice as it applies to nail art services:
 - when to refer clients to other practitioners
 - importance of not stating a diagnosis of a contraindication
- appearance and gross anatomy of skin and nails
- growth, shape, and functions of nails
- contraindications which prevent treatment or require referral to health practitioners and relationship to nail art services:
 - allergic reactions
 - bacterial, fungal, parasitic and viral infections
 - bruising or swelling around nail
 - contraindications of products used in combination or with other services
 - damaged natural nails
 - abnormal skin around nail
- appearance of skin and nail disorders and relationship to nail art services
- principles of design in relation to selection and application of advanced nail art
- basic principles of colour selections and combinations
- adverse effects of nail art products
- advanced nail art product and equipment range
- maintenance, care, and cleaning requirements for nail art tools and equipment, and service area
- safe and environmentally effective methods of venting nail chemical fumes
- data safety sheet requirements, location and use in salon
- sustainable operating procedures for the conservation of product, water and power

- aftercare advice, products and future services to maintain nail art.

Assessment Conditions

Skills must be demonstrated in a nail services environment; this can be:

- a beauty industry workplace or
- a simulated beauty workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- paying clients, both new and regular, with different advance nail art needs, who have the expectation that the services provided reflect those of a commercial business
- hand washing facilities:
 - basin
 - hot and cold running water
 - liquid soap
 - single use towels or hand dryer
- relevant workplace documentation:
 - blank client records
 - organisational policies and procedures relevant to nail services
 - manufacturer instructions and safety data sheets.

Assessment must ensure use of:

- acrylic nail equipment:
 - acrylic clippers
 - brushes for application of artificial nails and primer
 - buffers
 - dappen dishes
 - sculpting forms
 - tip cutters
- acrylic products from comprehensive professional range that include:
 - primers
 - acrylic nail remover
 - dehydrator
 - acrylic adhesive
 - monomers
 - polymers
 - various styles of tips
- cleaning and disinfection products and equipment

- client chairs
- exhaust system for chemical fumes and dust extraction
- gel nail equipment:
 - brushes for application of gel
 - curing lights
 - sculpting forms
- gel products from comprehensive professional range:
 - coloured gel
 - dehydrator
 - gel cleanser
 - multilayer UV gels or base-build top
 - nail adhesive
 - primer
 - UV and non-UV gel products
 - various styles of tips
- hand and nail sanitiser
- manicure table with table lamp and mats
- nail art equipment:
 - curved scissors
 - cuticle pushers
 - dotter
 - electric file or hand file
 - nail files
 - marbiliser
 - nail art brushes
 - nail clippers
 - tweezers
- nail art products from comprehensive professional range:
 - adhesive
 - decals
 - foils
 - glitters
 - polishes
 - diamantes
 - studs
 - charms
 - rhinestones
 - stripping tape
- operator chairs
- personal protective equipment that includes:

- disposable gloves
- dust masks
- safety glasses
- treatment towels, cotton or disposable.

Assessment activities that allow the individual to:

- complete advanced nail art treatments within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- hold a qualification as a nail technician or beauty therapist
- have worked as a nail technician or beauty therapist for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBRES001 Research and apply beauty industry information

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to access information and update knowledge of the beauty industry and relevant industry legislation.

It requires the ability to research beauty industry trends, and its relationship to other industries, and how beauty therapists can use this information to enhance own work performance.

This unit applies to beauticians, nail technicians, make-up artists and retail cosmetic assistants who work in beauty and nail salons and in beauty retail outlets. In this environment they make routine decisions within a defined range but are expected to be up-to-date with industry trends.

No occupational licensing, certification and specific legislative or certificate requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Research

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the essential

PERFORMANCE CRITERIA

Performance criteria describe the performance

outcomes.

1. Source and use information on beauty industry.
2. Source and apply information on legal and ethical issues for the beauty industry.
3. Update knowledge of beauty industry and products.

needed to demonstrate achievement of the element.

- 1.1 Identify and access sources of information on the beauty industry.
- 1.2 Obtain information that assists effective work performance within the industry.
- 1.3 Apply knowledge of beauty industry to enhance quality of own work performance.
- 2.1 Identify sources of legal and ethical information to assist effective work performance.
- 2.2 Identify legal obligations and ethical industry practices that impact on clients and treatments.
- 2.3 Interpret and apply legal and ethical information according to organisational requirements.
- 3.1 Update knowledge of beauty industry, products and services regularly.
- 3.2 Monitor current issues of concern to industry.
- 3.3 Share updated beauty industry information with clients and colleagues as required.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	- comprehend the content of plain English information about legal obligations - interpret unfamiliar information.
Writing skills to:	produce notes, summarise and record information in basic documents such as information sheets, portfolios and files.
Oral communication skills to:	use open and closed probe questions and actively listen to clarify information from other colleagues, suppliers and industry bodies.
Self-management skills to:	take responsibility for sourcing and updating current and emerging beauty industry information and products and services.
Technology skills to:	- use a computer and keyboard - search the internet for information.

Unit Mapping Information

SIBBRES201A Research and apply beauty industry information.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBRES001 Research and apply beauty industry information

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- access and interpret information to update knowledge of the beauty industry from the following sources:
 - industry associations
 - trade magazines
- source and interpret information on the following from the above sources, and share with colleagues to improve knowledge of the beauty industry, current trends and workplace requirements:
 - career opportunities within the industry
 - environmental issues and requirements
 - industrial relations issues
 - industry expectations of employees
 - industry working conditions
 - relationship between other related industries
 - new products, technology, techniques and services
 - work ethic required to work in the industry
- source plain English information on federal, state or territory, or local council legislation, regulations and requirements, and ethical issues as they relate to working in the beauty industry for each of the following:
 - consumer protection and trade practices
 - duty of care
 - hygiene
 - work health and safety.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of information on the beauty industry relevant to own work activities
- career pathways within the beauty industry
- relationships between the beauty industry and other related industries

- industry expected work ethic and expectations of employees in the beauty industry
- role, services and support provided by trade unions, employer groups and professional associations relevant to own work in the beauty industry
- environmental responsibilities of businesses and employees in the beauty industry in relation to own practice:
 - energy and water conservation
 - recycling
 - waste minimisation
- legal and ethical issues applicable to own day-to-day work activities in the beauty industry as detailed in organisational procedures and processes:
 - advertising
 - anti-discrimination
 - confidentiality
 - consumer protection
 - duty of care
 - equal employment opportunity
 - health and hygiene
 - insurance
 - licensing
 - overbooking
 - pricing
 - privacy
 - product recommendations
 - training
 - workplace relations
- purpose and impact on self, colleagues, and day-to-day work activities in the beauty industry of key applicable requirements of federal, and state or territory legislation and regulations:
 - anti-discrimination
 - Australian consumer law
 - duty of care
 - equal employment opportunity
 - hygiene
 - work health and safety
 - workers compensation
 - workplace relations.

Assessment Conditions

Assessment must ensure use of:

- beauty industry information sources:

- trade journals or magazines
- industry contacts, mentors or advisors
- internet
- industry media.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBSKS001 Pierce ear lobes

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to pierce ear lobes.

It requires the ability to consult with clients, select and use piercing tools and studs to pierce one or both ear lobes.

This unit applies to beauticians and retail beauty consultants who work in beauty salons and retail cosmetic outlets. In this environment they make routine service decisions within standard routines and procedures and are responsible for providing the service within skin penetration guidelines.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Skin Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Establish client priorities.
 - 1.1 Access and review client treatment plan if available.
 - 1.2 Establish ear piercing requirements with client.
 - 1.3 Obtain informed and signed parent or guardian consent if required.
 - 1.4 Identify and explain contraindications to ear piercing service, and refer client to appropriate professional as required.
 - 1.5 Explain treatment sequence and factors that may restrict treatment.
 - 1.6 Confirm revised treatment plan, record updates and obtain signed client consent.
2. Prepare for piercing.
 - 2.1 Prepare service area, client and self.
 - 2.2 Select ear piercing equipment and products.
 - 2.3 Use energy, water and other resources efficiently during preparation and subsequent treatment process.
3. Apply piercing.
 - 3.1 Apply infection control and skin penetration procedures throughout service.
 - 3.2 Cleanse and disinfect treatment site and mark ears for piercing.
 - 3.3 Confirm earring placement with client.
 - 3.4 Load stud gun and pierce ear lobes.
4. Review service and provide post service advice.
 - 4.1 Evaluate pierced ears service with client.
 - 4.2 Record outcomes of pierced ears service on client treatment plan.
 - 4.3 Provide aftercare advice and recommend products and future treatments.
5. Clean service area.
 - 5.1 Clean service area, equipment and work surfaces according to organisational policies and procedures.
 - 5.2 Restock equipment and products in preparation for next service.
 - 5.3 Dispose of general waste to minimise negative environmental impacts and according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description

- Reading skills to:
- interpret, and follow manufacturer instructions and safety data sheets for safe use of cleaning and treatment products and equipment.
- Numeracy skills to:
- calculate treatment times, product quantities and price.
- Technology skills to:
- use client software to update client notes, record stock data and product purchases.

Unit Mapping Information

SIBBSKS201A Pierce ears

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBSKS001 Pierce ear lobes

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate, follow and adjust treatment plans to provide three safe and appropriate ear lobe piercing services for clients
- maintain client records for each client specifying details of:
 - aftercare advice
 - adverse reactions
 - client name and address
 - contraindications
 - follow up advice
 - outcomes of treatment
 - procedure followed
 - studs used
 - type of ear piercing
- provide ear lobe piercing services that demonstrate:
 - consultation with client to agree on selection and placement of earrings
 - compliance with infection control and skin penetration procedures
 - minimum discomfort for client
 - placement of studs according to client requirements
 - accurate advice on care of wound, studs and maintenance of earrings
 - cleaning of ear piercing equipment according to skin penetration guidelines
- present self, according to organisational policy
- comply with health, hygiene and skin penetration regulations and requirements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state or territory and local health and hygiene and skin penetration regulations and requirements relevant to piercing ear lobes
- legal responsibilities in relation to infection control, sterilising, registration or licensing of business and maintenance of premises

- infectious disease transmission routes and prevention of infection transmission as it relates to ear piercing services
- infection control procedures and application of standard precautions as they apply to the provision of ear piercing services
- organisational policies and procedures relevant to piercing ear lobes:
 - client record management
 - equipment use and maintenance
 - incident reporting
 - personal hygiene and presentation
 - presentation of treatment area
 - waste disposal
 - work health and safety
- legal and insurance liabilities and responsibilities in regard to treatments
- scope of practice:
 - when to refer clients to other practitioners
 - importance of not stating a diagnosis of a contraindication
- cleaning and maintenance of piercing gun and equipment
- simplified cross section of the skin
- anatomy of the ear lobe
- workplace equipment and product range
- contraindications that prevent or restrict treatment or require referral to a medical professional and relationship to ear piercing services:
 - bacterial, fungal, parasitic and viral infections
 - clients under influence of alcohol or drugs
 - hypertrophic and keloid scarring tendency
 - non-normal skin
 - scar tissue and lesions
 - skin trauma
- adverse effects of ear piercing and required action:
 - inflammation
 - infection of the ear lobe
- care and maintenance procedures for recently pierced ears
- care and maintenance procedures for earrings
- process, forms and requirements for informed parental consent for minors
- sustainable operating procedures for the conservation of product, water and power
- aftercare advice and products to care for pierced ear lobes.

Assessment Conditions

Skills must be demonstrated in a beauty industry environment; this can be:

- a beauty industry workplace or

- a simulated beauty workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- paying clients, both new and regular, with ear lobe piercing requirements, who have the expectation that the services provided reflect those of a commercial business
- hand washing facilities:
 - basin
 - hot and cold running water
 - liquid soap
 - single use towels or hand dryer.

Assessment must ensure use of:

- adjustable client chair
- antiseptic and home-care products for care of wound
- cleaning and disinfection products and equipment
- ear piercing gun
- personal protective equipment:
 - disposable gloves
 - sterile, single use disinfecting skin swabs
- studs
- surgical marking pen.

Assessment activities that allow the individual to:

- provide ear piercing service within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- have worked in the beauty industry for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBSKS002 Provide diathermy treatments

Modification History

Not applicable.

Application

This unit describes the performance outcome, skills and knowledge required to plan and safely use electric currents to treated dilated capillaries.

It requires the ability to establish priorities with clients, synthesise knowledge of skin biology and electric currents to design and provide treatments to reduce the appearance of dilated capillary blood vessels on the face and upper chest. The diathermy treatment can be an individual service or form part of a series of services.

This unit applies to beauty therapists who work in beauty salons. In this environment they exercise judgement in selecting and providing an appropriate treatment; demonstrate maturity and confidentiality in their client interactions; and apply knowledge of a range of facial treatments.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SHBBINF001 Maintain infection control standards

Competency Field

Skin Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to

essential outcomes.	demonstrate achievement of the element.
1. Establish client priorities.	1.1 Access and review client treatment plan if available. 1.2 Discuss client diathermy requirements, changes in skin over lifetime, current skin care regimen, lifestyle and nutrition influences to determine causes of dilated capillaries. 1.3 Identify and assess dilated capillaries and skin. 1.4 Identify and explain contraindications to treatment, and refer client to appropriate professional as required. 1.5 Review medical history and medications, and obtain medical approval prior to treatment, as required. 1.6 Classify client skin and explain outcomes to client.
2. Design diathermy treatment.	2.1 Identify treatment parameters and techniques. 2.2 Discuss with client potential adverse effects, treatment design and recommendations for duration, frequency and treatment costs. 2.3 Confirm revised treatment plan, record updates and obtain signed client consent.
3. Prepare for treatment.	3.1 Check readiness of treatment area and availability of equipment and products. 3.2 Prepare client, ensuring their comfort and modesty throughout treatment. 3.3 Position self throughout treatment to minimise fatigue and risk of injury. 3.4 Use energy, water and other resources efficiently during preparation and subsequent treatment process.
4. Conduct patch test	4.1 Explain to client physical sensation of treatment. 4.2 Cleanse and disinfect patch test site. 4.3 Select sterile probes or needles and open in front of client. 4.4 Conduct patch test on an area adjacent to the treatment site. 4.5 Identify skin reaction and advise client of suitability for diathermy treatment. 4.6 Record current intensity and probe or needle size. 4.7 Rebook client to assess outcomes of patch test and for further treatments.
5. Apply electric currents.	5.1 Cleanse and disinfect treatment area. 5.2 Set current intensity and select probes or needles according to patch test results. 5.3 Open sterile probes or needles in front of client. 5.4 Apply and modify diathermy treatment, according to treatment plan, skin reaction and client feedback.

6. Review treatment and provide post treatment advice.	5.5 Apply aftercare products. 6.1 Evaluate treatment with client. 6.2 Record treatment parameters and outcomes of treatment on client treatment plan. 6.3 Advise client on how to care for skin in treatment site and expectations for wound healing. 6.4 Provide aftercare advice, recommend products and future treatments and rebook client. 6.5 Record treatment parameters and outcomes of treatment on client treatment plan.
7. Clean treatment area.	7.1 Remove used linen and clean treatment surfaces and equipment according to organisational policies and procedures. 7.2 Dispose of probes or needles in sharps container. 7.3 Sterilise any instrument that has come into contact with body fluids. 7.4 Restock equipment and products in preparation for next treatment. 7.5 Dispose of general waste and any hazardous waste to minimise negative environmental impacts and according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	- interpret, and follow manufacturer instructions and safety data sheets for safe use of cleaning and treatment products, probes or needles and equipment - source and interpret credible information from: - anatomy, physiology, skin science, publications - trade journals and industry information on diathermy - anatomical charts and models.
Oral communication skills to:	- provide simple explanations to clients that describe the physiological processes of diathermy on dilated capillaries - discuss treatment contraindications and precautions tactfully - reassure client throughout service.
Numeracy skills to:	calculate intensity and duration of electric currents, timing, probe size and pricing.

- Problem-solving skills to:
- identify issues and modify electric currents and probe sizes to minimise skin damage and client discomfort.
- Planning and organising skills to:
- sequence treatment delivery to maximise benefits for client.
- Technology skills to:
- access credible online publications and resources which build knowledge for providing advice to clients
 - use client software to update client notes, rebook client for future treatments, record stock data and product purchases
 - safely use and maintain electrical devices.

Unit Mapping Information

SIBBSKS503A Provide diathermy treatments

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBSKS002 Provide diathermy treatments

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate, follow and modify treatment plans to provide patch tests and four diathermy treatments for clients on:
 - face area
 - upper chest
- provide patch tests for each client that replicate the parameters in each treatment plan:
 - equipment
 - procedure
 - treatment
- provide consecutive diathermy treatments for two of the clients as required to achieve the treatment objectives
- provide diathermy treatments using both high frequency/thermolysis and blend machines
- develop, update and maintain treatment plans and records for each client specifying details of:
 - client feedback and adverse reactions
 - capillary type and distribution
 - contraindications and conditions
 - current type, duration and intensity
 - outcomes of patch test and treatments
 - post treatment care advice and products
 - probe or needle size and type
 - products used
 - recommended future treatments
 - relevant medical history and medications
 - skin analysis
 - treatment duration, areas treated and not treated
 - treatment objectives
- provide safe treatments demonstrating application of health and hygiene regulations and skin penetration guidelines with a focus on:
 - disinfection of treatment area

- disposal of infectious and non-infectious waste
- disposal of sharps
- equipment sterilisation and disinfection
- hand washing
- prevention of blood to blood contact
- use of equipment:
 - disposable
 - personal protection equipment
 - single use disposable probes or needles
- treat each client demonstrating the application of correct techniques:
 - angle of probing
 - choice of size and type of probe or needles
 - current intensity and duration
 - depth of probing
- treat clients causing minimal skin reaction
- present self, according to organisational policy
- comply with health, hygiene and skin penetration regulations and requirements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state or territory and local health and hygiene and skin penetration regulations and requirements relevant to providing diathermy treatments
- infectious disease transmission routes and prevention of infection transmission:
 - clients with blood borne diseases
 - contingency procedures for blood and body fluid contact
 - prevention of blood to blood contact
 - safe handling and disposal of sharps
- immunity and how it is acquired
- infection control procedures and application of standard precautions
- definitions and methods of cleaning, disinfection and sterilisation
- organisational policies and procedures relevant to providing diathermy treatments:
 - client record management
 - equipment use and maintenance
 - incident reporting
 - linen use and laundry procedures
 - personal protection equipment
 - personal hygiene and presentation
 - presentation of treatment area
 - waste and hazardous substance disposal

- work health and safety
- legal and insurance liabilities and responsibilities regarding treatments
- scope of practice:
 - when to refer clients to other practitioners
 - importance of not stating a diagnosis of a contraindication
 - limitations to diathermy treatments
 - roles of nutritionist, dietician, complementary therapist and medical practitioner
- factors that affect treatment planning and client suitability for treatment:
 - areas treated
 - client finances
 - extent of area treated
 - pain tolerance
 - skin:
 - healing
 - skin reactions
- effects, risks, benefits and indications for diathermy treatments on the physical structure of skin and blood vessels
- sources, risks, benefits and effects of light treatments for dilated capillary removal
- skin anatomy and physiology:
 - microscopic anatomy of:
 - epidermis
 - dermis
 - hypodermis
 - phases of skin growth, cell renewal, and factors that affect epidermal mitosis
 - normal process of skin ageing and structural change
 - normal skin responses to irritation and trauma
 - wound healing stages and variations relevant to face and upper chest
 - origin and evolution of hypertrophic and keloid scars and abnormal scar tissue
- structure, function and distribution of skin glands
- relationship between nutrition and healthy skin
- anatomy and physiology of blood vessels and capillaries
- interdependence of body systems and their relationship to a healthy body and skin:
 - nervous system and its relationship to skin sensations
 - lymphatic, digestive, respiratory, and circulatory systems and their relationship to skin functions, thermoregulation and homeostasis
 - endocrine and reproductive systems in relationship to hormonal influences on skin
- appearance, genetic factors, possible medical treatments for skin conditions, diseases and disorders
- physical appearance of skin types and minor skin blemishes
- typical medical treatments, medications and side effects relevant to diathermy treatments
- principles and properties of electrical currents and the technology used in hair reduction:

- alternating current
- direct current
- electrical circuits
- electrical supply
- energy
- specialised hair reduction applications:
 - blend
 - galvanic
 - thermolysis
- principles and processes of direct and alternating currents:
 - electrical energy and electron movement
 - electrolytic process
 - thermal effect
 - electrodes
 - frequency ranges
 - capacitance
- safe practices and management when using electrical currents
- factors affecting diathermy treatment outcomes:
 - accurate probing:
 - duration
 - angle
 - depth
 - areas treated
 - causes of skin damage
 - correct probing and successful treatment outcomes
 - current intensity and type
 - extent of area treated
 - needle or probe size selection
 - pain tolerance
 - safety and comfort
- contraindications that prevent or restrict treatment or require clearance from a medical practitioner to proceed and their relationship to diathermy:
 - acne
 - adverse outcomes of previous diathermy treatments
 - bacteria, fungal, parasitic and viral infections
 - type one and two diabetes mellitus
 - medications that cause skin thinning
 - metal implants
 - pacemakers
 - rashes

- scar tissue
- skin trauma
- appearance, causes and management of adverse effects of diathermy treatments:
 - bruising
 - inflammation arising from treatment
 - over treatment
 - reaction of client to electrical current
 - scarring
- post treatment care procedures and advice for specific treatment areas:
 - special care of treatment area
 - sun protection
 - avoidance of intense physical activity
 - dietary advice
 - skin peels
- sustainable operating procedures for the conservation of product, water and power.

Assessment Conditions

Skills must be demonstrated in a diathermy environment; this can be:

- an industry workplace or
- a simulated workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- paying clients, both new and regular, with different diathermy requirements, who have the expectation that the services provided reflect those of a commercial business
- hand washing facilities:
 - basin
 - hot and cold running water
 - liquid soap
 - single use towels or hand dryer
- relevant workplace documentation:
 - blank client records
 - organisational policies and procedures relevant to diathermy treatments
 - manufacturer instructions for equipment
 - safety data sheets for cleaning products.

Assessment must ensure use of:

- alcohol disposable single use skin wipes

- cleaning and disinfection products and equipment
- client gown or protective sheets
- diathermy equipment:
 - high frequency/thermolysis
 - blend
- disposable needles or probes of a range of sizes in sterile packs
- disposable tissues and spatulas
- individual work station:
 - adjustable treatment table with safe working access to both sides and ends
 - individual electricity supply
 - magnifying lamp
 - operator chair
 - trolley for products, bowls and equipment
- personal protective equipment:
 - disposable gloves
 - apron
- sharps container
- sterilised small tools and equipment or all equipment to be single use and disposable
- treatment towels or linen, or disposable linen.

Assessment activities that allow the individuals to:

- complete diathermy treatments within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- hold a qualification as a beauty therapist
- have worked as a beauty therapist for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBSKS003 Design and provide cosmetic tattooing

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to penetrate the skin to apply pigments in order to provide cosmetic tattoos on the face or body.

It requires the ability to consult with clients, design the tattoo, select pigments and equipment to tattoo lips, eyebrows, eyelids, face and breast areola. This is a remedial or cosmetic tattoo treatment and can be an individual service, or form part of a series of services.

This unit applies to beauty therapists who work in beauty salons. In this environment they exercise judgment in selecting tattoo designs; demonstrate maturity and confidentiality in their client interactions; and apply knowledge of skin biology and skin penetration infection control procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SHBBINF001 Maintain infection control standards

Competency Field

Skin Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Establish client requirements.
 - 1.1 Access and review client treatment plan if available.
 - 1.2 Discuss with client cosmetic tattooing requirements and lifestyle factors to identify their priorities.
 - 1.3 Consult with referral sources to clarify and confirm client request for tattoo service if required.
 - 1.4 Assess skin in area to be tattooed to determine suitability of cosmetic tattooing to meet client requirements.
 - 1.5 Identify contraindications to cosmetic tattooing and refer client to appropriate professional as required.
 - 1.6 Identify skin disorders and diseases and possible adverse reactions and discuss with client.
 - 1.7 Review client medical history, medications and obtain medical approval prior to treatment as required.
2. Design and recommend cosmetic tattooing.
 - 2.1 Design tattoo, providing client with visual representation of expected outcomes.
 - 2.2 Explain to client treatment sequence, duration, frequency and cost.
 - 2.3 Modify treatment plan, record updates and obtain signed client consent.
 - 2.4 Obtain informed and signed parent or guardian consent if client is a minor.
3. Set up and provide safe cosmetic tattooing.
 - 3.1 Check readiness of treatment area and availability of equipment.
 - 3.2 Prepare client and select pigments and equipment based on agreed treatment plan.
 - 3.3 Position self throughout treatment to minimise fatigue and risk of injury.
 - 3.4 Ensure client comfort and modesty throughout treatment.
 - 3.5 Use energy, water and other resources efficiently during preparation and subsequent treatment process.
4. Perform patch test.
 - 4.1 Cleanse and disinfect patch test on area to be tattooed.
 - 4.2 Select sterile needle pack and open in front of client.
 - 4.3 Conduct patch test on an area adjacent to the area to be tattooed.
 - 4.4 Identify skin reaction and advise client of suitability for cosmetic tattooing treatment.
 - 4.5 Record details of patch test.
 - 4.6 Rebook client to assess outcomes of patch test and for further treatments.
5. Provide cosmetic tattooing.
 - 5.1 Map out shape and colour of cosmetic tattoo.
 - 5.2 Photograph area to be tattooed prior to and immediately after treatment.

- 5.3 Cleanse and anaesthetise skin in treatment area.
- 5.4 Open sterile needle packs in front of client.
- 5.5 Select, prepare and record needles and pigments to be used.
- 5.6 Provide cosmetic tattooing treatment.
- 5.7 Apply aftercare products.
- 6. Review treatment and provide post treatment advice.
 - 6.1 Apply knowledge of skin biology, wound healing, cosmetic chemistry and treatment outcomes and client feedback to evaluate treatment.
 - 6.2 Record treatment parameters and outcomes of treatment on client treatment plan.
 - 6.3 Provide aftercare advice and recommend products and future treatments.
 - 6.4 Manage client expectations of potential outcomes.
 - 6.5 Rebook client as required.
 - 6.6 Advise referral source on treatment progress as required.
- 7. Clean treatment area.
 - 7.1 Remove used linen and clean treatment surfaces and equipment according to organisational policies and procedures.
 - 7.2 Dispose of probes or needles in sharps container.
 - 7.3 Sterilise any instrument that has come into contact with body fluids.
 - 7.4 Restock equipment and products in preparation for next treatment.
 - 7.5 Dispose of general and any hazardous waste to minimise negative environmental impacts and according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	- interpret, and follow manufacturer instructions and safety data sheets for safe use of cleaning and treatment products, pigments, needles and equipment - source and interpret credible information on skin structure and biology.
Oral communication skills to:	use effective questioning and active listening techniques to consult client, confirm requirements and monitor treatment

- outcomes.
- Numeracy skills to:
- calculate treatment timing, pigment quantities and needle size and pricing.
- Problem-solving skills to:
- identify issues and modify technique or products to minimize skin damage and client discomfort.
- Planning and organising skills to:
- sequence series of treatments to maximise outcomes for client.
- Technology skills to:
- safely use and maintain cosmetic tattoo machine and tools
 - use client software to update client notes, record stock data and product purchases.

Unit Mapping Information

SIBBSKS504A Design and perform cosmetic tattooing

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBSKS003 Design and provide cosmetic tattooing

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate, follow and modify treatment plans, to provide patch tests and three cosmetic tattooing treatments for clients on three different tattooing sites from the following list:
 - breast areola
 - eyelids
 - eyebrow
 - lips
- design appropriate tattoos for each client
- select and mix pigments according to tattoo design
- provide patch tests for each client that replicate the treatment plan:
 - equipment
 - procedure
 - treatment
- develop, record and maintain treatment plans and records for each client specifying details of:
 - adverse reactions
 - aftercare recommendations and advice
 - anaesthetic used and method of application
 - changes in client skin condition
 - contraindications
 - outcomes of patch test and treatments
 - needle size and type
 - pigments and products used
 - relevant medical history and medications
 - skin analysis
 - tattoo design
 - treatment procedure
- photograph treatment site prior to and after treatments ensuring clarity and comparability of image

- provide safe treatments demonstrating application of health and hygiene regulations and skin penetration guidelines with a focus on:
 - disinfection of treatment area
 - disposal of infectious and non-infectious waste
 - disposal of needles
 - equipment sterilisation and disinfection
 - hand washing
 - prevention of blood to blood contact
 - use of equipment:
 - disposable
 - personal protection equipment
 - single use, sterile, disposable needles
- treat client demonstrating appropriate selection and use of:
 - pigment needles:
 - angle
 - depth
 - electric current levels
- recognise and manage contraindications to tattoo services
- interact with and reassure client throughout the treatment
- treat clients causing minimal skin reaction
- present self, according to organisational policy
- comply with health, hygiene and skin penetration regulations and requirements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state, territory or local health and hygiene regulations and requirements as relevant to cosmetic tattooing
- skin penetration guidelines
- infectious disease transmission routes and prevention of infection transmission:
 - clients with blood borne diseases
 - contingency procedures for blood and body fluid contact
 - prevention of blood to blood contact
 - safe handling and disposal of sharps
- immunity and how it is acquired
- infection control procedures and application of standard precautions
- definitions and methods of cleaning, disinfection and sterilisation
- organisational policies and procedures relevant to cosmetic tattooing:
 - client record management
 - equipment use and maintenance

- incident reporting
- linen use and laundry procedures
- personal hygiene and presentation
- presentation of treatment area
- waste disposal
- work health and safety
- legal and insurance liabilities and responsibilities regarding treatments
- scope of practice:
 - when to refer clients to other practitioners
 - importance of not stating a diagnosis of a contraindication
 - limitations to cosmetic tattooing treatments
- effects and benefits of cosmetic tattooing treatments
- effects of cosmetic tattooing treatments on the physical structure of the skin
- skin anatomy:
 - gross and microscopic
 - epidermis, dermis and subcutaneous layers
 - differences depending on location
- function and role of skin
- structure, function, and distribution of skin glands
- production, composition, functions and control of skin gland secretions
- appearance and characteristics of skin types:
 - dry/alipid/lipid dry
 - oily/lipid
 - diffused red
- phases of growth, cell renewal, healing of skin and factors affecting epidermal mitosis
- normal process of skin ageing and structural change
- origin and evolution of hypertrophic, keloid and abnormal scar tissue
- skin response to irritation and trauma
- wound healing
- nervous system and its relationship to skin
- sensations and their relationship to cosmetic tattooing
- properties and use of electric energy, electrostatics and electrical current for cosmetic tattooing services
- factors likely to affect the suitability of treatment
- formulation, function and action of cosmetic pigments
- colours in pigments:
 - colour codes
 - dyes
 - interaction of colours
 - lakes
 - pigments

- regulations
- ingredients in tattooing products:
 - effects on the skin
 - toxic effects
 - contribution to premature ageing
 - adverse effects when used in combination with other products or treatments
- contraindications that prevent or restrict treatment or require clearance from a medical practitioner to proceed and their relationship to cosmetic tattooing:
 - acne
 - bacteria, fungal, parasitic and viral infections
 - adverse outcomes of previous cosmetic tattooing
 - type one and two diabetes mellitus
 - bruises
 - cancer related treatments
 - dysfunction of nervous system
 - medication that cause skin thinning or inflammation
 - pigmented naevi
 - rashes
 - scar tissue
 - skin trauma
- appearance, genetic factors, possible medical treatments and limitations of cosmetic tattooing treatments on skin conditions, diseases and disorders:
 - acne
 - benign neoplasm and hyperplasias
 - closed comedones/milia
 - couperose
 - dehydration/ trans epidermal water loss
 - dermatitis and eczema
 - erythema
 - ichthyosis
 - lupus erythematosus
 - mature
 - photoaged
 - pigmentation disorders
 - open comedones
 - scleroderma
 - seborrhoea
 - sensitive
 - skin tumours
 - urticaria

- appearance, causes and management of adverse effects of cosmetic tattooing:
 - bruising
 - inflammation
 - torn skin
 - unsatisfactory appearance
- medical treatments, drugs and side effects relevant to cosmetic tattooing
- safe practices and management when using electrical currents
- post treatment care procedures and advice for specific treatment areas:
 - special care of treatment area
 - sun protection
 - managing the healing process
 - follow up treatments
 - ongoing assessment
- sustainable operating procedures for the conservation of product, water and power.

Assessment Conditions

Skills must be demonstrated in a cosmetic tattooing environment; this can be:

- an industry workplace or
- a simulated workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- paying clients, both new and regular, with different cosmetic tattooing requirements, who have the expectation that the services provided reflect those of a commercial business
- hand washing facilities:
 - basin
 - hot and cold running water
 - liquid soap
 - single use towels or hand dryer
- relevant workplace documentation:
 - blank client records
 - organisational policies and procedures relevant to cosmetic tattooing
 - manufacturer instructions for equipment
 - safety data sheets for pigments.

Assessment must ensure use of:

- cleaning and disinfection products and equipment
- a minimum of ten colour pigments
- colour pigment holders

- cosmetic tattoo machine and matching transmission shaft
- disposable needles of a range of sizes in sterile packs
- disposable, single use, sterile skin wipes
- individual work station consisting of:
 - adjustable treatment table with safe working access to both sides and ends
 - individual electricity supply
 - magnifying lamp
 - operator chair
 - trolley for products, bowls and equipment
- mouthguards
- personal protective equipment:
 - disposable gloves
 - apron
- sharps container
- sterilised small tools and equipment or all equipment to be single use and disposable
- tissues
- topical anaesthetic creams
- treatment towels or linen, or disposable linen
- tweezers.

Assessment activities that allow the individuals to:

- complete cosmetic tattooing within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- hold a qualification as a beauty therapist
- have worked as a beauty therapist for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBSKS004 Provide upper body piercings

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to provide upper body piercing services.

It requires the ability to consult with clients, select tool and jewellery to safely pierce nose, ear cartilage and navel. Upper body piercing service can be provided for a single or multiple area piercings.

This unit applies to beauty therapists who work in beauty salons. In this environment they are part of a team but make independent treatment decisions; demonstrate sensitivity, maturity and confidentiality in their client interactions; and have knowledge across a range of piercing techniques and products. They provide the service within skin penetration guidelines.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SHBBINF001 Maintain infection control standards

Competency Field

Skin Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Prepare for treatment.
 - 1.1 Access and review client treatment plan if available.
 - 1.2 Check readiness of treatment area and availability of equipment.
 - 1.3 Use energy, water and other resources efficiently during preparation and subsequent treatment process.
2. Confirm client requirements.
 - 2.1 Confirm with client piercing requirements and assess areas requiring treatment.
 - 2.2 Obtain proof of age or informed and signed parent or guardian consent for minors as required.
 - 2.3 Identify and explain contraindications to piercing service, and refer client to appropriate professional as required.
 - 2.4 Explain treatment sequence and factors that may restrict treatment.
 - 2.5 Measure treatment site to determine gauge and size of jewellery.
 - 2.6 Confirm jewellery size and style and revised treatment plan, record updates and obtain signed client consent.
3. Provide piercing.
 - 3.1 Prepare client and self, and select piercing equipment and products.
 - 3.2 Apply infection control and skin penetration procedures throughout service.
 - 3.3 Position client and self to allow for easy access to treatment site and minimise risk of injury.
 - 3.4 Cleanse and disinfect treatment site and mark up for piercing.
 - 3.5 Confirm placement with client.
 - 3.6 Perform piercing to skin penetration legislation, manufacturer instructions and treatment plan.
 - 3.7. Identify and manage adverse effects.
4. Review treatment and provide post treatment advice.
 - 4.1. Evaluate piercings with client.
 - 4.2. Record outcomes of piercing treatment on client treatment plan.
 - 4.3. Provide aftercare advice and recommend products and future treatments.
5. Clean treatment area.
 - 5.1. Remove used linen and clean treatment surfaces and equipment according to organisational policies and procedures.
 - 5.2. Dispose of single use equipment according to organisational safety policy.
 - 5.3. Sterilise reusable piercing equipment.
 - 5.4. Restock equipment and products in preparation for next treatment.

5.5. Dispose general and any hazardous waste to minimise negative environmental impacts and according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret, and follow manufacturer instructions and safety data sheets for safe use of cleaning and treatment products and equipment.
Numeracy skills to:	calculate treatment times, product quantities and price.
Problem-solving skills to:	identify issues and modify equipment and jewellery to minimise skin damage and client discomfort.
Self-management skills to:	maintain cultural sensitivity, maturity and confidentiality with clients.

Unit Mapping Information

SIBBSKS505A Provide upper body piercing

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBSKS004 Provide upper body piercings

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate, follow and adjust treatment plan to provide safe and appropriate upper body piercing services for clients for each of the following:
 - ala of nose
 - ear cartilage, any of:
 - antihelix
 - antitragus
 - daith
 - helix
 - tragus
 - navel
- design and record treatment plans for each client specifying details of:
 - aftercare advice
 - adverse reactions
 - client name and address
 - consent form
 - contraindications
 - follow up advice
 - treatment outcomes
 - piercing sites
 - procedure followed
 - type, size, metal and gauge of jewellery used
- provide upper body piercing services that demonstrate the following:
 - accurate advice on care of wound and maintenance of treatment site
 - consultation with client to confirm selection and placement of jewellery
 - strategies for reducing client discomfort
 - placement of jewellery according to client requirements
 - sterilisation of reusable upper body piercing equipment
 - selection and application of correct types, metals, sizes and gauges of body jewellery
- interact with and reassure client throughout the treatment

- present self, according to organisational policy
- comply with health, hygiene and skin penetration regulations and requirements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state or territory and local health and hygiene and skin penetration regulatory guidelines relevant to providing upper body piercings
- legal responsibilities in relation to infection control, sterilising, registration or licensing of business and maintenance of premises
- infectious disease transmission routes and prevention of infection transmission as it relates to upper body piercing services
- infection control procedures and application of standard precautions as they apply to the provision of upper body piercing services
- organisational policies and procedures relevant to providing upper body piercing services:
 - client record management
 - equipment use and maintenance
 - incident reporting
 - personal hygiene and presentation
 - presentation of treatment area
 - skin penetration procedures
 - waste and hazardous substance disposal
 - work health and safety
- legal and insurance liabilities and responsibilities regarding upper body piercing
- scope of practice:
 - when to refer clients to other practitioners
 - importance of not stating a diagnosis of a contraindication
- cleaning, disinfection and sterilisation principles and procedures
- procedures for responding to spills and sharps injury
- advantages of single use disposable equipment
- manufacturer instructions for cleaning, disinfecting and sterilising equipment and products
- workplace equipment and product range
- anatomy and physiology of the skin and skin structures as they relate to ala of nose, ear cartilage and navel:
 - effects of upper body piercing on physical structure of the skin
 - microscopic anatomy of the epidermis, dermis and hypodermis
 - normal skin response to irritation and trauma
 - origin and evolution of hypertrophic and keloid scars and abnormal scar tissue
 - wound healing
- areas of body requiring special treatment:
 - blood supply areas

- cartilage
- nerves
- soft tissue
- contraindications that prevent or restrict upper body piercing treatments or require referral to a medical professional and relationship to upper body piercing:
 - bacterial, fungal, parasitic and viral infections
 - clients under influence of alcohol or drugs
 - hypertrophic and keloid scarring tendency
 - non-normal skin
 - scar tissue and lesions
 - skin trauma
- adverse effects of upper body piercing treatments and required actions:
 - bleeding
 - fainting
 - hypertrophic and keloid scarring
 - infection
 - inflammation
- care and maintenance procedures for recently pierced sites and jewellery
- process, forms and requirements for informed parental consent for minors
- sustainable operating procedures for the conservation of product, water and power
- aftercare advice and products to care for upper body piercings.

Assessment Conditions

Skills must be demonstrated in a beauty industry environment; this can be:

- a beauty industry workplace or
- a simulated beauty workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- paying clients, both new and regular, with upper body piercing requirements, who have the expectation that the services provided reflect those of a commercial business
- hand washing facilities:
 - basin
 - hot and cold running water
 - liquid soap
 - single use towels or hand dryer
- relevant workplace documentation:
 - blank client records
 - policies and procedures relevant to upper body piercing services

- equipment instructions
- product instructions and safety data sheets.

Assessment must ensure use of:

- a range of body jewellery in sterile packaging
- antiseptic and home-care products for care of wound
- autoclave equipment, packaging and documentation
- sharps container
- body piercing equipment:
 - autoclave
 - ball holding tweezers
 - calipers
 - forceps
 - iris scissors
 - needle acceptor tubes
 - needles
 - ring opening and closing pliers
- cleaning and disinfection products and equipment
- individual work station:
 - adjustable treatment table with safe operator access at head, foot and both sides
 - individual electricity supply
 - magnifying lamp
- personal protective equipment:
 - disposable gloves
 - goggles
- products:
 - aftercare
 - antiseptic
 - skin cleansing
 - swabs
- sterile, single use disinfecting skin swabs
- sterilised equipment
- surgical marking pen
- treatment towels or disposable linen supply.

Assessment activities that allow the individual to:

- complete upper body piercing within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations

- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- hold a qualification as a beauty therapist
- have worked as a beauty therapist for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBSKS005 Provide micro-dermabrasion treatments

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to use pre-set systems using crystals and vacuum suction to exfoliate the skin of the body or face.

It requires the ability to establish priorities with the client and synthesise knowledge of skin science and effects of treatment on skin structure, and to design and provide a safe and effective treatment. Micro-dermabrasion treatment can be an individual service or form part of a series of services.

This unit applies to beauty therapists who work in beauty salons. In this environment they work in a team but exercise judgment in selecting and providing an appropriate treatment.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SHBBINF001 Maintain infection control standards

Competency Field

Skin Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Establish client priorities.
 - 1.1 Access and review client treatment plan if available.
 - 1.2 Discuss skin changes over lifetime, current skin care regimen, lifestyle and nutrition influences to establish client micro-dermabrasion requirements.
 - 1.3 Conduct skin analysis, assessing degree of photo aging and pigmentation, thickness of epidermis, level of erythema and scar tissue as required.
 - 1.4 Identify and explain contraindications to treatment, and refer client to appropriate professional as required.
 - 1.5 Review medical history and medications, and obtain medical approval prior to treatment, as required.
 - 1.6 Classify client's skin, Fitzpatrick skin type and explain outcomes to client.
2. Design micro-dermabrasion treatment.
 - 2.1 Design proposed micro-dermabrasion for a single or a series of treatments based on the appropriate device parameters and treatment technique to achieve desired results.
 - 2.2 Discuss with client potential adverse effects, treatment design and recommendations for duration, frequency and treatment costs.
 - 2.3 Confirm revised treatment plan, record updates and obtain signed client consent.
3. Prepare for micro-dermabrasion treatment.
 - 3.1 Check readiness of treatment area and availability of equipment.
 - 3.2 Prepare self, equipment and products.
 - 3.3 Prepare client, ensuring their comfort and modesty throughout treatment.
 - 3.4 Position self throughout treatment to minimise fatigue and risk of injury.
 - 3.5 Use energy, water, product and other resources efficiently during preparation and subsequent treatment process.
4. Perform patch test.
 - 4.1 Explain physical sensation of treatment to client.
 - 4.2 Cleanse skin and ensure area is dry and hair free.
 - 4.3 Patch test a small area adjacent to the treatment site, assess reaction and record results.
 - 4.4 Advise client of suitability for treatment, pre-treatment care and preparation of skin and products to use to enhance treatment outcomes.
5. Provide micro-dermabrasion.
 - 5.1 Adjust treatment parameters according to patch test results.
 - 5.2 Decide on treatment procedure, number and direction of passes.

- 5.3 Provide micro-dermabrasion for face or body.
- 5.4 Stretch and manipulate skin to prevent damage.
- 5.5 Monitor client reactions and adjust treatment parameters or cease treatment as required.
- 5.6 Apply post-treatment products.
- 6. Review treatment and provide post treatment advice.
 - 6.1 Evaluate treatment with client.
 - 6.2 Review current skin care regimen and make recommendations to support client priorities and maintain skin between treatments.
 - 6.3 Advise client on how to protect skin from environmental and sun damage as required.
 - 6.4 Record treatment parameters and outcomes of treatment on client treatment plan.
 - 6.5 Design and recommend future treatments to support client priorities and rebook client as required.
- 7. Clean treatment area.
 - 7.1 Remove used linen and clean surfaces and equipment and attachments according to organisational policies and procedures.
 - 7.2 Sterilise any equipment or attachment that has come into contact with body fluids.
 - 7.3 Restock equipment and products in preparation for next treatment.
 - 7.4 Dispose of general waste and any hazardous waste to minimise negative environmental impacts and according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret, and follow manufacturer instructions and safety data sheets for safe use of cleaning and treatment products, micro-dermabrasion equipment and attachments.
Oral communication skills to:	provide simple explanations to client that describe the physiological processes of skin damage and ageing and how the selected device, products and advice will impact skin appearance.
Numeracy skills to:	calculate timing, treatment parameters and price.
Planning and	sequence treatment delivery to maximise benefits for client.

organising skills to:

- Technology skills to:
- access credible online publications and resources which build knowledge for providing advice to clients
 - use client software to update client notes, record stock data and product purchases.

Unit Mapping Information

SIBBSKS506A Apply micro-dermabrasion to improve skin appearance

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBSKS005 Provide micro-dermabrasion treatments

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate, follow and modify treatment plans, to provide patch tests and three micro-dermabrasion treatments to clients requiring:
 - face treatments
 - body treatments
- provide patch tests for each client that replicate the proposed treatment plans, including:
 - equipment
 - procedure
 - treatment
- provide pre-treatment advice for clients that covers:
 - lifestyle changes
 - pre-treatment products and skin care regime
 - treatments to avoid before micro-dermabrasion
- design, record and maintain treatment plan and records for each client specifying details of:
 - client feedback and adverse reactions
 - contraindications and conditions
 - number and directions of passes, equipment parameters and products used
 - outcomes:
 - patch tests
 - previous and current treatment
 - post treatment care advice and products
 - recommended future treatments
 - relevant medical history and medications
 - treatment duration, areas treated and not treated
 - treatment objectives
- design and provide treatment routines that demonstrate appropriate application and modification of the following micro-dermabrasion techniques:
 - position of attachment
 - pressure applied

- stretching
- speed
- angle
- number of passes
- direction of passes
- vacuum and crystal flow settings or texture of diamond tip
- treat skin requiring improvement for the clients in any three of the following:
 - fine lines
 - hyper-pigmentation
 - oily or congested skin
 - scar tissue
 - skin texture
 - stretch marks
- provide safe treatments demonstrating application of health and hygiene regulations and skin penetration guidelines demonstrating:
 - disinfection of treatment area
 - disposal of infectious and non-infectious waste
 - disposal of single use equipment
 - equipment sterilisation and disinfection as required
 - hand washing
 - prevention of blood to blood contact
 - use of disposable equipment
 - use of personal protection equipment for operator and client
- treat clients without damaging skin
- present self, according to organisational policy.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state or territory and local health and hygiene and skin penetration regulations and requirements relevant to providing micro-dermabrasion treatments
- infectious disease transmission routes and prevention of infection transmission:
 - clients with blood borne diseases
 - contingency procedures for blood and body fluid contact
 - prevention of blood to blood contact
 - safe handling and disposal of sharps
- immunity and how it is acquired
- infection control procedures and application of standard precautions
- definitions and methods of cleaning, disinfection and sterilisation

- organisational policies and procedures relevant to providing micro-dermabrasion treatments:
 - client record management
 - equipment use and maintenance
 - incident reporting
 - linen use and laundry procedures
 - personal hygiene and presentation
 - presentation of treatment area
 - waste and hazardous substance disposal
 - work health and safety
- legal and insurance liabilities and responsibilities in regard to treatments
- scope of practice:
 - when to refer clients to other practitioners
 - importance of not stating a diagnosis of a contraindication
 - limitations to micro-dermabrasion treatments
 - roles of nutritionist, dietician, complementary therapist and medical practitioner
 - factors likely to affect suitability of treatment for client
- effects, risks, benefits and indications for micro-dermabrasion treatments on the physical structure of the skin
- interdependence of body systems and their relationship to a healthy body and skin:
 - nervous system and its relationship to skin sensations
 - lymphatic, digestive, respiratory, and circulatory systems and their relationship to skin functions, thermoregulation and homeostasis
 - endocrine and reproductive systems in relationship to hormonal influences on skin
- skin anatomy and physiology
- structure, function and distribution of skin glands
- production, composition, functions and control of skin gland secretions
- appearance and characteristics of skin types:
 - dry/alipid/lipid dry
 - oily/lipid
 - diffused red
- phases of skin growth, cell renewal, wound healing and factors affecting epidermal mitosis
- electromagnetic spectrum and effect of light on skin
- physiological basis of skin colour
- relationship between skin type, minimal erythema dose, skin protection factor and sunscreen use
- Fitzpatrick skin types and how to classify skin
- function, formation and behaviour of major skin chemicals
- growth, development, ageing and healing of human skin
- abnormal and premature skin ageing and structural skin changes

- normal skin responses to irritation and trauma
- genetics of skin disorders
- trans-epidermal water loss
- absorption and relationship to skin treatments and products
- formulation, function and action of cosmetic formulations and ingredients in treatment products, effects and benefits to skin, potential adverse effects and those contraindicated for specific clients
- nervous system and its relationship to wound healing and the provision of micro-dermabrasion treatments
- advantages and disadvantages of crystal and diamond tips
- equipment causes of skin reactions and allergies in regard to micro-dermabrasion treatments
- contraindications that prevent or restrict treatment or require clearance from a medical practitioner to proceed and their relationship to micro-dermabrasion:
 - active acne
 - adverse outcomes to previous micro-dermabrasion treatments
 - bacteria, fungal, parasitic and viral infections
 - medications that cause skin thinning or inflammation
 - non-normal skin
 - prior treatments in last seven days:
 - chemical peels
 - dermal filler injections
 - electrolysis
 - laser treatment
 - muscle relaxant injections
 - tweezing
 - waxing
 - scar tissue
 - skin trauma
 - rosacea or telangiectasia
 - tattoos
 - skin care containing the following for three days before treatment:
 - AHAs
 - hydroquinine
 - salicylic acid
 - retinoids
 - skin trauma
 - rosacea or telangiectasia
 - tattoos
- appearance, genetic factors, possible medical treatments and limitations of micro-dermabrasion on skin conditions, diseases and disorders

- appearance, causes and management of adverse effects of micro-dermabrasion treatments:
 - blistering
 - bruising
 - excessive discomfort
 - over treatment
 - swelling
- post treatment care and advice for specific treatment areas:
 - avoidance of intense physical activity, sun exposure, restrictive clothing and heat treatments
 - hygienic care of treatment area
 - other beauty or cosmetic treatments
 - products to avoid
 - side effects of treatment and what to expect
 - sun protection
- lifestyle factors and benefits of lifestyle changes on skin
- sustainable operating procedures for the conservation of product, water and power.

Assessment Conditions

Skills must be demonstrated in a beauty industry environment; this can be:

- a beauty industry workplace or
- a simulated beauty workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- paying clients, both new and regular, with different micro-dermabrasion requirements, who have the expectation that the services provided reflect those of a commercial business
- hand washing facilities:
 - basin
 - hot and cold running water
 - liquid soap
 - single use towels or hand dryer
- relevant workplace documentation:
 - blank client records
 - organisational policies and procedures relevant to micro-dermabrasion services
 - manufacturer instructions for equipment
 - safety data sheets for cleaning and treatment products.

Assessment must ensure use of:

- alcohol disposable single use skin wipes

- bowls
- cleaning and disinfection products and equipment
- client gown or protective sheets
- disposable facial wipes, microlances, spatulas and tissues
- individual work station:
 - adjustable treatment table with safe working access to both sides and ends
 - individual electricity supply
 - magnifying lamp
 - operator chair
 - trolley for products, bowls and equipment
- micro-dermabrasion consumables:
 - crystals
 - diamond tips
 - filters
- micro-dermabrasion equipment, products and attachments
- personal protective equipment:
 - apron
 - disposable gloves
 - goggles
 - mask
- products from a comprehensive, professional skin care range
- sterilised small tools and equipment or all equipment to be single use and disposable
- treatment towels or linen, or disposable linen.

Assessment activities that allow individuals to:

- complete micro-dermabrasion treatments within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- hold a qualification as a beauty therapist
- have worked as a beauty therapist for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBSPA001 Work in a spa therapies framework

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to promote spa treatments and create and maintain a spa services environment.

It requires the ability to prepare spa work areas, recommend suitable spa therapies to clients, monitor the spa environment, complete shutdown of treatment rooms and equipment, and promote environmentally sound spa practices.

This unit applies to beauty and spa therapists who work in day, destination and resort spas. In this environment they work in a team but are responsible for individual client recommendations and for maintenance of the spa area.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Spa Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Prepare spa work

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1 Ensure water use and water hygiene complies with

environment.	requirements.
	1.2 Clean, operate and maintain equipment according to manufacturer instructions.
	1.3 Report malfunctioning equipment.
	1.4 Set up designated wet rooms safely.
	1.5 Ensure availability of sufficient clean linen, towels and spa products to avoid treatment disruption.
	1.6 Set lighting, temperature and relaxation music for the spa.
2. Promote spa therapies to clients.	2.1 Welcome client to salon consistent with salon branding and market position.
	2.2 Display courteous and respectful behaviour towards all clients.
	2.3 Explain to client features and benefits of wet and dry spa therapies, treatments and complementary products.
	2.4 Show client spa environment and explain spa etiquette.
3. Monitor spa environment.	3.1 Implement spa procedures to minimise use of energy, products and water during treatments, and to avoid water contamination.
	3.2 Check and maintain water quality and hygiene.
	3.3 Co-ordinate with colleagues to plan and maintain the spa environment.
	3.4 Maintain service culture and relaxing ambience of the spa environment.
4. Complete spa shutdown.	4.1 Clean and disinfect spa equipment and treatment tables.
	4.2 Ensure equipment and treatment areas are shut down according to spa policies and procedures.
	4.3 Replenish treatment areas as required.
	4.4 Dispose of general and hazardous waste to minimise negative environmental impacts and according to organisational policies and procedures.
	4.5 Notify colleagues of availability of vacated treatment area.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Oral communication skills to:	liaise and negotiate with team members to ensure smooth operation of spa.

Initiative and enterprise skills to:	• promote spa treatments to increase base clientele.
Teamwork skills to:	• work cooperatively with colleagues to avoid treatment delays and overbooked treatment rooms.
Technology skills to:	• operate and maintain spa equipment.

Unit Mapping Information

SIBBSPA501A Work in a spa therapies framework

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBSPA001 Work in a spa therapies framework

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- integrate spa technical skills and work in a spa services environment for a minimum of six, three hour work periods that individually or in combination, demonstrate:
 - preparing, cleaning and shut down of:
 - steam equipment
 - hydro tub
 - Vichy shower, or wet table, or spa capsule
 - hot towel cabinets
 - wet areas
 - testing water and chemical levels
 - maintaining lighting, temperature, spa environment and spa etiquette to ensure spa ambience
 - monitoring environmental impacts of a spa environment and identifying opportunities for reducing environmental impacts
- select, sequence, and promote to four different clients:
 - wet treatments:
 - steam room
 - hydro tub
 - Vichy shower, or wet table, or spa capsule
 - dry treatments:
 - body exfoliation
 - body wraps
 - massage
- present self, according to organisational policy.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state or territory and local health and hygiene regulations and requirements relevant to providing spa treatments

- organisational policies and procedures relevant to providing spa therapies:
 - client record management
 - equipment use and maintenance
 - incident reporting
 - linen use and laundry procedures
 - personal hygiene and presentation
 - presentation of treatment area
 - sustainability and environmentally sound practices:
 - energy efficiency
 - waste minimisation and disposal
 - recycling
 - water efficiency
 - work health and safety
- legal and insurance liabilities and responsibilities regarding spas and spa therapies
- definition of spa:
 - healing through water
 - philosophy of current spa movement
- spa history and development:
 - origins of hydrotherapy
 - overseas trends
 - development of current spa movement
 - cultural healing traditions
 - theories and principles of spa therapies:
 - Thalassotherapy
 - Balneotherapy
 - Kneipp therapy
- detailed knowledge of the features and benefits of wet and dry room therapies
- properties of water:
 - heat capacity
 - heat vaporisation and density
 - ph scale
- characteristics of water:
 - buoyancy
 - turbulence
- chemical properties of water:
 - spa behaviour of water under different conditions
 - benefits of water in spa treatments
- chemicals appropriate to spa environment to maintain water hygiene
- water hygiene:
 - infection and cross infection

- cross contamination
- methods of disinfection and sterilisation
- efficient and sustainable procedures for water supply
- definition of signature treatments
- management of adverse reactions to spa treatments:
 - dizziness
 - nausea
 - skin irritation
 - headache
- factors that contribute to spa ambience:
 - lighting and colours
 - relaxation background music or sounds
 - quiet areas and general noise management
 - perfumed oils or candles
 - decaffeinated and herbal refreshment
 - cool drinks
 - snack service.

Assessment Conditions

Skills must be demonstrated in a beauty industry or spa environment; this can be:

- an industry workplace or
- a simulated workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- paying clients, both new and regular, with different spa treatment requirements, who have the expectation that the services provided reflect those of a commercial business
- relevant workplace documentation:
 - equipment instructions
 - product instructions and safety data sheets
 - organisational policies and procedures relevant to spa therapies.

Assessment must ensure use of:

- cleaning and disinfection products and equipment
- computer with salon software
- hydro tub
- reception area
- relaxation area
- shower change facilities

- spa equipment
- spa menu
- steam equipment
- Vichy shower, wet table or spa capsule
- water treatment chemicals
- wet and dry treatment rooms.

Assessment activities that allow the individual to:

- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- hold a qualification as a beauty or spa therapist
- have worked as a beauty or spa therapist for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBSPA002 Provide spa therapies

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to provide wet and dry spa therapies to meet client needs.

It requires the ability to consult with clients, and select, provide and review hydrotherapy, wraps, herbal packs, sauna and other signature spa treatments. Spa therapies can be an individual treatment or form part of a sequenced series of treatments.

This unit applies to beauty and spa therapists who work in day, destination and resort spas. In this environment they work in a team but make independent treatment decisions and have knowledge across a range of spa products and treatments.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Spa Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Prepare for wet and

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1 Set spa beds with clean linen, plastic sheets and thermal

- dry treatments. blankets as required.
- 1.2 Prepare bolsters, and towels for the client draping during the treatment.
 - 1.3 Check spa equipment to ensure it is operating according to manufacturer instructions.
 - 1.4 Prepare sufficient supply of spa products to avoid disruption while providing treatments.
 - 1.5 Use energy, water and other resources efficiently during preparation and subsequent treatment process.
 - 1.6 Dim lights, set temperature at a comfortable level, and set relaxation music for spa rooms.
2. Develop treatment plan.
 - 2.1 Develop, or access and review client treatment plan.
 - 2.2 Confirm client spa treatment requirements, and identify potential additional services and products.
 - 2.3 Identify contraindications to spa service and refer client to appropriate professional as required.
 - 2.4 Explain therapy sequence, mode of administration and factors that may restrict treatment.
 - 2.5 Confirm revised treatment plan, record updates and obtain client consent.
 3. Provide wet spa therapy.
 - 3.1 Check client understanding of wet therapy steps, discuss modesty requirements and provide disposable garments as required.
 - 3.2 Prepare self, using personal protective equipment as required.
 - 3.3 Position self to minimise fatigue and risk of injury to self and client throughout treatment.
 - 3.4 Follow procedures to avoid water contamination throughout treatment.
 - 3.5 Use hydrotherapy equipment and treatment products according to treatment plan.
 - 3.6 Recognise adverse reactions and take remedial action as required.
 - 3.7 Apply aftercare products as required.
 4. Provide dry spa therapy.
 - 4.1 Check client understanding of dry therapy steps, discuss modesty requirements and provide disposable garments as required.
 - 4.2 Prepare self, using personal protective equipment as required.
 - 4.3 Position self to minimise fatigue and risk of injury to self and client throughout treatment.
 - 4.4 Drape client, and uncover body area to be treated.
 - 4.5 Exfoliate skin, and apply body wrap products or herbal

- pack, according to treatment plan and following manufacturer instructions.
- 4.6 Rinse client skin thoroughly and apply aftercare products.
5. Ensure client comfort during treatment
- 5.1 Check client comfort at regular intervals and reassure them throughout the treatment.
- 5.2 Assist client to safely vacate hydrotherapy area.
- 5.3 Monitor wet floors and treatment areas for safety of clients, colleagues, and self.
- 5.4 Allow post treatment recovery time in relaxation area.
6. Review treatment and provide post treatment advice.
- 6.1 Evaluate spa treatment with client and record treatment outcomes on treatment plan.
- 6.2 Advise on adverse effects to spa treatment.
- 6.3 Provide after care advice and recommend products and future treatments.
- 6.4 Rebook client as required.
7. Clean treatment area.
- 7.1 Remove used linen and clean surfaces and spa equipment according to organisational policies and procedures.
- 7.2 Restock equipment and products in preparation for next treatment.
- 7.3 Dispose general waste, hazardous substances and used treatment products to minimise negative environmental impacts and according to organisational policies and procedures.
- 7.4 Identify and report equipment malfunction.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret and follow manufacturer instructions and safety data sheets for safe use of cleaning and treatment products and spa equipment.
Oral communication skills to:	- provide simple explanations to client on the effect of the spa therapies on body and skin appearance - discuss treatment contraindications and precautions tactfully.
Numeracy skills to:	calculate treatment price and timing of different stages of treatment.
Planning and	sequence spa therapies to maximise benefits of treatment for clients.

organising skills to:

Technology skills to:

- use and maintain hydrotherapy equipment
- use client software to update client notes, rebook future treatments, record stock data and product purchases.

Unit Mapping Information

SIBBSPA503A Provide spa therapies

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBSPA002 Provide spa therapies

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate, follow and adjust treatment plan to provide six safe and appropriate spa treatments for different clients selecting treatments suitable for the established client treatment objectives including:
 - wet room therapies that demonstrate use of:
 - steam
 - hydro tub
 - Vichy shower or wet table, or spa capsule
 - dry room therapies that demonstrate use of:
 - body exfoliation
 - body wraps
 - herbal packs
 - sauna
- design, record and maintain treatment plans for each client specifying details of:
 - contraindications
 - spa treatments, routine and sequence
 - outcomes of previous and current treatment
 - post treatment information and advice
 - products used
 - relevant medical history and medication
 - treatment duration and future treatment recommendations
 - treatment objectives
 - client feedback
- maintain the spa environment before, during and after each treatment:
 - relaxing ambience of spa
 - health and safety of treatment rooms:
 - wet floors
 - hydrotherapy equipment
- recognise and manage contraindications and adverse effects to treatment as listed in knowledge evidence

- present self, according to organisational policy
- provide aftercare advice and suggest complementary products and treatments to maintain client spa treatment objectives.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state or territory and local health and hygiene regulations and requirements relevant to providing spa therapies
- organisation policies and procedures relevant to providing spa therapies:
 - client record management
 - equipment use and maintenance
 - incident reporting
 - linen use and laundry procedures
 - personal hygiene and presentation
 - presentation of treatment area
 - waste and hazardous substance disposal
 - water use minimisation
 - work health and safety
- legal and insurance liabilities and responsibilities regarding spa treatments
- scope of practice:
 - when to refer clients to other practitioners
 - importance of not stating a diagnosis of a contraindication
 - limitations to spa treatments
- anatomy and physiology of the skin and body as they relate to spa therapies
- features, benefits and application of each type of wet and dry room spa therapies:
 - body exfoliation
 - body wraps
 - herbal packs
 - hydro tub
 - sauna
 - steam
 - vichy shower, wet table or spa capsule
- ingredients of organisation spa treatment products and their effect on skin
- contraindications that prevent or restrict treatment or require clearance from a medical professional to proceed and relationship to spa treatments:
 - allergies to ingredients of spa products:
 - nuts
 - anaemia
 - anorexia

- asthma
- bacterial, fungal, parasitic and viral infections
- breastfeeding
- cancer
- circulatory disorders
- epilepsy
- heart conditions
- heat intolerance
- intoxication
- metal implants
- pacemakers
- pregnancy
- skin lesions
- skin thinning medication
- skin trauma
- sunburn
- type one and two diabetes mellitus
- varicose veins to:
 - Vichy shower
 - pressure
 - heat
- adverse effects to spa treatments and products and appropriate remedial action:
 - allergy to products
 - changes in body temperature
 - dizziness
 - dehydration
 - headache
- basic nutrition and relationship to healthy skin and body
- mode of administration:
 - exposure of sections of the body
 - requirements for feedback and interaction
 - requirements for specific positioning of client
 - rotating of exposure around the body
 - treatment technique
 - use of oil and treatments
 - variations in application intensity
- sustainable operating procedures for the conservation of product, water and power
- aftercare advice, products and future treatments relevant to spa therapies.

Assessment Conditions

Skills must be demonstrated in a beauty industry or spa environment; this can be:

- an industry workplace or
- a simulated workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- paying clients, both new and regular, with different spa treatment requirements, who have the expectation that the services provided reflect those of a commercial business
- hand washing facilities:
 - basin
 - hot and cold running water
 - liquid soap
 - single use towels or hand dryer
- relevant workplace documentation:
 - equipment instructions
 - organisational policies and procedures relevant to spa therapies
 - product instructions and safety data sheets.

Assessment must ensure use of:

- adjustable treatment tables with safe working access for operator and equipment at head, foot and each side
- cleaning and disinfection products and equipment
- client disposable undergarments
- dry treatment area
- electricity supply access to each spa treatment workstation
- hot towel cabinet
- hydro tub
- products from two comprehensive professional spa
- product ranges
- shower and client change facilities
- steam equipment towels
- Vichy shower, wet table or spa capsule
- wet treatment rooms.

Assessment activities that allow the individual to:

- complete spa treatments within organisational and commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations

- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- hold a qualification as a beauty or spa therapist
- have worked as a beauty or spa therapist for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBSPA003 Provide stone therapy massages

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to provide full body massages with hot and cold stones.

It requires the ability to establish priorities with clients, and synthesise knowledge of anatomy and physiology, skin science and lifestyle factors to select pre-heated stones, design massage and provide the treatment. Stone massage therapy can be an individual treatment or form part of a series of treatments.

This unit applies to beauty and spa therapists who work in day, destination and resort spas and beauty salons. In this environment they work in a team but are responsible for individual client recommendations and treatment.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Spa Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Prepare for stone massage therapy treatment.
 - 1.1 Check readiness of treatment area and availability of equipment.
 - 1.2 Select type and a variety of stone sizes.
 - 1.3 Immerse stones in temperature controlled heater.
 - 1.4 Prepare bowl of iced water to lower stone temperature as required.
 - 1.5 Use energy, water and other resources efficiently during preparation and subsequent treatment process.
2. Establish client objectives.
 - 2.1 Access and review client treatment plan if available.
 - 2.2 Discuss stone massage requirement and lifestyle factors to identify treatment priorities with client.
 - 2.3 Identify client skin condition, skin disorders and diseases and possible adverse reactions and discuss with client.
 - 2.4 Review client medical history, medications and obtain medical approval prior to treatment as required.
 - 2.5 Identify contraindications to stone massage, and refer client to appropriate professional as required.
 - 2.6 Assess the capacity of stone therapy massage to meet client needs.
3. Design and recommend stone therapy massage.
 - 3.1 Design proposed treatment for a single or series of treatments.
 - 3.2 Discuss benefits and potential adverse effects of selected stones and treatment sequence with client.
 - 3.3 Explain recommendations for duration, frequency and treatment costs.
 - 3.4 Modify treatment plan, record updates and obtain client consent.
4. Apply stones.
 - 4.1 Prepare client and select size and type of stones to suit degree of adipose tissue and treatment plan.
 - 4.2 Check client temperature tolerance and lower stone temperature as required.
 - 4.3 Remove placement stones and apply massage medium to body.
5. Apply massage.
 - 5.1 Position self to minimise fatigue and risk of injury.
 - 5.2 Ensure client comfort and privacy throughout massage.
 - 5.3 Use hot stones to perform gentle effleurage massage sequence on selected body areas.
 - 5.4 Provide body massage with hot stones and use cold stones as required.
 - 5.5 Adapt massage techniques and stone sizes to suit subcutaneous tissue and client relaxation.

	5.6 Allow post treatment recovery time in a relaxing environment.
6. Review treatment and provide post treatment advice	6.1 Evaluate stone massage treatment with client. 6.2 Manage client expectations of potential outcomes. 6.3 Recommend home care, lifestyle changes, products and future treatments to improve health and relaxation. 6.4 Update client treatment plan and rebook client as required.
7. Clean treatment work area	7.1 Remove used linen and clean surfaces, equipment and stones according to organisational policies and procedures. 7.2 Restock equipment and products in preparation for next treatment. 7.3 Dispose of general waste to minimise negative environmental impacts and according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret and follow manufacturer instructions and material safety data sheets for safe dilution, handling, storage and disposal of cleaning products and equipment.
Writing skills to:	record treatment using basic anatomy terminology to describe body areas and anatomical positions.
Oral communication skills to:	- discuss treatment contraindications and precautions tactfully - use and interpret verbal and non-verbal communication to develop rapport with client to convey service and product advice.
Numeracy skills to:	calculate treatment time and price.
Technology skills to:	- operate stone heater - use client software to update client notes, record stock data and product purchases.

Unit Mapping Information

SIBBSPA504A Provide stone therapy massage

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBSPA003 Provide stone therapy massages

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate, follow and adjust treatment plans to provide six safe and appropriate stone therapy massages for clients of differing height, weight and age
- design, record and update treatment plans and records for each client using correct anatomical terminology and specifying details of:
 - client feedback
 - contraindications and conditions
 - outcomes of previous and current treatment
 - massage details and stones used
 - post treatment lifestyle and product advice
 - products used
 - recommended future treatments
 - relevant medical history and medication
 - treatment duration, areas treated and areas not treated
 - treatment objectives
- maintain temperature of stones to suit each client's temperature tolerance
- sequence stone therapy routine to maximise benefits for each client
- adapt massage routine to stone therapy and each client needs
- present self, according to organisational policy
- comply with health and hygiene regulations and requirements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state or territory and local health and hygiene regulations and requirements relevant to providing stone therapy massages
- organisational policies and procedures relevant to providing stone therapy massages:
 - client record management
 - equipment use and maintenance
 - incident reporting

- linen use and laundry procedures
- personal hygiene and presentation
- presentation of treatment area
- waste disposal
- water use minimisation
- work health and safety
- legal and insurance liabilities and responsibilities regarding stone therapy massages
- scope of practice:
 - when to refer clients to other practitioners
 - importance of not stating a diagnosis of a contraindication
 - limitations of stone massage
 - role of complementary therapist and medical practitioner
- factors likely to affect suitability of treatments for client needs:
 - budgetary and time constraints
 - outcomes of previous treatments
 - physical attributes
- effects and benefits of:
 - each type of massage movement and technique
 - each type of stone
 - variations in stone temperature
 - stone placement and sequencing
- effects of stone therapy on body systems:
 - circulatory
 - integumentary
 - lymphatic
 - muscular
 - nervous
 - skeletal and articular
- common disorders of body systems and their relationship to stone therapy massage
- interdependence of body systems and their relationship to a healthy body and skin:
 - skeletal, muscular and nervous systems and relationship to stone massage
 - nervous system and its relationship to skin sensations
 - lymphatic and circulatory systems and their relationship to skin functions, thermoregulation and homeostasis
- position of major bones
- position and action of superficial muscles
- postural and skeletal abnormalities
- gross skin anatomy and physiology and differences in skin depending on body location
- role of skin in:
 - homeostasis

- protection
- sensation
- thermoregulation
- skin as a sense organ:
 - process of nerve conduction
 - stimuli and skin receptors
 - systems and pathways of sensory and motor neuronal conduction
 - variations in sensory perception and its relationship to stone therapy massage
- history of stone therapy massage
- properties of different materials for stones
- contraindications that prevent or restrict treatment or require clearance from a medical professional to proceed and relationship to stone therapy massage:
 - abdominal hernia
 - asthma
 - bacterial, fungal, parasitic and viral infections
 - cancer
 - heart conditions
 - loss of skin sensation
 - low blood pressure
 - intoxication or drug use
 - people prone to blood clots
 - post chemotherapy or radiation
 - post herpetic neuralgia
 - post surgery
 - pregnancy
 - recent fractures
 - skin lesions
 - skin trauma
 - sunburn
- adverse effects to stone therapy massage and appropriate remedial action:
 - dizziness
 - headache
 - nausea
 - skin irritation
- lifestyle factors and benefits of lifestyle changes
- sustainable operating procedures for the conservation of product, water and power
- effects and benefits of aftercare advice, products and future treatments to maintain client stone therapy massage objectives.

Assessment Conditions

Skills must be demonstrated in a beauty industry or spa environment; this can be:

- an industry workplace or
- a simulated workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- paying clients, both new and regular, with different stone therapy massage requirements, who have the expectation that the services provided reflect those of a commercial business
- hand washing facilities:
 - basin
 - hot and cold running water
 - liquid soap
 - single use towels or hand dryer
- relevant workplace documentation:
 - blank client cards
 - organisational policies and procedures relevant to stone therapy massage treatments
 - equipment instructions
 - product instructions and safety data sheets.

Assessment must ensure use of:

- cleaning and disinfection products and equipment
- dry treatment area
- individual work station consisting of:
 - adjustable treatment table with safe working access at both ends and sides
 - bowl for chilled water
 - individual electricity supply
 - trolley or stable surface for product and bowls
- information resources such as charts, electronic resources, texts, three-dimensional models and videos for anatomy and physiology and skin
- full thermal stone set with a range of shapes and sizes for various body areas
- massage oil
- thermostatically controlled stone heating unit
- treatment towels or linen, or disposable linen

Assessment activities that allow the learner to:

- complete stone massage treatments within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations

- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- hold a qualification as a beauty or spa therapist
- have worked as a beauty or spa therapist for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBBSPA004 Provide Indian head massages for relaxation

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to provide Indian head massage as part of a spa program.

It requires the ability to consult with clients, plan massage routine and massage arms, neck, shoulders, scalp and face. Indian head massage can be an individual treatment or form part of a series of treatments.

This unit applies to beauty and spa therapists who work in day, destination and resort spas and beauty salons. In this environment they operate with some level of autonomy or under limited supervision.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Spa Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Establish client objectives.
 - 1.1 Access and review client treatment plan if available.
 - 1.2 Discuss with client Indian head massage requirements and lifestyle factors to identify treatment priorities.
 - 1.3 Identify contraindications to Indian head massage, and refer client to appropriate professional as required.
 - 1.4 Identify client scalp condition, scalp disorders and possible adverse reactions and discuss with client.
 - 1.5 Identify client medical history, medications and obtain medical approval prior to treatment as required.
 - 1.6 Assess the capacity of Indian head massage to meet client needs.
2. Design and recommend Indian head massage.
 - 2.1 Design proposed treatment for a single or series of treatments.
 - 2.2 Discuss with client benefits and potential adverse effects of selected Indian head treatment sequence.
 - 2.3 Explain recommendations for duration, frequency and cost of treatments.
 - 2.4 Modify treatment plan, record updates and obtain client consent.
3. Prepare for Indian head massage treatment.
 - 3.1 Check readiness of treatment area and availability of equipment required.
 - 3.2 Prepare client and select massage products according to treatment plan, as required.
 - 3.4 Position self to minimise fatigue and risk of injury.
 - 3.3 Use energy, water and other resources efficiently during preparation and subsequent treatment process.
4. Provide Indian head massage treatment.
 - 4.1 Ensure client modesty throughout treatment.
 - 4.2 Instruct and monitor client on breathing technique.
 - 4.3 Apply massage medium as required avoiding product waste.
 - 4.4 Perform Indian head massage techniques according to treatment plan.
 - 4.5 Monitor client comfort throughout the treatment and adjust massage techniques and routine as required.
 - 4.6 Identify adverse effects and respond as required.
5. Review treatment and provide post treatment advice.
 - 5.1 Evaluate Indian head massage treatment with client.
 - 5.2 Manage client expectations of potential outcomes.
 - 5.3 Recommend home care, lifestyle changes, products and future treatments to improve health.
 - 5.4 Update client treatment plan and rebook client as required.

- 6. Clean treatment area.
 - 6.1 Remove used linen and clean surfaces and equipment according to organisational policies and procedures.
 - 6.2 Restock equipment and products in preparation for next treatment.
 - 6.3 Dispose of general waste to minimise negative environmental impacts and according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret and follow manufacturer instructions and safety data sheets for dilution, handling, storage and disposal of cleaning and treatment products and equipment.
Writing skills to:	record treatment using basic anatomy and physiology terminology to describe body areas and anatomical positions.
Oral communication skills to:	- select and use appropriate terminology in consultations with clients - protect confidentiality of client information by ensuring that other clients and colleagues do not overhear discussions - use and interpret verbal and non-verbal communication to develop rapport with client to convey service and product advice.
Numeracy skills to:	calculate treatment time and cost.
Technology skills to:	use client software to update client notes, rebook future treatments, record stock data and product purchases.

Unit Mapping Information

SIBBSPA505A Provide Indian head massage for relaxation

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBBSPA004 Provide Indian head massages for relaxation

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate, follow and adjust treatment plans to provide six safe and appropriate Indian head massages for different clients
- provide Indian head massage to treat each of the following areas as appropriate to the above clients:
 - arms
 - face
 - neck
 - primary chakra areas
 - scalp
 - shoulders
- design, record and update treatment plans and records for each client using correct anatomical terminology and specifying details of:
 - client feedback
 - contraindications and conditions
 - massage routines
 - outcomes of previous and current treatment
 - post treatment lifestyle and product advice
 - products used
 - recommended future treatments
 - relevant medical history and medication
 - treatment duration, areas treated and areas not treated
 - treatment objectives
- design and provide treatment routines that demonstrate appropriate selection, application and modification of the following massage movements:
 - effleurage
 - petrissage
 - Marma point
 - tapotement
 - vibration

- present self, according to organisational policy
- comply with health and hygiene regulations and requirements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state or territory and local health and hygiene regulations and requirements relevant to providing massage treatments
- organisational policies and procedures relevant to providing massage treatments:
 - client record management
 - equipment use and maintenance
 - incident reporting
 - linen use and laundry procedures
 - personal hygiene and presentation
 - presentation of treatment area
 - waste disposal
 - water use minimisation
 - work health and safety
- legal and insurance liabilities and responsibilities regarding treatments
- scope of practice:
 - when to refer clients to other practitioners
 - importance of not stating a diagnosis of a contraindication
 - limitations to Indian head massage
 - role of complementary therapist and medical practitioner
- factors likely to affect suitability of treatments for client needs:
 - budgetary and time constraints
 - outcomes of previous treatments
 - physical attributes
- history, origins, and traditions of Indian head massage
- features, benefits and effects of Indian head massage
- principles of body, mind and spiritual wellness
- basic aspects of Ayurveda and Ayurvedic bodywork
- Marma points application
- major chakra areas as they relate to Indian head massage
- benefits of continuous treatments
- effects and benefits of Indian head massage on body systems:
 - circulatory
 - digestive
 - integumentary
 - lymphatic

- muscular
- nervous
- respiratory
- skeletal and articular
- common disorders of body systems and their relationship to Indian head massage
- contraindications that prevent or restrict treatment or require clearance from a medical professional to proceed and relationship to Indian head treatments:
 - allergies to products
 - areas exhibiting loss of sensation
 - bacterial, fungal, parasitic and viral infections
 - cancer
 - clients under the influence of alcohol or drugs
 - clients with symptoms of infectious disease:
 - fever
 - nausea
 - extreme fatigue
 - extremes of body temperature
 - dysfunctions of the nervous system
 - epilepsy
 - heart condition
 - injury or surgery in treatment area
 - recent scar tissue
 - severe circulatory disorder
 - severe migraine or headaches
 - skin trauma
 - spondylitis
 - thrombosis or embolism
 - type one and two diabetes mellitus
 - undiagnosed lumps, bumps or swellings
 - very high or low blood pressure
- adverse effects to Indian Head massage and appropriate remedial action:
 - dizziness
 - headache
 - nausea
 - skin irritation
- lifestyle factors and benefits of lifestyle changes
- sustainable operating procedures for the conservation of product, water and power
- aftercare advice, products and future treatments to maintain client objectives.

Assessment Conditions

Skills must be demonstrated in a spa environment; this can be:

- an industry workplace or
- a simulated workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- paying clients, both new and regular, with different Indian head massage requirements, who have the expectation that the services provided reflect those of a commercial business
- access to hand washing facilities:
 - basin
 - hot and cold running water
 - liquid soap
 - single use towels or hand dryer
- relevant workplace documentation:
 - blank client cards
 - organisational policies and procedures relevant to massage treatments
 - product instructions
 - safety data sheets for cleaning products.

Assessment must ensure use of:

- cleaning and disinfection products and equipment
- individual work station consisting of:
 - adjustable treatment table or chair with safe working access for client and worker
 - trolley for products and bowls
- massage mediums
- treatment towels or linen, or disposable linen.

Assessment activities that allow the individual to:

- complete Indian head massages within commercially and organisational realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- hold a qualification as a beauty therapist

- have worked as a beauty therapist for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHBAS001 Provide shampoo and basin services

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to complete a range of hair services provided at the basin area including pre-service shampoos and treatments, and post treatment removal of residual colour and lightening products.

This unit applies to salon assistants who work in hairdressing or barber salons under close supervision and with guidance from more experienced or senior hairdressers or barbers. They use little judgement and follow instructions specified by the hairdresser or barber who has completed the client consultation and manages the client service. However, in a small salon, more senior hairdressers or barbers also undertake this function.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Basin Services

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Prepare for basin service.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Confirm service to be provided with client or supervising hairdresser or barber.

- 1.2. Select and apply wraps and towels to suit service and ensure client protection and safety.
 - 1.3. Brush or comb through hair, note length and visually examine hair and scalp condition.
 - 1.4. Identify any unusual scalp conditions and seek direction from supervisor.
 - 1.5. Position client neck and head to ensure access to hair, scalp, forehead and nape and maintain client comfort and safety.
 - 1.6. Throughout service, minimise product waste and use water resources efficiently.
2. Shampoo and condition hair.
 - 2.1. Select shampoo and treatment products, according to hair and scalp type and condition, seeking advice as required.
 - 2.2. Adjust water temperature, flow and direction to suit client hair and stage in the service.
 - 2.3. Distribute shampoo evenly over hair and scalp using massage techniques.
 - 2.4. Rinse hair thoroughly to leave free of shampoo and squeeze out excess water.
 - 2.5. Apply, process and remove treatment products according to product instructions.
 - 2.6. Absorb excess water with towels and use large wide-tooth comb to untangle hair from underneath and from ends to roots.
3. Remove processed colour products from hair.
 - 3.1. Use tepid water and massage techniques to emulsify processed product over hair, scalp, forehead and nape.
 - 3.2. Rinse hair and scalp thoroughly and evenly using tepid water to remove residual product.
 - 3.3. Apply and rinse shampoo once or twice according to product and supervisor instructions.
 - 3.4. Apply and remove post-treatment products according to product and supervisor instructions.
 - 3.5. Absorb excess water with towels and remove any colour stain on client forehead, nape or hairline.
 - 3.6. Use large wide-tooth comb to gently untangle hair from underneath and from ends to roots.
4. Remove processed foils from hair.
 - 4.1. Confirm, with supervisor, order and method of foils removal.
 - 4.2. Use tepid water to emulsify and rinse non-foiled, coloured hair with minimal disturbance to position of foils.
 - 4.3. Loosen foils, gently rinse and remove product in foil using tepid water and avoiding stretch or damage to hair.
 - 4.4. Apply and remove post-treatment products according to product and supervisor instructions.

4.5. Absorb excess water with towels and remove any colour stain on client forehead, nape or hairline.

4.6. Use large wide-tooth comb to gently untangle hair from underneath and from ends to roots.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret sometimes unfamiliar and detailed documents including organisational procedures, product instructions and safety data sheets.
Oral communication skills to:	ask open and closed probe questions and actively listen to clarify and confirm basin service instructions and check client comfort.
Planning and organising skills to:	logically sequence stages of preparation and service using supervisor instructions to guide activities.

Unit Mapping Information

SIHHBAS201A Perform shampoo and basin services

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHHBAS001 Provide shampoo and basin services

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- integrate health, safety and hygiene practices and procedures into day-to-day basin services work functions across four, three hour work periods
- across those work periods, cumulatively, provide the following services:
 - pre-service shampoo and conditioning
 - colour product removal
 - bleach product removal
 - foils and colour product removal
 - application of post colour treatment conditioners
- across the work periods, cumulatively use these head massage techniques when shampooing and conditioning:
 - effleurage
 - petrissage
 - tapotement.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- visual characteristics of normal and abnormal hair and scalp conditions
- organisation's basin service products and treatments range:
 - product purpose
 - action on the hair
 - application instructions
 - processing times
- role and basic content of Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
- basic aspects of local government, state or territory health regulations for hygiene and infection control at the basin services area
- industry practices and organisational procedures for:
 - client comfort, safety and hygiene with particular emphasis on:

- using gown and towels to protect client clothes
- avoiding product contact with eyes
- monitoring client comfort
- preventing cross-transmission of infection between customers
- work health, safety and hygiene for providing basin services, with particular emphasis on:
 - using correct posture to avoid fatigue and injury
 - avoiding product contact with operator eyes
 - preventing cross-transmission of infection during customer contact
- minimising product wastage
- water efficiency
- waste disposal with particular emphasis on environmentally sound disposal methods for hazardous and other waste.

Assessment Conditions

Skills must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- a supervising hairdresser or barber from whom the individual takes instructions
- paying clients with different basin services requirements; these can be:
 - clients in a hairdressing or barbering industry workplace, or
 - clients in a simulated hairdressing or barbering workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- sufficient client traffic to allow prioritisation of tasks so that clients are serviced effectively in a logical sequence
- activities that require the individual to work with commercial speed, timing and productivity to:
 - deal with multiple tasks simultaneously
 - complete client services within designated timeframes that reflect accepted industry practice
- a basin services area with:
 - shampoo back wash basins with hot and cold running water and adjustable temperature controls
 - shampoo hoses or spray attachments
 - client shampoo chairs or couches
 - clean client gowns or wraps

- clean client towels
- a diverse professional range of shampoos:
 - for dry hair and scalp
 - for oily hair and scalp
 - for chemically treated hair
- a diverse professional range of conditioning products:
 - for dry hair and scalp
 - for oily hair and scalp
 - for abnormal skin conditions, including psoriasis, seborrhoea, and dry and oily dandruff
 - post-colour treatments
- product:
 - instructions
 - Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
- organisational procedures for:
 - client comfort, safety and hygiene
 - work health, safety and hygiene for providing basin services
 - waste minimisation
 - water efficiency
 - disposal of hazardous and other waste.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate III in Hairdressing, or a Certificate III in Barbering, or a Certificate IV in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit **as part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; or
- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit **as part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHBAS002 Provide head, neck and shoulder massages for relaxation

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to provide relaxing head, neck and shoulder massages prior to other hair services. It requires the ability to use a basic range of massage techniques.

This unit applies to salon assistants who work in hairdressing or barber salons under close supervision and with guidance from more experienced or senior hairdressers or barbers. However, in a small salon, more senior hairdressers or barbers also undertake this function.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Basin Services

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Prepare for massage.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Question client about any pre-existing conditions or injuries and seek, from supervisor, advice to proceed as required.
- 1.2. Examine client head, neck and shoulder areas and record any

- notable skin, scalp or scarring issues on client history.
- 1.3. Prepare service area, self and client for massage, according to organisational hygiene procedures and health regulations.
 - 1.4. Select massage medium from salon range and measure to ensure minimal wastage.
2. Massage client head, neck and shoulders.
- 2.1. Apply massage medium to head, neck and shoulder areas and use appropriate massage techniques to relax client.
 - 2.2. Vary length of massage to suit client requirements and designated time lines.
 - 2.3. Monitor client response throughout service and adjust massage techniques as required.
 - 2.4. Remove massage medium according to product instructions.
 - 2.5. Allocate client post-massage relaxation time according to timeframes for next service.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret sometimes unfamiliar and detailed documents including organisational procedures, product instructions and product instructions.
Writing skills to:	use basic terminology to record skin and scalp conditions.
Oral communication skills to:	ask open and closed probe questions and actively listen to effectively interact with client and meet their needs.
Numeracy skills to:	measure and apply appropriate amounts of massage medium for effective massage and to minimise waste.
Planning and organising skills to:	manage own timing to complete massages within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHBAS002 Provide head, neck and shoulder massages for relaxation

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow health, safety and hygiene procedures to provide head, neck and shoulder massages to four different clients ensuring services consistently meet client expectations
- choose the following massage techniques as appropriate to the head, neck or shoulder area and cumulatively use these techniques across the suite of services:
 - effleurage
 - petrissage
 - tapotement
- use these products cumulatively across the suite of services:
 - scalp treatment products
 - hair treatment products
 - massage oil.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisation's product range of massage oils, scalp and hair treatments:
 - product purpose
 - action on the scalp and hair
 - application instructions
- key features and use of these massage techniques on the head, neck and shoulders:
 - effleurage
 - friction
 - petrissage
 - tapotement
- basic aspects of local government, state or territory health regulations applicable to providing massage services
- industry practices and organisational procedures for:
 - client comfort, safety and hygiene with particular emphasis on:
 - using gown and towels to protect client clothes

- monitoring client comfort
- preventing cross-transmission of infection between customers
- work health, safety and hygiene for providing massages, with particular emphasis on:
 - using correct posture to avoid fatigue and injury
 - preventing cross-transmission of infection during customer contact
- minimising wastage of massage mediums
- waste disposal with particular emphasis on sound disposal methods for contaminated waste.

Assessment Conditions

Skills must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- paying clients with different massage requirements; these can be:
 - clients in a hairdressing or barbering industry workplace, or
 - clients in a simulated hairdressing or barbering workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- activities that require the individual to work with commercial speed, timing and productivity to complete client services within designated timeframes that reflect accepted industry practice
- a basin services area with:
 - adjustable client chairs or couches
 - clean client gowns or wraps
 - clean client towels
 - a diverse professional range of massage mediums:
 - scalp treatment products
 - hair treatment products
 - massage oil
 - operator hand washing facilities:
 - basin with hot and cold running water
 - liquid soap
 - single use towels or hand dryer
- product instructions
- template client history records
- organisational procedures for:
 - client comfort, safety and hygiene

- work health, safety and hygiene for providing massages
- waste minimisation
- disposal of hazardous and other waste.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate III in Hairdressing, or a Certificate III in Barbering, or a Certificate IV in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; or
- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -

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SHBHCCS001 Plan hair services for special events

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan the provision of hair services for special events such as weddings, parties and balls. Services could be for individuals or groups and may involve a series of preparatory services prior to the event and styling services on the day in or outside the salon. It requires the ability to identify customer needs and preferences, determine final designs, provide costings and schedule all services.

This unit applies to hairdressers and barbers with well-developed skills who work in hairdressing or barber salons. They use discretion and judgement to plan all client services and take responsibility for the outcomes of their own work.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Client Services

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Consult with clients.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Obtain event information including theme, clothing style and

- colours from client.
- 1.2. Discuss client preferences and expectations of desired finished result using visual aids to assist.
 - 1.3. Recommend a range of options appropriate for the event style and which complement participant facial, skin and hair characteristics.
 - 1.4. Confirm client chosen option and provide costings and operational details for all pre-event and event day services.
2. Plan hairdressing event services.
- 2.1. Schedule preparatory services leading up to event.
 - 2.2. Arrange trialling and adjustment of hair designs where required.
 - 2.3. Schedule event day services and organise appropriate resources to meet requirements.
 - 2.4. Promote additional services and after service maintenance products and confirm with clients.
 - 2.5. Coordinate referrals to other professionals for services unavailable in the salon.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Oral communication skills to:	ask open and closed probe questions and actively listen to effectively interact with clients and meet their needs.
Numeracy skills to:	- calculate and present complex costings for a series of services for multiple participants - calculate timing for completion of staged preparatory services for optimum event day hair appearance.

Unit Mapping Information

SIHHCCS304A Plan services for special events

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHCCS001 Plan hair services for special events

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- consult with four different clients to establish their needs for different special events to be chosen from the following types:
 - weddings
 - formal functions or balls
 - parties
- calculate and present documented costings for each of the above clients for a series of services to include:
 - preparatory services leading up to event
 - trialling and adjustment of hair designs
 - event day services
- combine at least two of the following for each of the above costings:
 - haircutting services
 - hair colouring or lightening services
 - hair extension services
 - hair styling and finishing services
 - men's general grooming services
- prepare a schedule to complete all costed services for at least two of the above clients.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key characteristics and interrelationships of the elements and principles of hair design and use in achieving hair designs that complement event requirements, clothing style and client characteristics
- current and classic haircut, colour and design looks
- full details of the organisation's service range for cutting, colouring and styling:
 - costs for individual services
 - times to complete services
- full details of the organisation's home care products range

- methods to determine and present costings for a series of services for multiple participants
- effective allocation of human, equipment and stock resources required to provide event day services
- network of contacts for service referrals to other professionals.

Assessment Conditions

Skills must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure use of:

- clients with different needs for special events; these can be:
 - paying clients in a hairdressing or barbering industry workplace, or
 - individuals who participate in role plays or simulated activities within a training organisation
- client reception and sales area with:
 - reception desk
 - computer with booking software currently used by the hairdressing or barbering industry
 - display of professional products for retail sale
- hairdressing or barbering service workstations suitable for completing client consultations with:
 - one mirror per workstation
 - one adjustable client services chair per workstation
- visual aids to assist consultation:
 - hair magazines
 - fashion magazines
 - product colour charts
- template formats for:
 - providing costings
 - scheduling services.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and

- hold a Certificate III in Hairdressing, or a Certificate III in Barbering, or a Certificate IV in Hairdressing, or be able to demonstrate equivalence of competencies; and

- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; or
- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHCLS001 Apply hair colour products

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to apply a limited range of hair colour products including semi, demi and permanent products for full and re-growth services.

This unit applies to salon assistants who work in hairdressing or barber salons under close supervision and with guidance from more experienced or senior hairdressers or barbers. They use little judgement and follow instructions specified by the hairdresser or barber who has completed the client consultation and manages the client service.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Colour and Lightening

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Prepare for colour product application.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Discuss colour service and confirm supervising hairdresser or barber instructions.
- 1.2. Select and prepare equipment according to colour application

- methods advised by supervisor.
- 1.3. Measure and prepare colour products according to supervisor instructions and ensure minimal wastage.
 - 1.4. Apply wraps, towels and skin barrier cream to ensure client protection and safety.
2. Apply colour products.
- 2.1. Maintain client and operator comfort and safety throughout colour service according to organisational procedures.
 - 2.2. Apply colour products using methods and following stages as directed by supervisor and request checks at appropriate times.
 - 2.3. Take personal precautions to prevent own skin stain and allergic reactions to colour chemicals.
 - 2.4. Ensure colour application is even and without stain on client scalp or hairline.
 - 2.5. Ensure re-growth application does not overlap with previously coloured hair.
 - 2.6. Complete colour application within organisational timeframes.
 - 2.7. Dispose of hazardous and other waste safely according to organisational procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	comprehend sometimes unfamiliar and detailed documents including organisational procedures, product instructions and safety data sheets.
Oral communication skills to:	ask open and closed probe questions and actively listen to clarify and confirm colour service instructions.
Numeracy skills to:	- measure, mix and apply colour products in correct proportions - calculate and follow processing times and time allowed to complete client service.
Planning and organising skills to:	logically sequence stages of preparation and colour application using supervisor's instructions to guide activities.

Unit Mapping Information

SIHHCLS201A Apply hair colour products

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHCLS001 Apply hair colour products

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- comprehend, confirm and follow instructions correctly from a supervisor to mix and evenly apply these types of hair colour products:
 - semi colour products for two different clients
 - demi-colour products for two different clients
 - permanent colour products for two different clients
- provide the following hair colour services cumulatively across the above suite of clients:
 - whole head
 - re-growth.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- physical effects, at an overview level, of semi, demi and permanent colour products on hair:
 - structure
 - texture
 - colour
- for the products being used:
 - mixing and application instructions
 - role and basic content of Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
- basic aspects of local government, state or territory health regulations applicable to providing hair colouring services
- industry practices and organisational procedures for:
 - client comfort and safety with particular emphasis on:
 - using gown and towels to protect client clothes
 - application of barrier creams to face and neckline
 - avoiding product contact with eyes
 - work health and safety for applying hair colour products, with particular emphasis on:

- avoiding product contact with operator eyes and skin
- avoiding inhalation of fumes during product mixing
- using correct posture and adjusting height of client chair to avoid fatigue and injury
- minimising wastage of hair colouring products
- waste disposal with particular emphasis on environmentally sound disposal methods for hazardous and other hairdressing waste.

Assessment Conditions

Skills must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- a supervising hairdresser or barber from whom the individual takes hair colouring instructions
- paying clients with different hair colouring requirements; these can be:
 - clients in a hairdressing or barbering industry workplace, or
 - clients in a simulated hairdressing or barbering workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- sufficient client traffic to allow prioritisation of tasks so that clients are serviced effectively in a logical sequence
- activities that require the individual to work with commercial speed, timing and productivity to:
 - deal with multiple tasks simultaneously
 - complete client services within designated timeframes that reflect accepted industry practice
- a ventilated product preparation area with:
 - preparation benches
 - product storage areas including secure storage for hazardous substances
 - washing up sink with hot and cold running water for cleaning equipment
 - operator hand washing facilities:
 - basin with hot and cold running water
 - liquid soap
 - single use towels or hand dryer
 - a diverse professional range of semi, demi and permanent hair colour products
- a hairdressing or barbering services workstation with:
 - one mirror per workstation
 - one adjustable client services chair per workstation

- clean client gowns or wraps
- clean client towels
- one operator trolley per workstation stocked with:
 - client skin stain prevention products
 - plastic bowls
 - tint brushes and combs
 - personal protective equipment:
 - apron
 - disposable safety masks or safety goggles
 - rubber or disposable gloves
 - skin barrier cream
- product:
 - instructions
 - Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
- organisational procedures for:
 - client comfort and safety
 - work health and safety for applying hair colour products
 - waste minimisation
 - disposal of hazardous and other waste.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate III in Hairdressing, or a Certificate III in Barbering, or a Certificate IV in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; or
- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -

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SHBHCLS002 Colour and lighten hair

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge to consult with clients, analyse existing hair colour and condition and provide a range of hair colour and lightening treatments.

This unit applies to hairdressers and barbers with well-developed skills who work in hairdressing salons or barber shops. They use discretion and judgement to manage the client service and take responsibility for the outcomes of their work.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Colour and Lightening

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Consult with client and assess hair.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Access and review any existing client hair colour history or create for new clients.
- 1.2. Determine, through discussion and questioning, client satisfaction or dissatisfaction with current hair colour.

- 1.3. Discuss client colour preferences and expectations of base colour or level of lift and tone using colour charts to assist.
 - 1.4. Discuss lifestyle and self-care factors that may impact on success of colour or lightening treatment.
 - 1.5. Visually examine and analyse client skin and hair characteristics, existing hair colour and condition.
 - 1.6. Consider the interplay of elements and principles of hair design to visualise, communicate and recommend appropriate colour or lightening.
 - 1.7. Obtain client agreement to proceed with recommended colouring services.
2. Determine contraindications to colour treatment.
 - 2.1. Evaluate client reaction to colour chemicals through discussion, assessment of history where available, and completion of pre-service skin test, as required.
 - 2.2. Complete strand test where hair analysis indicates risk to hair structure and condition.
 - 2.3. Identify contraindications to proceeding with colour treatment and explain to client.
3. Select products and prepare for service.
 - 3.1. Use knowledge of hair biology and cosmetic chemistry, as applied to hair colour and lightening treatments, to ensure effective and safe use of chemicals.
 - 3.2. Select colour or high lift tint products to achieve desired outcome.
 - 3.3. Select and prepare equipment according to product instructions and application methods to be used.
 - 3.4. Take personal precautions to prevent own skin stain and allergic reactions to colour chemicals throughout preparation and colour service.
 - 3.5. Measure and prepare products according to product instructions and ensure minimal wastage.
 - 3.6. Apply wraps, towels and skin barrier cream to ensure client protection and safety.
4. Apply and process colour and high lift tint products.
 - 4.1. Maintain client and operator comfort and safety throughout colour service according to organisational procedures.
 - 4.2. Apply colour or high lift tint products using methods and following stages shown in product instructions.
 - 4.3. Ensure even coverage, cross check and complete without re-growth overlap, stain or damage to client scalp or hairline.
 - 4.4. Time processing of colour and high lift tint products to achieve target result, according to product instructions, and monitor through observation.
 - 4.5. Remove residual product at end of processing time, according to product instructions, and apply after-treatment

toning products, as required.

4.6. Use energy and water resources efficiently during service and safely dispose of hazardous and other waste according to organisational procedures.

5. Review service and provide home care advice.

5.1. Review colour service outcomes against client expectations and confirm client satisfaction with colour and tone result.

5.2. Propose remedial action in response to any client concerns and post service analysis of hair condition and colour appearance.

5.3. Reach agreement with client on proposed solutions through positive and open communication.

5.4. Advise on and recommend home colour care products and sun protection strategies.

5.5. Update client history to include full details of colour service.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret sometimes unfamiliar and detailed documents including organisational procedures, product instructions and safety data sheets.
Oral communication skills to:	ask open and closed probe questions and actively listen to effectively interact with client and meet their needs.
Numeracy skills to:	- calculate and record ratios, measure, mix and apply colour and high lift tint products in correct proportions - manage application and processing times effectively.
Planning and organising skills to:	manage own timing and productivity to complete colour treatment services within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHCLS002 Colour and lighten hair

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- consult with at least nine clients, each with different hair colour and lightening treatment needs, and complete the following treatments consistently to achieve outcomes to client satisfaction:
 - demi-permanent colour for two different clients
 - semi-permanent colour for two different clients
 - permanent colour for two different clients
 - high lift tints for three different clients
- provide the following hair colour services cumulatively across the above suite of clients:
 - whole head
 - re-growth
- for each client, complete a pre-treatment hair analysis covering the following characteristics to recommend appropriate colouring treatments:
 - natural hair type, texture, porosity, density and elasticity
 - natural base colour
 - artificial base colour
 - hair colour tone
 - percentage of white hair
 - presence of lightening agents or artificial hair colour treatments on hair
 - existing chemical services
 - skin tone
 - length of hair
 - scalp condition
- record the following details of the colour service in the history for each client serviced:
 - pre-service hair analysis
 - contraindications
 - reaction to skin tests or products
 - colour or lightening treatment products selected
 - brand and colour selection
 - application techniques, processing methods and times

- colour and hair condition outcome
- recommended home care products.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- colour wheel and its use in colour selection to achieve warm and cool tones
- key characteristics and interrelationships of the elements and principles of hair design and use in achieving hair colouring and lightening effects:
 - elements of hair design:
 - line
 - shape
 - direction
 - size
 - texture
 - colour
 - principles of hair design:
 - balance
 - gradation
 - repetition
 - contrast
 - harmony
 - dominance
 - unity
- hair biology, at an elementary level of understanding:
 - main functions and role of hair
 - main factors contributing to hair colour
 - structure and cellular features of hair and hair follicles
 - process of hair growth and the hair growth cycle
 - characteristics of normal and damaged hair
- physical effects of chemical products and treatments on the skin
- main structure, functions and role of the skin and glands:
 - skin surface anatomy
 - major epidermal appendages and dermal structures
 - major cells of the epidermis
 - role of vascular, connective and nervous tissue in the dermis
 - distribution and development of skin glands
 - production, composition and functions of sebum
 - production, composition and functions of eccrine and apocrine sweat fluids

- relationship between hair porosity, texture, condition and the success of colour and lightening treatments
- basic concepts of cosmetic chemistry applicable to effective and safe use of colour and lightening products:
 - bonds
 - molecules
 - chemical compounds
 - chemical change
 - neutralisation
 - acids and bases
 - pH
- elementary level of understanding of the chemical and physical effects on hair structure, texture and colour of:
 - hydrogen peroxide
 - temporary colour
 - semi-permanent colour
 - demi-permanent colour
 - permanent colour
 - high lift tints
 - sunlight
 - heated hairdressing equipment
- contraindications to using hair colour and lightening products:
 - hair or scalp damage from previous chemical hair treatments
 - existing metallic based colour on hair
 - hair porosity
 - sunlight or heat affected hair
 - client allergic reactions
- organisation's hair colour and lightening products range:
 - colour chart system
 - formulation
 - product purpose
 - action on the hair
 - mixing and application instructions
 - processing and developing times
 - role and basic content of Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
- reasons for selecting different product application methods
- basic aspects of local government, state or territory health regulations applicable to providing hair colouring services
- industry practices and organisational procedures for:
 - client comfort and safety with particular emphasis on:

- using gown and towels to protect client clothes
- application of barrier creams to face and neckline
- avoiding product contact with eyes
- monitoring client scalp comfort and condition
- work health and safety for providing hair colouring treatments, with particular emphasis on:
 - avoiding product contact with operator eyes and skin
 - avoiding inhalation of fumes during product mixing
 - using correct posture and adjusting height of client chair to avoid fatigue and injury
- minimising wastage of colour and lightening products
- waste disposal with particular emphasis on environmentally sound disposal methods for hazardous and other hairdressing waste.

Assessment Conditions

Skills must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- paying clients with different hair colour and lightening treatment requirements; these can be:
 - clients in a hairdressing or barbering industry workplace, or
 - clients in a simulated hairdressing or barbering workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- sufficient client traffic to allow for prioritisation of tasks so that clients are serviced effectively in a logical sequence
- activities that require the individual to work with commercial speed, timing and productivity to:
 - deal with multiple tasks simultaneously
 - complete client services within designated timeframes that reflect accepted industry practice
- a ventilated product preparation area with:
 - preparation benches
 - product storage areas including secure storage for hazardous substances
 - washing up sink with hot and cold running water for cleaning equipment
 - operator hand washing facilities:
 - basin with hot and cold running water
 - liquid soap

- single use towels or hand dryer
- a diverse professional range of hair colour and lightening products to include:
 - semi-permanent colour
 - demi-permanent colour
 - permanent colour
 - high lift tints
- a hairdressing or barbering services workstation with:
 - one mirror per workstation
 - one adjustable client services chair per workstation
 - clean client gowns or wraps
 - clean client towels
- one operator trolley per workstation stocked with:
 - client skin stain prevention products
 - liquid measure
 - plastic bowls
 - tint brushes and combs
 - personal protective equipment:
 - apron
 - disposable safety masks or safety goggles
 - rubber or disposable gloves
 - skin barrier cream
- product:
 - colour charts
 - instructions
 - Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
- template client history records
- organisational procedures for:
 - client comfort and safety
 - work health and safety for providing hair colour and lightening treatments
 - waste minimisation
 - disposal of hazardous and other waste.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate III in Hairdressing, or a Certificate III in Barbering, or a Certificate IV in Hairdressing, or be able to demonstrate equivalence of competencies; and

- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; or
- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHCLS003 Provide full and partial head highlighting treatments

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to consult with clients, analyse existing hair colour and condition and provide full and partial head highlighting treatments using foil techniques. It requires the ability to use single or combined colour, high lift tint or bleach products to create highlights, lightened sections of the head or multiple colours in the hair.

This unit applies to hairdressers and barbers with well-developed skills who work in hairdressing salons or barber shops. They use discretion and judgement to manage the client service and take responsibility for the outcomes of their work.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Colour and Lightening

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Consult with client and

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Access and review any existing client hair colour history or

- assess hair.
- create for new clients.
- 1.2.Determine, through discussion and questioning, client satisfaction or dissatisfaction with current hair colour.
 - 1.3.Discuss client colour preferences, and expectations of desired lift, colour and tone using colour charts to assist.
 - 1.4.Engage client in discussion about lifestyle and self-care factors that may impact on success of colour treatment.
 - 1.5.Visually examine and analyse client skin and hair characteristics, existing hair colour and condition.
 - 1.6.Consider the interplay of the elements and principles of hair design to visualise, communicate and recommend colour treatments appropriate for the client.
 - 1.7.Obtain client agreement to proceed with recommended colouring services.
2. Determine contraindications to colour treatment.
- 2.1.Evaluate client reaction to colour chemicals through discussion, assessment of history, where available, and completion of a pre-service skin test, as required.
 - 2.2.Complete a strand test where hair analysis indicates risk to hair structure and condition.
 - 2.3.Identify contraindications to proceeding with colour treatment and explain any present to client.
3. Select products and prepare for service.
- 3.1.Use knowledge of hair biology and cosmetic chemistry, as it applies to colour, high lift and bleach products, to ensure effective and safe use of chemicals.
 - 3.2.Select colour, high lift and bleach products to achieve desired colour outcome.
 - 3.3.Select and prepare highlighting and foiling equipment according to product instructions and application methods to be used.
 - 3.4.Take personal precautions to prevent own skin stain and allergic reactions to colour chemicals throughout preparation and colour service.
 - 3.5.Measure and prepare products, according to product instructions and ensure minimal wastage.
 - 3.6.Apply wraps, towels and skin barrier cream to ensure client protection and safety.
4. Apply colour treatment products.
- 4.1.Maintain client and operator comfort and safety throughout colour service according to organisational procedures.
 - 4.2.Apply foiling and colour and lightening products to a predetermined pattern using head on scalp methods and following stages shown in product instructions.
 - 4.3.Ensure even coverage without re-growth overlap, cross check and seal to achieve colour effects with no colour

- bleed.
5. Process and remove product.
 - 5.1. Time processing of products, according to product instructions, monitor through observation and judge when desired lift or colour is achieved.
 - 5.2. Apply heat acceleration, according to product instructions, to assist processing.
 - 5.3. Loosen foils or plastic caps and gently remove when processed.
 - 5.4. Remove residual product using tepid running water to avoid stretch or damage to hair.
 - 5.5. Apply and remove after-treatment colour conditioners, according to product instructions.
 - 5.6. Use energy and water resources efficiently during service and safely dispose of hazardous and other waste according to organisational procedures.
 6. Review service and provide home care advice.
 - 6.1. Review colour service outcomes against client expectations and confirm client satisfaction with lift, colour and tone result.
 - 6.2. Propose remedial action in response to any client concerns and post service analysis of hair condition and colour appearance.
 - 6.3. Reach agreement with client on proposed solutions through positive and open communication.
 - 6.4. Advise on and recommend home colour care products and sun protection strategies.
 - 6.5. Update client history to include full details of colour service.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret sometimes unfamiliar and detailed documents including organisational procedures, product instructions and safety data sheets.
Oral communication skills to:	ask open and closed probe questions and actively listen to effectively interact with client and meet their needs.
Numeracy skills to:	- calculate and record ratios, measure, mix and apply colour treatment products in correct proportions - manage application and processing times effectively.

Planning and
organising skills to:

- manage own timing and productivity to complete colour treatment services within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHCLS003 Provide full and partial head highlighting treatments

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- consult with at least eight clients, each with different hair highlighting treatment needs, and complete the treatments detailed below which consistently achieve desired outcome to client satisfaction
- for each client, complete a pre-treatment hair analysis covering the following characteristics to recommend appropriate colouring treatments:
 - natural hair type, texture, porosity, density and elasticity
 - natural base colour
 - artificial base colour
 - hair colour tone
 - percentage of white hair
 - presence of lightening agents or artificial hair colour treatments on hair
 - existing chemical services
 - skin tone
 - length of hair
 - scalp condition
- use at least four of the these types foiling techniques cumulatively across the suite of treatments:
 - coarse, medium or fine woven meshes
 - spliced meshes
 - alternated coloured and lightened woven meshes and unwoven natural hair meshes
 - single or multiple colours and tones
 - bleached meshes
 - whole or partial head effects
- use these types of highlighting techniques cumulatively across the suite of treatments:
 - combing and brushing colour or bleach products onto predetermined areas of the hair
 - colouring and bleaching single strands or meshes
- use these colour treatment products cumulatively across the suite of treatments:
 - bleach products
 - permanent colour

- high lift tints
- record the following details of the colour service in the history for each client serviced:
 - pre-service hair analysis
 - contraindications
 - reaction to skin tests or products
 - colour, high lift and bleach products selected
 - brand and colour selection, where applicable
 - application techniques, processing methods and times
 - lift, colour, tone and hair condition outcome
 - recommended home care products.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- colour wheel and its use in colour selection to achieve warm and cool tones
- key characteristics and interrelationships of the elements and principles of hair design and their use in achieving hair colouring and lightening effects;
 - elements of hair design:
 - line
 - shape
 - direction
 - size
 - texture
 - colour
 - principles of hair design:
 - balance
 - gradation
 - repetition
 - contrast
 - harmony
 - dominance
 - unity
- hair biology, at an elementary level of understanding:
 - main functions and role of hair
 - main factors contributing to hair colour
 - structure and cellular features of hair and hair follicles
 - process of hair growth and the hair growth cycle
 - characteristics of normal and damaged hair

- relationship between hair porosity, texture, condition and the success of hair highlighting treatments
- basic concepts of cosmetic chemistry, as they apply to effective and safe use of permanent colour, high lift tints and, and bleach products:
 - bonds
 - molecules
 - chemical compounds
 - chemical change
 - neutralisation
 - acids and bases
 - pH
- at an elementary level of understanding, the chemical and physical effects on hair structure, texture and colour of:
 - bleach products
 - hydrogen peroxide
 - permanent colour
 - high lift tints
 - sunlight
 - heated hairdressing equipment
- contraindications to using permanent colour, high lift tints and, and bleach products:
 - hair or scalp damage from previous chemical hair treatments
 - existing metallic based colour on hair
 - hair porosity
 - sunlight or heat affected hair
 - client allergic reactions
- organisation's permanent colour, high lift tint and bleach products range:
 - colour chart system
 - formulation
 - product purpose
 - action on the hair
 - mixing and application instructions
 - processing and developing times
 - role and basic content of Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
- levels of bleaching
- basic aspects of local government, state or territory health regulations applicable to providing hair colouring services
- industry practices and organisational procedures for:
 - client comfort and safety with particular emphasis on:
 - using gown and towels to protect client clothes
 - application of barrier creams to face and neckline

- avoiding product contact with eyes
- monitoring client scalp comfort and condition
- work health and safety for providing hair highlighting treatments, with particular emphasis on:
 - avoiding product contact with operator eyes and skin
 - avoiding inhalation of fumes during product mixing
 - using correct posture and adjusting height of client chair to avoid fatigue and injury
- minimising wastage of permanent colour, high lift tints and, and bleach products
- waste disposal with particular emphasis on environmentally sound disposal methods for hazardous and other hairdressing waste.

Assessment Conditions

Skills must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- paying clients with different hair highlighting treatment requirements; these can be:
 - clients in a hairdressing or barbering industry workplace, or
 - clients in a simulated hairdressing or barbering workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- sufficient client traffic to allow for prioritisation of tasks so that clients are serviced effectively in a logical sequence
- activities that require the individual to work with commercial speed, timing and productivity to:
 - deal with multiple tasks simultaneously
 - complete client services within designated timeframes that reflect accepted industry practice
- a ventilated product preparation area with:
 - preparation benches
 - product storage areas including secure storage for hazardous substances
 - washing up sink with hot and cold running water for cleaning equipment
 - operator hand washing facilities:
 - basin with hot and cold running water
 - liquid soap
 - single use towels or hand dryer
- a diverse professional range of hair colour and lightening products to include:
 - bleach products

- permanent colour
 - high lift tints
- a hairdressing or barbering services workstation with:
 - one mirror per workstation
 - one adjustable client services chair per workstation
 - clean client gowns or wraps
 - clean client towels
- one operator trolley per workstation stocked with:
 - client skin stain prevention products
 - foils
 - liquid measure
 - plastic bowls
 - sectioning clips
 - tail combs
 - tint brushes and combs
 - personal protective equipment:
 - apron
 - disposable safety masks or safety goggles
 - rubber or disposable gloves
 - skin barrier cream
- product:
 - colour charts
 - instructions
 - Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
- template client history records
- organisational procedures for:
 - client comfort and safety
 - work health and safety for providing hair highlighting treatments
 - waste minimisation
 - disposal of hazardous and other waste.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate III in Hairdressing, or a Certificate III in Barbering, or a Certificate IV in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; or

- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHCLS004 Neutralise unwanted colours and tones

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge to consult with clients, analyse unwanted natural or artificial hair colour and tone, and to select and apply colour correction products to neutralise or change existing base colour and tone.

This unit applies to hairdressers and barbers with well-developed skills who work in hairdressing salons or barber shops. They use discretion and judgement to manage the client service and take responsibility for the outcomes of their work.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Colour and Lightening

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Consult with client.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Access and review any existing client hair colour history or create for new clients.
- 1.2. Determine, through discussion and questioning, nature of client dissatisfaction with current hair colour.

- 1.3. Discuss client colour preferences, and expectations of desired base colour and tone using colour charts to assist.
 - 1.4. Engage client in discussion about lifestyle and self-care factors that may impact on success of colour treatment.
 - 1.5. Visually examine and analyse unwanted colour and tones, client skin and hair characteristics and condition.
 - 1.6. Consider the interplay of the elements and principles of hair design to visualise, communicate and recommend colour treatments appropriate for the client.
 - 1.7. Obtain client agreement to proceed with recommended colouring services.
2. Determine contraindications to corrective colour treatment.
 - 2.1. Evaluate client reaction to colour chemicals through discussion, assessment of history, where available, and completion of a pre-service skin test, as required.
 - 2.2. Complete a strand test where hair analysis indicates risk to hair structure and condition.
 - 2.3. Identify contraindications to proceeding with colour correction treatment and explain any present to client.
3. Select colour correction products and prepare for service.
 - 3.1. Use knowledge of hair biology and cosmetic chemistry, as it applies to hair colour correction, to ensure effective and safe use of chemicals.
 - 3.2. Select colour correction products to neutralise unwanted colour and tones and to achieve target base colour and tone.
 - 3.3. Select and prepare equipment according to product instructions and application methods to be used.
 - 3.4. Take personal precautions to prevent own skin stain and allergic reactions to colour chemicals throughout preparation and colour service.
 - 3.5. Measure and prepare colour correction products, according to product instructions and ensure minimal wastage.
 - 3.6. Apply wraps and towels and skin barrier cream to ensure client protection and safety.
4. Apply colour correction products.
 - 4.1. Maintain client and operator comfort and safety throughout colour service according to organisational procedures.
 - 4.2. Apply colour correction products using methods and following stages shown in product instructions.
 - 4.3. Ensure even coverage, cross check and complete without re-growth overlap, stain or damage to client scalp or hairline.
 - 4.4. Time processing of colour correction products to achieve target result, according to product instructions, and

- monitor through observation.
- 4.5.Remove residual product at end of processing time, according to product instructions.
 - 4.6.Use energy and water resources efficiently during service and safely dispose of hazardous and other waste according to organisational procedures.
5. Review service and provide home care advice.
 - 5.1.Review service outcomes against client expectations and confirm client satisfaction with colour and tone result.
 - 5.2.Propose remedial action in response to any client concerns and post service analysis of hair condition and colour appearance.
 - 5.3.Reach agreement with client on proposed solutions through positive and open communication.
 - 5.4.Advise on and recommend home colour care products and sun protection strategies.
 - 5.5.Update client history to include full details of colour correction service.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret sometimes unfamiliar and detailed documents including organisational procedures, product instructions and safety data sheets.
Oral communication skills to:	ask open and closed probe questions and actively listen to effectively interact with client and meet their needs.
Numeracy skills to:	- calculate and record ratios, measure, mix and apply colour correction products in correct proportions - manage application and processing times effectively.
Planning and organising skills to:	manage own timing and productivity to complete colour correction services within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHCLS004 Neutralise unwanted colours and tones

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- consult with at least six clients, each with different colour correction needs, and complete colour correction treatments which consistently achieve target colour and tone results to client satisfaction using these colour correction products cumulatively across the six services provided:
 - colour fillers
 - permanent colour
 - porosity equalisers
 - semi-permanent colour
 - temporary colour
- for each client, complete a pre-treatment hair analysis covering the following characteristics to recommend appropriate colouring treatments:
 - natural hair type, texture, porosity, density and elasticity
 - natural base colour
 - artificial base colour
 - hair colour tone
 - percentage of white hair
 - presence of lightening agents or artificial hair colour treatments on hair
 - existing chemical services, including metallic based products
 - skin tone
 - length of hair
 - scalp condition
- record the following details of the colour service in the history for each client serviced:
 - pre-service hair analysis and colour problem
 - contraindications
 - reaction to skin tests or products
 - colour correction products selected
 - brand and colour selection
 - application techniques, processing methods and times
 - colour and hair condition outcome

- recommended home care products.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- colour wheel and its use in colour selection to achieve warm and cool tones
- key characteristics and interrelationships of the elements and principles of hair design and their use in achieving hair colouring effects;
 - elements of hair design:
 - line
 - shape
 - direction
 - size
 - texture
 - colour
 - principles of hair design:
 - balance
 - gradation
 - repetition
 - contrast
 - harmony
 - dominance
 - unity
- hair biology, at an elementary level of understanding:
 - main functions and role of hair
 - main factors contributing to hair colour
 - structure and cellular features of hair and hair follicles
 - process of hair growth and the hair growth cycle
 - characteristics of normal and damaged hair
- relationship between hair porosity, texture, condition and the success of colour treatments
- basic concepts of cosmetic chemistry, as they apply to effective and safe use of colour correction products:
 - bonds
 - molecules
 - chemical compounds
 - chemical change
 - neutralisation
 - acids and bases
 - pH

- at an elementary level of understanding, the chemical and physical effects on hair structure, texture and colour of:
 - colour fillers
 - hydrogen peroxide
 - porosity equalisers
 - temporary colour
 - semi-permanent colour
 - permanent colour
 - high lift tints
 - sunlight
 - heated hairdressing equipment
- contraindications to using colour correction products:
 - damaging effects of previous chemical hair treatments
 - hair porosity
 - sunlight or heat affected hair
 - client allergic reactions
- organisation's colour correction products range:
 - colour chart system
 - formulation of colour and high lift tints
 - product purpose
 - action on the hair
 - mixing and application instructions
 - processing and development times
 - role and basic content of Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
- reasons for selecting different application methods
- basic aspects of local government, state or territory health regulations applicable to providing hair colouring services
- industry practices and organisational procedures for:
 - client comfort and safety with particular emphasis on:
 - using gown and towels to protect client clothes
 - application of barrier creams to face and neckline
 - avoiding product contact with eyes
 - monitoring client scalp comfort and condition
 - work health and safety for applying hair colour correction products, with particular emphasis on:
 - avoiding product contact with operator eyes and skin
 - avoiding inhalation of fumes during product mixing
 - using correct posture and adjusting height of client chair to avoid fatigue and injury
 - minimising wastage of colour correction products

- waste disposal with particular emphasis on environmentally sound disposal methods for hazardous and other hairdressing waste.

Assessment Conditions

Skills must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- paying clients with different colour correction requirements; these can be:
 - clients in a hairdressing or barbering industry workplace, or
 - clients in a simulated hairdressing or barbering workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- sufficient client traffic to allow for prioritisation of tasks so that clients are serviced effectively in a logical sequence
- activities that require the individual to work with commercial speed, timing and productivity to:
 - deal with multiple tasks simultaneously
 - complete client services within designated timeframes that reflect accepted industry practice
- a ventilated product preparation area with:
 - preparation benches
 - product storage areas including secure storage for hazardous substances
 - washing up sink with hot and cold running water for cleaning equipment
 - operator hand washing facilities:
 - basin with hot and cold running water
 - liquid soap
 - single use towels or hand dryer
- a diverse professional range of colour correction products to include:
 - colour fillers
 - permanent colour
 - porosity equalisers
 - semi-permanent colour
 - temporary colour
- a hairdressing or barbering services workstation with:
 - one mirror per workstation
 - one adjustable client services chair per workstation
 - clean client gowns or wraps

- clean client towels
- one operator trolley per workstation stocked with:
 - client skin stain prevention products
 - plastic bowls
 - tint brushes and combs
 - personal protective equipment:
 - apron
 - disposable safety masks or safety goggles
 - rubber or disposable gloves
 - skin barrier cream
- product:
 - colour charts
 - instructions
 - Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
- template client history records
- organisational procedures for:
 - client comfort and safety
 - work health and safety for applying hair colour correction products
 - waste minimisation
 - disposal of hazardous and other waste.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate III in Hairdressing, or a Certificate III in Barbering, or a Certificate IV in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; or
- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHCLS005 Provide on scalp full head and retouch bleach treatments

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge to consult with clients, analyse existing hair colour and condition and provide on-scalp full head and retouch bleach treatments. It covers bleach treatments to untreated hair and retouch services to maintain already bleached hair.

This unit applies to hairdressers and barbers with well-developed skills who work in hairdressing salons or barber shops. They use discretion and judgement to manage the client service and take responsibility for the outcomes of their work.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Colour and Lightening

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Consult with client and assess hair.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Access and review any existing client hair colour history or create for new clients.

- 1.2.Determine, through discussion and questioning, client satisfaction or dissatisfaction with current hair colour.
 - 1.3.Discuss client colour preferences, and expectations of desired level of lift or tone using colour charts to assist.
 - 1.4.Engage client in discussion about lifestyle and self-care factors that may impact on success of bleach treatment.
 - 1.5.Visually examine and analyse client skin and hair characteristics, existing hair colour and condition.
 - 1.6.Consider the interplay of the elements and principles of hair design to visualise, communicate and recommend bleach treatments appropriate for the client.
 - 1.7.Obtain client agreement to proceed with recommended bleach services.
2. Determine contraindications to bleach treatment.
 - 2.1.Evaluate client reaction to bleach chemicals through discussion, assessment of history, where available, and completion of a pre-service skin test, as required.
 - 2.2.Complete a strand test where hair analysis indicates risk to hair structure and condition.
 - 2.3.Identify contraindications to proceeding with bleach treatment and explain any present to client.
3. Select products and prepare for service.
 - 3.1.Use knowledge of hair biology and cosmetic chemistry, as it applies to bleach treatments, to ensure effective and safe use of chemicals.
 - 3.2.Select bleach treatment products to achieve desired lift and tone.
 - 3.3.Select and prepare equipment according to product instructions and application methods to be used.
 - 3.4.Take personal precautions to prevent own skin stain and allergic reactions to chemicals throughout preparation and service.
 - 3.5.Measure and prepare products, according to product instructions and ensure minimal wastage.
 - 3.6.Apply wraps, towels and skin barrier cream to ensure client protection and safety.
4. Apply and process bleach treatment products.
 - 4.1.Maintain client and operator comfort and safety throughout bleach service according to organisational procedures.
 - 4.2.Apply bleach treatment products using methods and following stages shown in product instructions.
 - 4.3.Ensure even coverage, cross check and complete without damage to client scalp or hairline.
 - 4.4.Time processing of bleach treatment products to achieve desired lift and tone, according to product instructions, and monitor through observation.

- 4.5.Remove residual product at end of processing time, according to product instructions, and apply after-treatment toning products, as required.
- 4.6.Use energy and water resources efficiently during service and safely dispose of hazardous and other waste according to organisational procedures.
- 5. Review service and provide home care advice.
 - 5.1.Review bleach service outcomes against client expectations and confirm client satisfaction with lift and tone result.
 - 5.2.Propose remedial action in response to any client concerns and post service analysis of hair condition and colour appearance.
 - 5.3.Reach agreement with client on proposed solutions through positive and open communication.
 - 5.4.Advise on and recommend home care products and sun protection strategies.
 - 5.5.Update client history to include full details of bleaching service.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret sometimes unfamiliar and detailed documents including organisational procedures, product instructions and safety data sheets.
Oral communication skills to:	ask open and closed probe questions and actively listen to effectively interact with client and meet their needs.
Numeracy skills to:	- calculate and record ratios, measure, mix and apply bleach treatment products in correct proportions - manage application and processing times effectively.
Planning and organising skills to:	manage own timing and productivity to complete bleach treatment services within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHCLS005 Provide on scalp full head and retouch bleach treatments

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- consult with at least six clients, each with different bleach treatment needs, and complete these treatments which consistently achieve desired outcomes to client satisfaction:
 - on-scalp full head untreated hair for three different clients, using percentage of peroxide according to manufacturer's instructions
 - retouch for three different clients, using percentage of peroxide according to manufacturer's instructions
- for each client, complete a pre-treatment hair analysis covering the following characteristics to recommend appropriate bleach treatments:
 - natural hair type, texture, porosity, density and elasticity
 - natural base colour
 - artificial base colour
 - hair colour tone
 - percentage of white hair
 - presence of lightening agents or artificial hair colour treatments on hair
 - existing chemical services
 - skin tone
 - length of hair
 - scalp condition
- record the following details of the bleach service in the history for each client serviced:
 - pre-service hair analysis
 - contraindications
 - reaction to skin tests or products
 - bleach treatment products selected
 - application techniques, processing methods and times
 - lift, tone and hair condition outcome
 - recommended home care products.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- colour wheel and its use in toner selection
- key characteristics and interrelationships of the elements and principles of hair design and their use in achieving hair lightening effects;
 - elements of hair design:
 - line
 - shape
 - direction
 - size
 - texture
 - colour
 - principles of hair design:
 - balance
 - gradation
 - repetition
 - contrast
 - harmony
 - dominance
 - unity
- hair biology, at an elementary level of understanding:
 - main functions and role of hair
 - main factors contributing to hair colour
 - structure and cellular features of hair and hair follicles
 - process of hair growth and the hair growth cycle
 - characteristics of normal and damaged hair
- physical effects of chemical products and treatments on the skin
- main structure, functions and role of the skin and glands:
 - skin surface anatomy
 - major epidermal appendages and dermal structures
 - major cells of the epidermis
 - role of vascular, connective and nervous tissue in the dermis
 - distribution and development of skin glands
 - production, composition and functions of sebum
 - production, composition and functions of eccrine and apocrine sweat fluids
- relationship between hair porosity, texture, condition and the success of bleach treatments
- basic concepts of cosmetic chemistry, as they apply to effective and safe use of bleach products:
 - bonds

- molecules
- chemical compounds
- chemical change
- neutralisation
- acids and bases
- pH
- at an elementary level of understanding, the chemical and physical effects on hair structure, texture and colour of:
 - bleach products and toners
 - hydrogen peroxide
 - sunlight
 - heated hairdressing equipment
- contraindications to using bleach products:
 - hair or scalp damage from previous chemical hair treatments
 - existing metallic based colour on hair
 - hair porosity
 - sunlight or heat affected hair
 - client allergic reactions
- organisation's bleach products range:
 - colour chart system
 - formulation
 - product purpose
 - action on the hair
 - mixing and application instructions
 - processing and developing times
 - role and basic content of Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
- stages of bleaching
- reasons for selecting different product application methods
- basic aspects of local government, state or territory health regulations applicable to providing hair bleaching services
- industry practices and organisational procedures for:
 - client comfort and safety with particular emphasis on:
 - using gown and towels to protect client clothes
 - application of barrier creams to face and neckline
 - avoiding product contact with eyes
 - monitoring client scalp comfort and condition
 - work health and safety for providing bleach treatments, with particular emphasis on:
 - avoiding product contact with operator eyes and skin
 - avoiding inhalation of fumes during product mixing

- using correct posture and adjusting height of client chair to avoid fatigue and injury
- minimising wastage of bleach treatment products
- waste disposal with particular emphasis on environmentally sound disposal methods for hazardous and other hairdressing waste.

Assessment Conditions

Skills must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- paying clients with different bleach treatment requirements; these can be:
 - clients in a hairdressing or barbering industry workplace, or
 - clients in a simulated hairdressing or barbering workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- sufficient client traffic to allow for prioritisation of tasks so that clients are serviced effectively in a logical sequence
- activities that require the individual to work with commercial speed, timing and productivity to:
 - deal with multiple tasks simultaneously
 - complete client services within designated timeframes that reflect accepted industry practice
- a ventilated product preparation area with:
 - preparation benches
 - product storage areas including secure storage for hazardous substances
 - washing up sink with hot and cold running water for cleaning equipment
 - operator hand washing facilities:
 - basin with hot and cold running water
 - liquid soap
 - single use towels or hand dryer
 - a diverse professional range of bleach treatment products to include:
 - bleach products and toners
- a hairdressing or barbering services workstation with:
 - one mirror per workstation
 - one adjustable client services chair per workstation
 - clean client gowns or wraps
 - clean client towels
- one operator trolley per workstation stocked with:

- client skin stain prevention products
- liquid measure
- plastic bowls
- applicator brushes
- personal protective equipment:
 - apron
 - disposable safety masks or safety goggles
 - rubber or disposable gloves
 - skin barrier cream
- product:
 - colour charts
 - instructions
 - Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
- template client history records
- organisational procedures for:
 - client comfort and safety
 - work health and safety for providing bleach treatments
 - waste minimisation
 - disposal of hazardous and other waste.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate III in Hairdressing, or a Certificate III in Barbering, or a Certificate IV in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; or
- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHCLS006 Solve complex colour problems

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to design and deliver individually tailored corrective colour treatments to resolve complex hair colour problems. It involves developing a plan and using a broad range of products and techniques over a series of client services.

This unit applies to senior hairdressers and barbers who work in salons. They work independently, have considerable specialist skills and knowledge and provide technical leadership, training and support to team members.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Colour and Lightening

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Develop advanced product knowledge and application techniques.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Develop, maintain and share colour correction product knowledge with other staff members.
- 1.2. Research, develop and provide technical solutions to

colour problems.

2. Develop a corrective colour treatment plan in consultation with client.
 - 2.1. Access and review any existing client hair colour history or create for new clients.
 - 2.2. Determine, through discussion and questioning, nature of client dissatisfaction with current hair colour, and recent colour treatment outcomes.
 - 2.3. Discuss client colour preferences, and expectations of desired finished result using colour charts to assist.
 - 2.4. Engage client in discussion about lifestyle and self-care factors that may impact on success of colour correction treatment.
 - 2.5. Visually examine and analyse client skin and hair characteristics, existing hair colour and condition.
 - 2.6. Discuss risks, time and costs of treatment and recommend corrective colour treatment plan appropriate for the client.
 - 2.7. Obtain client agreement to proceed with recommended colouring services.
3. Determine contraindications to corrective colour treatment.
 - 3.1. Evaluate client reaction to colour chemicals through discussion, assessment of history, where available, and completion of a pre-service skin test, as required.
 - 3.2. Complete a strand test where hair analysis indicates risk to hair structure and condition.
 - 3.3. Identify contraindications to proceeding with colour treatment and explain any present to client.
4. Select products and prepare for service.
 - 4.1. Use knowledge of hair biology and cosmetic chemistry, as it applies to hair colour correction, to ensure effective and safe use of chemicals.
 - 4.2. Select corrective colour and colour products according to the stage of planned program.
 - 4.3. Select and prepare equipment according to product instructions and application methods to be used.
 - 4.4. Take personal precautions to prevent own skin stain and allergic reactions to colour chemicals throughout preparation and colour service.
 - 4.5. Measure and prepare products, according to product instructions and corrective colour plan and ensure minimal wastage.
 - 4.6. Apply wraps, towels and skin barrier cream to ensure client protection and safety.
5. Remove unwanted colour deposits.
 - 5.1. Maintain client and operator comfort and safety throughout colour service according to organisational procedures.

- 5.2. Apply colour deposit lifting products and remove, according to product instructions and corrective colour plan.
6. Colour hair.
 - 6.1. Apply colour products using methods and following stages shown in product instructions.
 - 6.2. Ensure even coverage, cross check and complete without re-growth overlap, stain or damage to client scalp or hairline.
 - 6.3. Time processing of colour products to achieve target result, according to product instructions, and monitor through observation.
 - 6.4. Remove residual product at end of processing time, according to product instructions, and apply after-treatment toning products, as required.
 - 6.5. Achieve a colour result consistent with the stage of predetermined plan.
 - 6.6. Use energy and water resources efficiently during service and safely dispose of hazardous and other waste according to organisational procedures.
7. Review colour correction outcomes and provide home hair care advice.
 - 7.1. Review colour service outcomes against client expectations and confirm client satisfaction with colour result.
 - 7.2. Propose remedial action in response to any client concerns and post service analysis of hair condition and colour appearance.
 - 7.3. Reach agreement with client on proposed solutions through positive and open communication.
 - 7.4. Recommend and confirm future colour correction appointments to meet requirements of plan.
 - 7.5. Advise on and recommend between service home colour care products and sun protection strategies.
 - 7.6. Update client history to include full details of colour service.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret complex documents about colour correction trends, techniques and products

- interpret sometimes unfamiliar and detailed documents including organisational procedures, product instructions and safety data sheets.
- Writing skills to:
 - record detailed corrective colour treatment plans.
- Oral communication skills to:
 - ask open and closed probe questions and actively listen to effectively interact with client and meet their needs.
- Numeracy skills to:
 - calculate timeframes, stages and client costs for a series of corrective colour treatments
 - calculate and record ratios, measure, mix and apply colour correction products in correct proportions
 - manage application and processing times effectively.
- Planning and organising skills to:
 - produce and use cohesive corrective colour treatment plans to guide staged client treatments
 - manage own timing and productivity to complete colour correction services within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHCLS006 Solve complex colour problems

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete a research project, using information from at least three different sources, to identify, explore and complete a written report on:
 - current colour correction products and their use in complex problems
 - new and emerging products and their use in complex problems
 - new and emerging techniques for complex colour problems
- analyse the complex colour correction needs of at least eight different clients and develop an individually tailored corrective colour treatment plan for each
- cover the following client characteristics to recommend appropriate colour correction treatments within the plan for each client:
 - natural hair type, texture, porosity, density and elasticity
 - natural base colour
 - artificial base colour
 - hair colour tone
 - percentage of white hair
 - presence of lightening agents or artificial hair colour treatments on hair
 - existing chemical services
 - skin tone
 - length of hair
 - scalp condition
- complete a staged series of colour correction treatments, in line with a plan, for at least four clients which consistently achieve target colour and tone results to client satisfaction
- use these colour deposit lifting products cumulatively across the suite of treatments:
 - bleaches
 - hydrogen peroxide
 - powder lighteners
 - stripping products
- use these colour products cumulatively across the suite of treatments:
 - pre-pigmenting products
 - permanent colour

- record the following details of the colour service in the history for each client serviced:
 - pre-service hair analysis and colour problem
 - contraindications
 - reaction to skin tests or products
 - colour correction products selected
 - brand and colour selection
 - application techniques, processing methods and times
 - colour and hair condition outcome
 - recommended home care products.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- colour wheel and its use in colour selection to achieve warm and cool tones
- hair biology, at an elementary level of understanding:
 - main functions and role of hair
 - main factors contributing to hair colour
 - structure and cellular features of hair and hair follicles
 - process of hair growth and the hair growth cycle
 - characteristics of normal and damaged hair
- relationship between hair porosity, texture, condition and the success of corrective colour treatments
- basic concepts of cosmetic chemistry, as they apply to effective and safe use of colour and lightening products:
 - bonds
 - molecules
 - chemical compounds
 - chemical change
 - neutralisation
 - acids and bases
 - pH
- at an elementary level of understanding, the chemical and physical effects on hair structure, texture and colour of:
 - hair colouring and lightening products
 - pre-pigmenting products
 - sunlight
 - heated hairdressing equipment
- contraindications to using hair colouring and lightening products:
 - hair or scalp damage from previous chemical hair treatments
 - existing metallic based colour on hair

- hair porosity
- sunlight or heat affected hair
- client allergic reactions
- organisation's colour and lightening products range:
 - colour chart system
 - formulation
 - product purpose
 - action on the hair
 - mixing and application instructions
 - processing and developing times
 - role and basic content of Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
- action of peroxide with bleaches and powder lighteners in colour deposit removal
- levels of peroxide and their applications in colour correction
- basic aspects of local government, state or territory health regulations applicable to providing hair colouring services
- industry practices and organisational procedures for:
 - client comfort and safety with particular emphasis on:
 - using gown and towels to protect client clothes
 - application of barrier creams to face and neckline
 - avoiding product contact with eyes
 - monitoring client scalp comfort and condition
 - work health and safety for applying hair colour correction products, with particular emphasis on:
 - avoiding product contact with operator eyes and skin
 - avoiding inhalation of fumes during product mixing
 - using correct posture and adjusting height of client chair to avoid fatigue and injury
 - minimising wastage of colour treatment products
 - waste disposal with particular emphasis on environmentally sound disposal methods for hazardous and other hairdressing waste.

Assessment Conditions

Skills must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- paying clients with different complex colour correction requirements; these can be:

- clients in a hairdressing or barbering industry workplace, or
- clients in a simulated hairdressing or barbering workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- activities that require the individual to work with commercial speed, timing and productivity to complete client services within designated timeframes that reflect accepted industry practice
- a ventilated product preparation area with:
 - preparation benches
 - product storage areas including secure storage for hazardous substances
 - washing up sink with hot and cold running water for cleaning equipment
 - operator hand washing facilities:
 - basin with hot and cold running water
 - liquid soap
 - single use towels or hand dryer
 - a diverse professional range of colour deposit lifting products:
 - bleaches
 - hydrogen peroxide
 - powder lighteners
 - stripping products
 - a diverse professional range of permanent colour and pigmenting products
- a hairdressing or barbering services workstation with:
 - one mirror per workstation
 - one adjustable client services chair per workstation
 - clean client gowns or wraps
 - clean client towels
- one operator trolley per workstation stocked with:
 - client skin stain prevention products
 - liquid measure
 - plastic bowls
 - tint brushes and combs
 - personal protective equipment:
 - apron
 - disposable safety masks or safety goggles
 - rubber or disposable gloves
 - skin barrier cream
- product:
 - colour charts
 - instructions
 - Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content

- template client history records
- template corrective colour treatment plans
- organisational procedures for:
 - client comfort and safety
 - work health and safety for applying hair colour and correction products
 - waste minimisation
 - disposal of hazardous and other waste.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate IV qualification in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; or
- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHCLS007 Enhance hair designs using creative colouring and lightening techniques

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to design and apply customised or fantasy colouring and lightening effects to enhance a range of classic and creative haircuts, structures and lengths. It involves using specialist creative colouring and lightening techniques including multiple colour applications and freehand techniques, and using various application tools to achieve the effect.

This unit applies to senior hairdressers and barbers who work in salons or as session stylists or technical advisors to product companies. They work independently, have considerable specialist skills and knowledge and provide technical leadership, training and support to team members.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Colour and Lightening

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Develop advanced product knowledge and application techniques.
 - 1.1. Develop and maintain creative hair colouring and lightening product knowledge.
 - 1.2. Research specialist creative colouring and lightening techniques and develop own designs and techniques.
 - 1.3. Share new knowledge and techniques with other staff members.
2. Consult with client and assess hair.
 - 2.1. Access and review any existing client hair colour history or create for new clients.
 - 2.2. Determine, through discussion and questioning, client satisfaction or dissatisfaction with current hair colour.
 - 2.3. Discuss client colour preferences, and expectations of desired finished result using colour charts to assist.
 - 2.4. Engage client in discussion about lifestyle and self-care factors that may impact on success of creative colour treatment.
 - 2.5. Visually examine and analyse client skin and hair characteristics, existing hair colour and condition.
 - 2.6. Evaluate planned or existing haircut structure for suitability of effects.
 - 2.7. Consider the interplay of the elements and principles of hair design to visualise, communicate and recommend creative colour treatments appropriate for the client.
 - 2.8. Determine the best design and obtain client agreement to proceed with recommended creative colouring services.
3. Determine contraindications to colour treatment.
 - 3.1. Evaluate client reaction to colour chemicals through discussion, assessment of history, where available, and completion of a pre-service skin test, as required.
 - 3.2. Complete a strand test where hair analysis indicates risk to hair structure and condition.
 - 3.3. Identify contraindications to proceeding with colour treatment and explain any present to client.
4. Select products and prepare for service.
 - 4.1. Use knowledge of hair biology and cosmetic chemistry, as it applies to hair colour and lightening treatments, to ensure effective and safe use of chemicals.
 - 4.2. Select colouring and lightening products to match hair analysis and planned design.
 - 4.3. Select and prepare equipment according to product instructions and application methods to be used.
 - 4.4. Take personal precautions to prevent own skin stain and allergic reactions to colour chemicals throughout preparation and colour service.
 - 4.5. Measure and prepare products, according to product instructions and ensure minimal wastage.

- 4.6. Apply wraps, towels and skin barrier cream to ensure client protection and safety.
- 5. Apply products using creative techniques.
 - 5.1. Maintain client and operator comfort and safety throughout colour service according to organisational procedures.
 - 5.2. Select and use creative colouring and lightening techniques according to planned design.
 - 5.3. Apply colour treatment products using methods and following stages shown in product instructions.
 - 5.4. Ensure even coverage, cross check and complete without re-growth overlap, stain or damage to client scalp or hairline.
 - 5.5. Time processing of colour treatment products to achieve target result, according to product instructions, and monitor through observation.
 - 5.6. Remove residual product at end of processing time, according to product instructions, and apply after-treatment toning products, as required.
 - 5.7. Use water resources efficiently during service and safely dispose of hazardous and other waste according to organisational procedures.
- 6. Finish designs and service.
 - 6.1. Select finishing tools and techniques and use to achieve planned designs to client satisfaction.
 - 6.2. Review colour service outcomes against client design expectations and confirm client satisfaction with result.
 - 6.3. Propose remedial action in response to any client concerns and post service analysis of hair condition and colour appearance.
 - 6.4. Reach agreement with client on proposed solutions through positive and open communication.
 - 6.5. Advise on and recommend home colour care products and sun protection strategies.
 - 6.6. Update client history to include full details of colour service.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description

Reading skills to:	• interpret and analyse complex documents about creative colouring trends, techniques and products • interpret sometimes unfamiliar and detailed documents including organisational procedures, product instructions and safety data sheets.
Oral communication skills to:	• ask open and closed probe questions and actively listen to effectively interact with client and meet their needs • clearly represent complex and creative design concepts to clients and other hairdressers.
Numeracy skills to:	• calculate and record ratios, measure, mix and apply colour products in correct proportions • manage application and processing times effectively.
Initiative and enterprise skills to:	• proactively use opportunities to update knowledge of a creative approach to hair colouring services.
Planning and organising skills to:	• collect and evaluate research information to inform own creative colouring designs • manage own timing and productivity to complete creative colouring services within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHCLS007 Enhance hair designs using creative colouring and lightening techniques

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete a research project, using information from at least three different sources, to identify, explore and complete a written report on:
 - current colouring and lightening products and their use in creative colouring to enhance classic and creative hair designs
 - new and emerging products, techniques and creative colour designs
- develop a creative colouring and lightening design for each of these haircut structures:
 - short
 - medium
 - long
 - solid form
 - layered
 - graduated
- incorporate these colouring and lightening techniques cumulatively within the above suite of designs:
 - multiple colour applications:
 - tint and slices
 - shading
 - duo tones
 - colour graduations through lengths of hair
 - chequerboard application
 - fantasy colouring using vibrant shades
 - highlighting effects:
 - slices
 - individual chunky colour placements
 - freehand techniques to achieve:
 - end lightening effects
 - marbling effects

- consult with at least four clients, each with different haircut structures and colour design preferences, and complete colour services using creative colouring and lightening techniques to enhance their hair designs
- for each client, complete a pre-treatment hair analysis covering the following characteristics to recommend creative colouring treatments appropriate for the client:
 - natural hair type, texture, porosity, density and elasticity
 - natural base colour
 - artificial base colour
 - hair colour tone
 - percentage of white hair
 - presence of lightening agents or artificial hair colour treatments on hair
 - existing chemical services
 - skin tone
 - length of hair
 - scalp condition
- record the following details of the colour service in the history for each client serviced:
 - pre-service hair analysis
 - contraindications
 - reaction to skin tests or products
 - colour products selected
 - brand and colour selection
 - application techniques, processing methods and times
 - colour and hair condition outcome
 - recommended home care products.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key characteristics and interrelationships of the elements and principles of hair design and their use in achieving creative hair colouring and lightening effects;
 - elements of hair design:
 - line
 - shape
 - direction
 - size
 - texture
 - colour
 - principles of hair design:
 - balance
 - gradation

- repetition
- contrast
- harmony
- dominance
- unity
- colour wheel and its use in colour selection to achieve colour combinations and warm and cool tones
- hair biology, at an elementary level of understanding:
 - main functions and role of hair
 - main factors contributing to hair colour
 - structure and cellular features of hair and hair follicles
 - process of hair growth and the hair growth cycle
 - characteristics of normal and damaged hair
- relationship between hair porosity, texture, condition and the success of creative colour treatments
- basic concepts of cosmetic chemistry, as they apply to effective and safe use of colour and lightening products:
 - bonds
 - molecules
 - chemical compounds
 - chemical change
 - neutralisation
 - acids and bases
 - pH
- at an elementary level of understanding, the chemical and physical effects on hair structure, texture and colour of:
 - hair colouring and lightening products
 - pre-pigmenting products
 - sunlight
 - heated hairdressing equipment
- contraindications to using hair colouring and lightening products:
 - hair or scalp damage from previous chemical hair treatments
 - existing metallic based colour on hair
 - hair porosity
 - sunlight or heat affected hair
 - client allergic reactions
- organisation's colour and lightening products range:
 - colour chart system
 - formulation
 - product purpose

- action on the hair
- mixing and application instructions
- processing and developing times
- role and basic content of Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
- action of peroxide with bleaches and powder lighteners in colour deposit removal
- basic aspects of local government, state or territory health regulations applicable to providing hair colouring services
- industry practices and organisational procedures for:
 - client comfort and safety with particular emphasis on:
 - using gown and towels to protect client clothes
 - application of barrier creams to face and neckline
 - avoiding product contact with eyes
 - monitoring client scalp comfort and condition
 - work health and safety for applying hair colouring and lightening products, with particular emphasis on:
 - avoiding product contact with operator eyes and skin
 - avoiding inhalation of fumes during product mixing
 - using correct posture and adjusting height of client chair to avoid fatigue and injury
 - minimising wastage of colouring and lightening products
 - waste disposal with particular emphasis on environmentally sound disposal methods for hazardous and other hairdressing waste.

Assessment Conditions

Skills must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace, or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public, or
- industry venues and sites where session events are operated, or
- session venues and sites operated within a training organisation where real session events are staged in live time.

Assessment must ensure use of:

- clients with different creative hair colouring requirements; these can be:
 - paying clients in a hairdressing or barbering industry workplace, or
 - paying clients in a simulated hairdressing or barbering workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business, or
 - models or performers in a session styling setting

- activities that require the individual to work with commercial speed, timing and productivity to complete client services within designated timeframes that reflect accepted industry practice
- a ventilated product preparation area with:
 - preparation benches
 - product storage areas including secure storage for hazardous substances
 - washing up sink with hot and cold running water for cleaning equipment
 - operator hand washing facilities:
 - basin with hot and cold running water
 - liquid soap
 - single use towels or hand dryer
 - a diverse professional range of colour deposit and lifting products:
 - artificial colour removal products
 - bleaches
 - hydrogen peroxide
 - powder lighteners
 - stripping products
 - a diverse professional range of hair colouring and lightening products
- a hairdressing or barbering services workstation with:
 - one mirror per workstation
 - one adjustable client services chair per workstation
 - clean client gowns or wraps
 - clean client towels
- one operator trolley per workstation stocked with:
 - brushes
 - client skin stain prevention products
 - foils
 - icing syringes
 - liquid measure
 - plastic bowls
 - rollers
 - tint brushes and combs
 - personal protective equipment:
 - apron
 - disposable safety masks or safety goggles
 - rubber or disposable gloves
 - skin barrier cream
- finishing tools:
 - heat lamps
 - heat diffusers

- flat irons
- blow dryers
- product:
 - colour charts
 - instructions
 - Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
- template client history records
- organisational procedures for:
 - client comfort and safety
 - work health and safety for applying hair colour products
 - waste minimisation
 - disposal of hazardous and other waste

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate IV qualification in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; or
- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHCUT001 Design haircut structures

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop 2-D visual representations and plans for solid form, graduated and increased and uniform layered haircut structures. This enables hairdressers to visualise the components of finished haircut structures as aids to planning and completing haircuts.

This unit applies to hairdressers and barbers with well-developed skills who work in hairdressing salons or barber shops. They use discretion and judgement to manage the client service and take responsibility for the outcomes of their own work.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Haircutting

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Draw outline shapes.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Analyse the structural components of the desired haircut.
- 1.2. Produce a simple line drawing showing straight and curved design

- lines and direction of lines for the finished haircut.
2. Create haircut plans.
- 2.1. Identify and illustrate starting point, sectioning and parting pattern for each component of the haircut structure.
 - 2.2. Record degree of angle of lift and distribution of hair for the haircut structure.
 - 2.3. Illustrate a structural graphic for the planned haircut by drawing lines at 90 degrees to the curve of the head.
 - 2.4. Develop a finished haircut plan in structural graphic form that shows soft and hard interior and exterior lines, starting point of haircut, sectioning and parting patterns, angles of lift, distribution of hair.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Numeracy skills to:	- calculate exterior and interior lengths for haircut structures - measure and interpret degrees in angles - record angles and lengths in simple line drawings and plans.
Planning and organising skills to:	use graphic representations of haircut structures to guide stages of cutting.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHCUT001 Design haircut structures

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- analyse and interpret finished haircuts of these types
 - solid form
 - graduated
 - increased layered
 - uniform layered
- for each of the above haircut structures, produce a simple line drawing showing straight and curved design lines and direction of lines for the finished haircut
- for each of the above haircuts produce a haircut plan using a 2-D structural graphic representation showing:
 - interior and exterior design lines
 - soft or hard lines
 - starting point of haircut
 - sectioning and parting patterns
 - angles of lift in degrees
 - distribution of hair.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- basic principles of geometry, angles and shapes as they apply to haircutting
- angles that relate to lines in haircut structures:
 - horizontal lines
 - vertical lines
 - diagonal lines
 - interior and exterior lines
- meaning of the following key terminology for haircuts and how these features are used in the hair cutting process:
 - sectioning
 - parting and base parting

- lift, no lift, minimum lift
- natural fall
- distribution and shifted distribution
- design guideline:
 - stationary
 - mobile (travelling)
 - combination
 - soft and hard
 - interior
 - exterior
 - straight
 - curved
- weight line or area:
 - soft
 - hard
- shape and structure for these types of haircut structures:
 - solid form
 - graduated
 - increased layered
 - uniform layered
- starting point, sectioning and parting patterns and the impact on the finished result for these types of haircut structures:
 - solid form
 - graduated
 - increased layered
 - uniform layered
- design guidelines used for these types of haircut structures:
 - solid form
 - graduated
 - increased layered
 - uniform layered
- design guideline directions and when these are used:
 - horizontal
 - vertical
 - diagonal
- angles of lift and distribution used for these types of haircut structures:
 - solid form
 - graduated
 - increased layered
 - uniform layered

- key characteristics and interrelationships of the elements and principles of hair design and their use in creating haircut structures and effects;
 - elements of hair design:
 - line
 - shape
 - direction
 - size
 - texture
 - colour
 - principles of hair design:
 - balance
 - gradation
 - repetition
 - contrast
 - harmony
 - dominance
 - unity.

Assessment Conditions

Assessment must ensure use of:

- a diverse range of hair design illustrations for these types of haircuts:
 - solid form
 - graduated
 - increased layered
 - uniform layered
- analysis sheets
- template 2-D structural graphic haircut plans.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate III in Hairdressing, or a Certificate III in Barbering, or a Certificate IV in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; or
- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

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<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHCUT002 Create one length or solid haircut structures

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to consult with clients and analyse hair and facial characteristics to design and recommend complementary one length or solid haircuts. It requires the ability to cut hair into one length or solid hair cut structures and to finish hair to shape.

This unit applies to hairdressers and barbers with well-developed skills who work in hairdressing salons or barber shops. They use discretion and judgement to manage the client service and take responsibility for the outcomes of their own work.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SHBHCUT001 Design haircut structures

Competency Field

Haircutting

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Consult with client and assess hair.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1.Determine, through discussion and questioning, client satisfaction or dissatisfaction with current haircut structure.
- 1.2.Discuss client preferences, and expectations of desired

- finished result using visual aids to assist.
- 1.3. Engage client in discussion about lifestyle and self-care factors that may impact on success of haircut design.
 - 1.4. Visually and physically examine and analyse client hair characteristics and existing haircut structure.
 - 1.5. Evaluate client facial features and bone structure for suitable complementary haircut designs.
 - 1.6. Consider all factors to visualise, communicate and recommend haircut designs appropriate for the client.
 - 1.7. Determine the best design and obtain client agreement to proceed with recommended haircut structure.
2. Select equipment and prepare for service.
 - 2.1. Select appropriate cutting techniques to achieve planned one length or solid form haircut design.
 - 2.2. Select and prepare equipment according to planned design and one length or solid form cutting techniques to be used.
 - 2.3. Apply wraps to ensure client protection and safety.
 3. Cut hair to pre-planned one length or solid structure.
 - 3.1. Maintain client and operator comfort, safety and hygiene throughout haircutting service according to organisational procedures.
 - 3.2. Position and adjust client head and neck during service to enable access and achieve minimum lift and natural fall of hair.
 - 3.3. Section and secure hair to divide into manageable and controllable areas.
 - 3.4. Establish design guidelines according to desired hair length and solid structure and cross-check throughout service.
 - 3.5. Take clean sections, using minimum lift and natural fall to achieve one length or solid form haircut structure.
 - 3.6. Apply even tension, use cutting tool at appropriate angle to parting lines and cut hair using techniques suited to one length or solid form haircut structures.
 - 3.7. Position cutting hand with palm toward or away, up or down according to operator comfort, length of hair, and line and area of head being cut.
 - 3.8. Maintain evenly wet or dry hair and follow a logical sectioning and parting pattern to achieve the planned one length or solid form haircut structure.
 - 3.9. Clean or dispose of equipment and dispose of hair waste according to health regulations and organisational procedures.
 4. Finish hair to shape and review service.
 - 4.1. Select finishing tools, products and techniques and use to finish planned haircut designs to client satisfaction.
 - 4.2. Review service outcomes against client design expectations

and confirm client satisfaction with result.

4.3. Propose remedial action in response to any client concerns and post service analysis of hair design appearance.

4.4. Reach agreement with client on proposed solutions through positive and open communication.

4.5. Advise on after service maintenance and recommend home care products.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret sometimes unfamiliar and detailed documents including organisational procedures and product instructions.
Oral communication skills to:	- ask open and closed probe questions and actively listen to effectively interact with client and meet their needs - clearly represent haircut designs to clients.
Numeracy skills to:	- visually estimate angles and lines, exterior and interior lengths in the haircut structure - measure and apply hair finishing products in proportions that minimise waste.
Planning and organising skills to:	manage own timing and productivity to complete haircuts within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHCUT002 Create one length or solid haircut structures

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- consult with at least three clients and complete a pre-service analysis covering the following characteristics to create and recommend appropriate one length or solid form hair cut designs:
 - facial features and bone structure
 - natural hair type
 - hair texture
 - hair density
 - growth patterns
 - fall and movement
- complete one length or solid form haircuts for the above three clients to their satisfaction to include these lengths:
 - above shoulder length
 - below shoulder length.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- different facial shapes and one length or solid form haircut designs which best complement particular shapes
- characteristics of the following hair features, how these will impact on finished one length or solid form haircuts and appropriate designs for best outcomes:
 - natural hair types:
 - European
 - Asian
 - Euro-Asian
 - African
 - hair texture:
 - coarse
 - medium

- fine
- hair movement:
 - straight
 - wavy
 - natural curl
 - chemical curl or waves
- natural distribution and growth patterns of hair:
 - crown area
 - hairline
 - neckline
 - cowlicks (whorls)
- shapes, structure and texture for one length or solid form haircut structures
- starting point, sectioning and parting patterns and the impact on the finished result for one length or solid form haircut structures
- required angle of scissors to base parting to achieve one length or solid form structures
- reasons for using minimum lift and natural fall to achieve one length or solid form haircut structures
- importance of client head position and impact on finished haircut result
- cleaning techniques and uses of cleaning and disinfection products for haircutting equipment
- basic aspects of local government, state or territory health regulations for hygiene and infection control for haircutting services
- industry practices and organisational procedures for:
 - client comfort, safety and hygiene with particular emphasis on:
 - using gowns to protect client clothes
 - monitoring client comfort
 - preventing cross-transmission of infection between customers
 - work health, safety and hygiene for haircutting, with particular emphasis on:
 - using correct posture and adjusting height of client chair to avoid fatigue and injury
 - using correct techniques to hold, grip and manipulate cutting tools and combs to avoid fatigue and injury
 - preventing cross-transmission of infection during customer contact
 - minimising product wastage
 - waste disposal with particular emphasis on environmentally sound disposal methods for hair waste.

Assessment Conditions

Skills must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- paying clients with different haircutting requirements; these can be:
 - clients in a hairdressing or barbering industry workplace, or
 - clients in a simulated hairdressing or barbering workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- sufficient client traffic to allow for prioritisation of tasks so that clients are serviced effectively in a logical sequence
- activities that require the individual to work with commercial speed, timing and productivity to:
 - deal with multiple tasks simultaneously
 - complete client services within designated timeframes that reflect accepted industry practice
- a hairdressing or barbering services workstation with:
 - one mirror per workstation
 - one adjustable client services chair per workstation
 - one blow dryer with heat diffuser per workstation
 - hairdressing chisels
 - clean client gowns or wraps
 - professional styling and finishing products which can be:
 - gels
 - glazes
 - lotions
 - mousses
 - setting lotions
 - sprays
 - waxes
- one operator trolley per workstation stocked with:
 - haircutting scissors
 - texturising and thinning shears
 - disposable blade safety razors
 - disposable razor blades
 - combs:
 - cutting combs with fine and coarse ends
 - tapering
 - brushes:
 - Denman style
 - round
 - vent

- sectioning clips
- disinfectant products for hairdressing tools
- product instructions
- current plain English health and hygiene regulatory documents distributed by government regulators
- organisational procedures for:
 - client comfort, safety and hygiene
 - work health, safety and hygiene for haircutting
 - waste minimisation
 - disposal of hair waste.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate III in Hairdressing, or a Certificate III in Barbering, or a Certificate IV in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; or
- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHCUT003 Create graduated haircut structures

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to consult with clients and analyse hair and facial characteristics to design and recommend complementary graduated haircuts. It requires the ability to cut hair into graduated hair cut structures and to finish hair to shape.

This unit applies to hairdressers and barbers with well-developed skills who work in hairdressing salons or barber shops. They use discretion and judgement to manage the client service and take responsibility for the outcomes of their own work.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SHBHCUT001 Design haircut structures

Competency Field

Haircutting

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Consult with client and assess hair.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1.Determine, through discussion and questioning, client satisfaction or dissatisfaction with current haircut structure.
- 1.2.Discuss client preferences, and expectations of desired

- finished result using visual aids to assist.
- 1.3. Engage client in discussion about lifestyle and self-care factors that may impact on success of haircut design.
 - 1.4. Visually and physically examine and analyse client hair characteristics and existing haircut structure.
 - 1.5. Evaluate client facial features and bone structure for suitable complementary haircut designs.
 - 1.6. Consider all factors to visualise, communicate and recommend haircut designs appropriate for the client.
 - 1.7. Determine the best design and obtain client agreement to proceed with recommended haircut structure.
2. Select equipment and prepare for service.
 - 2.1. Select appropriate cutting techniques to achieve planned graduated haircut design.
 - 2.2. Select and prepare equipment according to planned design and graduation cutting techniques to be used.
 - 2.3. Apply wraps to ensure client protection and safety.
 3. Cut hair to pre-planned graduated structure.
 - 3.1. Maintain client and operator comfort, safety and hygiene throughout haircutting service according to organisational procedures.
 - 3.2. Position and adjust client head and neck during service to enable access and achieve required degree of graduation and angles of lift.
 - 3.3. Section and secure hair to divide into manageable and controllable areas.
 - 3.4. Establish design guidelines according to desired hair length and graduated structure and cross-check throughout service.
 - 3.5. Take clean sections, using appropriate angles of lift and distribution suited to the graduated haircut structure.
 - 3.6. Apply even lift tension, use cutting tool at appropriate angle to parting lines and cut hair using techniques suited to graduated haircut structures.
 - 3.7. Position cutting hand with palm toward or away, up or down according to operator comfort, length of hair, and line and area of head being cut.
 - 3.8. Maintain evenly wet or dry hair and follow a logical sectioning and parting pattern to achieve the planned graduated haircut structure.
 - 3.9. Clean or dispose of equipment and dispose of hair waste according to health regulations and organisational procedures.
 4. Finish hair to shape and review service.
 - 4.1. Select finishing tools, products and techniques and use to finish planned haircut designs to client satisfaction.
 - 4.2. Review service outcomes against client design expectations and confirm client satisfaction with result.

- 4.3. Propose remedial action in response to any client concerns and post service analysis of hair design appearance.
- 4.4. Reach agreement with client on proposed solutions through positive and open communication.
- 4.5. Advise on after service maintenance and recommend home care products.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret sometimes unfamiliar and detailed documents including organisational procedures and product instructions.
Oral communication skills to:	- ask open and closed probe questions and actively listen to effectively interact with client and meet their needs - clearly represent haircut designs to clients.
Numeracy skills to:	- visually estimate angles and lines, exterior and interior lengths in the haircut structure - measure and apply hair finishing products in proportions that minimise waste.
Planning and organising skills to:	manage own timing and productivity to complete haircuts within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHCUT003 Create graduated haircut structures

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- consult with at least three clients and complete a pre-service analysis covering the following characteristics to create and recommend appropriate graduated hair cut designs:
 - facial features and bone structure
 - natural hair type
 - hair texture
 - hair density
 - growth patterns
 - fall and movement
- complete graduated haircuts for the above three clients to their satisfaction and cumulatively use these cutting techniques across the haircuts completed:
 - blunt cutting
 - notching
 - pressure graduation.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- different facial shapes and graduated haircut designs which best complement particular shapes
- characteristics of the following hair features, how these will impact on finished graduated haircuts and appropriate designs for best outcomes:
 - natural hair types:
 - European
 - Asian
 - Euro-Asian
 - African
 - hair texture:
 - coarse
 - medium

- fine
- hair movement:
 - straight
 - wavy
 - natural curl
 - chemical curl or waves
- natural distribution and growth patterns of hair:
 - crown area
 - hairline
 - neckline
 - cowlicks (whorls)
- shapes, structure and texture for graduated haircut structures
- starting point, sectioning and parting patterns and the impact on the finished result for graduated haircut structures
- required angle of scissors to base parting to achieve graduated haircut structures
- relationship between angle of fingers, angle of scissors and amount of pressure when using pressure graduation for graduated hair structures
- importance of client head position and impact on finished haircut result
- cleaning techniques and uses of cleaning and disinfection products for haircutting equipment
- basic aspects of local government, state or territory health regulations for hygiene and infection control for haircutting services
- industry practices and organisational procedures for:
 - client comfort, safety and hygiene with particular emphasis on:
 - using gowns to protect client clothes
 - monitoring client comfort
 - preventing cross-transmission of infection between customers
 - work health, safety and hygiene for haircutting, with particular emphasis on:
 - using correct posture and adjusting height of client chair to avoid fatigue and injury
 - using correct techniques to hold, grip and manipulate cutting tools and combs to avoid fatigue and injury
 - preventing cross-transmission of infection during customer contact
 - minimising product wastage
 - waste disposal with particular emphasis on environmentally sound disposal methods for hair waste.

Assessment Conditions

Skills must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- paying clients with different haircutting requirements; these can be:
 - clients in a hairdressing or barbering industry workplace, or
 - clients in a simulated hairdressing or barbering workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- sufficient client traffic to allow for prioritisation of tasks so that clients are serviced effectively in a logical sequence
- activities that require the individual to work with commercial speed, timing and productivity to:
 - deal with multiple tasks simultaneously
 - complete client services within designated timeframes that reflect accepted industry practice
- a hairdressing or barbering services workstation with:
 - one mirror per workstation
 - one adjustable client services chair per workstation
 - one blow dryer with heat diffuser per workstation
 - hairdressing chisels
 - clean client gowns or wraps
 - professional styling and finishing products which can be:
 - gels
 - glazes
 - lotions
 - mousses
 - setting lotions
 - sprays
 - waxes
- one operator trolley per workstation stocked with:
 - haircutting scissors
 - texturising and thinning shears
 - disposable blade safety razors
 - disposable razor blades
 - combs:
 - cutting combs with fine and coarse ends
 - tapering
 - brushes:
 - Denman style
 - round
 - vent

- sectioning clips
- disinfectant products for hairdressing tools
- product instructions
- current plain English health and hygiene regulatory documents distributed by government regulators
- organisational procedures for:
 - client comfort, safety and hygiene
 - work health, safety and hygiene for haircutting
 - waste minimisation
 - disposal of hair waste.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate III in Hairdressing, or a Certificate III in Barbering, or a Certificate IV in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; or
- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHCUT004 Create layered haircut structures

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to consult with clients and analyse hair and facial characteristics to design and recommend complementary layered haircuts. It requires the ability to cut hair into both uniform and increased layered hair cut structures and to finish hair to shape.

This unit applies to hairdressers and barbers with well-developed skills who work in hairdressing salons or barber shops. They use discretion and judgement to manage the client service and take responsibility for the outcomes of their own work.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SHBHCUT001 Design haircut structures

Competency Field

Haircutting

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Consult with client and assess hair.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1.Determine, through discussion and questioning, client satisfaction or dissatisfaction with current haircut structure.
- 1.2.Discuss client preferences, and expectations of desired finished

- result using visual aids to assist.
- 1.3. Engage client in discussion about lifestyle and self-care factors that may impact on success of haircut design.
 - 1.4. Visually and physically examine and analyse client hair characteristics and existing haircut structure.
 - 1.5. Evaluate client facial features and bone structure for suitable complementary haircut designs.
 - 1.6. Consider all factors to visualise, communicate and recommend haircut designs appropriate for the client.
 - 1.7. Determine the best design and obtain client agreement to proceed with recommended haircut structure.
2. Select equipment and prepare for service.
 - 2.1. Select appropriate cutting techniques to achieve planned layered haircut design.
 - 2.2. Select and prepare equipment according to planned design and layering cutting techniques to be used.
 - 2.3. Apply wraps to ensure client protection and safety.
 3. Cut hair to pre-planned layered structure.
 - 3.1. Maintain client and operator comfort, safety and hygiene throughout haircutting service according to organisational procedures.
 - 3.2. Position and adjust client head and neck during service to enable access and achieve required layering structure and angles of lift.
 - 3.3. Section and secure hair to divide into manageable and controllable areas.
 - 3.4. Establish design guidelines according to desired hair length and layered structure and cross-check throughout service.
 - 3.5. Take clean sections, using appropriate angles of lift and distribution suited to the layered haircut structure.
 - 3.6. Apply even lift tension, use cutting tool at appropriate angle to parting lines and cut hair using techniques suited to layered haircut structures.
 - 3.7. Position cutting hand with palm toward or away, up or down according to operator comfort, length of hair, and line and area of head being cut.
 - 3.8. Maintain evenly wet or dry hair and follow a logical sectioning and parting pattern to achieve the planned layered haircut structure.
 - 3.9. Clean or dispose of equipment and dispose of hair waste according to health regulations and organisational procedures.
 4. Finish hair to shape and review service.
 - 4.1. Select finishing tools, products and techniques and use to finish planned haircut designs to client satisfaction.
 - 4.2. Review service outcomes against client design expectations and confirm client satisfaction with result.

- 4.3. Propose remedial action in response to any client concerns and post service analysis of hair design appearance.
- 4.4. Reach agreement with client on proposed solutions through positive and open communication.
- 4.5. Advise on after service maintenance and recommend home care products.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret sometimes unfamiliar and detailed documents including organisational procedures and product instructions.
Oral communication skills to:	- ask open and closed probe questions and actively listen to effectively interact with client and meet their needs - clearly represent haircut designs to clients.
Numeracy skills to:	- visually estimate angles and lines, exterior and interior lengths in the haircut structure - measure and apply hair finishing products in proportions that minimise waste.
Planning and organising skills to:	manage own timing and productivity to complete haircuts within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHCUT004 Create layered haircut structures

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- consult with at least three clients and complete a pre-service analysis covering the following characteristics to create and recommend appropriate layered hair cut designs:
 - facial features and bone structure
 - natural hair type
 - hair texture
 - hair density
 - growth patterns
 - fall and movement
- complete layered haircuts for the above three clients to their satisfaction and cumulatively use these cutting techniques across the haircuts completed:
 - blunt cutting
 - pointing
 - notching
 - end tapering with texturising scissors
- complete at least one uniform and one increased layered haircut across the suite of clients serviced.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- different facial shapes and layered haircut designs which best complement particular shapes
- characteristics of the following hair features, how these will impact on finished layered haircuts and appropriate designs for best outcomes:
 - natural hair types:
 - European
 - Asian
 - Euro-Asian
 - African

- hair texture:
 - coarse
 - medium
 - fine
- hair movement:
 - straight
 - wavy
 - natural curl
 - chemical curl or waves
- natural distribution and growth patterns of hair:
 - crown area
 - hairline
 - neckline
 - cowlicks (whorls)
- shapes, structure and texture for both uniform and increased layered haircut structures
- starting point, sectioning and parting patterns and the impact on the finished result for both uniform and layered haircut structures
- required angle of scissors to base parting to achieve:
 - uniform layering
 - increased layering
- importance of client head position and impact on finished haircut result
- cleaning techniques and uses of cleaning and disinfection products for haircutting equipment
- basic aspects of local government, state or territory health regulations for hygiene and infection control for haircutting services
- industry practices and organisational procedures for:
 - client comfort, safety and hygiene with particular emphasis on:
 - using gowns to protect client clothes
 - monitoring client comfort
 - preventing cross-transmission of infection between customers
 - work health, safety and hygiene for haircutting, with particular emphasis on:
 - using correct posture and adjusting height of client chair to avoid fatigue and injury
 - using correct techniques to hold, grip and manipulate cutting tools and combs to avoid fatigue and injury
 - preventing cross-transmission of infection during customer contact
 - minimising product wastage
 - waste disposal with particular emphasis on environmentally sound disposal methods for hair waste.

Assessment Conditions

Skills must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- paying clients with different haircutting requirements; these can be:
 - clients in a hairdressing or barbering industry workplace, or
 - clients in a simulated hairdressing or barbering workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- sufficient client traffic that allows for prioritisation of tasks so that clients are serviced effectively in a logical sequence
- activities that require the individual to work with commercial speed, timing and productivity to:
 - deal with multiple tasks simultaneously
 - complete client services within designated timeframes that reflect accepted industry practice
- a hairdressing or barbering services workstation with:
 - one mirror per workstation
 - one adjustable client services chair per workstation
 - one blow dryer with heat diffuser per workstation
 - hairdressing chisels
 - clean client gowns or wraps
 - professional styling and finishing products which can be:
 - gels
 - glazes
 - lotions
 - mousses
 - setting lotions
 - sprays
 - waxes
- one operator trolley per workstation stocked with:
 - haircutting scissors
 - texturising and thinning shears
 - disposable blade safety razors
 - disposable razor blades
 - combs:
 - cutting combs with fine and coarse ends

- tapering
- brushes:
 - Denman style
 - round
 - vent
- sectioning clips
- disinfectant products for hairdressing tools
- product instructions
- current plain English health and hygiene regulatory documents distributed by government regulators
- organisational procedures for:
 - client comfort, safety and hygiene
 - work health, safety and hygiene for haircutting
 - waste minimisation
 - disposal of hair waste.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate III in Hairdressing, or a Certificate III in Barbering, or a Certificate IV in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; or
- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHCUT005 Cut hair using over-comb techniques

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to consult with clients and analyse hair and facial characteristics to design, recommend and complete complementary tapered haircuts. It requires the ability to cut hair using scissor-over-comb and clipper-over-comb techniques, to remove bulk, to blend different structures within haircuts and to outline or blend perimeters of haircuts.

This unit applies to hairdressers and barbers with well-developed skills who work in hairdressing salons or barber shops. They use discretion and judgement to manage the client service and take responsibility for the outcomes of their work.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SHBHCUT001 Design haircut structures

Competency Field

Haircutting

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Consult with client and assess hair.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Determine, through discussion and questioning, client satisfaction or dissatisfaction with current haircut structure.

- 1.2. Discuss client preferences, and expectations of desired finished result using visual aids to assist.
 - 1.3. Engage client in discussion about lifestyle and self-care factors that may impact on success of haircut design.
 - 1.4. Visually and physically examine and analyse client hair characteristics and existing haircut structure.
 - 1.5. Evaluate client facial features and bone structure for suitable complementary haircut designs.
 - 1.6. Consider all factors to visualise, communicate and recommend haircut designs appropriate for the client.
 - 1.7. Determine the best design and obtain client agreement to proceed with recommended haircut structure.
2. Select equipment and prepare for service.
 - 2.1. Select appropriate over-comb cutting techniques to achieve planned haircut design.
 - 2.2. Select and prepare equipment according to planned design and cutting techniques to be used.
 - 2.3. Apply wraps to ensure client protection and safety.
3. Cut hair using scissor over comb techniques.
 - 3.1. Maintain client and operator comfort, safety and hygiene throughout haircutting service according to organisational procedures.
 - 3.2. Position and adjust client head and neck during service to enable access and achieve required angles of lift.
 - 3.3. Section and secure hair to divide into manageable and controllable areas, as required.
 - 3.4. Establish design guidelines according to desired hair length and haircut structure and cross-check throughout service.
 - 3.5. Take clean sections with comb, using appropriate angles of lift and use a continuous parallel scissor over-comb action to exterior of haircut.
 - 3.6. Follow a logical sectioning pattern to achieve planned haircut structure.
 - 3.7. Blend structures and lengths in interior and exterior of haircut by using scissors and comb at various angles.
 - 3.8. Use scissors over the fine or coarse end of comb to vary taper effect and create planned neckline shape and length.
4. Cut hair using clipper over comb techniques.
 - 4.1. Section and secure hair to divide into manageable and controllable areas, as required.
 - 4.2. Establish design guidelines according to desired hair length and haircut structure and cross-check throughout service.
 - 4.3. Take clean sections with comb, using appropriate angles of lift and use a smooth, fast and fluid clipper over-comb action to cut hair.
 - 4.4. Follow a logical sectioning pattern to achieve planned haircut

- structure.
- 4.5. Blend structures and lengths in interior and exterior of haircut by using clippers and comb at various angles.
 - 4.6. Use clipper attachments to create haircut effects.
5. Outline haircuts.
 - 5.1. Use clippers or scissors to mark haircut outlines over and behind ears to suit haircut.
 - 5.2. Use clippers to outline sideburns, where present.
 - 5.3. Use clippers or razors in direction of hair growth to create neckline shape and blended and faded hairlines.
 - 5.4. Clean or dispose of equipment and dispose of hair waste according to health regulations and organisational procedures.
 6. Finish hair to shape and review service.
 - 6.1. Select finishing tools, products and techniques and use to finish planned haircut designs to client satisfaction.
 - 6.2. Review service outcomes against client design expectations and confirm client satisfaction with result.
 - 6.3. Propose remedial action in response to any client concerns and post service analysis of hair design appearance.
 - 6.4. Reach agreement with client on proposed solutions through positive and open communication.
 - 6.5. Advise on after service maintenance and recommend home care products.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret sometimes unfamiliar and detailed documents including organisational procedures and product instructions.
Oral communication skills to:	- ask open and closed probe questions and actively listen to effectively interact with client and meet their needs - clearly represent haircut designs to clients.
Numeracy skills to:	- visually estimate angles and lines, exterior and interior lengths in the haircut - measure and apply hair finishing products in proportions that minimise waste.
Planning and organising skills to:	manage own timing and productivity to complete haircuts within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHCUT005 Cut hair using over-comb techniques

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- consult with at least six clients and complete a pre-service analysis covering the following characteristics to design and recommend appropriate tapered haircuts:
 - facial features and bone structure
 - natural hair type
 - hair texture
 - hair density
 - growth patterns
 - fall and movement
- complete haircuts for the above six clients to their satisfaction and cumulatively achieve these taper effects across the haircut completed:
 - gradation
 - long
 - medium
 - short
- create these neckline shapes and lengths cumulatively across the tapered haircuts completed:
 - short, medium and long tapered
 - square, curved, faded and blended.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- different facial shapes and haircut designs which best complement particular shapes
- characteristics of the following hair features, how these will impact on finished tapered haircuts and appropriate designs for best outcomes:
 - natural hair types:
 - European
 - Asian
 - Euro-Asian

- African
- hair texture:
 - coarse
 - medium
 - fine
- hair movement:
 - straight
 - wavy
 - natural curl
 - chemical curl or waves
- natural distribution and growth patterns of hair:
 - crown area
 - hairline
 - neckline
 - cowlicks (whorls)
- shapes, structure and texture for tapered and layered haircut structures
- starting point, sectioning and parting patterns and the impact on the finished result for tapered and layered haircut structures
- relationship between size of the comb and tapering effects
- maintenance requirements for clippers; when and how to clean, oil and adjust blades
- cleaning techniques and uses of cleaning and disinfection products for haircutting equipment
- basic aspects of local government, state or territory health regulations for hygiene and infection control for haircutting services
- industry practices and organisational procedures for:
 - client comfort, safety and hygiene with particular emphasis on:
 - using gowns to protect client clothes
 - monitoring client comfort
 - preventing cross-transmission of infection between customers
 - work health, safety and hygiene for haircutting, with particular emphasis on:
 - using correct posture and adjusting height of client chair to avoid fatigue and injury
 - using correct techniques to hold, grip and manipulate cutting tools and combs to avoid fatigue and injury
 - preventing cross-transmission of infection during customer contact
 - minimising product wastage
 - waste disposal with particular emphasis on environmentally sound disposal methods for hair waste.

Assessment Conditions

Skills must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- paying clients with different haircutting requirements; these can be:
 - clients in a hairdressing or barbering industry workplace, or
 - clients in a simulated hairdressing or barbering workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- sufficient client traffic to allow for prioritisation of tasks so that clients are serviced effectively in a logical sequence
- activities that require the individual to work with commercial speed, timing and productivity to:
 - deal with multiple tasks simultaneously
 - complete client services within designated timeframes that reflect accepted industry practice
- a hairdressing or barbering services workstation with:
 - one mirror per workstation
 - one adjustable client services chair per workstation
 - one blow dryer per workstation
 - clean client gowns or wraps
 - haircutting scissors
 - texturising and thinning shears
 - electric clippers and attachments
 - disposable blade safety razors
 - disposable razor blades
 - combs:
 - cutting combs with fine and coarse ends
 - tapering
 - flattopper
 - sectioning clips
 - neck brushes
 - professional styling and finishing products which can be:
 - clay
 - gels
 - glazes
 - lotions
 - waxes
- disinfectant products for hairdressing tools

- lubricants and coolants for electric clippers
- product instructions
- current plain English health and hygiene regulatory documents distributed by government regulators
- organisational procedures for:
 - client comfort, safety and hygiene
 - work health, safety and hygiene for haircutting
 - waste minimisation
 - disposal of hair waste.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate III in Hairdressing, or a Certificate III in Barbering, or a Certificate IV in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; or
- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBH CUT006 Create combined haircut structures

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to consult with clients and analyse hair and facial characteristics to design, recommend and complete a range of complementary haircuts which combine different structures. The combination may involve two or more different structures which can include solid, graduated and layered structures and those tapered haircuts created using over-comb techniques.

This unit applies to hairdressers and barbers with well-developed skills who work in hairdressing salons or barber shops. They use discretion and judgement to manage the client service and take responsibility for the outcomes of their work.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SHBH CUT002 Create one length or solid haircut structures

SHBH CUT003 Create graduated haircut structures

SHBH CUT004 Create layered haircut structures

Competency Field

Haircutting

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Consult with client and assess hair.
 - 1.1. Determine, through discussion and questioning, client satisfaction or dissatisfaction with current haircut structure.
 - 1.2. Discuss client preferences, and expectations of desired finished result using visual aids to assist.
 - 1.3. Engage client in discussion about lifestyle and self-care factors that may impact on success of haircut design.
 - 1.4. Visually and physically examine and analyse client hair characteristics and existing haircut structure.
 - 1.5. Evaluate client facial features and bone structure for suitable complementary haircut designs.
 - 1.6. Consider all factors to visualise, communicate and recommend haircut designs appropriate for the client.
 - 1.7. Determine the best design and obtain client agreement to proceed with recommended haircut structure.
2. Select equipment and prepare for service.
 - 2.1. Select appropriate cutting techniques to achieve planned haircut design.
 - 2.2. Select and prepare equipment according to planned design and cutting techniques to be used.
 - 2.3. Apply wraps to ensure client protection and safety.
3. Cut hair into combined structures.
 - 3.1. Maintain client and operator comfort, safety and hygiene throughout haircutting service according to organisational procedures.
 - 3.2. Position and adjust client head and neck during service to enable access and achieve required angles of lift.
 - 3.3. Section and secure hair to divide into manageable and controllable areas.
 - 3.4. Establish external design guidelines, direction of design lines and internal design lines according to desired hair length and component haircut structure and cross-check throughout service.
 - 3.5. Take clean sections, using appropriate angles of lift and distribution suited to the component haircut structure.
 - 3.6. Apply even lift tension, use cutting tool at appropriate angle to parting lines and cut hair using techniques suited to the component haircut structure.
 - 3.7. Position cutting hand with palm toward or away, up or down according to operator comfort, length of hair, and line and area of head being cut.
 - 3.8. Maintain evenly wet or dry hair and follow a logical sectioning and parting pattern to combine or blend haircut structures, according to the planned design.
 - 3.9. Clean or dispose of equipment and dispose of hair waste according to health regulations and organisational procedures.
4. Finish hair to
 - 4.1. Select finishing tools, products and techniques and use to finish

shape and review service.

planned haircut designs to client satisfaction.

4.2. Review service outcomes against client design expectations and confirm client satisfaction with result.

4.3. Propose remedial action in response to any client concerns and post service analysis of hair design appearance.

4.4. Reach agreement with client on proposed solutions through positive and open communication.

4.5. Advise on after service maintenance and recommend home care products.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret sometimes unfamiliar and detailed documents including organisational procedures and product instructions.
Oral communication skills to:	- ask open and closed probe questions and actively listen to effectively interact with client and meet their needs - clearly represent haircut designs to clients.
Numeracy skills to:	- visually estimate angles and lines, exterior and interior lengths in the haircut structure - measure and apply hair finishing products in proportions that minimise waste.
Planning and organising skills to:	manage own timing and productivity to complete haircuts within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHCUT006 Create combined haircut structures

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- consult with at least six clients and complete a pre-service analysis covering the following characteristics to design and recommend appropriate haircuts involving structural combinations:
 - facial features and bone structure
 - natural hair type
 - hair texture
 - hair density
 - growth patterns
 - fall and movement
- complete haircuts for those six clients to their satisfaction and combine at least two of the following for each haircut completed:
 - solid structures
 - graduated structures
 - layered structures
 - tapered structures
 - textured areas
 - straight lines
 - curved lines
 - soft lines
 - hard lines
- use at least six of these cutting techniques cumulatively across the haircuts completed:
 - blunt cutting
 - pointing
 - notching
 - slicing
 - end tapering
 - strand tapering
 - scissor-over-comb
 - clipper-over-comb

- razor bevelling, arching and rotation.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- different facial shapes and combined structured haircut designs which best complement particular shapes
- characteristics of the following hair features, how these will impact on finished haircuts involving structural combinations and appropriate combined structure designs for best outcomes:
 - natural hair types:
 - European
 - Asian
 - Euro-Asian
 - African
 - hair texture:
 - coarse
 - medium
 - fine
 - hair movement:
 - straight
 - wavy
 - natural curl
 - chemical curl or waves
 - natural distribution and growth patterns of hair:
 - crown area
 - hairline
 - neckline
 - cowlicks (whorls)
- shapes, structure and texture for haircuts that combine two or more haircut structures:
 - solid
 - graduated
 - layered
 - tapered
- proportional relationships between structures
- starting point, sectioning and parting patterns and the impact on the finished result for haircuts involving structural combinations
- techniques used to create texture and blend haircut structures
- industry practices and organisational procedures for:
 - client comfort, safety and hygiene with particular emphasis on:

- using gowns to protect client clothes
- monitoring client comfort
- preventing cross-transmission of infection between customers
- work health, safety and hygiene for haircutting, with particular emphasis on:
 - using correct posture and adjusting height of client chair to avoid fatigue and injury
 - using correct techniques to hold, grip and manipulate cutting tools and combs to avoid fatigue and injury
 - preventing cross-transmission of infection during customer contact
- minimising product wastage
- waste disposal with particular emphasis on environmentally sound disposal methods for hair waste.

Assessment Conditions

Skills must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- paying clients with different haircutting requirements; these can be:
 - clients in a hairdressing or barbering industry workplace, or
 - clients in a simulated hairdressing or barbering workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- sufficient client traffic to allow for prioritisation of tasks so that clients are serviced effectively in a logical sequence
- activities that require the individual to work with commercial speed, timing and productivity to:
 - deal with multiple tasks simultaneously
 - complete client services within designated timeframes that reflect accepted industry practice
- a hairdressing or barbering services workstation with:
 - one mirror per workstation
 - one adjustable client services chair per workstation
 - one blow dryer with heat diffuser per workstation
 - electric clippers and attachments
 - hairdressing chisels
 - clean client gowns or wraps
 - professional styling and finishing products which can be:
 - gels

- glazes
- lotions
- mousses
- setting lotions
- sprays
- waxes
- one operator trolley per workstation stocked with:
 - haircutting scissors
 - texturising and thinning shears
 - disposable blade safety razors
 - disposable razor blades
 - combs:
 - cutting combs with fine and coarse ends
 - tapering
 - brushes:
 - Denman style
 - round
 - vent
 - sectioning clips
- disinfectant products for hairdressing tools
- lubricants and coolants for electric clippers
- product instructions.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate III in Hairdressing, or a Certificate III in Barbering, or a Certificate IV in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; or
- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHCUT007 Create combined traditional and classic men's haircut structures

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to consult with clients and analyse hair and facial characteristics to design, recommend and complete a range of complementary traditional and classic men's haircuts which combine different structures. The combination may involve two or more different structures which can include solid, graduated and layered structures and those tapered haircuts created using over-comb techniques.

This unit applies to hairdressers and barbers with well-developed skills who work in hairdressing salons or barber shops. They use discretion and judgement to manage the client service and take responsibility for the outcomes of their own work.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SHBHCUT002 Create one length or solid haircut structures

SHBHCUT003 Create graduated haircut structures

SHBHCUT004 Create layered haircut structures

SHBHCUT005 Cut hair using over-comb techniques

Competency Field

Haircutting

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Consult with client and assess hair.	1.1.Determine, through discussion and questioning, client satisfaction or dissatisfaction with current haircut structure. 1.2.Discuss client preferences, and expectations of desired finished result using visual aids to assist. 1.3.Engage client in discussion about lifestyle and self-care factors that may impact on success of haircut design. 1.4.Visually and physically examine and analyse client hair characteristics and existing haircut structure. 1.5.Evaluate client facial features and bone structure for suitable complementary haircut designs. 1.6.Consider all factors to visualise, communicate and recommend haircut designs appropriate for the client. 1.7.Determine the best design and obtain client agreement to proceed with recommended haircut structure.
2. Select equipment and prepare for service.	2.1.Select appropriate cutting techniques to achieve planned haircut design. 2.2.Select and prepare equipment according to planned design and cutting techniques to be used. 2.3.Apply wraps to ensure client protection and safety.
3. Cut hair into combined structures.	3.1.Maintain client and operator comfort, safety and hygiene throughout haircutting service according to organisational procedures. 3.2.Position and adjust client head and neck during service to enable access and achieve required angles of lift. 3.3.Section and secure hair to divide into manageable and controllable areas. 3.4.Establish external design guidelines, direction of design lines and internal design lines according to desired hair length and component haircut structure and cross-check throughout service. 3.5.Take clean sections, using appropriate angles of lift and distribution suited to the component haircut structure. 3.6.Apply even lift tension, use cutting tool at appropriate angle to parting lines and cut hair using techniques suited to the component haircut structure. 3.7.Position cutting hand with palm toward or away, up or down according to operator comfort, length of hair, and line and area of head being cut. 3.8.Maintain evenly wet or dry hair and follow a logical sectioning

and parting pattern to combine or blend haircut structures, according to the planned design.

4. Outline haircuts.	4.1. Use clippers or scissors to mark haircut outlines over and behind ears to suit haircut. 4.2. Use clippers to outline sideburns, where present. 4.3. Use clippers or razors in direction of hair growth to create planned neckline shape and length. 4.4. Clean or dispose of equipment and dispose of hair waste according to health regulations and organisational procedures.
5. Finish hair to shape and review service.	5.1. Select finishing tools, products and techniques and use to finish planned haircut designs to client satisfaction. 5.2. Review service outcomes against client design expectations and confirm client satisfaction with result. 5.3. Propose remedial action in response to any client concerns and post service analysis of hair design appearance. 5.4. Reach agreement with client on proposed solutions through positive and open communication. 5.5. Advise on after service maintenance and recommend home care products.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret sometimes unfamiliar and detailed documents including organisational procedures and product instructions.
Oral communication skills to:	- ask open and closed probe questions and actively listen to effectively interact with client and meet their needs - clearly represent haircut designs to clients.
Numeracy skills to:	- visually estimate angles and lines, exterior and interior lengths in the haircut structure - measure and apply hair finishing products in proportions that minimise waste.
Planning and organising skills to:	manage own timing and productivity to complete haircuts within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHCUT007 Create combined traditional and classic men's haircut structures

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- consult with at least six clients and complete a pre-service analysis covering the following characteristics to design and recommend appropriate haircuts involving structural combinations:
 - facial features and bone structure
 - natural hair type
 - hair texture
 - hair density
 - growth patterns
 - fall and movement
- complete these types of traditional and classic men's haircuts cumulatively across the six clients serviced to their satisfaction:
 - short back and sides
 - medium and long tapered
 - medium fashion cut textured on top
- use at least six of these cutting techniques cumulatively across the haircuts completed:
 - scissors over-comb tapering
 - clippers over-comb tapering
 - serrated scissors over-comb thinning
 - layering
 - blunt cutting
 - graduation
 - texturising
 - cutting straight lines
 - cutting curved lines
 - cutting square shapes
 - cutting soft and hard lines.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- different facial shapes and combined structure haircut designs which best complement particular shapes
- characteristics of the following hair features, how these will impact on finished haircuts involving structural combinations for traditional and classic men's haircuts and appropriate combined structure designs for best outcomes:
 - natural hair types:
 - European
 - Asian
 - Euro-Asian
 - African
 - hair texture:
 - coarse
 - medium
 - fine
 - hair movement:
 - straight
 - wavy
 - natural curl
 - chemical curl or waves
 - natural distribution and growth patterns of hair:
 - crown area
 - hairline
 - neckline
 - cowlicks (whorls)
- shapes, structure and texture for traditional and classic men's haircuts that combine two or more haircut structures:
 - solid
 - graduated
 - layered
 - tapered
- proportional relationships between structures
- starting point, sectioning and parting patterns and the impact on the finished result for haircuts involving structural combinations
- techniques used to create texture and blend traditional and classic men's haircut structures
- industry practices and organisational procedures for:
 - client comfort, safety and hygiene with particular emphasis on:
 - using gowns to protect client clothes

- monitoring client comfort
- preventing cross-transmission of infection between customers
- work health, safety and hygiene for haircutting, with particular emphasis on:
 - using correct posture and adjusting height of client chair to avoid fatigue and injury
 - using correct techniques to hold, grip and manipulate cutting tools and combs to avoid fatigue and injury
 - preventing cross-transmission of infection during customer contact
- minimising product wastage
- waste disposal with particular emphasis on environmentally sound disposal methods for hair waste.

Assessment Conditions

Skills must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- paying clients with different haircutting requirements; these can be:
 - clients in a hairdressing or barbering industry workplace, or
 - clients in a simulated hairdressing or barbering workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- sufficient client traffic to allow for prioritisation of tasks so that clients are serviced effectively in a logical sequence
- activities that require the individual to work with commercial speed, timing and productivity to:
 - deal with multiple tasks simultaneously
 - complete client services within designated timeframes that reflect accepted industry practice
- a hairdressing or barbering services workstation with:
 - one mirror per workstation
 - one adjustable client services chair per workstation
 - one blow dryer per workstation
 - clean client gowns or wraps
 - haircutting scissors
 - texturising and thinning shears
 - electric clippers and attachments
 - hairdressing chisels
 - disposable blade safety razors

- disposable razor blades
- combs:
 - cutting combs with fine and coarse ends
 - tapering
 - flattopper
- sectioning clips
- neck brushes
- professional styling and finishing products which can be:
 - clay
 - gels
 - glazes
 - lotions
 - mousses
 - waxes
- disinfectant products for hairdressing tools
- lubricants and coolants for electric clippers
- product instructions.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate III in Hairdressing, or a Certificate III in Barbering, or a Certificate IV in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as part of a hairdressing qualification; this cannot include any indentured traineeship or apprenticeship period; or
- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as part of a barbering qualification; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHCUT008 Design and perform creative haircuts

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to research local and international current and emerging hair fashion trends, develop creative hair designs and cut hair creatively into combined structures.

This unit applies to senior hairdressers and barbers who work in salons or as session stylists or technical advisors to product companies. They work independently, have considerable specialist skills and knowledge and provide technical leadership, training and support to team members.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SHBHCUT006 Create combined haircut structures

Competency Field

Haircutting

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Research and analyse haircut trends.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Research current and emerging trends for creative haircuts and develop a portfolio of creative haircut designs.
- 1.2. Analyse creative haircut designs, identify structures and

- techniques and develop a range of haircut plans within portfolio.
- 1.3. Develop own designs and techniques for cutting hair creatively.
2. Consult with client and assess hair.
- 2.1. Determine, through discussion and questioning, client satisfaction or dissatisfaction with current haircut structure.
- 2.2. Discuss client preferences, and expectations of desired finished result using visual aids to assist.
- 2.3. Engage client in discussion about lifestyle and self-care factors that may impact on success of haircut design.
- 2.4. Visually and physically examine and analyse client hair characteristics and existing haircut structure.
- 2.5. Evaluate client facial features and bone structure for suitable complementary haircut designs.
- 2.6. Consider portfolio designs and all client factors to visualise, communicate and recommend creative haircut designs appropriate for the client.
- 2.7. Determine the best creative design and obtain client agreement to proceed with recommended haircut design.
3. Select equipment and prepare for service.
- 3.1. Select appropriate cutting techniques to achieve planned haircut design.
- 3.2. Select and prepare equipment according to planned design and cutting techniques to be used.
- 3.3. Apply wraps to ensure client protection and safety.
4. Combine haircut structures and textures for creative effect.
- 4.1. Maintain client and operator comfort, safety and hygiene throughout haircutting service according to organisational procedures.
- 4.2. Position and adjust client head and neck during service to enable access and achieve required angles of lift.
- 4.3. Section and secure hair to divide into manageable and controllable areas.
- 4.4. Establish external design guidelines, direction of design lines and internal design lines according to desired hair length and component haircut structure and cross-check throughout service.
- 4.5. Take clean sections, using appropriate angles of lift and distribution suited to the component haircut structure.
- 4.6. Apply even lift tension, use cutting tool at appropriate angle to parting lines and cut hair using techniques suited to the component haircut structure.
- 4.7. Position cutting hand with palm toward or away, up or down according to operator comfort, length of hair, and line and area of head being cut.

- 4.8. Maintain evenly wet or dry hair and follow a logical sectioning and parting pattern to combine or blend haircut structures, according to the planned design.
- 4.9. Clean or dispose of equipment and dispose of haircut waste according to health regulations and organisational procedures.
- 5. Finish hair to shape and review service.
 - 5.1. Select finishing tools, products and techniques and use to finish planned haircut designs to client satisfaction.
 - 5.2. Review service outcomes against client design expectations and confirm client satisfaction with result.
 - 5.3. Advise on after service maintenance and recommend home care products.
 - 5.4. Update design portfolio to include full details of haircutting service.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	- interpret and analyse complex documents about creative hair design trends - interpret sometimes unfamiliar and detailed documents including organisational procedures and product instructions.
Oral communication skills to:	- ask open and closed probe questions and actively listen to effectively interact with client and meet their needs - clearly represent complex and creative design concepts to clients.
Numeracy skills to:	- interpret designs, complete and record detailed geometric calculations in diagrammatic haircut plans - visually estimate angles and lines, exterior and interior lengths in the haircut structure.
Initiative and enterprise skills to:	proactively use opportunities to update knowledge of local and international hair trends and take a creative approach to haircutting services.
Planning and organising skills to:	collect and evaluate research information to inform own creative haircut designs.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHCUT008 Design and perform creative haircuts

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete a research project, using information from at least three different sources, to identify and explore creative haircut designs and:
 - write a brief report on current and emerging trends
 - compile a portfolio of at least six creative haircut designs
 - for each of the six designs complete an analysis and develop a haircut plan using a 2-D structural graphic representation showing:
 - structure of the design
 - interior and exterior design lines
 - soft or hard lines
 - starting point of haircut
 - sectioning and parting patterns
 - angles of lift in degrees
 - distribution of hair
 - cutting techniques
- consult with at least four clients and complete an analysis covering the following characteristics to design and recommend appropriate creative haircuts:
 - facial features and bone structure
 - natural hair type
 - hair texture
 - hair density
 - growth patterns
 - fall and movement
- complete creative haircuts on the above clients which each combine at least two of the following features:
 - solid structures
 - graduated structures
 - layered structures
 - tapered structures
 - square shapes

- textured areas
- straight lines
- curved lines
- soft lines
- hard lines
- use at least four of these cutting techniques cumulatively across the haircuts completed:
 - blunt cutting
 - pointing
 - notching
 - slicing
 - end tapering
 - strand tapering
 - scissor-over-comb
 - clipper-over-comb
 - serrated scissors over-comb thinning
 - razor rotation
- record the following details of the hair cutting service for each client in own portfolio:
 - pre-service analysis
 - client preferences and adaptations of own designs
 - outcomes achieved.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- different facial shapes and haircut designs which best complement particular shapes
- characteristics of the following hair features, how these will impact on finished haircuts involving structural combinations and how creative designs can enhance or accentuate:
 - natural hair types:
 - European
 - Asian
 - Euro-Asian
 - African
 - hair texture:
 - coarse
 - medium
 - fine
 - hair movement:
 - straight
 - wavy

- natural curl
- chemical curl or waves
- natural distribution and growth patterns of hair:
 - crown area
 - hairline
 - neckline
 - cowlicks (whorls)
- creative shapes, structure and texture for haircuts that combine two or more haircut structures:
 - solid
 - graduated
 - layered
 - tapered
- proportional, symmetrical and asymmetrical structures and how these can be combined for creative effect
- starting point, sectioning and parting patterns and the impact on the finished result for haircuts involving structural combinations
- techniques used to create texture and blend or accentuate haircut structures
- contents and formats for haircut plans
- industry practices and organisational procedures for:
 - client comfort, safety and hygiene with particular emphasis on:
 - using gowns to protect client clothes
 - monitoring client comfort
 - preventing cross-transmission of infection between customers
 - work health, safety and hygiene for haircutting, with particular emphasis on:
 - using correct posture and adjusting height of client chair to avoid fatigue and injury
 - using correct techniques to hold, grip and manipulate cutting tools and combs to avoid fatigue and injury
 - preventing cross-transmission of infection during customer contact
 - minimising product wastage
 - waste disposal with particular emphasis on environmentally sound disposal methods for hair waste.

Assessment Conditions

Skills must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace, or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public, or
- industry venues and sites where session events are operated, or
- session venues and sites operated within a training organisation where real session events are staged in live time.

Assessment must ensure use of:

- clients, with different haircutting requirements; these can be:
 - paying clients in a hairdressing or barbering industry workplace, or
 - paying clients in a simulated hairdressing or barbering workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
 - models or performers in a session styling setting
- sufficient client traffic to allow for prioritisation of tasks so that clients are serviced effectively in a logical sequence
- activities that require the individual to work with commercial speed, timing and productivity to:
 - deal with multiple tasks simultaneously
 - complete client services within designated timeframes that reflect accepted industry practice
- a hairdressing or barbering services workstation with:
 - one mirror per workstation
 - one adjustable client services chair per workstation
 - one blow dryer with heat diffuser per workstation
 - electric clippers and attachments
 - hairdressing chisels
 - clean client gowns or wraps
 - professional styling and finishing products which can be:
 - gels
 - glazes
 - lotions
 - mousses
 - setting lotions
 - sprays
 - waxes
- one operator trolley per workstation stocked with:
 - haircutting scissors
 - texturising and thinning shears
 - disposable blade safety razors
 - disposable razor blades
 - combs:
 - cutting combs with fine and coarse ends
 - tapering
 - brushes:
 - Denman style

- round
- vent
- sectioning clips
- disinfectant products for hairdressing tools
- lubricants and coolants for electric clippers
- product instructions
- template haircut plans.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate IV qualification in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; or
- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHCUT009 Cut hair using freehand clipper techniques

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to consult with clients and analyse hair and facial characteristics to design, recommend and complete complementary haircuts using freehand clipper techniques.

This unit applies to hairdressers and barbers with well-developed skills who work in hairdressing salons or barber shops. They use discretion and judgement to manage the client service and take responsibility for the outcomes of their work.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SHBHCUT001 Design haircut structures

Competency Field

Haircutting

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Consult with client and assess hair.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1.Determine, through discussion and questioning, client satisfaction or dissatisfaction with current haircut structure.
- 1.2.Discuss client preferences, and expectations of desired finished result using visual aids to assist.

- 1.3.Engage client in discussion about lifestyle and self-care factors that may impact on success of haircut design.
 - 1.4.Visually and physically examine and analyse client hair characteristics and existing haircut structure.
 - 1.5.Evaluate client facial features and bone structure for suitable complementary haircut designs.
 - 1.6.Consider all factors to visualise, communicate and recommend haircut designs appropriate for the client.
 - 1.7.Determine the best design and obtain client agreement to proceed with recommended haircut structure.
2. Select equipment and prepare for service.
 - 2.1.Select appropriate cutting techniques to achieve planned haircut design.
 - 2.2.Select and prepare equipment according to planned design and cutting techniques to be used.
 - 2.3.Apply wraps to ensure client protection and safety.
3. Cut hair using freehand clipper techniques.
 - 3.1.Maintain client and operator comfort, safety and hygiene throughout haircutting service according to organisational procedures.
 - 3.2.Position and adjust client head and neck during service to enable access and achieve required angles of lift.
 - 3.3.Use a smooth, fast and fluid freehand clipper action to cut hair.
 - 3.4.Follow a logical cutting pattern to achieve planned haircut length and structure.
 - 3.5.Blend lengths in interior and exterior of haircut by using various clipper attachments, as required, and clippers at various angles.
4. Outline haircuts.
 - 4.1.Use clippers to mark haircut outlines over and behind ears to suit haircut.
 - 4.2.Use clippers to outline facial hairline and side burns to enhance haircut.
 - 4.3.Use clippers or razors in direction of hair growth to create neckline shape and blended and faded hairlines.
 - 4.4.Clean or dispose of equipment and dispose of hair waste according to health regulations and organisational procedures.
5. Finish hair to shape and review service.
 - 5.1.Select finishing tools, products and techniques and use to finish planned haircut designs to client satisfaction.
 - 5.2.Review service outcomes against client design expectations and confirm client satisfaction with result.
 - 5.3.Propose remedial action in response to any client concerns and post service analysis of hair design appearance.
 - 5.4.Reach agreement with client on proposed solutions through positive and open communication.

5.5. Advise on after service maintenance and recommend home care products.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret sometimes unfamiliar and detailed documents including organisational procedures and product instructions.
Oral communication skills to:	- ask open and closed probe questions and actively listen to effectively interact with client and meet their needs - clearly represent haircut designs to clients.
Numeracy skills to:	- visually estimate angles and lines, exterior and interior lengths in the haircut - measure and apply hair finishing products in proportions that minimise waste.
Planning and organising skills to:	manage own timing and productivity to complete haircuts within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHCUT009 Cut hair using freehand clipper techniques

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- consult with at least six clients and complete a pre-service analysis covering the following characteristics to design and recommend appropriate clipper haircuts:
 - facial features and bone structure
 - natural hair type
 - hair texture
 - hair density
 - growth patterns
 - fall and movement
- complete haircuts for the above six clients to their satisfaction and cumulatively complete these types of haircuts:
 - flat tops
 - clipper cuts
 - style cuts
- create cuts of at least four different lengths using different sized clipper attachments across the haircuts completed
- create these neckline shapes cumulatively across the haircuts completed:
 - square
 - curved
 - faded and blended.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- different facial shapes and freehand clipper haircuts which best complement particular shapes
- characteristics of the following hair features, how these will impact on finished tapered haircuts and appropriate designs for best outcomes:
 - natural hair types:
 - European

- Asian
- Euro-Asian
- African
- hair texture:
 - coarse
 - medium
 - fine
- hair movement:
 - straight
 - wavy
 - natural curl
 - chemical curl or waves
- natural distribution and growth patterns of hair:
 - crown area
 - hairline
 - neckline
 - cowlicks (whorls)
- shapes, structure and texture for haircuts created using freehand clipper techniques
- starting point and sequencing of cutting patterns and the impact on the finished result for clipper haircuts
- relationship between size of the clipper attachment and clipper effects on hair length
- maintenance requirements for clippers; when and how to clean, oil and adjust blades
- cleaning techniques and uses of cleaning and disinfection products for haircutting equipment
- basic aspects of local government, state or territory health regulations for hygiene and infection control for haircutting services
- industry practices and organisational procedures for:
 - client comfort, safety and hygiene with particular emphasis on:
 - using gowns to protect client clothes
 - monitoring client comfort
 - preventing cross-transmission of infection between customers
 - work health, safety and hygiene for haircutting, with particular emphasis on:
 - using correct posture and adjusting height of client chair to avoid fatigue and injury
 - using correct techniques to hold, grip and manipulate clippers to avoid fatigue and injury
 - preventing cross-transmission of infection during customer contact
 - minimising product wastage
 - waste disposal with particular emphasis on environmentally sound disposal methods for hair waste.

Assessment Conditions

Skills must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- paying clients with different haircutting requirements; these can be:
 - clients in a hairdressing or barbering industry workplace, or
 - clients in a simulated hairdressing or barbering workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- sufficient client traffic to allow for prioritisation of tasks so that clients are serviced effectively in a logical sequence
- activities that require the individual to work with commercial speed, timing and productivity to:
 - deal with multiple tasks simultaneously
 - complete client services within designated timeframes that reflect accepted industry practice
- a hairdressing or barbering services workstation with:
 - one mirror per workstation
 - one adjustable client services chair per workstation
 - one blow dryer per workstation
 - clean client gowns or wraps
 - electric clippers and different sized attachments
 - disposable blade safety razors
 - disposable razor blades
 - combs
 - neck brushes
 - professional styling and finishing products which can be:
 - clay
 - gels
 - glazes
 - lotions
 - waxes
- disinfectant products for hairdressing tools
- lubricants and coolants for electric clippers
- product instructions
- current plain English health and hygiene regulatory documents distributed by government regulators

- organisational procedures for:
 - client comfort, safety and hygiene
 - work health, safety and hygiene for haircutting
 - waste minimisation
 - disposal of hair waste.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate III in Hairdressing, or a Certificate III in Barbering, or a Certificate IV in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; or
- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHCUT010 Create haircuts using tracks and carving

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to source or create designs for tracks and creative carvings and to incorporate those into haircuts using clippers, scissors, razors or precision trimming tools.

This unit applies to hairdressers and barbers with well-developed skills who work in hairdressing salons or barber shops. They use discretion and judgement to manage the client service and take responsibility for the outcomes of their work.

In some Australian states and territories, the use of straight razors is prohibited. No occupational licensing, certification or other specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Haircutting

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Source or create designs for hair tracks and carvings.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Seek information on current and emerging trends for tracks and creative hair carvings.
- 1.2. Source existing designs to meet preferences of a range of

- clients.
- 1.3.Create own designs in response to client requests or to extend current designs on offer.
 - 1.4.Use designs when working with clients, adapting to suit client preferences.
 2. Consult with client on design preferences.
 - 2.1.Determine, through discussion and questioning client preferences, and expectations of desired design.
 - 2.2.Use visual aids to share both sourced and own designs and discuss any desired adaptations.
 - 2.3.Visually and physically examine and analyse client hair characteristics.
 - 2.4.Consider all factors to visualise, communicate and recommend designs appropriate for the client.
 - 2.5.Obtain client agreement to proceed with recommended designs for hair tracks and carvings.
 3. Select equipment and prepare for service.
 - 3.1.Select and prepare clippers and other equipment according to planned design.
 - 3.2.Select and attach appropriate sized clipper attachments to achieve tracks and carvings.
 - 3.3.Apply wraps to ensure client protection and safety.
 4. Carve tracks and designs into hair.
 - 4.1.Maintain client and operator comfort, safety and hygiene throughout service according to organisational procedures.
 - 4.2.Position and adjust client head and neck during service to enable access and achieve correct placement of all design features.
 - 4.3.Use appropriate starting point and follow a logical pattern to ensure correct placement of design on head.
 - 4.4.Use a smooth and fluid freehand carving action to create proportionate features for tracks and carvings.
 - 4.5.Incorporate tracks and creative carvings into haircut structure for best visual effect.
 - 4.6.Clean or dispose of equipment and dispose of hair waste according to health regulations and organisational procedures.
 5. Review service.
 - 5.1.Review service outcomes against client design expectations and confirm client satisfaction with result.
 - 5.2.Propose remedial action in response to any client concerns and post service analysis of hair design appearance.
 - 5.3.Reach agreement with client on proposed solutions through positive and open communication.
 - 5.4.Advise on after service maintenance and recommend home care products.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Oral communication skills to:	- ask open and closed probe questions and actively listen to effectively interact with client and meet their needs - clearly represent carved designs to clients.
Numeracy skills to:	visually estimate size and proportion of carved design features.
Planning and organising skills to:	manage own timing and productivity to complete haircuts within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHCUT010 Create haircuts using tracks and carving

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- source at least six different designs for hair tracks and carvings from at least three different sources and compile a portfolio for future use
- consult with at least four clients to determine design preferences and incorporate tracks and creative carvings into haircut structure to their satisfaction
- across the above four clients, cumulatively cover:
 - two different track designs
 - two different creative carving designs.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of creative track and carving designs
- methods used to visually share designs with clients
- characteristics of the following hair features and how these will impact on finished hair tracks and carvings:
 - natural hair types:
 - European
 - Asian
 - Euro-Asian
 - African
 - hair texture:
 - coarse
 - medium
 - fine
 - hair movement:
 - straight
 - wavy
 - natural curl
 - chemical curl or waves

- natural distribution and growth patterns of hair:
 - crown area
 - hairline
 - neckline
 - cowlicks (whorls)
- key features of different types of tools used to create hair tracks and carvings and techniques for using each:
 - clippers
 - scissors
 - razors
 - precision trimming tools
- relationship between size of the clipper or trimmer attachment and effects on hair tracks and carvings
- starting point and sequencing of carving patterns and the impact on the finished result of the design
- maintenance requirements for clippers; when and how to clean, oil and adjust blades
- cleaning techniques and uses of cleaning and disinfection products for haircutting equipment
- basic aspects of local government, state or territory health regulations for:
 - hygiene and infection control
 - skin penetration
 - use of razor types, with emphasis on the prohibition of straight razor use
- industry practices and organisational procedures for:
 - client comfort, safety and hygiene with particular emphasis on:
 - using gowns to protect client clothes
 - monitoring client comfort
 - preventing cross-transmission of infection between customers
 - work health, safety and hygiene for haircutting, with particular emphasis on:
 - using correct posture and adjusting height of client chair to avoid fatigue and injury
 - using correct techniques to hold, grip and manipulate clippers and razors to avoid fatigue and injury
 - preventing cross-transmission of infection during customer contact
 - minimising product wastage
 - waste disposal with particular emphasis on environmentally sound disposal methods for hair waste.

Assessment Conditions

Skills must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace or

- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- paying clients with different haircutting requirements; these can be:
 - clients in a hairdressing or barbering industry workplace, or
 - clients in a simulated hairdressing or barbering workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- sufficient client traffic to allow for prioritisation of tasks so that clients are serviced effectively in a logical sequence
- activities that require the individual to work with commercial speed, timing and productivity to complete client services within designated timeframes that reflect accepted industry practice
- a hairdressing or barbering services workstation with:
 - one mirror per workstation
 - one adjustable client services chair per workstation
 - clean client gowns or wraps
 - hairdressing scissors
 - electric clippers and different sized attachments
 - battery operated or cordless rechargeable precision trimmers ("pencil/tattoo" trimmers)
 - disposable blade safety razors
 - disposable razor blades
- disinfectant products for hairdressing tools
- lubricants and coolants for electric clippers
- current plain English health and hygiene regulatory documents distributed by government regulators
- organisational procedures for:
 - client comfort, safety and hygiene
 - work health, safety and hygiene for haircutting
 - waste minimisation
 - disposal of hair waste.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate III in Hairdressing, or a Certificate III in Barbering, or a Certificate IV in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; or

- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHCUT011 Design and maintain beards and moustaches

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to consult with clients and analyse beard, moustache and facial characteristics to design, recommend and complete a range of complementary styles. It also involves ongoing maintenance of styles.

This unit applies to hairdressers and barbers with well-developed skills who work in hairdressing salons or barber shops. They use discretion and judgement to manage the client service and take responsibility for the outcomes of their work.

In some Australian states and territories, the use of straight razors is prohibited. No occupational licensing, certification or other specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Haircutting

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Consult with client and assess beard or moustache.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1.Determine, through discussion and questioning, client satisfaction or dissatisfaction with current beard or moustache style.

- 1.2. Discuss client preferences, and expectations of desired finished result using visual aids to assist.
 - 1.3. Visually and physically examine and analyse client beard and moustache characteristics and style.
 - 1.4. Evaluate client facial features and bone structure for suitable complementary beard and moustache designs.
 - 1.5. Consider all factors to visualise, communicate and recommend beard and moustache designs which provide balance and emphasis to facial characteristics.
 - 1.6. Determine the best design and obtain client agreement to proceed with recommended design.
2. Select equipment and prepare for service.
 - 2.1. Select appropriate cutting techniques to achieve planned beard or moustache design.
 - 2.2. Select and prepare equipment according to planned design and cutting techniques to be used.
 - 2.3. Apply wraps to ensure client protection and safety.
3. Style beards and moustaches.
 - 3.1. Maintain client and operator comfort, safety and hygiene throughout service according to organisational procedures.
 - 3.2. Position and adjust client head and neck during service to enable ease of access to face and neck.
 - 3.3. Use scissors or clippers and over-comb cutting techniques to remove bulk and shape beard and moustache.
 - 3.4. Define beard and moustache lines, according to planned design.
4. Shave beard and moustache outlines.
 - 4.1. Apply conditioning oil and hot towels to soften hair.
 - 4.2. Apply a wet lather of shaving cream to area to be shaved.
 - 4.3. Apply shaving strokes with razor at appropriate angle and in a logical pattern, with skin stretched taut.
 - 4.4. Shave face area to a predetermined pattern and against the grain for a smooth shave.
 - 4.5. Shave neck area in a logical pattern and in direction of hair growth to avoid tearing skin.
 - 4.6. Treat blood spots according to relevant skin penetration regulations and organisational procedures.
 - 4.7. Apply hot then cold towels on completion of shave.
 - 4.8. Clean or dispose of equipment and dispose of hair waste according to health regulations and organisational procedures.
5. Finalise and review service.
 - 5.1. Apply after shave products to complete service.
 - 5.2. Review service outcomes against client design expectations and confirm client satisfaction with result.
 - 5.3. Propose remedial action in response to any client concerns and post service analysis of beard and moustache appearance.

5.4.Reach agreement with client on proposed solutions through positive and open communication.

5.5.Advise on after service maintenance and recommend home care products.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret sometimes unfamiliar and detailed documents including organisational procedures and product instructions.
Oral communication skills to:	- ask open and closed probe questions and actively listen to effectively interact with client and meet their needs - clearly represent beard and moustache designs to clients.
Planning and organising skills to:	manage own timing and productivity to complete beard and moustache services within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHCUT011 Design and maintain beards and moustaches

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- consult with at least five clients, each with different beard and moustache maintenance needs, recommend appropriate designs and complete services which consistently achieve desired outcomes to client satisfaction
- for each client, complete a pre-service analysis covering the following characteristics to determine service requirements:
 - facial features and bone structure
 - hair texture
 - hair density
 - growth patterns of facial and neck hair
 - blemishes or moles
- integrate the use of health, safety and hygiene practices and procedures and use these cutting techniques cumulatively across the services completed:
 - scissor over-comb
 - clipper over-comb
 - clippers with comb guards
 - shaving.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key characteristics and interrelationships of the elements and principles of hair design and use in creating effects which balance and emphasise facial characteristics;
 - elements of hair design:
 - line
 - shape
 - direction
 - size
 - texture
 - colour

- principles of hair design:
 - balance
 - gradation
 - repetition
 - contrast
 - harmony
 - dominance
 - unity
- characteristics of the following beard, moustache, facial and skin features, how these will impact on the finished cut and appropriate designs for best outcomes:
 - facial shape and bone structure
 - hair texture:
 - coarse
 - medium
 - fine
 - hair density
 - natural distribution and growth patterns of facial and neck hair
 - blemishes or moles
- shapes and structure for beards and moustaches
- relationship between size of the comb and finished effect
- the effects on skin and facial hair of:
 - pre-conditioning products and hot towels
 - after-shave conditioning products and cold towels
- shaving patterns and directions, in relation to hair growth, and the impact on the finished result
- cleaning techniques and uses of cleaning and disinfection products for beard and moustache cutting equipment
- basic aspects of local government, state or territory health regulations for:
 - hygiene and infection control for beard and moustache maintenance
 - skin penetration
 - use of razor types, with emphasis on the prohibition of straight razor use
- industry practices and organisational procedures for:
 - client comfort, safety and hygiene with particular emphasis on:
 - using gowns to protect client clothes
 - monitoring client comfort
 - preventing cross-transmission of infection between customers
 - work health, safety and hygiene for haircutting, with particular emphasis on:
 - using correct posture and adjusting height of client chair to avoid fatigue and injury
 - using correct techniques to hold, grip and manipulate combs, cutting and shaving tools to avoid fatigue and injury
 - preventing cross-transmission of infection during customer contact

- waste disposal with particular emphasis on environmentally sound disposal methods for hair waste.

Assessment Conditions

Skills must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- paying clients with different beard and moustache maintenance requirements; these can be:
 - clients in a hairdressing or barbering industry workplace, or
 - clients in a simulated hairdressing or barbering workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- sufficient client traffic to allow for prioritisation of tasks so that clients are serviced effectively in a logical sequence
- activities that require the individual to work with commercial speed, timing and productivity to:
 - deal with multiple tasks simultaneously
 - complete client services within designated timeframes that reflect accepted industry practice
- basins with hot and cold running water and adjustable temperature controls
- a hairdressing or barbering services workstation with:
 - one mirror per workstation
 - one adjustable client services chair per workstation
 - clean client gowns or wraps
 - clean client towels
 - haircutting scissors
 - texturising and thinning shears
 - electric clippers and attachments
 - beard and moustache trimmer
 - disposable blade safety razors
 - disposable razor blades
 - cutting combs with fine and coarse ends
 - shaving brushes
 - bowls
 - shaving lather
 - pre-shave conditioning oil

- after shave products:
 - after shave lotion or conditioning cream
 - styptic lotion (not pencil)
 - talcum powder
- disinfectant products for beard and moustache cutting equipment
- lubricants and coolants for electric clippers
- product instructions
- current plain English regulatory documents distributed by government regulators for health, hygiene, skin penetration and use of razor types
- organisational procedures for:
 - client comfort, safety and hygiene
 - work health, safety and hygiene for beard and moustache maintenance
 - disposal of hair waste.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate III in Hairdressing, or a Certificate III in Barbering, or a Certificate IV in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as part of a hairdressing qualification; this cannot include any indentured traineeship or apprenticeship period; or
- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as part of a barbering qualification; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHCUT012 Shave heads and faces

Modification History

Not applicable.

Application

This unit describes the skills and knowledge required to complete face and head shaves after analysing the client's head, face and hair characteristics for impacting factors.

This unit applies to hairdressers and barbers with well-developed skills who work in hairdressing salons or barber shops. They use discretion and judgement to manage the client service and take responsibility for the outcomes of their work.

In some Australian states and territories, the use of straight razors is prohibited. No occupational licensing, certification or other specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Haircutting

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Prepare client for face or head shave.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Visually and physically examine and analyse client head, face and hair characteristics.
- 1.2. Identify contraindications to proceeding with shave and explain any present to client.

- 1.3. Apply wraps to ensure client protection and safety.
- 1.4. Apply a hot towel to soften area to be shaved.
2. Shave head and face areas.
 - 2.1. Select and prepare equipment required for service.
 - 2.2. Maintain client and operator comfort, safety and hygiene throughout shaving service according to organisational procedures.
 - 2.3. Position and adjust client head and neck during service to enable ease of access to head and face areas.
 - 2.4. Apply conditioning oil and hot towels to soften hair.
 - 2.5. Apply a wet lather of shaving cream and remove lather from areas that will not be shaved.
 - 2.6. Stretch skin taut and using the free hand, shave over once, using razor movements that ensure safe access to area being shaved.
 - 2.7. Complete a second and close shave against the hair growth for a smooth result.
 - 2.8. Treat blood spots according to relevant skin penetration regulations and organisational procedures.
 - 2.9. Apply hot then cold towels on completion of shave.
3. Finalise and review service.
 - 3.1. Apply after shave products to complete service.
 - 3.2. Review service outcomes against client expectations and confirm client satisfaction with result.
 - 3.3. Clean or dispose of equipment and dispose of hair waste according to health regulations and organisational procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret sometimes unfamiliar and detailed documents including organisational procedures and product instructions.
Oral communication skills to:	ask open and closed probe questions and actively listen to effectively interact with client and meet their needs.
Planning and organising skills to:	manage own timing and productivity to complete shaving services within organisational service times.

Unit Mapping Information

SIHHHCS309A Perform face and head shaves

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHCUT012 Shave heads and faces

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- integrate the use of health, safety and hygiene practices and procedures to complete head and face shaving services for four clients with different head and face shaving needs which consistently produce a smooth, hair-free finish
- for each client, complete a pre-service analysis covering the following characteristics to determine service requirements:
 - facial features and bone structure
 - hair texture
 - hair density
 - growth patterns of facial, neck and head hair
 - blemishes or moles
 - presence of contraindications to shaving.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- characteristics of the following hair and skin features, how these will impact on the choice of shaving techniques and finished shave:
 - facial features and bone structure
 - hair texture:
 - coarse
 - medium
 - fine
 - hair density
 - natural distribution and growth patterns of facial, neck and head hair
 - wrinkles
 - blemishes or moles
- contraindications to shaving:
 - contagious disorders of the skin, hair and scalp
 - abnormal skin and scalp conditions

- sunburn
- the effects on skin and hair of:
 - pre-conditioning products and hot towels
 - after-shave conditioning products and cold towels
- shaving patterns and directions, in relation to hair growth, and the impact on the finished result
- cleaning techniques and uses of cleaning and disinfection products for head and face shaving equipment
- basic aspects of local government, state or territory health regulations for:
 - hygiene and infection control for head and face shaving
 - skin penetration
 - use of razor types, with emphasis on the prohibition of straight razor use
- industry practices and organisational procedures for:
 - client comfort, safety and hygiene with particular emphasis on:
 - using gowns to protect client clothes
 - monitoring client comfort
 - preventing cross-transmission of infection between customers
 - work health, safety and hygiene for haircutting, with particular emphasis on:
 - using correct posture and adjusting height of client chair to avoid fatigue and injury
 - using correct techniques to hold, grip and manipulate shaving tools to avoid fatigue and injury
 - preventing cross-transmission of infection during customer contact
 - waste disposal with particular emphasis on environmentally sound disposal methods for hair waste.

Assessment Conditions

Skills must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- paying clients with different head and face shaving requirements; these can be:
 - clients in a hairdressing or barbering industry workplace, or
 - clients in a simulated hairdressing or barbering workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- sufficient client traffic to allow for prioritisation of tasks so that clients are serviced effectively in a logical sequence

- activities that require the individual to work with commercial speed, timing and productivity to:
 - deal with multiple tasks simultaneously
 - complete client services within designated timeframes that reflect accepted industry practice
- basins with hot and cold running water and adjustable temperature controls
- a hairdressing or barbering services workstation with:
 - one mirror per workstation
 - one adjustable client services chair per workstation
 - clean client gowns or wraps
 - clean client towels
 - disposable blade safety razors
 - disposable razor blades
 - shaving brushes
 - bowls
 - shaving lather
 - pre-shave conditioning oil
 - after shave products:
 - after shave lotion or conditioning cream
 - styptic lotion (not pencil)
 - talcum powder
- disinfectant products for shaving tools
- product instructions
- current plain English regulatory documents distributed by government regulators for health, hygiene, skin penetration and use of razor types
- organisational procedures for:
 - client comfort, safety and hygiene
 - work health, safety and hygiene for head and face shaving
 - waste minimisation
 - disposal of hair waste.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate III in Hairdressing, or a Certificate III in Barbering, or a Certificate IV in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as part of a hairdressing qualification; this cannot include any indentured traineeship or apprenticeship period; or

- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as part of a barbering qualification; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHCUT013 Provide men's general grooming services

Modification History

Not applicable.

Application

This unit describes the skills and knowledge required to consult with clients and provide a range of general men's grooming services including trimming eyebrow and ear hair and shaving the neck under a beard. These enhancement services are usually offered in conjunction with haircutting services.

Other units cover full moustache and beard maintenance, face and head shaves.

This unit applies to hairdressers and barbers with well-developed skills who work in hairdressing salons or barber shops. They use discretion and judgement to manage the client service and take responsibility for the outcomes of their own work.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Haircutting

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Consult with client and

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Respond to customer request or proactively offer additional

determine grooming needs.	grooming services to enhance client service experience and appearance.
	1.2.Determine, through discussion and questioning, scope of grooming services required.
	1.3.Explain different services and obtain client agreement to proceed.
2. Groom facial areas.	2.1.Maintain client and operator comfort, safety and hygiene throughout service according to organisational procedures.
	2.2.Select and prepare equipment and appropriate attachments to suit the grooming service.
	2.3.Position and adjust client head and neck during service to enable ease of access to head and facial areas.
	2.4.Use scissors or clippers and over-comb cutting techniques to trim eyebrows to a neat appearance.
	2.5.Use scissors or clippers and over-comb cutting techniques to trim moustache, if present, to a neat appearance.
	2.6.Use trimmers to trim ear hair to a neat appearance.
3. Shave front of neck area.	3.1.Identify contraindications to proceeding with shave and explain any present to client.
	3.2.Apply conditioning oil and hot towels to soften hair.
	3.3.Apply a wet lather of shaving cream to neck area under beard line.
	3.4.Apply shaving strokes with razor at appropriate angle with skin stretched taut.
	3.5.Shave neck area in a logical pattern and in direction of hair growth to avoid tearing skin.
	3.6.Treat blood spots according to relevant skin penetration regulations and organisational procedures.
	3.7.Apply hot then cold towels on completion of shave.
	3.8.Apply after shave products to complete service.
4. Finalise and review service.	4.1.Review service outcomes against client expectations and confirm client satisfaction with result.
	4.2.Clean or dispose of equipment and dispose of hair waste according to health regulations and organisational procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret sometimes unfamiliar and detailed documents including organisational procedures and health regulations.
Oral communication skills to:	ask open and closed probe questions and actively listen to effectively interact with client and meet their needs.
Planning and organising skills to:	manage own timing and productivity to complete grooming services within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHCUT013 Provide men's general grooming services

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- consult with at least five clients, recommend general grooming services and cumulatively complete the following services which consistently achieve desired outcomes to client satisfaction:
 - trimming eyebrows
 - trimming moustaches
 - trimming ear hair
 - front of neck shave under beard line.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- types of tools and techniques used for precision grooming of eyebrow, moustache and ear hair
- contraindications to shaving:
 - contagious disorders of the skin
 - abnormal skin conditions
 - presence of blemishes or moles
 - sunburn
- the effects on skin and hair of:
 - pre-conditioning products and hot towels
 - after-shave conditioning products and cold towels
- shaving patterns and directions, in relation to hair growth, and the impact on the finished result
- cleaning techniques and uses of cleaning and disinfection products for grooming and shaving equipment
- basic aspects of local government, state or territory health regulations for:
 - hygiene and infection control for grooming and shaving
 - skin penetration
 - use of razor types, with emphasis on the prohibition of straight razor use

- industry practices and organisational procedures for:
 - client comfort, safety and hygiene with particular emphasis on:
 - using gowns to protect client clothes
 - monitoring client comfort
 - preventing cross-transmission of infection between customers
 - work health, safety and hygiene for grooming, with particular emphasis on:
 - using correct posture and adjusting height of client chair to avoid fatigue and injury
 - using correct techniques to hold, grip and manipulate grooming and shaving tools to avoid fatigue and injury
 - preventing cross-transmission of infection during customer contact
 - waste disposal with particular emphasis on environmentally sound disposal methods for hair waste.

Assessment Conditions

Skills must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- paying clients with different grooming requirements; these can be:
 - clients in a hairdressing or barbering industry workplace, or
 - clients in a simulated hairdressing or barbering workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- sufficient client traffic to allow for prioritisation of tasks so that clients are serviced effectively in a logical sequence
- activities that require the individual to work with commercial speed, timing and productivity to:
 - deal with multiple tasks simultaneously
 - complete client services within designated timeframes that reflect accepted industry practice
- basins with hot and cold running water and adjustable temperature controls
- a hairdressing or barbering services workstation with:
 - one mirror per workstation
 - one adjustable client services chair per workstation
 - clean client gowns or wraps
 - clean client towels
 - grooming scissors
 - electric clippers and fine trimming attachments

- battery operated or cordless rechargeable fine grooming trimmers
- disposable blade safety razors
- disposable razor blades
- cutting combs with fine and coarse ends
- shaving brushes
- bowls
- shaving lather
- pre-shave conditioning oil
- after shave products:
 - after shave lotion or conditioning cream
 - styptic lotion (not pencil)
 - talcum powder
- disinfectant products for grooming and shaving tools
- lubricants and coolants for electric clippers
- product instructions
- current plain English regulatory documents distributed by government regulators for health, hygiene, skin penetration and use of razor types
- organisational procedures for:
 - client comfort, safety and hygiene
 - work health, safety and hygiene for grooming and shaving
 - waste minimisation
 - disposal of hair waste.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate III in Hairdressing, or a Certificate III in Barbering, or a Certificate IV in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as part of a hairdressing qualification; this cannot include any indentured traineeship or apprenticeship period; or
- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as part of a barbering qualification; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHDES001 Dry hair to shape

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to use a variety of styling tools to dry hair to shape after services completed by hairdressers or barbers in the salon team.

This unit applies to salon assistants who work in hairdressing or barber salons under close supervision and with guidance from more experienced or senior hairdressers or barbers. They use little judgement and follow instructions specified by the hairdresser or barber who has completed the client consultation and manages the client service. It can also apply to more senior hairdressers and barbers completing basic hair drying services.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Hair Design

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Consult with supervising hairdresser and prepare for

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Discuss desired hair finish and confirm supervising hairdresser or barber instructions.

- service.
2. Complete dry.
- 1.2. Select and prepare styling products and tools according to techniques advised by supervisor.
 - 2.1. Maintain client and operator comfort and safety throughout service according to organisational procedures.
 - 2.2. Measure and apply styling products, according to supervisor and product instructions and ensure minimal wastage.
 - 2.3. Commence drying on area of head directed by supervisor.
 - 2.4. Dry hair thoroughly using systematic sectioning.
 - 2.5. Apply brushes or fingers and warm air in direction of imbrications on hair shaft to achieve the predetermined finish.
3. Finish hair.
- 3.1. Finish dried hair after checking and direction from supervisor.
 - 3.2. Apply finishing products where requested by client or directed by supervisor.
 - 3.3. Complete service within organisational timeframes.
 - 3.4. Dispose of styling waste safely, according to organisational procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	comprehend sometimes unfamiliar and detailed documents including organisational procedures and product instructions.
Oral communication skills to:	ask open and closed probe questions and actively listen to clarify and confirm drying and styling instructions.
Numeracy skills to:	calculate and follow time allowed to complete client service.
Planning and organising skills to:	logically sequence stages of preparation and drying service using supervisor's instructions to guide activities.

Unit Mapping Information

SIHHHDS201A Dry hair to shape

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHDES001 Dry hair to shape

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow supervisor's instructions to dry hair to shape for six different clients and consistently achieve the planned outcome
- dry hair to shape for these hair lengths, cumulatively across the suite of clients:
 - short
 - shoulder length
 - below shoulder length
- achieve these types of finishes, cumulatively across the suite of clients:
 - smooth finishes
 - textured finishes
 - volume.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key features of the organisation's styling and finishing products range:
 - product purpose
 - action on the hair
 - application instructions
- drying techniques, equipment and products used to achieve:
 - smooth finishes
 - textured finishes
 - volume
- industry practices and organisational procedures for:
 - client comfort and safety with particular emphasis on:
 - using gown and towels to protect client clothes
 - avoiding product contact with eyes
 - monitoring use of heated tools to avoid client burns
 - work health and safety for providing hair styling services, with particular emphasis on:
 - safe use of electrical hair drying equipment

- using correct posture and adjusting height of client chair to avoid fatigue and injury
- using correct techniques to hold, grip and manipulate styling tools to avoid fatigue and injury
- minimising wastage of styling and finishing products
- waste disposal with particular emphasis on environmentally sound disposal methods for styling and finishing products and containers.

Assessment Conditions

Skills must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- a supervising hairdresser or barber from whom the individual takes instructions
- paying clients with different hair drying and styling requirements; these can be:
 - clients in a hairdressing or barbering industry workplace, or
 - clients in a simulated hairdressing or barbering workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- sufficient client traffic to allow for prioritisation of tasks so that clients are serviced effectively in a logical sequence
- activities that require the individual to work with commercial speed, timing and productivity to:
 - deal with multiple tasks simultaneously
 - complete client services within designated timeframes that reflect accepted industry practice
- a hairdressing or barbering services workstation with:
 - one mirror per workstation
 - one adjustable client services chair per workstation
 - one blow dryer with heat diffuser per workstation
 - clean client gowns or wraps
 - professional styling and finishing products which can be:
 - gels
 - lotions
 - mousses
 - sprays
 - waxes
- one operator trolley per workstation stocked with:
 - combs

- brushes:
 - Denman style
 - round
 - vent
- sectioning clips
- product instructions
- organisational procedures for:
 - client comfort and safety
 - work health and safety for hair styling services
 - waste minimisation
 - waste disposal.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate III in Hairdressing, or a Certificate III in Barbering, or a Certificate IV in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; or
- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHDES002 Braid hair

Modification History

Not applicable.

Application

This unit describes the performance outcomes skills and knowledge required to complete full or partial braiding finishes to hair as quick service designs.

This unit applies to salon assistants who work in hairdressing salons under close supervision and with guidance from more experienced or senior hairdressers. They use little judgement and follow the instructions specified by the hairdresser who has completed the client consultation and manages the client service. It can also apply to more senior hairdressers completing braiding services.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Hair Design

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Consult with client or supervising hairdresser and prepare for service.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Discuss desired hair finish and confirm supervising hairdresser instructions.
- 1.2. Select tools, equipment and braiding techniques to

- achieve desired finish.
- 1.3. Gown client and prepare hair, according to organisational procedures.
2. Use braiding technique.
- 2.1. Maintain client and operator comfort and safety throughout service according to organisational procedures.
- 2.2. Pick up clean, even sections throughout the service.
- 2.3. Pick up and braid hair systematically and with even tension.
- 2.4. Secure end of braid with appropriate hair band.
3. Finish hair.
- 3.1. Confirm client and supervisor satisfaction and make adjustments to braiding as required.
- 3.2. Apply holding products where requested by client or directed by supervisor.
- 3.3. Explain braiding home hair maintenance to client.
- 3.4. Complete service within organisational timeframes.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	comprehend sometimes unfamiliar and detailed documents including organisational procedures and product instructions.
Oral communication skills to:	ask open and closed probe questions and actively listen to clarify and confirm braiding instructions.
Numeracy skills to:	calculate and follow time allowed to complete client service.
Planning and organising skills to:	logically sequence stages of preparation, braiding and finishing using supervisor's instructions to guide activities.

Unit Mapping Information

SIHHHDS202A Apply hair braiding techniques

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHDES002 Braid hair

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow supervising hairdresser's instructions to braid hair for five different clients and consistently achieve the planned outcome using these braiding techniques:
 - two strand for two clients
 - three strand for two clients
 - multi strand for one client
 - explain braiding home hair maintenance to each client at the conclusion of the service.

Knowledge Evidence

- Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:
- different facial shapes and hair braiding designs which best complement particular shapes
- different braiding techniques and the effects created:
 - two strand
 - three strand
 - multi strand
- home maintenance requirements for braided hair
- industry practices and organisational procedures for:
 - client comfort and safety with particular emphasis on:
 - using gown and towels to protect client clothes
 - avoiding product contact with eyes
 - work health and safety for providing hair styling services, with particular emphasis on:
 - using correct posture and adjusting height of client chair to avoid fatigue and injury
 - using correct techniques to hold, grip and manipulate styling tools to avoid fatigue and injury.

Assessment Conditions

Skills must be demonstrated in a hairdressing environment; this can be:

- a hairdressing industry workplace or

- a simulated hairdressing workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- paying clients, with different hair braiding requirements; these can be:
 - clients in a hairdressing industry workplace or
 - clients in a simulated hairdressing workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- sufficient client traffic to allow for prioritisation of tasks so that clients are serviced effectively in a logical sequence
- activities that require the individual to work with commercial speed, timing and productivity to:
 - deal with multiple tasks simultaneously
 - complete client services within designated timeframes that reflect accepted industry practice
- a hairdressing services workstation with:
 - one mirror per workstation
 - one adjustable client services chair per workstation
 - clean client gowns or wraps
 - professional holding products which can be:
 - gels
 - sprays
- one operator trolley per workstation stocked with:
 - combs
 - sectioning clips
 - pins
 - hair bands
- product instructions
- organisational procedures for:
 - client comfort and safety
 - work health and safety for hair styling services.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate III or a Certificate IV qualification in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHDES003 Create finished hair designs

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to consult with clients and analyse hair and facial characteristics to design, recommend and complete a range of complementary classic and current hair designs.

This unit applies to hairdressers and barbers with well-developed skills who work in hairdressing salons or barber shops. They use discretion and judgement to manage the client service and take responsibility for the outcomes of their work.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Hair Design

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Consult with client and assess hair.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1.Determine, through discussion and questioning, client satisfaction or dissatisfaction with current hair design.
- 1.2.Discuss client preferences, and expectations of desired finished result using visual aids to assist.

- 1.3. Visually and physically examine and analyse client hair characteristics and existing hair design.
- 1.4. Evaluate client facial features and bone structure for suitable complementary hair designs.
- 1.5. Consider the interplay of the elements and principles of hair design to visualise, communicate and recommend hair designs appropriate for the client.
- 1.6. Determine the best finished hair design and obtain client agreement to proceed with recommendations.
2. Select styling tools and prepare for service.
 - 2.1. Select appropriate styling and finishing techniques to achieve planned hair design.
 - 2.2. Select styling and finishing products, according to hair type, to achieve desired outcome.
 - 2.3. Select and prepare tools according to planned design and styling and finishing techniques to be used.
3. Style and finish hair to pre-planned design.
 - 3.1. Maintain client and operator comfort and safety throughout service according to organisational procedures.
 - 3.2. Section and secure hair to divide into manageable and controllable areas.
 - 3.3. Measure and apply styling products, according to product instructions and ensure minimal wastage.
 - 3.4. Use a range of styling tools and techniques to achieve the overall finished design.
 - 3.5. Use a range of finishing products, tools and techniques to finish the hair design.
 - 3.6. Dispose of styling waste safely, according to organisational procedures.
4. Review service.
 - 4.1. Review service outcomes against client design expectations and confirm client satisfaction with result.
 - 4.2. Adjust finished design in response to any client concerns and own post service analysis of appearance.
 - 4.3. Advise on hair design maintenance and recommend home care products.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill

Description

Reading skills to:

- interpret sometimes unfamiliar and detailed documents

	including organisational procedures and product instructions.
Oral communication skills to:	• ask open and closed probe questions and actively listen to effectively interact with client and meet their needs • clearly represent hair designs to clients.
Planning and organising skills to:	• manage own timing and productivity to complete hair designs within organisational service times.

Unit Mapping Information

SIHHHDS303A Design and apply short to medium length hair design finishes

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHDES003 Create finished hair designs

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- consult with at least six clients and complete a pre-service analysis covering the following characteristics to design and recommend appropriate finished hair designs:
 - facial features and bone structure
 - natural hair type
 - hair texture
 - growth patterns
 - movement
 - length and structure of haircut
- style and finish hair for the above six clients to their satisfaction, and cumulatively style and finish hair of these lengths and haircut structures:
 - short
 - shoulder length
 - below shoulder length
 - solid form
 - layered
 - graduated
 - combination of structures
- use these tools and techniques, cumulatively across the suite of clients:
 - blow drying using brushes to create curl, wave or volume
 - blow drying using brushes to straighten or smooth hair
 - using thermal tools to straighten hair
 - using thermal tools for curl or texture
 - applying rollers to set hair
- use these finishing techniques, cumulatively across the suite of clients:
 - brushing
 - dry moulding
 - placing
 - backcombing
 - smoothing over backcombing

- applying fixing products.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key characteristics and interrelationships of the elements and principles of hair design and use in creating finished hairstyle effects;
 - elements of hair design:
 - line
 - shape
 - direction
 - size
 - texture
 - colour
 - principles of hair design:
 - balance
 - gradation
 - repetition
 - contrast
 - harmony
 - dominance
 - unity
- different facial shapes and hair designs which best complement particular shapes
- characteristics of the following hair features, how these will impact on finished hairstyles and appropriate designs for best outcomes:
 - natural hair types:
 - European
 - Asian
 - Euro-Asian
 - African
 - hair texture:
 - coarse
 - medium
 - fine
 - hair movement:
 - straight
 - wavy
 - natural curl
 - chemical curl or waves

- hair length and haircut structure:
 - short
 - shoulder length
 - below shoulder length
 - solid form
 - layered
 - graduated
 - combination of structures
- natural distribution and growth patterns of hair:
 - crown area
 - hairline
 - neckline
 - cowlicks (whorls)
- effects of thermal tools on hair condition and structure and ways to maintain the integrity of hair during styling
- effects of humidity on finished hairstyles
- key features of the organisation's styling and finishing products range:
 - product purpose and suitability for different types of hair
 - action on the hair
 - application instructions
 - processing times, if applicable
- industry practices and organisational procedures for:
 - client comfort and safety with particular emphasis on:
 - using gown and towels to protect client clothes
 - avoiding product contact with eyes
 - monitoring use of heated tools to avoid client burns
 - work health and safety for providing hair styling services, with particular emphasis on:
 - safe use of electrical hair styling equipment
 - using correct posture and adjusting height of client chair to avoid fatigue and injury
 - using correct techniques to hold, grip and manipulate styling tools to avoid fatigue and injury
 - minimising wastage of styling and finishing products
 - waste disposal with particular emphasis on environmentally sound disposal methods for styling and finishing products and containers.

Assessment Conditions

Skills must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- paying clients with different hair styling requirements; these can be:
 - clients in a hairdressing or barbering industry workplace, or
 - clients in a simulated hairdressing or barbering workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- sufficient client traffic to allow for prioritisation of tasks so that clients are serviced effectively in a logical sequence
- activities that require the individual to work with commercial speed, timing and productivity to:
 - deal with multiple tasks simultaneously
 - complete client services within designated timeframes that reflect accepted industry practice
- a hairdressing or barbering services workstation with:
 - one mirror per workstation
 - one adjustable client services chair per workstation
 - one blow dryer with heat diffuser per workstation
 - clean client gowns or wraps
 - heat lamps
 - hair dryers
 - thermal straightening and curling tools
 - professional styling and finishing products which can be:
 - gels
 - glazes
 - lotions
 - mousses
 - setting lotions
 - sprays
 - waxes
- one operator trolley per workstation stocked with:
 - combs
 - brushes:
 - Denman style
 - round
 - vent
 - sectioning clips
 - as required in the hairdressing or barbering context:
 - hair rollers of different sizes
 - pin curl clips

- pins
- product instructions
- organisational procedures for:
 - client comfort and safety
 - work health and safety for hair styling services
 - waste minimisation
 - waste disposal.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate III in Hairdressing, or a Certificate III in Barbering, or a Certificate IV in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; or
- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHDES004 Create classic long hair up-styles

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to consult with clients and analyse hair and facial characteristics to design, recommend and complete a range of complementary up-styles for long hair. This includes braids, twists, classic rolls and chignons.

This unit applies to hairdressers with well-developed skills who work in hairdressing salons or as session stylists. They use discretion and judgement to manage the client service and take responsibility for the outcomes of their own work.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Hair Design

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Consult with client and assess hair.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1.Determine, through discussion and questioning, client satisfaction or dissatisfaction with current hair design.
- 1.2.Discuss client preferences, and expectations of desired finished

- result using visual aids to assist.
- 1.3. Visually and physically examine and analyse client hair characteristics and existing hair design.
 - 1.4. Evaluate client facial features and bone structure for suitable complementary hair designs.
 - 1.5. Consider the interplay of the elements and principles of hair design to visualise, communicate and recommend hair designs appropriate for the client.
 - 1.6. Determine the best finished hair design and obtain client agreement to proceed with recommendations.
2. Select styling tools and prepare for service.
 - 2.1. Select appropriate styling and finishing techniques to achieve planned hair design.
 - 2.2. Select styling and finishing products, according to hair type, to achieve desired outcome.
 - 2.3. Select and prepare tools according to planned design and styling and finishing techniques to be used.
3. Style and finish hair to pre-planned design.
 - 3.1. Maintain client and operator comfort and safety throughout service according to organisational procedures.
 - 3.2. Section and secure hair to divide into manageable and controllable areas.
 - 3.3. Measure and apply styling products, according to product instructions and ensure minimal wastage.
 - 3.4. Use a range of styling tools and techniques to prepare hair for up-styling.
 - 3.5. Use a range of up-styling tools and techniques to achieve the overall finished design.
 - 3.6. Use a range of finishing products, tools and techniques to finish the hair design.
 - 3.7. Dispose of styling waste safely, according to organisational procedures.
4. Review service.
 - 4.1. Review service outcomes against client design expectations and confirm client satisfaction with result.
 - 4.2. Adjust finished design in response to any client concerns and own post service analysis of appearance.
 - 4.3. Advise on hair design maintenance and recommend home care products.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret sometimes unfamiliar and detailed documents including organisational procedures and product instructions.
Oral communication skills to:	- ask open and closed probe questions and actively listen to effectively interact with client and meet their needs - clearly represent hair designs to clients.
Planning and organising skills to:	manage own timing and productivity to complete hair designs within organisational service times.

Unit Mapping Information

SIHHHDS304A Design and apply classic long hair up styles

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHDES004 Create classic long hair up-styles

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- consult with at least six clients and complete a pre-service analysis covering the following characteristics to design and recommend appropriate long hair up-styles:
 - facial features and bone structure
 - natural hair type
 - hair texture
 - growth patterns
 - movement
 - length and structure of haircut
- style and finish hair for the above six clients to their satisfaction, and complete at least four of these long hair up-styles cumulatively across the clients:
 - braids
 - classic French rolls
 - twists
 - classic chignons
 - donut roll with padding
 - vintage rolls
- use these tools and techniques, cumulatively across the suite of clients, to prepare hair for up-styling:
 - blow drying using brushes to create curl, wave or volume
 - blow drying using brushes to straighten or smooth hair
 - applying hot rollers to set hair
- use these finishing techniques, cumulatively across the suite of clients:
 - brushing
 - dry moulding
 - placing
 - backcombing
 - smoothing over backcombing
 - securing hair using bands or pins not visible in finished design
 - applying fixing products.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key characteristics and interrelationships of the elements and principles of hair design and use in creating finished long hair up-style effects;
 - elements of hair design:
 - line
 - shape
 - direction
 - size
 - texture
 - colour
 - principles of hair design:
 - balance
 - gradation
 - repetition
 - contrast
 - harmony
 - dominance
 - unity
- different facial shapes and long hair up-styles which best complement particular shapes
- characteristics of the following hair features, how these will impact on finished long hair up-styles and appropriate designs for best outcomes:
 - natural hair types:
 - European
 - Asian
 - Euro-Asian
 - African
 - hair texture:
 - coarse
 - medium
 - fine
 - hair movement:
 - straight
 - wavy
 - natural curl
 - chemical curl or waves
 - haircut structure:
 - solid form
 - layered

- graduated
- combination of structures
- natural distribution and growth patterns of hair:
 - crown area
 - hairline
 - neckline
 - cowlicks (whorls)
- effects of thermal tools on hair condition and structure and ways to maintain the integrity of hair during styling
- effects of humidity on finished long hair up-styles
- key features of the organisation's styling and finishing products range:
 - product purpose and suitability for different types of hair
 - action on the hair
 - application instructions
 - processing times, if applicable
- industry practices and organisational procedures for:
 - client comfort and safety with particular emphasis on:
 - using gown and towels to protect client clothes
 - avoiding product contact with eyes
 - monitoring use of heated tools to avoid client burns
 - work health and safety for providing hair styling services, with particular emphasis on:
 - safe use of electrical hair styling equipment
 - using correct posture and adjusting height of client chair to avoid fatigue and injury
 - using correct techniques to hold, grip and manipulate styling tools to avoid fatigue and injury
 - minimising wastage of styling and finishing products
 - waste disposal with particular emphasis on environmentally sound disposal methods for styling and finishing products and containers.

Assessment Conditions

Skills must be demonstrated in a hairdressing environment; this can be:

- a hairdressing industry workplace or
- a simulated hairdressing workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- paying clients with different with different requirements for long hair up-styles; these can be:
 - clients in a hairdressing industry workplace, or

- clients in a simulated hairdressing workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- sufficient client traffic to allow for prioritisation of tasks so that clients are serviced effectively in a logical sequence
- activities that require the individual to work with commercial speed, timing and productivity to:
 - deal with multiple tasks simultaneously
 - complete client services within designated timeframes that reflect accepted industry practice
- a hairdressing services workstation with:
 - one mirror per workstation
 - one adjustable client services chair per workstation
 - one blow dryer with heat diffuser per workstation
 - clean client gowns or wraps
 - professional styling and finishing products which can be:
 - gels
 - glazes
 - lotions
 - mousses
 - setting lotions
 - sprays
 - waxes
- hair dryers
- one operator trolley per workstation stocked with:
 - combs
 - brushes:
 - Denman style
 - round
 - vent
 - sectioning clips
 - hair rollers of different sizes
 - pin curl clips
 - hair bands, hooks and pins to secure hair
 - padding
- product instructions
- organisational procedures for:
 - client comfort and safety
 - work health and safety for hair styling services
 - waste minimisation
 - waste disposal.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate III or a Certificate IV qualification in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHDES005 Select and apply hair extensions

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to consult with clients and analyse hair and facial characteristics to design, recommend and complete a range of complementary hairstyles using hair extensions. It involves selecting and applying full or partial hair extensions to increase the length and volume of hair or to introduce additional colours. Extensions may be human, animal or synthetic hair.

This unit applies to hairdressers with well-developed skills who work in hairdressing salons or as session stylists. They use discretion and judgement to manage the client service and take responsibility for the outcomes of their own work.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Hair Design

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Consult with client and assess hair.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Discuss client preferences, and expectations of desired finished result using visual aids to assist.

- 1.2. Visually and physically examine and analyse client natural hair characteristics.
 - 1.3. Evaluate client facial features and bone structure for suitable complementary hair extension designs.
 - 1.4. Consider the interplay of the elements and principles of hair design to visualise, communicate and recommend hair extension designs appropriate for the client.
 - 1.5. Explain cost, application technique, maintenance requirements, features and benefits to client.
 - 1.6. Determine the best hair extension design and obtain client agreement to proceed with recommendations.
2. Select hair extension type and colour.
 - 2.1. Select colour, texture and type of hair extension, according to planned design and to best blend with client's natural hair.
 - 2.2. Select number of strands in hair extension and mix fibres, according to product instructions, to achieve desired colour and texture.
3. Prepare client's natural hair.
 - 3.1. Maintain client and operator comfort and safety throughout service according to organisational procedures.
 - 3.2. Prepare client's natural hair so that it is clean, dry and free of styling aids.
 - 3.3. Remove existing hair extensions as required, according to product instructions.
 - 3.4. Section client's natural hair according to planned design.
4. Apply hair extensions.
 - 4.1. Select strand sizes to match planned design.
 - 4.2. Select section sizes appropriate for strand size chosen.
 - 4.3. Apply strands and securely seal using bonding equipment, according to product instructions and planned design.
 - 4.4. Use safe degree of tension to avoid traction damage to hair and traction alopecia.
 - 4.5. Dispose of hair extension waste safely, according to organisational procedures.
5. Complete hair design and review service.
 - 5.1. Cut and finish hair, as required, to blend extensions and natural hair, and to achieve planned finished design.
 - 5.2. Review service outcomes against client design expectations and confirm client satisfaction with result.
 - 5.3. Adjust finished design in response to any client concerns and own post service analysis of appearance.
 - 5.4. Advise on hair extension maintenance and recommend home care products.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret sometimes unfamiliar and detailed documents including organisational procedures and product instructions.
Oral communication skills to:	- ask open and closed probe questions and actively listen to effectively interact with client and meet their needs - clearly represent hair designs to clients.
Numeracy skills to:	calculate numbers of hair extensions and visually match strand sizes suited to individual client requirements.
Planning and organising skills to:	manage own timing and productivity to complete hair designs within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHDES005 Select and apply hair extensions

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- remove hair extensions from at least four clients
- consult with at least four clients and complete a pre-service analysis covering the following characteristics to design and recommend appropriate hair extension styles and types:
 - facial features and bone structure
 - natural hair type
 - hair texture
 - growth patterns
 - movement
 - length and structure of haircut
- complete these types of hair extension services cumulatively across the above four clients which consistently achieve desired outcomes to client satisfaction:
 - full head
 - partial head
 - short hair
 - below shoulder length hair
- for each client serviced:
 - use haircutting and finishing techniques to blend hair extensions with natural hair
 - provide advice on hair extension maintenance.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key characteristics and interrelationships of the elements and principles of hair design and use in creating hair extension effects which mix colours, textures length and volume ;
 - elements of hair design:
 - line
 - shape
 - direction

- size
- texture
- colour
- principles of hair design:
 - balance
 - gradation
 - repetition
 - contrast
 - harmony
 - dominance
 - unity
- different facial shapes and hair designs which best complement particular shapes
- characteristics of the following hair features, how these will impact on selection of hair extension types, application techniques and appropriate designs for best outcomes:
 - natural hair types:
 - European
 - Asian
 - Euro-Asian
 - African
 - hair texture:
 - coarse
 - medium
 - fine
 - hair movement:
 - straight
 - wavy
 - natural curl
 - chemical curl or waves
 - hair length and haircut structure:
 - short
 - shoulder length
 - below shoulder length
 - solid form
 - layered
 - graduated
 - combination of structures
 - natural distribution and growth patterns of hair:
 - crown area
 - hairline
 - neckline

- cowlicks (whorls)
- key features of the organisation's hair extension products range and system:
 - types of hair and synthetic fibres and suitability for different types of natural hair
 - action on the hair of bonding system
 - application and removal instructions and techniques
 - processing times for bonding
 - maintenance requirements
- appropriate degrees of tension for applying strands to avoid traction damage to hair and traction alopecia
- industry practices and organisational procedures for:
 - client comfort and safety with particular emphasis on:
 - using gown and towels to protect client clothes
 - avoiding bonding glue contact with eyes and skin
 - monitoring use of heated tools to avoid client burns
 - work health and safety for providing hair extension services, with particular emphasis on:
 - avoiding bonding glue contact with eyes and skin
 - safe use of heated bonding tools
 - using correct posture and adjusting height of client chair to avoid fatigue and injury
 - using correct techniques to hold, grip and manipulate tools to avoid fatigue and injury
 - minimising wastage of hair extension products
 - waste disposal with particular emphasis on environmentally sound disposal methods for hair extension waste.

Assessment Conditions

Skills must be demonstrated in a hairdressing environment; this can be:

- a hairdressing industry workplace or
- a simulated hairdressing workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- paying clients with different with different hair extension requirements; these can be:
 - clients in a hairdressing industry workplace, or
 - clients in a simulated hairdressing workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- sufficient client traffic to allow for prioritisation of tasks so that clients are serviced effectively in a logical sequence
- activities that require the individual to work with commercial speed, timing and productivity to:

- deal with multiple tasks simultaneously
- complete client services within designated timeframes that reflect accepted industry practice
- a hairdressing services workstation with:
 - one mirror per workstation
 - one adjustable client services chair per workstation
 - one blow dryer with heat diffuser per workstation
 - clean client gowns or wraps
 - professional styling and finishing products which can be:
 - gels
 - glazes
 - lotions
 - mousses
 - setting lotions
 - sprays
 - waxes
- hair dryers
- thermal tools:
 - thermostatically controlled ceramic flat irons
 - styling tongs
- a hair extension system that includes hair, bonding products and tools; hair extension type can be:
 - tape extensions
 - micro-links
 - flexi-bonds
- one operator trolley per workstation stocked with:
 - haircutting scissors
 - texturising and thinning shears
 - disposable blade safety razors
 - disposable razor blades
 - combs
 - brushes:
 - Denman style
 - round
 - vent
 - sectioning clips
 - hair rollers of different sizes
 - pin curl clips
 - pins
- product instructions

- manuals or product and equipment instructions for hair extension systems
- organisational procedures for:
 - client comfort and safety
 - work health and safety for hair extension services
 - waste minimisation
 - waste disposal.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate III or a Certificate IV qualification in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHDES006 Design and style long hair creatively

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to research local and international current and emerging hair fashion trends, develop creative hair designs and complete a range of creative, experimental or innovative (avant-garde) long hair styles. This may involve the addition of hair pieces, other fibres, materials and ornaments to achieve the design. The design could be developed to suit a client's desired look, around particular clothes or an event theme.

This unit applies to senior hairdressers who work in salons or as session stylists or technical advisors to product companies. They work independently, have considerable specialist skills and knowledge and provide technical leadership, training and support to team members.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Hair Design

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Research and analyse

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Research current and emerging trends for creative long

- design trends for long hair.
- hairstyles and develop a portfolio of designs.
- 1.2. Analyse creative long hair designs, identify structures and techniques and develop a range of design plans within portfolio.
 - 1.3. Develop own designs and techniques for styling long hair creatively.
2. Consult with client and assess hair.
 - 2.1. Determine, through discussion and questioning, client satisfaction or dissatisfaction with current hair design.
 - 2.2. Discuss client preferences, and expectations of desired finished result using visual aids to assist.
 - 2.3. Visually and physically examine and analyse client hair characteristics and existing hair design.
 - 2.4. Evaluate client facial features and bone structure for suitable complementary hair designs, considering the interplay of the elements and principles of hair design.
 - 2.5. Consider portfolio designs and all client factors to visualise, communicate and recommend creative hair designs appropriate for the client.
 - 2.6. Determine the best creative hair design and obtain client agreement to proceed with recommendations.
 3. Select styling tools and prepare for service.
 - 3.1. Select appropriate styling and finishing techniques to achieve planned hair design.
 - 3.2. Select styling and finishing products, according to hair type, to achieve desired outcome.
 - 3.3. Select and prepare tools and additional materials according to planned design and styling and finishing techniques to be used.
 4. Style and finish hair to pre-planned creative design.
 - 4.1. Maintain client and operator comfort and safety throughout service according to organisational procedures.
 - 4.2. Section and secure hair to divide into manageable and controllable areas.
 - 4.3. Measure and apply styling products, according to product instructions and ensure minimal wastage.
 - 4.4. Use a range of styling tools, techniques and additional materials, as required, to achieve the overall finished creative design.
 - 4.5. Use a range of finishing products, tools and techniques to finish the creative hair design.
 - 4.6. Dispose of styling waste safely, according to organisational procedures.
 5. Review service.
 - 5.1. Review service outcomes against client design expectations and confirm client satisfaction with result.
 - 5.2. Adjust finished design in response to any client concerns and

own post service analysis of appearance.

5.3. Advise on hair design maintenance and recommend home care products.

5.4. Update design portfolio to include full details of hair design service.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	- interpret and analyse complex documents about creative hair design trends - interpret sometimes unfamiliar and detailed documents including organisational procedures and product instructions.
Oral communication skills to:	- ask open and closed probe questions and actively listen to effectively interact with client and meet their needs - clearly represent complex and creative design concepts to clients.
Numeracy skills to:	interpret designs, complete and record detailed geometric calculations in diagrammatic hair design plans.
Initiative and enterprise skills to:	proactively use opportunities to update knowledge of local and international hair trends and take a creative approach to hair design services.
Planning and organising skills to:	- collect and evaluate research information to inform own creative hair designs - manage own timing and productivity to complete creative hair design service within organisational service times.

Unit Mapping Information

SIHHHDS406A Design and apply creative long hair designs

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHDES006 Design and style long hair creatively

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete a research project, using information from at least three different sources, to identify and explore creative hair designs and:
 - write a report on current and emerging trends
 - compile a portfolio of at least six creative hair designs
 - for each of the six designs complete an analysis and develop a design plan which identifies:
 - design elements and principles used
 - structure
 - techniques used and associated tools
 - additional materials incorporated
- consult with at least four clients and complete an analysis covering the following characteristics to design and recommend appropriate creative long hairstyles:
 - facial features and bone structure
 - natural hair type
 - hair texture
 - growth patterns
 - movement
 - length and structure of haircut
- complete creative long hairstyles using each of the types listed below at least once on the above clients:
 - up
 - down
 - combined up and down looks
 - structured and unstructured looks
- incorporate at least four of these elements cumulatively across the suite of hairstyles:
 - rolls
 - twists
 - braids
 - knots

- curls
- waves
- texture
- incorporate each of these elements cumulatively across the suite of hairstyles:
 - padding
 - ornamentation
 - hairpieces made from human or synthetic hair
- use at least four of these tools and techniques, cumulatively across the suite of hairstyles:
 - blow drying using brushes to create curl, wave or volume
 - blow drying using brushes to straighten or smooth hair
 - using thermal tools to straighten hair
 - using thermal tools for curl or texture
 - applying rollers to set hair
 - pin curling
- use at least four of these finishing techniques, cumulatively across the suite of hairstyles:
 - brushing
 - dry moulding
 - placing
 - backcombing
 - smoothing over backcombing
 - securing hair using bands or pins not visible in finished design
 - applying fixing products
- record the following details of the hair design service for each client in own portfolio:
 - pre-service analysis
 - client preferences and adaptations of own designs
 - outcomes achieved.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- current and emerging trends in long hair design
- key characteristics and interrelationships of the elements and principles of hair design and use in achieving creative finished hairstyle effects which combine different structural looks:
 - elements of hair design:
 - line
 - shape
 - direction
 - size

- texture
- colour
- principles of hair design:
 - balance
 - gradation
 - repetition
 - contrast
 - harmony
 - dominance
 - unity
- different facial shapes and long hair designs which best complement particular shapes
- characteristics of the following hair features, how these will impact on finished hairstyles involving structural combinations and how creative designs can enhance or accentuate:
 - natural hair types:
 - European
 - Asian
 - Euro-Asian
 - African
 - hair texture:
 - coarse
 - medium
 - fine
 - hair movement:
 - straight
 - wavy
 - natural curl
 - chemical curl or waves
 - haircut structure:
 - solid form
 - layered
 - graduated
 - combination of structures
 - natural distribution and growth patterns of hair:
 - crown area
 - hairline
 - neckline
 - cowlicks (whorls)
- shapes and structures for long hairstyles and how these can be combined for creative effect:
 - up

- down
- combination of up and down looks
- structured and unstructured looks
- proportional, symmetrical and asymmetrical
- effects of thermal tools on hair condition and structure and ways to maintain the integrity of hair during styling
- effects of humidity on finished hairstyles
- key features of the organisation's styling and finishing products range:
 - product purpose and suitability for different types of hair
 - action on the hair
 - application instructions
 - processing times, if applicable
- industry practices and organisational procedures for:
 - client comfort and safety with particular emphasis on:
 - using gown and towels to protect client clothes
 - avoiding product contact with eyes
 - monitoring use of heated tools to avoid client burns
 - work health and safety for providing hair styling services, with particular emphasis on:
 - safe use of electrical hair styling equipment
 - using correct posture and adjusting height of client chair to avoid fatigue and injury
 - using correct techniques to hold, grip and manipulate styling tools to avoid fatigue and injury
 - minimising wastage of styling and finishing products
 - waste disposal with particular emphasis on environmentally sound disposal methods for styling and finishing products and containers.

Assessment Conditions

Skills must be demonstrated in a hairdressing environment; this can be:

- a hairdressing industry workplace, or
- a simulated hairdressing workplace, set up for the purpose of skills assessment that provides services to paying members of the public, or
- industry venues and sites where session events are operated, or
- session venues and sites operated within a training organisation such as working salons, auditoria, exhibition areas, conference rooms and restaurants where real session events are staged in live time.

Assessment must ensure use of:

- clients with different with different creative hair styling requirements; these can be:
 - paying clients in a hairdressing industry workplace, or

- paying clients in a simulated hairdressing workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business, or
- models or performers in a session styling setting
- sufficient client traffic to allow for prioritisation of tasks so that clients are serviced effectively in a logical sequence
- activities that require the individual to work with commercial speed, timing and productivity to:
 - deal with multiple tasks simultaneously
 - complete client services within designated timeframes that reflect accepted industry practice
- a hairdressing services workstation with this equipment and consumables:
 - one mirror per workstation
 - one adjustable client services chair per workstation
 - one blow dryer with heat diffuser per workstation
 - clean client gowns or wraps
 - professional styling and finishing products which can be:
 - gels
 - glazes
 - lotions
 - mousses
 - setting lotions
 - sprays
 - waxes
- heat lamps
- hair dryers
- thermal straightening and curling tools
- one operator trolley per workstation stocked with:
 - combs
 - brushes:
 - Denman style
 - round
 - vent
 - sectioning clips
 - hair rollers of different sizes
 - pin curl clips
 - hair bands, hooks and pins to secure hair
 - padding
 - hairpieces
 - ornamentation
- product instructions

- organisational procedures for:
 - client comfort and safety
 - work health and safety for hair styling services
 - waste minimisation
 - waste disposal.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate IV qualification in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHDES007 Apply and maintain wigs and hairpieces

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to consult with clients and analyse facial characteristics to design, recommend and complete a range of complementary cuts and styles for wigs and those that incorporate hairpieces. It also involves cleaning and conditioning wigs and hairpieces. Clients may wear full wigs or hairpieces that blend with natural hair for fashion effect, religious reasons, due to hair loss or when performing in photographic, event, theatrical, film or television productions.

This unit applies to senior hairdressers and barbers who work in salons or as session stylists. They work independently, have considerable specialist skills and knowledge and provide technical leadership, training and support to team members.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Hair Design

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Clean and condition wigs

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1.Examine wigs and hairpieces to identify stitching,

- and hairpieces.
- knotting and fibre type.
- 1.2. Select and use cleaning and conditioning products suited to stitching, knotting and fibre type and according to product instructions.
- 1.3. Dispose of cleaning waste safely, according to organisational procedures.
2. Consult with client to determine cutting and styling requirements.
- 2.1. Determine, through discussion and questioning, client satisfaction or dissatisfaction with current cut and style.
- 2.2. Discuss client preferences, and expectations of desired finished result using visual aids to assist.
- 2.3. Evaluate client facial features and bone structure for suitable complementary cuts and styles.
- 2.4. Consider the interplay of the elements and principles of hair design to visualise, communicate and recommend cuts and styles appropriate for the client.
- 2.5. Determine the best finished hair design and obtain client agreement to proceed with recommendations.
3. Cut and style wigs and hairpieces to pre-planned design.
- 3.1. Maintain client and operator comfort and safety throughout service according to organisational procedures.
- 3.2. Apply wig or hairpiece to client's existing hair and adjust to ensure a comfortable fit.
- 3.3. Cut wigs and hairpieces attached to existing hair and blend, using appropriate cutting techniques, to achieve planned design.
- 3.4. Attach wigs or hairpieces to a working block and select styling products and tools suited to fibre type, base materials and planned design.
- 3.5. Use a range of styling products, tools and techniques to achieve the overall finished design.
- 3.6. Re-apply styled wig or hairpiece to client and adjust to ensure a secure and comfortable fit.
4. Finish styles and review service.
- 4.1. Apply finishing products for texture or hold, as required.
- 4.2. Review service outcomes against client design expectations and confirm client satisfaction with result.
- 4.3. Adjust finished design in response to any client concerns and own post service analysis of appearance.
- 4.4. Advise on after service maintenance and recommend home care products.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret sometimes unfamiliar and detailed documents including organisational procedures and product instructions.
Oral communication skills to:	- ask open and closed probe questions and actively listen to effectively interact with client and meet their needs - clearly represent hair designs to clients.
Numeracy skills to:	visually estimate angles and lines, exterior and interior lengths in the haircut structure.
Planning and organising skills to:	manage own timing and productivity to complete creative hair design service within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHDES007 Apply and maintain wigs and hairpieces

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- clean and condition at least three full head wigs and three hairpieces covering at least two of the following fibres:
 - human hair
 - synthetic fibre
 - animal hair
- consult with at least four clients and complete a pre-service analysis covering the following characteristics to design and recommend appropriate finished hairstyles for wigs and those incorporating hairpieces:
 - facial features and bone structure
 - where hair is present:
 - natural hair type
 - hair texture
 - growth patterns
 - movement
 - length and structure of haircut
- for two of the above clients, cut, style and finish to their satisfaction, full head wigs covering at least two of the following fibres:
 - human hair
 - synthetic fibre
 - animal hair
- for two of the above clients, complete, to their satisfaction, cutting, styling and finishing services to blend hairpieces with natural hair
- for the hairpiece services, cover at least two of the following types:
 - toupees
 - long or short frangia
 - one, two and three stem switch
 - button
 - postiche
 - wiglet.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key characteristics and interrelationships of the elements and principles of hair design and their use in achieving haircut and styling effects for wigs, hairpieces and blended styles;
 - elements of hair design:
 - line
 - shape
 - direction
 - size
 - texture
 - colour
 - principles of hair design:
 - balance
 - gradation
 - repetition
 - contrast
 - harmony
 - dominance
 - unity
- different facial shapes and hair designs which best complement particular shapes
- key features of different types of wigs and hairpieces, how they are fitted and secured to clients' heads:
 - full head wigs
 - toupees
 - long or short fringe
 - one, two and three stem switch
 - button
 - postiche
 - wiglet
- appropriate methods to fit and secure wigs and hair pieces to avoid pressure alopecia
- characteristics of the following hair fibres used in wigs and hairpieces, how they respond to cutting and styling and appropriate techniques for best outcomes:
 - human hair:
 - European
 - Asian
 - Euro-Asian
 - African
 - synthetic fibre
 - animal hair

- key features of different types of head blocks, and suitability for use with different types of wigs and hairpieces
- techniques used to cut and blend hairpieces within client's natural hair
- styling and finishing products suited to different fibres and base materials used in wigs and hairpieces
- effects of thermal tools on hair, wig and hairpiece condition and structure and ways to maintain the integrity during styling
- cleaning and conditioning products suited to different types of stitching, knotting and fibre used in wigs and hairpieces
- industry practices and organisational procedures for:
 - client comfort and safety with particular emphasis on:
 - using gown and towels to protect client clothes
 - monitoring client scalp comfort and using appropriate methods to fit and secure wigs, especially where hair loss and scarring is a significant concern
 - work health and safety for providing hair styling services, with particular emphasis on:
 - safe use of electrical hair styling equipment
 - using correct posture and adjusting height of client chair to avoid fatigue and injury
 - using correct techniques to hold, grip and manipulate cutting and styling tools to avoid fatigue and injury
 - waste disposal with particular emphasis on environmentally sound disposal methods for cleaning, styling and finishing products and hair waste.

Assessment Conditions

Skills must be demonstrated in a hairdressing environment; this can be:

- a hairdressing or barbering industry workplace, or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public, or
- industry venues and sites where session events are operated, or
- session venues and sites operated within a training organisation such as working salons, auditoria, exhibition areas, conference rooms and restaurants where real session events are staged in live time.

Assessment must ensure use of:

- clients with different wig or hairpiece cutting and styling requirements; these can be:
 - paying clients in a hairdressing or barbering industry workplace, or
 - paying clients in a simulated hairdressing or barbering workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business, or
 - models or performers in a session styling setting
- sufficient client traffic to allow for prioritisation of tasks so that clients are serviced effectively in a logical sequence

- activities that require the individual to work with commercial speed, timing and productivity to:
 - deal with multiple tasks simultaneously
 - complete client services within designated timeframes that reflect accepted industry practice
- facilities for washing and conditioning wigs and hairpieces with:
 - basins with hot and cold running water and adjustable temperature controls
 - shampoo and conditioning products for a range of wig and hairpiece fibre types
 - clean towels
- a hairdressing or barbering services workstation with:
 - one mirror per workstation
 - one adjustable client services chair per workstation
 - one blow dryer with heat diffuser per workstation
 - clean client gowns or wraps
 - clean towels
 - professional styling and finishing products which can be:
 - gels
 - glazes
 - lotions
 - mousses
 - setting lotions
 - sprays
 - waxes
- heat lamps
- hair dryers
- thermal tools:
 - thermostatically controlled ceramic flat irons
 - styling tongs
- wig blocks and tools to attach wigs and hairpieces
- one operator trolley per workstation stocked with:
 - haircutting scissors
 - texturising and thinning shears
 - combs
 - brushes:
 - Denman style
 - round
 - vent
 - sectioning clips
 - hair rollers of different sizes
 - pin curl clips

- pins
- clips, pins and tape used to secure wigs and hairpieces to client
- a range of full head wigs and hairpieces to include those made from human hair, synthetic fibre and animal hair
- product instructions
- organisational procedures for:
 - client comfort and safety
 - work health and safety for hair styling services
 - waste minimisation
 - waste disposal.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate IV qualification in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; or
- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHDES008 Make wigs and hairpieces

Modification History

Not applicable.

Application

This unit describes the skills and knowledge required to consult with clients and analyse facial characteristics to design, recommend and hand-make wigs or hairpieces. Clients may require full wigs or hairpieces that blend with natural hair for fashion effect, due to hair loss or when performing in photographic, event, theatrical, film or television productions.

This unit applies to specialist hairdressers and wigmakers. They work independently, have considerable specialist skills and knowledge and provide technical leadership, training and support to team members.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Hair Design

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Consult with clients.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Discuss client needs and expectations of desired wig or hairpiece style using visual aids to assist.
- 1.2. Evaluate client facial features and bone structure for suitable

- complementary wig and hairpiece styles, considering the interplay of the elements and principles of hair design.
- 1.3. Discuss human hair types, synthetic hair and their suitability to meet client needs.
 - 1.4. Explain, to client, cost, application technique, maintenance requirements, features and benefits of different wigs and hairpieces.
 - 1.5. Determine the best wig or hairpiece design and obtain client agreement to proceed with recommendations.
 - 1.6. Take key client measurements to produce wig or hairpiece.
2. Select and prepare hair for use in wig or hairpiece.
 - 2.1. Select hair to achieve colour, wave or curl match to client's own hair where possible and according to client requirements.
 - 2.2. Use hack safely according to organisational procedures.
 - 2.3. Use root-turning procedure root to root and end to end, according to natural hair growth pattern.
 - 2.4. Select and mix various hair types, according to client's required texture, colour and curl.
3. Make wigs and hairpieces.
 - 3.1. Select and prepare wig and hairpiece making equipment according to planned design and techniques to be used.
 - 3.2. Transfer key client measurements for base of wig accurately to block.
 - 3.3. Select suitable materials for wig or hairpiece base and other wig areas to suit end product.
 - 3.4. Determine procedure for securing hair on base, according to design requirements.
 - 3.5. Select and use wefting or ventilating techniques, as required, to make wig or hairpiece, according to planned design.
 - 3.6. Use tools and equipment safely, and dispose of waste hair and other materials, according to organisational procedures.
4. Fit and adjust wigs and hairpieces.
 - 4.1. Fit finished wig or hairpiece on client to ensure a firm but comfortable fit.
 - 4.2. Review outcomes against client design expectations and confirm client comfort and satisfaction with result.
 - 4.3. Adjust finished wig or hairpiece in response to any client concerns and own post service analysis of appearance.
 - 4.4. Advise on wig or hairpiece maintenance and recommend home care products.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance

criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	• interpret sometimes unfamiliar and detailed documents including organisational procedures and product instructions.
Oral communication skills to:	• ask open and closed probe questions and actively listen to effectively interact with client and meet their needs • clearly represent wig and hairpiece designs to clients.
Planning and organising skills to:	• manage own timing and productivity to complete creative hair design service within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHDES008 Make wigs and hairpieces

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- consult with at least four clients and complete an analysis covering the following characteristics to design and recommend appropriate finished wigs and hairpieces:
 - facial features and bone structure
 - where hair is present:
 - natural hair type
 - hair texture
 - growth patterns
 - movement
 - length and structure of haircut
 - where hair loss and scarring is a significant concern:
 - scalp condition and comfort requirements
 - where wigs and hairpieces will be used for photographic, event, theatrical, film or television productions:
 - period requirements
 - theme or special requirements
- for two of the above clients, produce full head wigs that achieve the planned designs using at least two of the following fibres:
 - human hair
 - synthetic fibre
 - animal hair
- for two of the above clients, produce hairpieces chosen from the following types and achieve the planned designs:
 - toupees
 - long or short frangia
 - one, two and three stem switch
 - button
 - postiche
 - wiglet

- use wefting techniques and at least two of the following ventilating techniques cumulatively across the suite of wigs and hairpieces produced:
 - single
 - double
 - triple
 - English.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key characteristics and interrelationships of the elements and principles of hair design and use in designing and producing wigs and hairpieces to suit client characteristics;
 - elements of hair design:
 - line
 - shape
 - direction
 - size
 - texture
 - colour
 - principles of hair design:
 - balance
 - gradation
 - repetition
 - contrast
 - harmony
 - dominance
 - unity
- different facial shapes and hair designs which best complement
- key design and structural features of different types of wigs and hairpieces:
 - full head wigs
 - toupees
 - long or short frangia
 - one, two or three stem switch
 - button
 - postiche
 - wiglet
- appropriate methods to fit and secure wigs and hair pieces to avoid pressure alopecia
- characteristics of the following hair fibres used in wigs and hairpieces, suitable bases and techniques used to construct each:
 - human hair:

- European
- Asian
- Euro-Asian
- African
- synthetic fibre
- animal hair
- techniques used in wig and hairpiece making and how these would be chosen:
 - mixing various hair types
 - ventilating techniques:
 - single
 - double
 - triple
 - English
 - wefting
- key considerations for choosing specific wig and hairpiece fibres, bases, stitches and knots:
 - client preferences
 - theme, special or period requirements for photographic, event, theatrical, film or television use
 - characteristics of client's natural hair
 - client scalp comfort, especially where hair loss and scarring is a significant concern
- key features of different types of tools, head blocks and attachments, and suitability for use in producing different types of wigs and hairpieces
- key client measurements required to produce wigs and hairpieces
- maintenance requirements for wigs and hairpieces with different types of stitching, knotting and fibres
- industry practices and organisational procedures for:
 - work health and safety for making wigs and hairpieces, with particular emphasis on using correct techniques to hold, grip and manipulate tools to avoid fatigue and injury
 - environmentally sound disposal methods for wig making waste.

Assessment Conditions

Skills must be demonstrated in a wig making environment, which may or may not be a hairdressing salon; this can be:

- an industry workplace or
- a simulated workplace, set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure use of:

- paying clients, with different wig or hairpiece making requirements; these can be:

- clients in an industry workplace or
- clients in a simulated industry workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- activities that require the individual to work with commercial speed, timing and productivity to complete the production of wigs and hairpieces within designated timeframes that reflect accepted industry practice
- a client consultation area with:
 - client chairs
 - mirrors
 - sample wigs and hairpieces
 - measuring equipment
- wig blocks and tools to attach wigs and hairpieces
- wig making tools:
 - wefting frame
 - crochet hooks
 - haircutting tools for finalised wig or hairpiece
- a range of materials for wig or hairpiece base which can be:
 - galloon
 - tulle
 - net (caul)
 - springs
 - weft
- a supply of hair fibres of different types to include:
 - human hair
 - synthetic fibre
 - animal hair
- organisational procedures for:
 - client comfort and safety
 - work health and safety for making wigs
 - waste disposal.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and

- hold a Certificate IV qualification in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a wig maker where they have applied the skills and knowledge covered in this unit of competency; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHIND001 Maintain and organise tools, equipment and work areas

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to maintain, organise and clean tools, equipment and work areas to ensure a clean and tidy client environment and the hygienic and safe provision of hair services. Complex and scheduled maintenance would be referred to specialist service technicians.

This unit applies to all hairdressing and barber businesses and to hairdressers and barbers working at all levels.

Health regulations apply in some Australian states and territories for hairdressing and barber businesses to clean and disinfect tools, equipment and work surfaces at designated times. No occupational licensing, certification or other specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Working in Industry

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Clean, disinfect and

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1.Clean tools and equipment, disinfecting according to health

store tools and equipment.	regulations and organisational policy 1.2.Store tools and equipment, according to health regulations and organisational policy. 1.3.Store clean linen, according to health regulations and organisational policy. 1.4.Use safe manual handling techniques to avoid injury when moving and storing tools and equipment.
2. Maintain tools and equipment.	2.1.Maintain all tools and equipment in working condition, according to manufacturer instructions and use personal protective equipment as required. 2.2.Clean, oil and reset scissors and clippers regularly. 2.3.Check scissors and clippers regularly for bluntness and refer for sharpening when required. 2.4.Examine disposable razor blades to detect defects, replace as required and safely dispose of discarded blades. 2.5.Check electrical equipment for loose wires, tag faulty equipment and refer to technical specialists for repair as required.
3. Organise work areas.	3.1.Maintain safe, uncluttered and organised work areas according to organisational policy. 3.2.Set up work areas, according to the service to be provided. 3.3.Follow organisational policy for tidying work areas and keeping items in designated areas.
4. Clean work areas.	4.1.Clean work surfaces and areas according to the area function, health regulations and organisational hygiene procedures. 4.2.Remove and safely dispose of waste promptly, according to organisational procedures. 4.3.Report or remove from floors spills, food, waste and other hazards according to organisational policy. 4.4.Display signage promptly to indicate slip hazards. 4.5.Use cleaning equipment and products, according to manufacturer instructions; maintain and store after use. 4.6.Use energy and water resources efficiently and safely dispose of cleaning waste.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description

- Reading skills to:
- interpret sometimes unfamiliar and detailed documents including organisational procedures, safety data sheets and product and manufacturer instructions.
- Numeracy skills to:
- complete basic calculations involving ratios to dilute cleaning and disinfection products
 - identify tension measurements of tools.
- Planning and organising skills to:
- schedule time into day-to-day activities to complete cleaning and maintenance activities as part of a logical and time-efficient work flow.
- Self-management skills to:
- take responsibility for the regular identification of maintenance requirements for tools and equipment.

Unit Mapping Information

SIHHIND201A Maintain and organise tools, equipment and work areas

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHIND001 Maintain and organise tools, equipment and work areas

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- use infection control precautions, health regulations and organisational policies and procedures to maintain, clean (and disinfect, as required):
 - four different tools or equipment chosen from the following list:
 - hairdressing scissors
 - disposable blade safety razors
 - clippers and attachments
 - adjustable client services chair
 - tint brushes and combs
 - combs
 - hair and neck brushes
 - shaving brushes
 - two different work areas chosen from the following list:
 - product preparation and storage area, all fixed equipment, work surfaces and floors
 - basin services area, all fixed equipment and floors
 - client reception area, all fixed equipment, work surfaces and floors
 - hairdressing or barbering services workstation area, all work surfaces and floors
- check electrical equipment located in each of the two chosen areas for loose wires; tag and report any faulty equipment.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- the transmission routes of infectious conditions as they apply to cleaning and disinfection activities:
 - client and operator contact with work surfaces
 - client and operator contact with tools and equipment
- key features of, and reasons for, standard infection-control precautions as they apply to cleaning and disinfection activities:

- hand washing and drying before and after cleaning and waste disposal and using occlusive dressings for own cuts and abrasions
- using alcohol-based hand rub solutions as an adjunct to hand washing
- using personal protective equipment, particularly gloves
- cleaning, disinfecting or sterilising reusable equipment
- cleaning or disinfecting work surfaces, client gowns and towels
- appropriate handling and disposal of single use items and clinical (infectious) waste
- key aspects of local government, state or territory health regulations applicable to hairdressing and barbering services, with particular emphasis on requirements for cleaning and disinfecting linen, tools, equipment, work surfaces and areas
- common types of cleaning and disinfection products:
 - use on different hairdressing or barbering linen, tools, equipment work surfaces and areas
 - role, use and basic content of Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
 - labelling and safety implications, especially those that identify hazardous chemicals (HAZCHEM)
 - safe practices for using and storing
 - environmentally sound disposal methods for hazardous waste
- safe techniques for maintaining tools and equipment to avoid personal injury
- safe manual handling techniques for moving and storing hairdressing or barbering equipment; those for bending, lifting and carrying heavy equipment
- types and correct use of personal protection equipment for maintaining hairdressing or barbering equipment and completing cleaning and disinfection activities
- manufacturer's instructions and techniques for cleaning, oiling and resetting scissors and clippers
- industry practices and organisational policies and procedures for:
 - identifying risks and potential hazards that cause injury to self or others
 - methods to report and circumvent personal injury risks or hazards
 - general housekeeping
 - cleaning and disinfecting linen, tools, equipment, work surfaces and areas
 - storing clean linen, tools and equipment
 - tagging, reporting and repairing faulty equipment
 - waste disposal for recyclables, sharps, general and hazardous waste
 - reducing water and energy use.

Assessment Conditions

Skills must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- activities that require the individual to work with commercial speed, timing and productivity to complete housekeeping, cleaning and tool maintenance activities within designated timeframes that reflect accepted industry practice
- a cleaning and storage area with:
 - preparation benches
 - secure storage for hazardous substances
 - clean client gowns and towels and storage area
 - washing up sink with hot and cold running water for cleaning equipment
 - operator hand washing facilities:
 - basin with hot and cold running water
 - liquid soap
 - single use towels or hand dryer
 - disinfectant products for hairdressing and barbering tools
 - oil for hairdressing scissors and or clippers
 - cleaning and disinfectant products for work surfaces, areas and floors
 - cleaning equipment:
 - brooms
 - mops
 - buckets
 - cleaning cloths
- hairdressing or barbering services workstations with this equipment:
 - one mirror per workstation
 - one adjustable client services chair per workstation
- other areas relevant to the business type which can include:
 - a basin services area
 - a client reception and sales area
 - production preparation area
- tools and equipment as relevant to the business type which can include:
 - hairdressing scissors
 - disposable blade safety razors
 - clippers and attachments
 - tint brushes and combs
 - combs
 - hair and neck brushes
 - shaving brushes
 - thermostatically controlled ceramic flat irons
 - blow dryers
 - heat lamps

- hairdryers
- personal protective equipment:
 - apron
 - rubber or disposable gloves
 - skin barrier cream
- cleaning and disinfectant product:
 - instructions
 - Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
- manufacturer instructions for equipment cleaning and maintenance
- current plain English regulatory documents distributed by government regulators for health and hygiene applicable to hairdressing and barbering services
- organisational policies and procedures for:
 - housekeeping
 - waste disposal
 - reducing water and energy use
 - cleaning, disinfecting and maintaining, tools, equipment and work areas.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate III in Hairdressing, or a Certificate III in Barbering, or a Certificate IV in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; or
- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHIND002 Research and use hairdressing industry information

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to identify appropriate information sources and to research, develop and maintain knowledge which underpins effective performance of all hairdressing or barbering sales and service activities.

This unit applies to all hairdressing and barbering businesses and to hairdressers and barbers working at all levels.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Working in Industry

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Source and use industry information.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify sources of information on the hairdressing or barbering industry.
- 1.2. Access and interpret information about industry structure and operation and use to assist with sales and

- service duties.
- 1.3. Source information on hairdressing or barbering career paths, as applicable, and related industries.
 - 1.4. Use knowledge of the hairdressing or barbering industry to enhance quality of own work performance.
2. Source and use information on legal and ethical issues for industry.
 - 2.1. Obtain information on laws and regulations specifically relevant to the hairdressing or barbering industry and work compliantly.
 - 2.2. Source information on ethical industry practices and conduct day-to-day work activities ethically.
 3. Update industry knowledge.
 - 3.1. Update general knowledge of the hairdressing or barbering industry regularly.
 - 3.2. Monitor current industry developments and issues.
 - 3.3. Share updated knowledge with clients and colleagues as appropriate.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	- comprehend the content of plain English information about laws - interpret unfamiliar information of varying complexity.
Writing skills to:	produce notes, summarise and record information in basic documents such as information sheets, portfolios and files.
Oral communication skills to:	ask open and closed probe questions and actively listen to clarify information from others.
Self-management skills to:	take responsibility for sourcing and updating current and emerging industry information.
Technology skills to:	use a computer and keyboard and the Internet to search for information.

Unit Mapping Information

SIHHIND202A Develop hairdressing industry knowledge

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHIND002 Research and use hairdressing industry information

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- create a portfolio of information on the hairdressing or barbering industry to include details of:
 - the structure of the industry and key characteristics of different business types
 - key characteristics of related industries that interact with hairdressing or barbering businesses:
 - beauty
 - film, TV, entertainment
 - fashion
 - product suppliers
 - emerging products, technology, techniques and services
 - career opportunities within the industry
 - the work ethic required to work in the industry
 - laws, regulations, ethical and environmental protection issues specifically relevant to the hairdressing or barbering industry:
 - local government, state or territory health regulations
 - privacy of client information
 - minimising use of water and electricity
- to create the portfolio, access and interpret information from at least these sources:
 - industry associations
 - trade magazines
 - local state or territory government regulators
- share the information collected with colleagues, through informal discussions.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of information on:
 - structure and operation of the hairdressing or barbering industry

- laws and regulations that are specifically relevant to the hairdressing or barbering industry
- structure of the hairdressing or barbering industry and key operational characteristics for a range of business types
- career pathways within the industry and skill development options
- relationships between the hairdressing or barbering industry and other industries:
 - beauty
 - film, TV, entertainment
 - fashion
 - product suppliers
- overview of emerging hair products, technology, techniques and services
- primary functions of professional industry associations and support services offered
- basic aspects of local state or territory and commonwealth laws and regulations specifically relevant to the hairdressing and barbering industry and how these impact on day-to-day work functions of hairdressers:
 - Australian Consumer Law
 - health
 - privacy
- ethical industry practices for hairdressing and barbering businesses:
 - environmental protection with particular emphasis on waste minimisation, recycling and energy and water conservation
 - privacy and confidentiality of client information
 - pricing of products and services.

Assessment Conditions

Assessment must ensure use of:

- computers and the Internet to source information
- either electronic or hard copies of trade magazines
- current plain English regulatory documents distributed by government regulators for:
 - Australian Consumer Law
 - health
 - privacy.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate III in Hairdressing, or a Certificate III in Barbering, or a Certificate IV in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; or

- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHIND003 Develop and expand a client base

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required by hairdressers and barbers to develop, sustain and expand a personal clientele in order to remain a viable industry employee. Building relationships with clients occurs while hairdressers and barbers are delivering a range of services in the salon in which they are employed or operate.

These hairdressers and barbers have well-developed skills, use discretion and judgement to manage client services and take responsibility for the outcomes of their own work..

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-requisite Unit

Nil

Competency Field

Working in Industry

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Promote products and services.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Take opportunities to build business by developing relationships with new and prospective clients.
- 1.2. Establish rapport and express a genuine interest in client needs and requirements.

- 1.3. Maintain professional ethics with clients to promote salon image and credibility.
- 1.4. Clarify client needs and preferences to maximise sales opportunities.
- 1.5. Maximise sales opportunities by promoting new and additional products and services beneficial to clients.
- 1.6. Give clients space and time to evaluate purchase and service decisions, while using time to maximum advantage for client and salon.
2. Build a return client base.
 - 2.1. Provide prompt service to clients to meet identified needs, according to client service standards.
 - 2.2. Enhance customer commitment, trust and credibility of salon by delivering professional technical and personal service.
 - 2.3. Identify opportunities and use formal and informal research to develop and maintain knowledge of products and services.
 - 2.4. Use customer observation and feedback to evaluate products, services and promotional initiatives and identify changes in client needs and expectations.
 - 2.5. Enhance team effectiveness by sharing market, product and service knowledge with colleagues.
 - 2.6. Suggest product and service adjustments to meet changing client needs.
 - 2.7. Participate in setting salon and personal targets and regularly monitor personal progress towards achievement.
3. Manage and use information about clients.
 - 3.1. Determine and record client information to provide personalised service.
 - 3.2. Explain benefits and conditions of loyalty programs to eligible clients.
 - 3.3. Assist clients with loyalty program enrolment.
 - 3.4. Process loyalty program documentation, according to organisational procedures.
 - 3.5. Promote enhanced products and services based on client data and their eligibility under loyalty program guidelines.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	research and interpret unfamiliar documents about new and

emerging hair products and services.

Oral communications skills to:

- ask open and closed probe questions and actively listen to determine and meet customer preferences
- interact with and engage clients in discussions to build rapport and relationships.

Numeracy skills to:

- analyse sales data to set and monitor sales targets.

Initiative and enterprise skills to:

- proactively seek opportunities to improve sales and service delivery and profitability.

Technology skills to:

- use the system functions of client management and loyalty databases.

Unit Mapping Information

SIHHIND304A Develop and expand a client base

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHIND003 Develop and expand a client base

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- proactively promote these types of hair products and services to clients:
 - hair and scalp treatments
 - new haircut designs
 - home hair care products
 - loyalty programs
 - rebooking services
- research two new products and two new services using at least two of the following methods:
 - reading trade, hair and fashion magazines
 - attending trade shows and industry product launches
 - reading product and service information
 - obtaining information from professional industry associations
 - discussions with colleagues
- share the information collected with colleagues, through informal discussions.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- full details of the salon's:
 - products and services range
 - client loyalty programs
 - client management database
- role of hairdressers and barbers in maximising business performance through effective sales and promotion
- different client types and their product and service preferences
- professional ethics for promoting hair products and services:
 - honesty about ability of products and services to meet client preferences and needs
 - using positive statements

- using confirmed appraisals of the efficacy of products and services
- ways of presenting and promoting products and service to meet different client communication styles
- sales techniques:
 - opening techniques
 - recognising buying signals
 - strategies to focus customer on specific products and services
 - selling add ons and complementary products
 - overcoming customer objections
 - closing techniques
- methods used to research new products and services:
 - reading trade, hair and fashion magazines
 - attending trade shows and industry product launches
 - reading product and service information
 - obtaining information from professional industry associations
 - discussions with colleagues
- organisational client service policies and procedures.

Assessment Conditions

Skills must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- paying clients with whom the individual can interact; these can be:
 - clients in a hairdressing or barbering industry workplace, or
 - clients in a simulated hairdressing or barbering workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- a client reception and sales area with:
 - reception desk
 - computer with booking software currently used by the hairdressing industry
 - telephone system
 - point-of-sale system, including credit card and EFTPOS facilities
 - display of professional products for retail sale
 - information on customer loyalty programs
- a hairdressing or barbering services workstation with:
 - one mirror per workstation

- one adjustable client services chair per workstation
- clean client gowns or wraps
- clean client towels
- one operator trolley per workstation stocked with tools that match the particular service being delivered
- a diverse professional range of hair products that match the requirements of the particular service being delivered
- organisational client service policies and procedures.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate III in Hairdressing, or a Certificate III in Barbering, or a Certificate IV in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; **or**
- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHIND004 Participate in session styling teams

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to participate in session styling teams creating finished hair designs. Sessions are diverse and can include fashion parades, hair shows, technical seminars, platform demonstrations, training sessions and fashion shoots as well as film, television and theatre productions.

This unit applies to hairdressers and barbers with well-developed skills who work in teams, in and outside the salon preparing hair for the event. They use discretion and judgement but ultimately work under the direction of the team leader of the session.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Working in Industry

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Participate in team design concept and planning briefings.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Participate in preliminary team meetings to discuss overall design concepts and the hair design requirements for type of production.

	1.2. Confirm roles and responsibilities allocated to self and others.
2. Prepare resources and models for self and team members.	2.1. Organise resources required for session work according to team leader's checklist for each model or performer. 2.2. Perform pre service shampoos and treatments as required. 2.3. Perform colour and lightening services as required, according to design concept and team leader's direction.
3. Discuss planned finished designs with team leader.	3.1. Establish specific requirements by physical and visual examination of individual models or performers. 3.2. Confirm finished hair designs appropriate to the character, performance, production or event in consultation with team leader.
4. Complete hair designs as briefed.	4.1. Maintain operator and model or performer comfort and safety during each stage of the process according to organisational procedures. 4.2. Select and use products, materials, tools and techniques to achieve established design results. 4.3. Reflect predetermined concepts in finished hair design. 4.4. Complete finished hair designs within required timeframes. 4.5. Confirm team leader and model or performer satisfaction with finished hair design.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret documents of varying complexity including design concepts, session running sheets and checklists.
Oral communication skills to:	ask open and closed probe questions and actively listen to clarify and confirm team leader instructions.
Numeracy skills to:	- calculate quantities of resources required for session - measure, mix and apply products in correct proportions.
Planning and organising skills to:	manage own timing and productivity to complete session designs on multiple models or performers within tight designated timelines.

Unit Mapping Information

SIHHIND306A Participate in a session styling team

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHIND004 Participate in session styling teams

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- assemble and package tools, equipment and products for at least one on-location session
- complete session styling tasks, under the direction of a session-styling team leader, according the technical and design brief for own individual models or performers for at least two different sessions.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- overall brief or objectives of the session
- technical and design brief for own models or performers
- key characteristics and interrelationships of the elements and principles of hair design and use in achieving hair finished hair designs
- hairdressing product range available for the session:
 - product purpose
 - action on the hair
 - mixing and application instructions
 - processing and developing times
 - role and basic content of Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
- industry practices and organisational procedures for:
 - model or performer comfort and safety with particular emphasis on:
 - using gown and towels to protect clothes
 - avoiding product contact with eyes
 - monitoring client scalp comfort and condition
 - work health and safety when working in session teams at an external venue.

Assessment Conditions

Skills must be demonstrated in venues and sites where sessions are operated; these can be:

- industry venues and sites
- venues and sites operated within a training organisation where real session events are staged in live time.

Assessment must ensure use of:

- activities that require the individual to participate in session styling teams in live time where time pressures and constraints play a key factor
- a session team leader from whom the individual takes direction
- models or performers, for whom the individual provides services during the assessment process
- a hairdressing or barbering services workstation set up at a session venue or site
- hairdressing equipment and a diverse range of tools, set up at a session styling venue or site, that match the hair design requirements of the particular session
- a diverse professional range of hair products that match the hair design requirements of the particular session
- documented:
 - overall brief or objectives of the session
 - technical and design brief for individual models or performers
 - checklists of resources required for individual session stylists
- organisational procedures for:
 - model or performer comfort and safety
 - work health and safety when working in session teams at an external venue.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate III in Hairdressing, or a Certificate III in Barbering, or a Certificate IV in Hairdressing, or be able to demonstrate equivalence of competencies and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; **or**
- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -

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SHBHREF001 Curl and volumise hair with chemical treatments

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to consult with clients, analyse hair characteristics and condition and to complete chemical treatments to add curl or body to short or medium length hair.

This unit applies to hairdressers and barbers with well-developed skills who work in hairdressing salons or barber shops. They use discretion and judgement to manage the client service and take responsibility for the outcomes of their own work.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Hair Reformation

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Consult with client and assess hair.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Access and review any existing client hair reformation history or create for new clients.
- 1.2. Determine, through discussion and questioning, nature of client dissatisfaction with current degree of hair curl or body.

- 1.3. Discuss client preferences, and expectations of desired degree of curl or body using visual aids to assist.
 - 1.4. Engage client in discussion about lifestyle and self-care factors that may impact on success of chemical reformation treatment.
 - 1.5. Visually and physically examine and analyse client hair characteristics and condition.
 - 1.6. Identify contraindications to proceeding with chemical reformation treatment and explain any present to client.
 - 1.7. Consider the interplay of the elements and principles of hair design to visualise, communicate and recommend hair reformation treatments appropriate for the client.
 - 1.8. Obtain client agreement to proceed with recommended reformation services.
2. Select products and prepare for service.
 - 2.1. Use knowledge of hair biology and cosmetic chemistry, as it applies to hair reformation treatments, to ensure effective and safe use of curling and volumising chemicals.
 - 2.2. Select rod sizes, chemical reformation and matching neutralising products according to hair analysis to achieve desired degree of curl or body.
 - 2.3. Select and prepare equipment according to product instructions and application methods to be used.
 - 2.4. Take personal precautions to prevent own skin reactions to reformation chemicals throughout preparation and reformation service.
 - 2.5. Measure and prepare reformation chemicals, according to product instructions and ensure minimal wastage.
 - 2.6. Apply wraps, towels and skin barrier cream to ensure client protection and safety.
3. Apply chemical reformation products.
 - 3.1. Maintain client and operator comfort and safety throughout reformation service according to organisational procedures.
 - 3.2. Apply products evenly at each stage in the process, according to product instructions.
 - 3.3. Section and wind hair cleanly with even tension, in a simple directional pattern, without hooked ends.
 - 3.4. Secure rods to avoid hair breakage, rubber marks or drag.
 - 3.5. Time processing of reformation products, according to product instructions, check at regular intervals and judge when desired degree of curl or body is achieved.
4. Rinse, neutralise and condition hair.
 - 4.1. Rinse hair thoroughly and evenly using tepid water to remove residual reformation chemicals.
 - 4.2. Blot excess water from hair gently and evenly without disturbing hair on rods.
 - 4.3. Measure, apply and process neutralising products, according to

- product instructions, without disturbing hair on rods.
- 4.4.Remove rods gently without undue stretch to newly reformed hair.
 - 4.5.Rinse hair thoroughly to remove residual neutralising chemicals after specified product instruction processing time.
 - 4.6.Apply conditioning products, according to product instructions.
 - 4.7.Use water resources efficiently during service and safely dispose of hazardous and other waste according to organisational procedures.
5. Review service and provide home care advice.
 - 5.1.Review service outcomes against client expectations and confirm client satisfaction with degree of curl or body.
 - 5.2.Propose remedial action in response to any client concerns and post service analysis of hair condition and appearance.
 - 5.3.Reach agreement with client on proposed solutions through positive and open communication.
 - 5.4.Advise on after service maintenance and recommend home care products.
 - 5.5.Update client history to include full details of reformation service.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret sometimes unfamiliar and detailed documents including organisational procedures, product instructions and safety data sheets.
Oral communication skills to	ask open and closed probe questions and actively listen to effectively interact with client and meet their needs.
Numeracy skills to:	- calculate and record strengths, measure and apply correct amounts of reformation chemicals and neutralisers - manage application and processing times effectively.
Planning and organising skills to:	manage own timing and productivity to complete reformation treatment services within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHREF001 Curl and volumise hair with chemical treatments

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- consult with at least four clients, each with different hair curling and volumising needs, and cumulatively complete these treatments which consistently achieve the planned degree of hair curl or body:
 - chemical treatments on hair with normal porosity
 - chemical treatments on porous hair
- for each client, complete a pre-treatment hair analysis covering the following characteristics to recommend appropriate chemical curling and volumising treatments:
 - hair and scalp condition
 - hair texture
 - hair density
 - hair porosity
 - existing natural movement and curl
 - length of hair
 - effects on hair of previous chemical services
- record the following details of the chemical hair curling or volumising service in the history for each client serviced:
 - pre-service hair analysis
 - contraindications
 - desired degree of curl or volume
 - products, strengths and processing times used
 - rods and winding techniques used
 - degree of curl or volume achieved
 - recommended home care products.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key characteristics and interrelationships of the elements and principles of hair design and use in achieving curling and volumising effects;

- elements of hair design:
 - line
 - shape
 - direction
 - size
 - texture
 - colour
- principles of hair design:
 - balance
 - gradation
 - repetition
 - contrast
 - harmony
 - dominance
 - unity
- a range of different winding techniques and how these are used to achieve different effects when curling or volumising hair:
 - fan wind
 - classic wind
 - directional wind
 - spiral wind
- hair biology, at an elementary level of understanding:
 - main functions and role of hair
 - main factors contributing to degree of curl or wave in hair
 - structure and cellular features of hair and hair follicles
 - process of hair growth and the hair growth cycle
 - characteristics of normal and damaged hair
- basic concepts of cosmetic chemistry, as they apply to effective and safe use of chemical hair curling and volumising products:
 - bonds
 - molecules
 - chemical compounds
 - chemical change
 - neutralisation
 - acids and bases
 - pH
- at an elementary level of understanding, the chemical and physical effects on hair structure and bonds, texture and curl or wave of:
 - protein fillers
 - perm solutions

- neutralisers
- post-process conditioners
- key factors that influence degree of curl or body achieved:
 - hair porosity
 - hair condition
 - rod size
 - product type and strength
 - processing time
 - environmental humidity
- contraindications to using chemical hair curling and volumising products:
 - abnormal scalp conditions, including broken or weeping areas of skin
 - hair or scalp damage from previous chemical hair treatments
 - highly porous hair
 - resistant hair
- organisation's chemical hair curling and volumising products range:
 - strengths and formulation
 - product purpose
 - action on the hair
 - application instructions
 - processing times
 - role and basic content of Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
- basic aspects of local government, state or territory health regulations applicable to providing chemical hair reformation services
- industry practices and organisational procedures for:
 - client comfort and safety with particular emphasis on:
 - using gown and towels to protect client clothes
 - application of barrier creams to face and neckline
 - avoiding product contact with eyes
 - monitoring client scalp comfort and condition
 - work health and safety for providing chemical hair reformation treatments, with particular emphasis on:
 - avoiding product contact with operator eyes and skin
 - avoiding inhalation of fumes during product preparation and application
 - using correct posture and adjusting height of client chair to avoid fatigue and injury
 - using correct techniques to hold, grip and manipulate hair reformation tools to avoid fatigue and injury
 - minimising wastage of chemical reformation products
 - water efficiency
 - waste disposal with particular emphasis on environmentally sound disposal methods for hazardous and other hairdressing waste.

Assessment Conditions

Skills must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- paying clients with different hair curling or volumising requirements; these can be:
 - clients in a hairdressing or barbering industry workplace, or
 - clients in a simulated hairdressing or barbering workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- sufficient client traffic to allow for prioritisation of tasks so that clients are serviced effectively in a logical sequence
- activities that require the individual to work with commercial speed, timing and productivity to:
 - deal with multiple tasks simultaneously
 - complete client services within designated timeframes that reflect accepted industry practice
- a ventilated product preparation area with:
 - preparation benches
 - product storage areas including secure storage for hazardous substances
 - washing up sink with hot and cold running water for cleaning equipment
 - operator hand washing facilities:
 - basin with hot and cold running water
 - liquid soap
 - single use towels or hand dryer
 - a diverse professional range of chemical hair curling and volumising products of various strengths to include:
 - pre-perm porosity treatments
 - alkaline perms
 - acid perms
 - neutralisers
- a hairdressing or barbering services workstation with:
 - one mirror per workstation
 - one adjustable client services chair per workstation
 - clean client gowns or wraps
 - clean client towels
- one operator trolley per workstation stocked with:

- applicator brushes
- cotton wool
- plastic bowls
- perm papers
- perm rods of various sizes
- personal protective equipment:
 - apron
 - disposable safety masks or safety goggles
 - rubber or disposable gloves
 - skin barrier cream
- a basin services area with:
 - shampoo back wash basins with hot and cold running water and adjustable temperature controls
 - shampoo hoses or spray attachments
 - client shampoo chairs or couches
 - clean client gowns or wraps
 - clean client towels
 - a diverse professional range of:
 - pre-process shampoos and softeners
 - post-process conditioning products
- product:
 - instructions
 - Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
- template client history records
- organisational procedures for:
 - client comfort and safety
 - work health and safety for providing chemical hair reformation treatments
 - waste minimisation
 - water efficiency
 - disposal of hazardous and other waste.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and;

- hold a Certificate III in Hairdressing, or a Certificate III in Barbering, or a Certificate IV in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; or

- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHREF002 Straighten and relax hair with chemical treatments

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to consult with clients, analyse hair characteristics and condition and to complete chemical treatments to reduce curl or wave in the hair. Treatments can be for untreated naturally curly or wavy hair or for chemically treated hair.

This unit applies to hairdressers and barbers with well-developed skills who work in hairdressing salons or barber shops. They use discretion and judgement to manage the client service and take responsibility for the outcomes of their own work.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Hair Reformation

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Consult with client and assess hair.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Access and review any existing client hair reformation history or create for new clients.

- 1.2. Determine, through discussion and questioning, nature of client dissatisfaction with current degree of hair curl or wave.
 - 1.3. Discuss client preferences, and expectations of desired degree of relaxation of curl or wave using visual aids to assist.
 - 1.4. Engage client in discussion about lifestyle and self-care factors that may impact on success of chemical reformation treatment.
 - 1.5. Visually and physically examine and analyse client hair characteristics and condition.
 - 1.6. Identify contraindications to proceeding with chemical reformation treatment and explain any present to client.
 - 1.7. Consider the interplay of the elements and principles of hair design to visualise, communicate and recommend hair straightening treatments appropriate for the client.
 - 1.8. Obtain client agreement to proceed with recommended straightening services.
2. Select products and prepare for service.
 - 2.1. Use knowledge of hair biology and cosmetic chemistry, as it applies to hair reformation treatments, to ensure effective and safe use of straightening chemicals.
 - 2.2. Select chemical straightening, relaxing and matching neutralising products according to hair analysis to achieve desired degree of relaxation of curl or wave.
 - 2.3. Select and prepare equipment according to product instructions and relaxation methods to be used.
 - 2.4. Take personal precautions to prevent own skin reactions to reformation chemicals throughout preparation and reformation service.
 - 2.5. Measure and prepare reformation chemicals, according to product instructions and ensure minimal wastage.
 - 2.6. Apply wraps, towels and skin barrier cream to ensure client protection and safety.
3. Apply chemical straightening and relaxing products.
 - 3.1. Maintain client and operator comfort and safety throughout reformation service according to organisational procedures.
 - 3.2. Apply pre-process fillers according to product instructions, where consistent with hair analysis.
 - 3.3. Apply chemical straightening product evenly in a predetermined pattern and gently comb hair without stretch.
 - 3.4. Time processing of reformation products, according to product instructions, check at regular intervals and judge when desired degree of relaxation is achieved.
 - 3.5. Prior to final development, gently smooth hair in a predetermined pattern using recommended smoothing technique indicated in product instructions.
4. Rinse, neutralise and
 - 4.1. Rinse hair thoroughly and evenly using tepid water to remove

condition hair.	residual reformation chemicals.
	4.2. Complete the rebonding process using recommended smoothing technique indicated in product instructions.
	4.3. Measure, apply and process neutralising products, according to product instructions.
	4.4. Rinse hair thoroughly to remove residual neutralising chemicals after specified product instruction processing time.
	4.5. Apply conditioning products, according to product instructions.
	4.6. Use water resources efficiently during service and safely dispose of hazardous and other waste according to organisational procedures.
5. Review service and provide home care advice.	5.1. Review service outcomes against client expectations and confirm client satisfaction with degree of relaxation of curl or wave.
	5.2. Propose remedial action in response to any client concerns and post service analysis of hair condition and appearance.
	5.3. Reach agreement with client on proposed solutions through positive and open communication.
	5.4. Advise on after service maintenance and recommend home care products.
	5.5. Update client history to include full details of reformation service.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skills	Description
Reading skills to:	interpret sometimes unfamiliar and detailed documents including organisational procedures, product instructions and safety data sheets.
Oral communication skills to:	ask open and closed probe questions and actively listen to effectively interact with client and meet their needs.
Numeracy skills to:	- calculate and record strengths, measure and apply correct amounts of reformation chemicals and neutralisers - manage application and processing times effectively.
Planning and organising skills to:	manage own timing and productivity to complete reformation treatment services within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHREF002 Straighten and relax hair with chemical treatments

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- consult with at least four clients, each with different hair straightening needs, and cumulatively complete these treatments which consistently achieve the planned degree of hair straightening or relaxation and without hair breakage:
 - chemical treatments on untreated natural curly or wavy hair
 - chemical treatments on chemically treated hair
 - chemical treatments on strong or resistant natural curls
- for each client, complete a pre-treatment hair analysis covering the following characteristics to recommend appropriate chemical straightening treatments:
 - hair and scalp condition
 - hair texture
 - hair density
 - hair porosity
 - degree of curl or wave
 - length of hair
 - effects on hair of previous chemical services
- record the following details of the chemical straightening service in the history for each client serviced:
 - pre-service hair analysis
 - contraindications
 - desired degree of relaxation
 - products, strengths and processing times used
 - straightening methods used
 - degree of relaxation achieved
 - recommended home care products.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key characteristics and interrelationships of the elements and principles of hair design and use in achieving hair straightening and relaxation effects;
 - elements of hair design:
 - line
 - shape
 - direction
 - size
 - texture
 - colour
 - principles of hair design:
 - balance
 - gradation
 - repetition
 - contrast
 - harmony
 - dominance
 - unity
- hair biology, at an elementary level of understanding:
 - main functions and role of hair
 - main factors contributing to degree of curl or wave in hair
 - structure and cellular features of hair and hair follicles
 - process of hair growth and the hair growth cycle
 - characteristics of normal and damaged hair
- physical effects of chemical products and treatments on the skin
- main structure, functions and role of the skin and glands:
 - skin surface anatomy
 - major epidermal appendages and dermal structures
 - major cells of the epidermis
 - role of vascular, connective and nervous tissue in the dermis
 - distribution and development of skin glands
 - production, composition and functions of sebum
 - production, composition and functions of eccrine and apocrine sweat fluids
- basic concepts of cosmetic chemistry, as they apply to effective and safe use of chemical straightening products:
 - bonds
 - molecules
 - chemical compounds
 - chemical change
 - neutralisation
 - acids and bases

- pH
- at an elementary level of understanding, the chemical and physical effects on hair structure and bonds, texture and curl or wave of:
 - protein fillers
 - chemical straightening and relaxing products
 - post-process conditioners
 - neutralisers
 - application of heat
- key factors that influence degree of relaxation achieved:
 - hair porosity
 - hair condition
 - degree of initial curl or wave
 - product type and strength
 - processing time
 - environmental humidity
 - smoothing and re-bonding methods
- contraindications to using chemical hair straightening products:
 - abnormal scalp conditions, including broken or weeping areas of skin
 - hair or scalp damage from previous chemical hair treatments
 - highly porous hair
 - resistant hair
- organisation's chemical hair straightening products range:
 - strengths and formulation
 - product purpose
 - action on the hair
 - application instructions
 - processing times
 - role and basic content of Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
- basic aspects of local government, state or territory health regulations applicable to providing chemical hair reformation services
- industry practices and organisational procedures for:
 - client comfort and safety with particular emphasis on:
 - using gown and towels to protect client clothes
 - application of barrier creams to face and neckline
 - avoiding product contact with eyes
 - avoiding hair breakage by application 1cm from hair root
 - monitoring client scalp comfort and condition
 - work health and safety for providing chemical hair straightening treatments, with particular emphasis on:

- avoiding product contact with operator eyes and skin
- avoiding inhalation of fumes during product preparation and application
- using correct posture and adjusting height of client chair to avoid fatigue and injury
- using correct techniques to hold, grip and manipulate hair reformation tools to avoid fatigue and injury
- minimising wastage of chemical straightening products
- water efficiency
- waste disposal with particular emphasis on environmentally sound disposal methods for hazardous and other hairdressing waste.

Assessment Conditions

Skills must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- paying clients with different hair straightening requirements; these can be:
 - clients in a hairdressing or barbering industry workplace, or
 - clients in a simulated hairdressing or barbering workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- sufficient client traffic to allow for prioritisation of tasks so that clients are serviced effectively in a logical sequence
- activities that require the individual to work with commercial speed, timing and productivity to:
 - deal with multiple tasks simultaneously
 - complete client services within designated timeframes that reflect accepted industry practice
- a ventilated product preparation area with:
 - preparation benches
 - product storage areas including secure storage for hazardous substances
 - washing up sink with hot and cold running water for cleaning equipment
 - operator hand washing facilities:
 - basin with hot and cold running water
 - liquid soap
 - single use towels or hand dryer
 - a diverse professional range of chemical straightening products of various strengths to include:
 - pre-process fillers

- curl relaxers for chemically treated hair
- hair straighteners for untreated naturally curly or wavy hair
- hair straighteners for strong or resistant natural curls
- neutralisers
- a hairdressing or barbering services workstation with this equipment and consumables:
 - one mirror per workstation
 - one adjustable client services chair per workstation
 - one blow dryer per workstation
 - clean client gowns or wraps
 - clean client towels
- one operator trolley per workstation stocked with:
 - applicator brushes
 - cotton wool
 - medium-toothed combs with even edges
 - plastic bowls
 - straightening boards
 - personal protective equipment:
 - apron
 - disposable safety masks or safety goggles
 - rubber or disposable gloves
 - skin barrier cream
- a basin services area with:
 - shampoo back wash basins with hot and cold running water and adjustable temperature controls
 - shampoo hoses or spray attachments
 - client shampoo chairs or couches
 - clean client gowns or wraps
 - clean client towels
 - a diverse professional range of:
 - pre-process shampoos and softeners
 - post-process conditioning products
- product:
 - instructions
 - Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
- template client history records
- organisational procedures for:
 - client comfort and safety
 - work health and safety for providing chemical straightening treatments
 - waste minimisation

- water efficiency
- disposal of hazardous and other waste.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate III in Hairdressing, or a Certificate III in Barbering, or a Certificate IV in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; or
- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHREF003 Straighten and relax hair with protein treatments

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to consult with clients, analyse hair characteristics and condition and to complete protein treatments to reduce curl or wave in the hair. Treatments can be for untreated naturally curly or wavy hair or for chemically treated hair.

This unit applies to hairdressers and barbers with well-developed skills who work in hairdressing salons or barber shops. They use discretion and judgement to manage the client service and take responsibility for the outcomes of their own work.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Hair Reformation

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Consult with client and assess hair.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Access and review any existing client hair straightening history or create for new clients.
- 1.2. Determine, through discussion and questioning, nature of

- client dissatisfaction with current degree of hair curl or wave.
- 1.3. Discuss client preferences, and expectations of desired degree of relaxation of curl or wave using visual aids to assist.
 - 1.4. Engage client in discussion about lifestyle and self-care factors that may impact on success of protein straightening treatment.
 - 1.5. Visually and physically examine and analyse client hair characteristics and condition.
 - 1.6. Identify contraindications to proceeding with protein straightening treatment and explain any present to client.
 - 1.7. Consider the interplay of the elements and principles of hair design to visualise, communicate and recommend hair straightening treatments appropriate for the client.
 - 1.8. Advise achievable degree of straightening, time period it will last and obtain client agreement to proceed with recommended straightening services.
2. Select products and prepare for service.
 - 2.1. Use knowledge of hair biology and cosmetic chemistry, as it applies to hair reformation treatments, to ensure effective and safe use of protein straightening products.
 - 2.2. Select protein straightening and relaxing products according to hair analysis to achieve desired degree of relaxation of curl or wave.
 - 2.3. Select and prepare equipment according to product instructions and relaxation methods to be used.
 - 2.4. Take personal precautions to prevent own skin reactions to protein products throughout preparation and service.
 - 2.5. Measure and prepare straightening and relaxing products, according to product instructions and ensure minimal wastage.
 - 2.6. Apply wraps, towels and skin barrier cream to ensure client protection and safety.
 3. Apply, process and set protein straightening products.
 - 3.1. Maintain client and operator comfort and safety throughout straightening service according to organisational procedures.
 - 3.2. Section hair and apply product evenly in a sequence from roots to ends using recommended smoothing technique indicated in product instructions.
 - 3.3. Time processing of straightening products, according to product instructions, check at regular intervals and judge when desired degree of relaxation is achieved.
 - 3.4. Dry the hair thoroughly and flat iron to complete straightening process.
 - 3.5. Dispose of hazardous and other waste safely according to organisational procedures.

4. Review service and provide home care advice.
 - 4.1. Review service outcomes against client expectations and confirm client satisfaction with degree of relaxation of curl or wave.
 - 4.2. Propose remedial action in response to any client concerns and post service analysis of hair condition and appearance.
 - 4.3. Reach agreement with client on proposed solutions through positive and open communication.
 - 4.4. Advise on after service maintenance and recommend home care products.
 - 4.5. Update client history to include full details of straightening service.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret sometimes unfamiliar and detailed documents including organisational procedures, product instructions and safety data sheets.
Oral communication skills to:	ask open and closed probe questions and actively listen to effectively interact with client and meet their needs.
Numeracy skills to:	- measure and apply correct amounts of protein straightening products - manage application and processing times effectively.
Planning and organising skills to:	manage own timing and productivity to complete reformation treatment services within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHREF003 Straighten and relax hair with protein treatments

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- consult with at least four clients, each with different hair straightening needs, and cumulatively complete these treatments which consistently achieve the planned degree of hair straightening or relaxation and without hair breakage:
 - protein treatments on untreated natural curly or wavy hair
 - protein treatments on chemically treated hair
 - protein treatments on strong or resistant natural curls
- for each client, complete a pre-treatment hair analysis covering the following characteristics to recommend appropriate protein straightening treatments:
 - hair and scalp condition
 - hair texture
 - hair density
 - hair porosity
 - degree of curl or wave
 - length of hair
 - effects on hair of previous chemical services
- record the following details of the protein straightening service in the history for each client serviced:
 - pre-service hair analysis
 - contraindications
 - desired degree of relaxation
 - products and processing times used
 - straightening methods used
 - degree of relaxation achieved
 - recommended home care products.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key characteristics and interrelationships of the elements and principles of hair design and use in achieving hair straightening and relaxation effects;
 - elements of hair design:
 - line
 - shape
 - direction
 - size
 - texture
 - colour
 - principles of hair design:
 - balance
 - gradation
 - repetition
 - contrast
 - harmony
 - dominance
 - unity
- hair biology, at an elementary level of understanding:
 - main functions and role of hair
 - main factors contributing to degree of curl or wave in hair
 - structure and cellular features of hair and hair follicles
 - process of hair growth and the hair growth cycle
 - characteristics of normal and damaged hair
- at an elementary level of understanding, the physical effects on hair structure and bonds, texture and curl or wave of:
 - protein straightening and relaxing products
 - post-process conditioners
 - booster sprays
 - application of heat
- key factors that influence degree of relaxation achieved:
 - hair porosity
 - hair condition
 - degree of initial curl or wave
 - product type
 - processing time
 - environmental humidity
 - smoothing methods
- contraindications to using protein hair straightening products
- organisation's protein hair straightening products range:
 - formulation

- product purpose
- action on the hair
- application instructions
- processing times
- role and basic content of Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
- basic aspects of local government, state or territory health regulations applicable to providing hair reformation services
- industry practices and organisational procedures for:
 - client comfort and safety with particular emphasis on:
 - using gown and towels to protect client clothes
 - application of barrier creams to face and neckline
 - avoiding product contact with eyes
 - avoiding hair breakage by application 1cm from hair root
 - monitoring client scalp comfort and condition
 - work health and safety for providing protein hair straightening treatments, with particular emphasis on:
 - avoiding product contact with operator eyes and skin
 - using correct posture and adjusting height of client chair to avoid fatigue and injury
 - using correct techniques to hold, grip and manipulate hair reformation tools to avoid fatigue and injury
 - minimising wastage of protein straightening products
 - waste disposal with particular emphasis on environmentally sound disposal methods.

Assessment Conditions

Skills must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace; or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- paying clients with different hair straightening requirements; these can be:
 - clients in a hairdressing or barbering industry workplace, or
 - clients in a simulated hairdressing or barbering workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- sufficient client traffic to allow for prioritisation of tasks so that clients are serviced effectively in a logical sequence
- activities that require the individual to work with commercial speed, timing and productivity to:

- deal with multiple tasks simultaneously
- complete client services within designated timeframes that reflect accepted industry practice
- a product preparation area with:
 - preparation benches
 - product storage areas
 - washing up sink with hot and cold running water for cleaning equipment
 - operator hand washing facilities:
 - basin with hot and cold running water
 - liquid soap
 - single use towels or hand dryer
 - a diverse professional range of protein straightening products to include:
 - protein smoothing treatments
 - booster sprays
- a hairdressing or barbering services workstation with:
 - one mirror per workstation
 - one adjustable client services chair per workstation
 - one blow dryer per workstation
 - one thermal straightening tool per workstation
 - clean client gowns or wraps
 - clean client towels
- one operator trolley per workstation stocked with:
 - applicator brushes
 - cotton wool
 - medium-toothed combs with even edges
 - plastic bowls
 - sectioning clips
 - straightening boards
 - tail comb
 - paddle or vent brush
 - personal protective equipment:
 - apron
 - rubber or disposable gloves
 - skin barrier cream
- product:
 - instructions
 - Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
- template client history records
- organisational procedures for:

- client comfort and safety
- work health and safety for providing protein straightening treatments
- waste minimisation
- disposal of hazardous and other waste.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate III in Hairdressing, or a Certificate III in Barbering, or a Certificate IV in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; or
- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

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SHBHREF004 Enhance hair designs using chemical reformation techniques

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to create contemporary and classic hair designs, for a range of structures and lengths, enhanced by the creative application of chemical hair reformation treatments. It involves using chemical curling, volumising, straightening and relaxing techniques.

This unit applies to senior hairdressers and barbers who work in salons or as session stylists or technical advisors to product companies. They work independently, have considerable specialist skills and knowledge and provide technical leadership, training and support to team members.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Hair Reformation

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Develop advanced

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Develop and maintain chemical hair reformation product

product knowledge, designs and techniques.	knowledge.
	1.2.Research hair designs which incorporate chemical reformation and develop own designs and techniques.
	1.3.Share new knowledge and techniques with other staff members.
2. Consult with client and assess hair.	2.1.Access and review any existing client hair reformation history or create for new clients.
	2.2.Determine, through discussion and questioning, nature of client dissatisfaction with current degree of hair curl, wave or body.
	2.3.Discuss client preferences, and expectations of desired finished result using visual aids to assist.
	2.4.Engage client in discussion about lifestyle and self-care factors that may impact on success of chemical reformation treatment.
	2.5.Visually and physically examine and analyse client hair characteristics and condition.
	2.6.Evaluate planned or existing haircut structure for suitability of curling, volumising, straightening or relaxing effects.
	2.7.Consider the interplay of the elements and principles of hair design to visualise, communicate and recommend hair reformation treatments appropriate for the client.
	2.8.Determine the best design and obtain client agreement to proceed with recommended reformation services.
3. Select products and prepare for service.	3.1.Use knowledge of hair biology and cosmetic chemistry, as it applies to hair reformation treatments, to ensure effective and safe use of chemicals.
	3.2.Select chemical reformation and matching neutralising products to match hair analysis and planned design.
	3.3.Select and prepare equipment according to product instructions and application methods to be used.
	3.4.Take personal precautions to prevent own skin reactions to reformation chemicals throughout preparation and reformation service.
	3.5.Measure and prepare reformation chemicals, according to product instructions and ensure minimal wastage.
	3.6.Apply wraps, towels and skin barrier cream to ensure client protection and safety.
4. Apply products using creative techniques.	4.1.Maintain client and operator comfort and safety throughout reformation service according to organisational procedures.
	4.2.Select and use creative curling, volumising, straightening or relaxing techniques according to planned design.
	4.3.Apply products evenly at each stage in the process,

- according to product instructions.
- 4.4. Time processing of reformation products, according to product instructions, check at regular intervals and judge when desired finished result is achieved.
5. Rinse, neutralise and condition hair.
- 5.1. Rinse hair thoroughly and evenly using tepid water to remove residual reformation chemicals.
- 5.2. Measure, apply and process neutralising products, according to product instructions.
- 5.3. Rinse hair thoroughly to remove residual neutralising chemicals after specified product instruction processing time.
- 5.4. Apply conditioning products, according to product instructions.
- 5.5. Use water resources efficiently during service and safely dispose of hazardous and other waste according to organisational procedures.
6. Finish designs and service.
- 6.1. Select finishing tools and techniques and use to achieve planned designs to client satisfaction.
- 6.2. Review service outcomes against client design expectations and confirm client satisfaction with result.
- 6.3. Propose remedial action in response to any client concerns and post service analysis of hair condition and appearance.
- 6.4. Reach agreement with client on proposed solutions through positive and open communication.
- 6.5. Advise on after service maintenance and recommend home care products.
- 6.6. Update client history to include full details of reformation service.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	- interpret and analyse complex documents about creative hair design trends, chemical reformation techniques and products - interpret sometimes unfamiliar and detailed documents including organisational procedures, product instructions and safety data sheets.
Oral communication	ask open and closed probe questions and actively listen to

skills to:	effectively interact with client and meet their needs
	• clearly represent complex and creative design concepts to clients and other hairdressers.
Numeracy skills to:	• calculate and record strengths, measure and apply correct amounts of reformation chemicals and neutralisers • manage application and processing times effectively.
Initiative and enterprise skills to:	• proactively use opportunities to update knowledge of a creative approach to hair reformation services.
Planning and organising skills to:	• collect and evaluate research information to inform own creative hair designs which incorporate chemical reformation • manage own timing and productivity to complete creative reformation services within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHREF004 Enhance hair designs using chemical reformation techniques

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete a research project, using information from at least three different sources, to identify, explore and complete a written report on:
 - current chemical hair curling, volumising and straightening products and techniques and use in enhancing classic and creative hair designs
 - new and emerging products, techniques and creative hair designs which incorporate chemical reformation
- develop a creative hair design, which incorporates chemical reformation, for each of these haircut structures:
 - short
 - medium
 - long
 - solid form
 - layered
 - graduated
- incorporate these hair reformation enhancements cumulatively within the above suite of designs:
 - full head
 - partial head
 - changes in texture
 - adding curl root to point (spiral)
 - adding curl or volume point to root
 - adding waves
 - relaxing natural curl
 - increasing body
 - increasing volume
- consult with at least four clients, each with different haircut structures and hair reformation preferences, and complete reformation services using creative techniques to enhance their hair designs
- for each client, complete a pre-treatment hair analysis covering the following characteristics to recommend appropriate reformation treatments:

- hair and scalp condition
- hair texture
- hair density
- hair porosity
- degree of curl or wave
- length of hair
- effects on hair of previous chemical services
- record the following details of the chemical reformation service in the history for each client serviced:
 - pre-service hair analysis
 - contraindications
 - desired degree of curl, wave or relaxation
 - products, strengths and processing times used
 - tools and techniques used
 - degree of curl, wave or relaxation achieved
 - recommended home care products.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key characteristics and interrelationships of the elements and principles of hair design and use in achieving creative hair designs which incorporate chemical reformation;
 - elements of hair design:
 - line
 - shape
 - direction
 - size
 - texture
 - colour
 - principles of hair design:
 - balance
 - gradation
 - repetition
 - contrast
 - harmony
 - dominance
 - unity
- a wide range of chemical texturising and straightening techniques and effects on different haircut structures

- a range of different winding techniques and how these are used to achieve different effects when curling or volumising hair:
 - fan wind
 - classic wind
 - directional wind
 - spiral wind
- hair biology, at an elementary level of understanding:
 - main functions and role of hair
 - main factors contributing to degree of curl or wave in hair
 - structure and cellular features of hair and hair follicles
 - process of hair growth and the hair growth cycle
 - characteristics of normal and damaged hair
- basic concepts of cosmetic chemistry, as they apply to effective and safe use of chemical reformation products:
 - bonds
 - molecules
 - chemical compounds
 - chemical change
 - neutralisation
 - acids and bases
 - pH
- at an elementary level of understanding, the chemical and physical effects on hair structure and bonds, texture and curl or wave of:
 - protein fillers
 - perm solutions
 - chemical straightening and relaxing products
 - post-process conditioners
 - neutralisers
 - anti-frizz products
 - styling gels
 - application of heat
- key factors that influence degree of curl, body and relaxation achieved:
 - hair porosity
 - hair condition
 - product type and strength
 - processing time
 - environmental humidity
 - tools and techniques used
- contraindications to using chemical hair reformation products:
 - abnormal scalp conditions, including broken or weeping areas of skin

- hair or scalp damage from previous chemical hair treatments
- highly porous hair
- resistant hair
- organisation's chemical hair curling, volumising and straightening products range:
 - strengths and formulation
 - product purpose
 - action on the hair
 - limitations to achieving desired result
 - application instructions
 - processing times
 - role and basic content of Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
- basic aspects of local government, state or territory health regulations applicable to providing chemical hair reformation services
- industry practices and organisational procedures for:
 - client comfort and safety with particular emphasis on:
 - using gown and towels to protect client clothes
 - application of barrier creams to face and neckline
 - avoiding product contact with eyes
 - avoiding hair breakage by application 1cm from hair root
 - monitoring client scalp comfort and condition
 - work health and safety for providing chemical reformation treatments, with particular emphasis on:
 - avoiding product contact with operator eyes and skin
 - avoiding inhalation of fumes during product preparation and application
 - using correct posture and adjusting height of client chair to avoid fatigue and injury
 - using correct techniques to hold, grip and manipulate hair reformation tools to avoid fatigue and injury
 - minimising wastage of chemical reformation products
 - water efficiency
 - waste disposal with particular emphasis on environmentally sound disposal methods for hazardous and other hairdressing waste.

Assessment Conditions

Skills must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace; or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- paying clients with different hair curling, volumising and straightening requirements; these can be:
 - clients in a hairdressing or barbering industry workplace, or
 - clients in a simulated hairdressing or barbering workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- activities that require the individual to work with commercial speed, timing and productivity to complete client services within designated timeframes that reflect accepted industry practice
- a ventilated product preparation area with:
 - preparation benches
 - product storage areas including secure storage for hazardous substances
 - washing up sink with hot and cold running water for cleaning equipment
 - operator hand washing facilities:
 - basin with hot and cold running water
 - liquid soap
 - single use towels or hand dryer
 - a diverse professional range of chemical hair curling and volumising products of various strengths to include:
 - pre-perm porosity treatments
 - alkaline perms
 - acid perms
 - neutralisers
 - a diverse professional range of chemical straightening products of various strengths to include:
 - pre-process fillers
 - curl relaxers for chemically treated hair
 - hair straighteners for untreated naturally curly or wavy hair
 - hair straighteners for strong or resistant natural curls
 - neutralisers
- a hairdressing or barbering services workstation with:
 - one mirror per workstation
 - one adjustable client services chair per workstation
 - one blow dryer per workstation
 - heat lamps
 - heat diffuser
 - clean client gowns or wraps
 - clean client towels
- one operator trolley per workstation stocked with:
 - applicator brushes
 - cotton wool

- hair rollers of different sizes
- medium-toothed combs with even edges
- perm papers
- perm rods of various sizes
- pin curl clips
- plastic bowls
- straightening boards
- post process styling products
- personal protective equipment:
 - apron
 - disposable safety masks or safety goggles
 - rubber or disposable gloves
 - skin barrier cream
- a basin services area with:
 - shampoo back wash basins with hot and cold running water and adjustable temperature controls
 - shampoo hoses or spray attachments
 - client shampoo chairs or couches
 - clean client gowns or wraps
 - clean client towels
 - a diverse professional range of:
 - pre-process shampoos and softeners
 - post process conditioning products
- product:
 - instructions
 - Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
- template client history records
- organisational procedures for:
 - client comfort and safety
 - work health and safety for providing chemical reformation treatments
 - waste minimisation
 - water efficiency
 - disposal of hazardous and other waste.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate IV qualification in Hairdressing, or be able to demonstrate equivalence of competencies; and

- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; or
- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHREF005 Rinse and neutralise chemically restructured hair

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to rinse chemical reformation products from client hair, apply and rinse neutralising products and condition hair with post treatment products.

This unit applies to salon assistants who work in hairdressing or barber salons under close supervision and with guidance from more experienced or senior hairdressers or barbers. They use little judgement and follow instructions specified by the hairdresser or barber who has completed the hair reformation service.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Hair Reformation

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Prepare for client service.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Discuss rinsing, neutralising and conditioning requirements and confirm supervising hairdresser or barber instructions.
- 1.2. Apply wraps and towels to ensure client protection and safety.

	1.3.Position client's neck and head to ensure access to hair, scalp, forehead and nape and maintain client comfort and safety.
2. Rinse reformation product from hair.	2.1.Take personal precautions to prevent operator skin reactions to chemicals, according to organisational procedures. 2.2.Rinse hair thoroughly and evenly using tepid water to remove residual reformation chemicals. 2.3.Control water temperature, flow and direction. 2.4.Blot excess water from hair gently and evenly without disturbing hair on rods.
3. Neutralise, rinse and condition hair.	3.1.Select neutralising products to match reformation products and according to supervisor instructions. 3.2.Measure, apply and process neutralising products, according to product and supervisor instructions, without disturbing hair on rods. 3.3.Remove rods gently without undue stretch to newly reformed hair. 3.4.Rinse hair thoroughly to remove residual neutralising chemicals after specified product instruction processing time. 3.5.Apply and remove conditioning products according to product and supervisor instructions. 3.6.Absorb excess water with towels and use a large wide-tooth comb to gently untangle hair from underneath and from ends to roots. 3.7.Throughout service, use products to minimise waste and water resources efficiently. 3.8.Dispose of hazardous and other waste safely according to organisational procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret sometimes unfamiliar and detailed documents including organisational procedures, product instructions and safety data sheets.
Oral communication skills to:	ask open and closed probe questions and actively listen to clarify and confirm service instructions.
Numeracy skills to:	- measure and apply products in proportions that minimise waste - calculate and follow processing times and time allowed to

- complete client service.
- Planning and organising skills to:
- logically sequence stages of preparation and service using supervisor's instructions to guide activities.

Unit Mapping Information

SIHHHRS201A Rinse and neutralise chemically restructured hair

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHREF005 Rinse and neutralise chemically restructured hair

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- for at least four clients, correctly comprehend, confirm and follow instructions from a supervising hairdresser or barber to:
 - rinse chemical reformation products from hair
 - apply and rinse neutralising products; and
 - condition hair with post treatment products.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisation's neutralising and conditioning products:
 - product purpose
 - action on the hair; how neutralising products set the reformed shape of the hair
 - application instructions
 - processing times
 - role and basic content of Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
- industry practices and organisational procedures for:
 - client comfort and safety with particular emphasis on:
 - using gown and towels to protect client clothes
 - avoiding product contact with eyes
 - monitoring client head, neck and scalp comfort
 - work health and safety for providing chemical hair reformation treatments, with particular emphasis on:
 - avoiding product contact with operator eyes and skin
 - avoiding inhalation of fumes during application
 - using correct posture to avoid fatigue and injury
 - minimising wastage of neutralising and conditioning products
 - water efficiency

- waste disposal with particular emphasis on environmentally sound disposal methods for hazardous and other hairdressing waste.

Assessment Conditions

Skills must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- a supervising hairdresser or barber from whom the individual takes instructions
- paying clients with different hair reformation requirements; these can be:
 - clients in a hairdressing or barbering industry workplace, or
 - clients in a simulated hairdressing or barbering workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- sufficient client traffic to allow for prioritisation of tasks so that clients are serviced effectively in a logical sequence
- activities that require the individual to work with commercial speed, timing and productivity to:
 - deal with multiple tasks simultaneously
 - complete client services within designated timeframes that reflect accepted industry practice
- a basin services area with:
 - shampoo back wash basins with hot and cold running water and adjustable temperature controls
 - shampoo hoses or spray attachments
 - client shampoo chairs or couches
 - clean client gowns or wraps
 - clean client towels
 - a diverse professional range of neutralisers
 - a diverse professional range of conditioning products used after reformation treatments
- product:
 - instructions
 - Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
- organisational procedures for:
 - client comfort, safety and hygiene
 - work health, safety and hygiene for providing chemical hair reformation treatments
 - waste minimisation

- water efficiency
- disposal of hazardous and other waste.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate III in Hairdressing, or a Certificate III in Barbering, or a Certificate IV in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; or
- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHTLS001 Provide technical leadership to hairdressing teams

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to provide technical direction to team members providing a range of client services. It also involves improving own technical skills via professional development activities.

This unit applies to senior hairdressers and barbers who work in salons, or as session stylists, or technical advisors to product companies. They work independently, have considerable specialist skills and knowledge and provide technical leadership, training and support to team members.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Technical Leadership

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Model high standards of professional competence.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Work with professional technical and service proficiency according to organisational service values.
- 1.2. Act as a positive role model for others through professional

- performance.
2. Provide technical direction to manage client services.
 - 2.1. Assist team members to assess client needs and characteristics to determine optimum recommendations for client service.
 - 2.2. Encourage and value all contributions towards planning the client service.
 - 2.3. Monitor provision of client services, provide technical advice and assist team members with technical questions.
 - 2.4. Examine and assess referred technical problems professionally and positively.
 - 2.5. Determine technical resolution and communicate to team members unambiguously and concisely.
 - 2.6. Review client service outcomes and provide feedback to team members.
 - 2.7. Contribute to technical skills development of team members through ongoing demonstration of techniques, coaching and supervision.
 3. Enhance own technical proficiency.
 - 3.1. Seek and consider constructive criticism to improve own professional competence and technical skills.
 - 3.2. Engage in a range of professional development activities, industry networks and events to improve own professional technical competence.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Oral communication skills to:	- ask open and closed probe questions and actively listen to clarify ambiguities and understand technical problems - resolve technical problems in a professional and constructive manner.
Planning and organising skills to:	manage own timing and productivity to effectively monitor the provision of multiple client services.

Unit Mapping Information

SIHHTLS401A Provide technical leadership within the hairdressing context.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHTLS001 Provide technical leadership to hairdressing teams

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- take responsibility for the technical direction of a hairdressing or barbering team over six, three hour work periods
- across those work periods, cumulatively, monitor provision of services, provide technical advice and assist team members with technical questions for the following client services:
 - client consultation
 - haircutting
 - haircolouring or lightening
 - hair styling and finishing
- across those work periods, cumulatively:
 - resolve any technical issues that require remedial client action
 - review client service outcomes for six clients and provide feedback to individual team members providing services
 - coach team members by demonstrating techniques for three different hairdressing or barbering services
- source three different professional development opportunities to improve personal technical skills.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- for industry and the organisation in particular:
 - personal services values and business objectives
 - client service and complaint resolution policies and procedures
 - practices for managing quality assurance of client services
- concepts of continuous improvement for technical delivery of hair services and how to manage this at an operational level
- problem-solving and decision-making processes and techniques and application to typical technical hair service issues
- different leadership styles and characteristics of effective technical leadership

- techniques for motivating team members to achieve technical proficiency and provide quality client service outcomes:
 - involving individuals and teams in decision making processes
 - providing encouragement and opportunities for skill development
 - recognising abilities, achievements and positive workplace behaviour
 - providing encouragement, constructive criticism and coaching.

Assessment Conditions

Skills must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace, or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public, or
- industry venues and sites where session events are operated, or
- session venues and sites operated within a training organisation where real session events are staged in live time.

Assessment must ensure use of:

- paying clients with different service requirements; these can be:
 - clients in a hairdressing or barbering industry workplace, or
 - clients in a simulated hairdressing or barbering workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business, or
 - models or performers in a session styling setting
- a team whose technical performance is the responsibility of the individual; this can comprise:
 - team members in a hairdressing or barbering industry workplace, or
 - people who participate as team members in a simulated hairdressing or barbering workplace, or
 - people who participate in session styling events
- sufficient client traffic to allow for prioritisation of tasks so that clients are serviced effectively in a logical sequence
- activities that require the individual to work with commercial speed, timing and productivity to:
 - deal with multiple hairdressing or barbering tasks simultaneously
 - ensure that client services are completed within designated timeframes that reflect accepted industry practice
- a ventilated product preparation area with:
 - preparation benches
 - product storage areas including secure storage for hazardous substances
 - washing up sink with hot and cold running water for cleaning equipment

- operator hand washing facilities:
 - basin with hot and cold running water
 - liquid soap
 - single use towels or hand dryer
- a basin services area with this equipment and consumables:
 - shampoo back wash basins with hot and cold running water and adjustable temperature controls
 - shampoo hoses or spray attachments
 - client shampoo chairs or couches
 - clean client gowns or wraps
 - clean client towels
- hairdressing or barbering services workstations with:
 - one mirror per workstation
 - one adjustable client services chair per workstation
- tools and equipment used to provide the following services:
 - haircutting:
 - haircutting scissors
 - texturising and thinning shears
 - electric clippers and attachments
 - hair colouring and lightening:
 - tint brushes and combs
 - foils
 - hair styling and finishing:
 - thermostatically controlled ceramic flat irons
 - blow dryers with heat diffusers
 - heat lamps
 - hairdryers
- general cross-service tools:
 - client skin stain prevention products
 - liquid measure
 - plastic bowls
 - combs
 - hair and neck brushes
 - sectioning clips
 - hair rollers of different sizes
 - pin curl clips
- personal protective equipment:
 - apron
 - disposable safety masks or safety goggles
 - rubber or disposable gloves

- skin barrier cream
- a diverse professional range of hair products for:
 - shampooing and conditioning
 - hair colouring and lightening
 - hair styling and finishing
- organisational client service and complaint resolution policies and procedures.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate IV qualification in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; or
- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHTLS002 Research and use hairdressing trends to advance creative work

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to research emerging hair design trends and technologies and to experiment with a chosen range. It also requires the ability to evaluate the introduction of commercially viable new services to meet ever-changing consumer demands.

This unit applies to senior hairdressers and barbers who work in salons, or as session stylists, or technical advisors to product companies. They work independently, have considerable specialist skills and knowledge and provide technical leadership, training and support to team members.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Technical Leadership

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Research emerging trends

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Identify emerging design trends and technologies using

- and technologies in the hairdressing industry.
- 1.2. Research and adapt relevant ideas and approaches from other industry practitioners considering intellectual property and copyright requirements.
 - 1.3. Evaluate currency and credibility of information gathered.
 - 1.4. Examine and clarify implications and consequences of emerging trends and technologies.
 - 1.5. Assess resource requirements and costs associated with new techniques and experimental approaches.
 - 1.6. Critique and review emerging trends and technologies with relevant team members.
2. Experiment with new hair techniques and technology.
- 2.1. Conduct trials of researched designs, techniques and technologies.
 - 2.2. Adapt or introduce new products, materials, tools and equipment for the achievement of different effects.
 - 2.3. Assess results of experimentation, balancing need for creative effectiveness and cost practicality.
 - 2.4. Engage in professional discussion about results of research and experimentation and make decisions on introducing new techniques and technologies.
 - 2.5. Identify resource requirements associated with introducing chosen techniques and technologies and commercial viability of offering new services.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to	interpret and analyse complex information about design concepts, emerging hair design trends and technology.
Oral communication skills to:	articulate and debate conceptual ideas with professional design colleagues.
Initiative and enterprise skills to:	proactively use opportunities to update knowledge of hair design trends and emerging technology.
Teamwork skills to:	use professional discussions with other practitioners to analyse design trends and results of experimentation.
Planning and organising	establish a research process, collect and evaluate research data

skills to: to inform professional development.

Self-management skills to: • critically analyse information and formulate positions on design trends.

Technology skills to: • use computers and the Internet to research information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHTLS002 Research and use hairdressing trends to advance creative work

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete a research project using information from at least three different sources to:
 - identify and explore emerging hair design trends and technologies:
 - develop a report which covers:
 - analysis of emerging design trends and technologies
 - implications of adoption including implications for the commercial viability of hair designs that align to emerging trends
 - impacts on own current design practice
 - potential for generating commercial opportunities
 - information on discussions and debates and the individual's position on emerging design trends and technologies
 - plans for integrating emerging trends to own professional design practice
- trial and experiment with three design trends and associated techniques and technologies, chosen from the above research project
- add to the research report:
 - results of experimentation with design trends, techniques and technologies
 - any experiences where design skills have been extended by using emerging trends during or post research.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of reliable information on emerging hair design trends and technologies:
 - local and international industry associations
 - professional design practitioners
 - trade magazines
 - trade shows
 - industry seminars
 - suppliers of professional hair products, tools, and equipment
- primary components of copyright, intellectual property and design laws:

- business or individual's rights over original designs
- business or individual's responsibility to comply with laws that protect copyrighted products
- extent to which work can be used or adapted
- procedures for seeking permission to use or adapt the work of others and, systems for the administration of copyright
- for emerging hair design trends and technologies:
 - implications of adoption
 - impacts on own current design practice
 - potential for generating commercial opportunities
- methods for engaging in professional discussion and debate.

Assessment Conditions

Skills for experimentation must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace, or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment, or
- industry venues and sites where session events are operated, or
- session venues and sites operated within a training organisation where real session events are staged in live time.

Assessment must ensure use of:

- clients, models or performers on whom designs and techniques can be trialled
- people with whom the individual can engage in professional discussion; these can be:
 - people in an industry workplace or
 - people who participate in project activities, role plays or simulated activities within a training organisation
- a ventilated product preparation area with:
 - preparation benches
 - product storage areas including secure storage for hazardous substances
 - washing up sink with hot and cold running water for cleaning equipment
 - operator hand washing facilities:
 - basin with hot and cold running water
 - liquid soap
 - single use towels or hand dryer
- a basin services area with:
 - shampoo back wash basins with hot and cold running water and adjustable temperature controls
 - shampoo hoses or spray attachments

- client shampoo chairs or couches
- clean client gowns or wraps
- clean client towels
- hairdressing or barbering services workstations with:
 - one mirror per workstation
 - one adjustable client services chair per workstation
- tools and equipment used to provide the following services:
 - haircutting:
 - haircutting scissors
 - texturising and thinning shears
 - electric clippers and attachments
 - hair colouring and lightening:
 - tint brushes and combs
 - foils
 - hair styling and finishing:
 - thermostatically controlled ceramic flat irons
 - blow dryers with heat diffusers
 - heat lamps
 - hairdryers
- general cross-service tools:
 - client skin stain prevention products
 - liquid measure
 - plastic bowls
 - combs
 - hair and neck brushes
 - sectioning clips
 - hair rollers of different sizes
 - pin curl clips
- personal protective equipment:
 - apron
 - disposable safety masks or safety goggles
 - rubber or disposable gloves
 - skin barrier cream
- a diverse professional range of hair products for:
 - shampooing and conditioning
 - hair colouring and lightening
 - hair styling and finishing.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold the Certificate IV qualification in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; or
- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHTLS003 Work as a session stylist

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan and execute finished hair designs for sessions. It requires the ability to identify session objectives and style requirements, present, consult on and confirm design concepts and to create the finished designs when the session is being staged. Sessions are diverse and can include fashion parades, hair shows, technical seminars, platform demonstrations, training sessions and fashion shoots as well as film, television and theatre productions.

This unit applies to senior hairdressers and barbers who work in and outside the salon preparing hair for the event. They work independently, have considerable specialist skills and knowledge and may provide technical leadership, training and support to team members.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Technical Leadership

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Interpret the creative

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Analyse objectives of the session to determine overall design

brief.	concepts. 1.2.Participate in preliminary concept meetings to discuss hair design requirements for the type of production. 1.3.Identify relevant factors that may determine and affect the finished designs.
2. Conduct and evaluate research and planning.	2.1.Complete research and analyse findings to develop hair design concepts. 2.2.Organise and update research materials, findings and documentation for use during design development process. 2.3.Generate initial concepts according to research findings and discuss with relevant personnel.
3. Consult and discuss finished design.	3.1.Establish specific requirements by physical and visual examination of individual models or performers. 3.2.Consult on and confirm finished hair designs appropriate to the character, performance, production or event.
4. Create current, creative and period hair designs.	4.1.Maintain operator and model or performer comfort and safety during each stage of the process according to organisational procedures. 4.2.Select and use products, materials, tools and techniques to achieve established design results. 4.3.Reflect a predetermined era accurately in finished hair designs, where relevant to the production or event. 4.4.Complete finished hair designs within required timeframes. 4.5.Confirm session director and model or performer satisfaction with finished hair design. 4.6.Document finished hair designs to assist with future performances, events or continuity.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret and analyse complex briefs and unfamiliar and complex research information.
Oral communication skills to:	ask open and closed probe questions and actively listen to discuss and negotiate hair design requirements.
Numeracy skills to:	calculate quantities of resources required for session.

- Planning and organising skills to:
- efficiently manage operational logistics for delivery of hair design services prior to and during event staging and according to agreed timeframes.
- Technology skills to:
- use computers and the Internet to research information.

Unit Mapping Information

SIHHTLS403A Work as a session stylist

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHTLS003 Work as a session stylist

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- respond to two different client briefs for different sessions and for each:
 - complete required research to develop appropriate hair design concepts
 - develop and present documented design concepts which must include:
 - description of overall design concepts
 - folio of illustrative material with sketches of designs
 - lists of resources required to achieve designs, any special garments, props and materials
- work as a session stylist to achieve confirmed finished hair designs appropriate to the character, performance, production or event for at least two different sessions.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key characteristics and interrelationships of the elements and principles of hair design and use in achieving a wide range of finished hair designs
- sources of reliable information on period hair design
- the history of contemporary and period hair design, eras and the popular designs and colours
- selection, safe application and effects on the hair of:
 - colour and lightening products
 - chemical reformation products
- the care and maintenance of, and techniques for attaching, human and synthetic hairpieces
- hair product range available for the session:
 - product purpose
 - action on the hair
 - mixing and application instructions
 - processing and developing times
 - role and basic content of Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content

- industry practices and organisational procedures for:
 - model or performer comfort and safety with particular emphasis on:
 - using gown and towels to protect clothes
 - avoiding product contact with eyes
 - monitoring scalp comfort and condition
 - work health and safety when working as a session stylist at external venues.

Assessment Conditions

Skills must be demonstrated in venues or sites where sessions are staged; these can be:

- industry venues and sites or
- venues and sites operated within a training organisation where real session events are staged in live time.

Assessment must ensure use of:

- activities that require the individual to work as a session stylist in live event time where time pressures and constraints play a key factor
- models or performers, for whom the individual provides services
- session directors or coordinators with whom the individual can consult; these can be:
 - people in industry; or
 - people who participate in project activities, role plays or simulated activities within a training organisation
- client briefs for sessions to allow the individual to consider appropriate hair design concepts
- a hairdressing or barbering services workstation set up at a session venue or site
- hairdressing equipment and a diverse range of tools, set up at a session venue or site, that match the hair design requirements of the particular session
- a diverse professional range of hair products that match the hair design requirements of the particular session
- organisational procedures for:
 - model or performer comfort and safety
 - work health and safety when working as a session stylist at external venues.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold the Certificate IV qualification in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; or

- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHTLS004 Provide creative leadership to the hairdressing industry

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to research and develop effective leadership skills that promote and support the development of an innovative culture for the organisation and in turn, the hairdressing industry.

This unit applies to highly skilled senior hairdressers who have substantial experience across the industry and who work at a national or international level as freelance session stylists or creative or artistic directors for larger hairdressing organisations and product companies. They work with significant autonomy, have highly developed specialised technical, creative, conceptual and leadership skills and knowledge and are responsible for making a range of strategic design, operational and team decisions. They provide technical and creative leadership, training and support to colleagues and the industry at large.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Technical Leadership

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential

PERFORMANCE CRITERIA

Performance criteria describe the performance needed

outcomes	to demonstrate achievement of the element.
1. Extend research capability to support professional practice	1.1. Develop strategies to extend individual research. 1.2. Conduct critical analysis of research outcomes and develop own substantiated position. 1.3. Communicate own position in a manner which demonstrates clarity of thought and conceptual understanding of different theories.
2. Apply effective leadership strategies to enhance image of the organisation and industry.	2.1. Research theories of leadership and impact of leadership styles on organisational and industry development. 2.2. Develop strategies to maximise personal effectiveness for modelling high level performance.
3. Apply theories of design to create and support a culture of innovation and creativity.	3.1. Use a range of research techniques to collect information on theories of creativity. 3.2. Assess ways in which theories about creativity may be used to provide benefits to individuals, organisation and industry. 3.3. Promote innovation, creative practices, products or services ensuring that new ideas support the principles of sustainability. 3.4. Develop strategies to foster a culture which encourages innovation and creativity. 3.5. Review, challenge and refine own style for modelling and supporting innovation and creativity.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skills	Description
Reading skills to:	interpret and analyse complex conceptual information about leadership, design and creativity theories.
Oral communication skills to:	clearly articulate conceptual ideas to others.
Initiative and enterprise skills to:	proactively use opportunities to update knowledge of effective leadership strategies and creative approach to work.
Planning and organising	establish a research process, collect and evaluate research data

skills to: to inform leadership strategies and creative approach to work.

Self-management skills to: • critically analyse information and formulate positions on theories of leadership, design and creativity.

Technology skills to: • use computers and the Internet to research information.

Unit Mapping Information

SIHHTLS804 Provide creative leadership to the hairdressing industry

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHTLS004 Provide creative leadership to the hairdressing industry

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete a research project using information from at least three different sources to:
 - identify and explore:
 - theories of leadership
 - theories of creativity
 - how hairdressers, designers and artists apply creativity to the design process
 - methods used by organisations to encourage innovation and creativity in the workplace
 - develop a report which covers:
 - analysis of theories of leadership and creativity
 - analysis of own current leadership style and plans for integrating new practices
 - analysis of own current design style and plans for integrating creativity to own professional design practice
 - evaluation of methods used by organisations to encourage innovation and creativity in the workplace, own chosen options and rationale for choice
 - plans for implementing an organisational culture which encourages innovation and creativity.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- different types of research strategies and techniques and the utility of each in collecting and evaluating information relevant to particular projects
- sources of reliable information on theories of leadership and creativity:
 - innovative business organisations
 - trade magazines
 - published articles and conference papers
 - text books
 - university publications
- definitions of:

- leadership
- creativity
- innovation
- similarities and differences between the concepts of innovation and creativity
- different theories of leadership and creativity:
 - historical perspectives
 - current and emerging thinking
- relationship between theories of leadership and creativity and practical application to hairdressing work
- a range of methods used by organisations to encourage innovation and creativity in the workplace
- types of sustainability and principles which apply to each for the hairdressing industry:
 - economic
 - social
 - environmental
- methods for engaging in professional discussion and debate.

Assessment Conditions

Assessment must ensure use of:

- computers and the Internet to research information
- publications and texts on leadership and creativity.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold the Graduate Certificate in Hairdressing Creative Leadership, or be able to demonstrate equivalence of competencies; and
- have at least five years full time employment experience in the hairdressing industry where they have applied the skills and knowledge covered in this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHTLS005 Conceive, develop and realise innovative hairdressing concepts for media

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop hair design concepts based on promotional objectives and to plan and realise innovative hair designs for media presentation. Designs are promoted to both industry personnel and consumers.

This unit applies to highly skilled senior hairdressers who have substantial experience across the industry and who work at a national or international level as freelance session stylists or creative or artistic directors for larger hairdressing organisations and product companies. They work with significant autonomy, have highly developed specialised technical, creative, conceptual and leadership skills and knowledge and are responsible for making a range of strategic design, operational and team decisions. They provide technical and creative leadership, training and support to colleagues and the industry at large.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Technical Leadership

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to

essential outcomes	demonstrate achievement of the element.
1. Identify overall media objective and scope.	1.1. Clarify and agree on key objective of the promotional presentation in consultation with stakeholders. 1.2. Analyse broad factors influencing the hair concept and consult with stakeholders to determine overall approach.
2. Develop and present hair design concepts for media presentation.	2.1. Research and analyse emerging trends that may influence development of the hair design concept. 2.2. Use a range of creative thinking techniques to generate ideas for hair design concept. 2.3. Collaborate with appropriate experts about achieving desired hair design images based on presentation methods to be used. 2.4. Develop hair design concept that communicates key features of the product, service or design, ensuring originality and impact to set it apart from work of competitors. 2.5. Investigate intellectual property and copyright constraints for proposed use of the concept. 2.6. Present hair concept to relevant stakeholders encouraging feedback and offering clarification as required.
3. Plan and coordinate hair design preparations for the media production.	3.1. Estimate production timeline, workflow and budget for provision of creative hair design services. 3.2. Prepare an operational plan for providing services, identifying sequential activities and risk management strategies. 3.3. Appoint assistant staff and clarify team roles for providing hair design services. 3.4. Provide accurate information on operational plan to team to ensure timely and effective planning and implementation. 3.5. Implement, monitor and adjust operational plan throughout preparation for and realisation of hair designs.
4. Manage completion of hair designs during media productions.	4.1. Coordinate model preparations for realisation of hair designs. 4.2. Manage completion of hair designs, ensuring styling techniques and finishes are appropriate for optimised presentation according to media used. 4.3. Coordinate assistant staff, support individuals in their roles and ensure safe work practices. 4.4. Provide assistance and support to production team as needed, including using test shots of hair designs for shoot. 4.5. Monitor production requirements to ensure required

- purpose is met.
- 4.6. Coordinate removal, disposal and return of hairdressing resources.
5. Evaluate professional work.
- 5.1. Seek and use constructive criticism after media production to improve own performance.
- 5.2. Assess own work to evaluate satisfaction and degree to which it met event objectives.
- 5.3. Adjust work processes and practice as necessary to improve technical, conceptual and commercial outcomes.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Oral communication skills to:	- ask open and closed probe questions and actively listen to determine design requirements and to elicit input and feedback on design concepts - clearly represent complex and innovative design concepts to others.
Numeracy skills to:	complete complex calculations for costs and timeframes for preparation and delivery of hair design services.
Planning and organising skills to:	- produce and use cohesive operational plans to guide preparation and delivery of hair design services for self and team members - efficiently manage operational logistics for delivery of hair design services for self and team members.
Self-management skills to:	critically analyse own performance to improve subsequent performance.

Unit Mapping Information

SIHHTLS805 Conceive, develop and realise innovative hairdressing concepts for media

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHTLS005 Conceive, develop and realise innovative hairdressing concepts for media

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop three hair design concepts for media presentation according to three different client briefs
- produce a documented concept proposal for each design to include descriptive text and images that represent the design
- present one concept proposal to a client and engage in discussion and critical analysis to agree on final nature of the design
- develop one operational plan for a given media production to guide activities for the preparation and delivery of hair design services for the production
- manage the delivery of hair design services during one media production.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of reliable information on emerging hair design trends and technologies
- key characteristics and interrelationships of the elements and principles of hair design and use in achieving a wide range of innovative hair designs for media presentation
- influences on contemporary and historical hair designs:
 - cultural
 - sociological
 - philosophical
 - aesthetic
 - political
 - commercial
- media presentation methods used and how these impact on imagery of hair designs
- a range of creative thinking techniques:
 - brainstorming
 - daydreaming and mental wandering
 - lateral thinking games
 - making associations

- mind mapping
- trigger words
- use of metaphors and analogies
- visualisation
- wishful thinking
- a range of formats for, inclusions and uses of:
 - descriptive concept proposals for hair designs
 - operational plans to guide preparation for and realisation of hair designs during media production
- methods of sketching or digitally representing hair designs
- primary components of copyright, intellectual property and design laws:
 - business or individual's rights over original designs
 - business or individual's responsibility to comply with laws that protect copyrighted products
 - extent to which work can be used or adapted
- procedures for seeking permission to use or adapt the work of others and systems for the administration of copyright
- risk management issues to be considered for the preparation and realisation of hair designs for media presentation
- project management methods
- roles and responsibilities of different production personnel:
 - creative director and producer
 - hair stylists and support team
 - models
 - make-up artists
 - photographers, camera and audio operators.

Assessment Conditions

Skills for realisation of hair designs must be demonstrated in media production venues or sites; these can be:

- industry venues and sites or
- venues and sites operated within a training organisation where media production activities are operated in live time.

Assessment must ensure use of:

- activities that require the individual to coordinate realisation of hair designs in live media production time where time pressures and constraints play a key factor
- models, for whom the hairdressing team provides services
- a team of session stylists
- a media production team with equipment to capture hair design images

- people with whom the individual can interact for all consultation aspects of this unit; these can be:
 - people in an industry workplace or
 - people who participate in project activities, role plays or simulated activities within a training organisation
- computers and general software programs to document concept proposals and operational plans
- template concept proposals and operational plans
- client briefs detailing comprehensive information about promotional objectives, format of the media presentation, and style preferences
- comprehensive information about the production schedule to allow the individual to develop an operational plan for hair design services
- hairdressing services workstations set up at a media production venue or site
- hairdressing equipment and a diverse range of tools, set up at a media production venue or site, that match the requirements of the particular hair designs
- a diverse professional range of hair products that match the requirements of the particular hair designs.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold the Graduate Certificate in Hairdressing Creative Leadership, or be able to demonstrate equivalence of competencies; and
- have at least five years full time employment experience in the hairdressing industry where they have applied the skills and knowledge covered in this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHTLS006 Conceive, develop and realise innovative hairdressing concepts for events

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop hairdressing design concepts based on event objectives and to plan and realise the presentation of innovative hairdressing designs for events.

This unit applies to highly skilled senior hairdressers who have substantial experience across the industry and who work at a national or international level as freelance session stylists or creative or artistic directors for larger hairdressing organisations and product companies. They work with significant autonomy, have highly developed specialised technical, creative, conceptual and leadership skills and knowledge and are responsible for making a range of strategic design, operational and team decisions. They provide technical and creative leadership, training and support to colleagues and the industry at large.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Technical Leadership

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to

essential outcomes	demonstrate achievement of the element.
1. Identify event objective and scope.	1.1. Clarify and agree on key objective of the event in consultation with stakeholders. 1.2. Analyse broad factors influencing the hair concept and consult with stakeholders to determine overall approach.
2. Develop and present hair design concepts for events.	2.1. Research and analyse emerging trends that may influence development of the hair design concept. 2.2. Use a range of creative thinking techniques to generate ideas, for hair design concept and incorporate elements suited to event theme and format. 2.3. Collaborate with appropriate experts about achieving desired hair design effects based on event requirements. 2.4. Develop hair design concept ensuring originality and impact to set it apart from work of competitors. 2.5. Investigate intellectual property and copyright constraints for proposed use of the concept. 2.6. Present hair concept to relevant stakeholders, encouraging feedback and offering clarification as required. 2.7. Provide assistance and support to marketing personnel for production of promotional material.
3. Plan and co-ordinate hair design preparations for events.	3.1. Estimate production timeline, workflow and budget for provisions of creative hair design services. 3.2. Prepare an operational plan for providing services, identifying, sequential activities and risk management strategies. 3.3. Appoint assistant staff and volunteers and clarify team roles in the event. 3.4. Provide accurate information on operational plan to team to ensure timely and effective planning and implementation. 3.5. Implement, monitor and adjust operational plan throughout preparation for and realisation of hair designs at event.
4. Manage completion of hair designs at events.	4.1. Coordinate model preparations for realisation of hair designs. 4.2. Manage completion of hair designs, ensuring styling techniques and finishes are appropriate for optimised presentation for the event. 4.3. Coordinate assistant staff, support individuals in their roles and ensure safe work practices. 4.4. Provide assistance and support to staging and production teams as needed. 4.5. Monitor compliance with relevant legislation, regulations and codes in relation to the provision and distribution of goods and information.

- 4.6. Monitor, and facilitate where necessary, assistance and support to stakeholders during the event.
 - 4.7. Coordinate removal, disposal and return of hairdressing resources.
- 5. Evaluate professional work.
 - 5.1. Seek and use constructive criticism after the event to improve own performance.
 - 5.2. Assess own work to evaluate satisfaction and degree to which event objectives are met.
 - 5.3. Adjust work processes and practice as necessary to improve technical, conceptual and commercial outcomes.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Oral communications skills to:	- ask open and closed probe questions and actively listen to determine design requirements and to elicit input and feedback on design concepts - clearly represent complex and innovative design concepts to others.
Numeracy skills to:	complete complex calculations for costs and timeframes for preparation and delivery of hair design services.
Planning and organising skills to:	- produce and use cohesive operational plans to guide preparation and delivery of hair design services for self and team members - efficiently manage operational logistics for delivery of hair design services for self and team members.
Self-management skills to:	critically analyse own performance to improve subsequent performance.

Unit Mapping Information

SIHHTLS806 Conceive, develop and realise innovative hairdressing concepts for events

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHTLS006 Conceive, develop and realise innovative hairdressing concepts for events

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop three hair design concepts for three different events according to three different client briefs
- produce a documented concept proposal for each design to include descriptive text and images that represent the design
- present one concept proposal to a client and engage in discussion and critical analysis to agree on final nature of the designs for the event
- develop one operational plan for a given event to guide activities for the preparation and delivery of hair design services for the event
- manage the delivery of hair design services during one event.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of reliable information on emerging hair design trends and technologies
- key characteristics and interrelationships of the elements and principles of hair design and use in achieving a wide range of innovative hair designs for events
- influences on contemporary and historical hair designs:
 - cultural
 - sociological
 - philosophical
 - aesthetic
 - political
 - commercial
- basic aspects of technical components of event staging:
 - spatial parameters of stages
 - use of lights
 - impact on imagery of hair designs
- a range of creative thinking techniques:
 - brainstorming

- daydreaming and mental wandering
- lateral thinking games
- making associations
- mind mapping
- trigger words
- use of metaphors and analogies
- visualisation
- wishful thinking
- a range of formats for, inclusions and uses of:
 - descriptive concept proposals for hair designs
 - operational plans to guide preparation for and realisation of hair designs during event staging
- methods of sketching or digitally representing hair designs
- primary components of copyright, intellectual property and design laws:
 - business or individual's rights over original designs
 - business or individual's responsibility to comply with laws that protect copyrighted products
 - extent to which work can be used or adapted
- procedures for seeking permission to use or adapt the work of others and systems for the administration of copyright
- risk management issues to be considered for the preparation and realisation of hair designs for events
- project management methods
- roles and responsibilities of different event personnel:
 - creative director and producer
 - hair stylists and support team
 - models
 - make-up artists
 - technicians.

Assessment Conditions

Skills for realisation of hair designs must be demonstrated in venues or sites where events are staged; these can be:

- industry venues and sites or
- venues and sites operated within a training organisation where real events are staged in live time.

Assessment must ensure use of:

- activities that require the individual to coordinate realisation of hair designs in live event staging time where time pressures and constraints play a key factor

- models, for whom the hairdressing team provides services
- a team of session stylists
- an event staging team
- people with whom the individual can interact for all consultation aspects of this unit; these can be:
 - people in an industry workplace or
 - people who participate in project activities, role plays or simulated activities within a training organisation
- computers and general software programs to document concept proposals and operational plans
- template concept proposals and operational plans
- client briefs detailing comprehensive information about event objectives, themes and format of the event, and style preferences
- comprehensive information about the event schedule to allow the individual to develop an operational plan for hair design services
- hairdressing services workstations set up at an event venue or site
- hairdressing equipment and a diverse range of tools, set up at an event venue or site, that match the requirements of the particular hair designs
- a diverse professional range of hair products that match the requirements of the particular hair designs.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold the Graduate Certificate in Hairdressing Creative Leadership (or equivalent); and
- have at least five years full time employment experience in the hairdressing industry where they have applied the skills and knowledge covered in this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHTLS007 Plan and deliver professional hairdressing presentations

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to prepare for and deliver effective hairdressing presentations to a group of people. It requires the ability to plan presentations that are tailored to the audience needs and to deliver interesting and coherent presentations using appropriate aids, equipment and public speaking techniques. Hairdressing presentations may include workshops, seminars and technical demonstrations.

This unit applies to highly skilled senior hairdressers who have substantial experience across the industry and who work at a national or international level as freelance session stylists or creative or artistic directors for larger hairdressing organisations and product companies. They work with significant autonomy, have highly developed specialised technical, creative, conceptual and leadership skills and knowledge and are responsible for making a range of strategic design, operational and team decisions. They provide technical and creative leadership, training and support to colleagues and the industry at large.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Technical Leadership

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

PERFORMANCE CRITERIA

Elements describe the essential outcomes

1. Plan and prepare hairdressing presentations.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1.Determine session objectives, audience characteristics, presentation scale and type and roles of presentation team.
- 1.2.Identify and evaluate variables of the presentation environment and make appropriate plans.
- 1.3.Collaborate with relevant people to incorporate new ideas and style of presentation to ensure it fulfils session objectives.
- 1.4.Determine and organise resources required for the presentation.
- 1.5.Confirm overall design concepts with relevant people.
- 1.6.Co-ordinate roles of presentation team members and support individuals to fulfil all aspects of their roles.
- 1.7.Evaluate possible constraints that may impact on the presentation and take action to address these.

2. Deliver hairdressing presentations.

- 2.1.Deliver information in a clear, logical and interesting manner, with a good introduction and strong conclusion.
- 2.2.Incorporate effective public speaking techniques and interpersonal skills, using visual and audio aids, as required.
- 2.3.Present technical information and processes in a clear and logical sequence, demonstrating techniques as required.
- 2.4.Use effective interactive strategies to encourage audience participation.
- 2.5.Monitor and assess audience reactions and adjust presentation approach to ensure ongoing audience interest and engagement.

3. Evaluate hairdressing presentations.

- 3.1.Evaluate the planning and preparation of presentation for efficiency and effectiveness.
- 3.2.Reflect on and evaluate the presentation against planned outcome.
- 3.3.Challenge, refine and adapt strengths and weaknesses of the presentation to inform subsequent demonstrations.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill

Description

- Numeracy skills to:
- calculate quantities of resources required for session.
- Planning and organising skills to:
- manage all operational logistics for presentations and plan delivery of information in a logical sequence.
- Self-management skills to:
- critically analyse own performance in presentation to improve subsequent delivery.
- Technology skills to:
- operate audio visual equipment to enhance presentations.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHTLS007 Plan and deliver professional hairdressing presentations

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan and deliver three logical, well-structured presentations in line with three different briefs that require different subject matter delivery that cumulatively demonstrate:
 - effective use of public speaking techniques and equipment
 - ability to tailor the presentation to specific audience needs
 - use of a single model demonstration with technical explanation of hair designs
 - use of multiple model demonstration with technical explanation of hair designs.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- in-depth knowledge of hairdressing subject matter suited to the requirements of the presentation
- methods for planning presentations, structure and timing of effective presentations
- public speaking techniques:
 - use of voice:
 - tone
 - volume
 - pace
 - diction
 - inflection
 - appropriate eye contact
 - appropriate body language
 - impact of dress
 - use of humour
- interpersonal skills relevant to engaging with an audience:
 - adjusting language to suit audience comprehension
 - engaging with and motivating audience to interact
 - actively listening and responding to audience questions

- features of typical audio visual equipment and software programs used to deliver presentations
- roles and responsibilities of different event and presentation personnel:
 - creative director and producer
 - hair stylists and support team
 - models
 - make-up artists
 - technicians.

Assessment Conditions

Skills must be demonstrated in venues or sites where presentations are delivered; these can be:

- industry venues and sites or
- venues and sites operated within a training organisation where presentations are delivered in live time.

Assessment must ensure use of:

- activities that require the individual to deliver presentations for a designated time period where time pressures and constraints play a key factor
- models for hair designs
- an audience of a size and nature that would be expected for the relevant topic or context
- people with whom the individual can interact for all consultation aspects of this unit; these can be:
 - people in an industry workplace or
 - people who participate in project activities, role plays or simulated activities within a training organisation
- computers and general software programs to plan for presentations
- presentation briefs detailing comprehensive information about objectives, audience characteristics, themes and format of the presentation
- audio visual equipment.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold the Graduate Certificate in Hairdressing Creative Leadership, or be able to demonstrate equivalence of competencies; and
- have at least five years full time employment experience in the hairdressing industry where they have applied the skills and knowledge covered in this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHTLS008 Originate and refine hair design concepts

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to originate and refine hair design concepts for products, programs, or services to a point where they could be implemented.

This unit applies to highly skilled senior hairdressers who have substantial experience across the industry and who work at a national or international level as freelance session stylists or creative or artistic directors for larger hairdressing organisations and product companies. They work with significant autonomy, have highly developed specialised technical, creative, conceptual and leadership skills and knowledge and are responsible for making a range of strategic design, operational and team decisions. They provide technical and creative leadership, training and support to colleagues and the industry at large.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Technical Leadership

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Evaluate and explore needs and opportunities.
 - 1.1. Research and evaluate information that informs development of new hair design concepts.
 - 1.2. Explore new ideas that challenge existing assumptions, preconceptions and current practices.
 - 1.3. Identify and analyse factors that could impact on concepts to be developed, including potential for commercialisation.
 - 1.4. Research and evaluate ideas and approaches of other hairdressing practitioners considering intellectual property and copyright requirements.
 - 1.5. Develop preliminary ideas on innovative ways to address needs and opportunities.
 - 1.6. Evaluate and agree on broad parameters for further concept development in consultation with relevant stakeholders.
2. Develop a range of creative approaches for innovative hair designs.
 - 2.1. Use a range of creative thinking techniques to generate innovative and creative hair design concepts to address identified needs.
 - 2.2. Challenge, test and experiment with different concepts as part of a collaborative process.
 - 2.3. Evaluate concepts for their suitability for target audience or purpose, their feasibility and commercial potential.
 - 2.4. Take account of social, ethical and environmental issues as concepts are generated and discussed.
 - 2.5. Identify and evaluate resources required to achieve desired creative and innovative outcomes.
 - 2.6. Evaluate effectiveness of different techniques for achieving desired outcomes.
 - 2.7. Select concepts that achieve innovative and feasible outcomes.
 - 2.8. Present proposed concepts in an appropriate format.
3. Refine hair design concepts.
 - 3.1. Ensure concept development process is open to ongoing refinement and testing.
 - 3.2. Seek input and feedback on concepts from relevant stakeholders.
 - 3.3. Seek specialist advice on creative and technical aspects of proposals as required.
 - 3.4. Compare concepts with best practice examples of similar products, programs, processes or services.
 - 3.5. Use a range of creative and practical criteria to determine the advantages and disadvantages of different concepts.

3.6. Evaluate constraints on realisation of concepts.

3.7. Refine proposals based on analysis and feedback.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Writing skills to:	• present complex design proposals in a format and style that can be understood by a broad audience.
Oral communication skills to:	• clearly represent complex and innovative design concepts to others • ask open and closed probe questions and actively listen to elicit input and feedback on design concepts.
Self-management skills to:	• critically analyse input from self and colleagues.

Unit Mapping Information

SIHHTLS808 Originate and refine hair design concepts

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHTLS008 Originate and refine hair design concepts

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop three hair design concepts for products, programs, or services
- produce a documented concept proposal for each design to include descriptive text and images that represent the design
- for one of the three concepts, develop a report that covers:
 - organisational or personal context in which concept was developed and information used to inform the concept
 - creative thinking techniques and collaborative processes used to generate, test and refine ideas leading to the final design concept
 - the resources required to implement the design
 - practical, operational and commercial issues that will impact on feasibility of eventual realisation of the design.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- broad organisational or personal context in which concepts are being developed and information that can inform:
 - market research and client feedback
 - organisation's existing product or service range and style
- practical, operational and commercial issues that can impact on concept development and feasibility of eventual realisation of designs:
 - availability and cost effectiveness of using resources both human and equipment
 - technical difficulty of implementing designs
 - suitability for target audience or purpose and size of available market
 - social, ethical and environmental issues
 - fit with organisational or personal objectives, values and priorities
- primary components of copyright, intellectual property and design laws:
 - business or individual's rights over original designs

- business or individual's responsibility to comply with laws that protect copyrighted products
- extent to which work can be used or adapted
- procedures for seeking permission to use or adapt the work of others and systems for the administration of copyright
- a range of creative thinking techniques:
 - brainstorming
 - daydreaming and mental wandering
 - lateral thinking games
 - making associations
 - mind mapping
 - trigger words
 - use of metaphors and analogies
 - visualisation
 - wishful thinking
- a range of formats for, inclusions and uses of descriptive concept proposals for hairdressing industry designs
- methods of sketching or digitally representing hairdressing industry designs.

Assessment Conditions

Assessment must ensure use of:

- people with whom the individual can interact for all communication aspects of this unit; these can be:
 - people in an industry workplace; or
 - people who participate in project activities, role plays or simulated activities within a training organisation
- computers and general software programs to document concept proposals
- templates to record concept proposals.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold the Graduate Certificate in Hairdressing Creative Leadership, or be able to demonstrate equivalence of competencies; and
- have at least five years full time employment experience in the hairdressing industry where they have applied the skills and knowledge covered in this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHTLS009 Work to a brief to develop and refine hair designs

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to work proactively with a client to develop and refine their design requirements for hairdressing products, programs or services.

This unit applies to highly skilled senior hairdressers who have substantial experience across the industry and who work at a national or international level as freelance session stylists or creative or artistic directors for larger hairdressing organisations and product companies. They work with significant autonomy, have highly developed specialised technical, creative, conceptual and leadership skills and knowledge and are responsible for making a range of strategic design, operational and team decisions. They provide technical and creative leadership, training and support to colleagues and the industry at large.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Technical Leadership

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Analyse the brief to determine hair design requirements.
 - 1.1. Analyse the specifications of the brief.
 - 1.2. Establish and clarify the user or clients for the proposed product or service to inform hair design concepts.
 - 1.3. Identify and clarify specifications, parameters or constraints of the brief, including the legal and ethical constraints.
 - 1.4. Proactively seek, review and act upon information needed to inform constructive communication with client.
 - 1.5. Build trust and respect between self and client through effective communication.
2. Present concepts and negotiate final brief.
 - 2.1. Identify and source information and references relevant to the development of the hair design concept.
 - 2.2. Develop concepts that take account of overall objectives and parameters.
 - 2.3. Critically analyse concept and challenge ideas to ensure responsiveness to client needs.
 - 2.4. Present concept proposals in an appropriate format and seek feedback from client.
 - 2.5. Use effective communication techniques to generate discussion, debate and critical analysis.
 - 2.6. Re evaluate and refine options based on own analysis and input from client.
 - 2.7. Agree on final nature of design with client and accurately document details.
3. Negotiate terms and conditions.
 - 3.1. Negotiate and agree terms and conditions of producing final designs according to relevant organisational and professional standards.
 - 3.2. Clarify, agree and document roles and responsibilities of those involved in the project.
 - 3.3. Confirm agreements in writing, according to organisational requirements.
 - 3.4. Identify the need for and seek specialist advice to develop formal contracts, as required.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Writing skills to:	• present complex design proposals in a format and style that

- can be understood by a broad audience.
- | | |
|--------------------------------------|---|
| Oral communication skills to: | <ul style="list-style-type: none">• ask open and closed probe questions and actively listen to clients to determine design requirements• clearly represent complex and innovative design concepts to clients. |
| Initiative and enterprise skills to: | <ul style="list-style-type: none">• develop and suggest creative design concepts to enhance customer proposals. |
| Planning and organising skills to: | <ul style="list-style-type: none">• collect, record and evaluate client information to determine initial and final design brief• manage own timing and productivity to present initial design concepts within deadlines. |

Unit Mapping Information

SIHHTLS809 Establish, negotiate and refine hair design concepts for briefs

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHTLS009 Work to a brief to develop and refine hair designs

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop three hair design concepts for products, programs, or services according to three different client briefs
- produce a documented concept proposal for each design to include descriptive text and images that represent the design
- present one concept proposal to a client and engage in discussion, debate and critical analysis to agree on final nature of the design
- for one of the three concepts, develop a report that covers:
 - analysis of the initial brief and how the concept design responded
 - information gathered to inform the development of the concept and any variations to original ideas that occurred
 - any refinements that must now occur post discussion with the client.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- typical role boundaries of hairdressing industry personnel in developing and refining client design requirements
- format, inclusions and terminology of typical written design briefs presented to hairdressing industry personnel
- sources of information that inform development of hair design concepts that meet requirements of the brief:
 - creative director
 - other designers involved in the project
 - production teams
 - creative and technical specialists
 - venue managers
- primary components of copyright, intellectual property and design laws:
 - business or individual's rights over original designs
 - business or individual's responsibility to comply with laws that protect copyrighted products

- extent to which work can be used or adapted
- procedures for seeking permission to use or adapt the work of others and systems for the administration of copyright
- a range of formats for, inclusions and uses of descriptive concept proposals for hairdressing industry designs
- methods of sketching or digitally representing hairdressing industry designs
- key components of contracts with clients:
 - nature of contracts
 - terms and obligations of parties
 - terms of trade
 - exclusion clauses
 - dispute resolution clauses
 - termination of contracts.

Assessment Conditions

Assessment must ensure use of:

- people with whom the individual can interact for all communication aspects of this unit; these can be:
 - people in an industry workplace or
 - people who participate in project activities, role plays or simulated activities within a training organisation
- computers and general software programs to document concept proposals
- templates to record concept proposals
- client briefs on which to work, detailing product and style preferences, budgets, operational requirements and constraints for implementation of designs.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold the Graduate Certificate in Hairdressing Creative Leadership, or be able to demonstrate equivalence of competencies; and
- have at least five years full time employment experience in the hairdressing industry where they have applied the skills and knowledge covered in this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHTRI001 Identify and treat hair and scalp conditions

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to recognise a range of hair and scalp conditions as part of a pre-hair service analysis, to advise on and provide remedial treatments for minor conditions and to advise clients to seek further advice for abnormal or contagious conditions.

This unit applies to hairdressers and barbers with well-developed skills who work in hairdressing salons or barber shops. They use discretion and judgement to manage the client service and take responsibility for the outcomes of their own work.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Trichology

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Consult with client to assess hair and scalp condition.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Use standard infection control precautions, throughout all services, according to health regulations and organisational procedures.

	1.2. Visually and physically examine and analyse client hair and scalp as part of pre-hair service assessment.
	1.3. Engage client in a discussion about recent hair treatments, and symptoms of hair or scalp conditions.
2. Recognise abnormal and other hair and scalp conditions.	2.1. Recognise abnormal conditions, including contagious ones, outside scope of ability to treat.
	2.2. Counsel client to seek treatment advice from health care professionals.
	2.3. Recognise and evaluate other hair and scalp conditions and consider suitable salon treatment options and products.
	2.4. Discuss treatment options and costs and obtain client agreement to proceed with recommendations.
3. Treat hair and scalp.	3.1. Select and prepare remedial treatment products based on hair and scalp analysis and desired action.
	3.2. Apply, process and remove remedial treatment products according to product instructions.
	3.3. Use water resources efficiently and dispose of treatment waste safely according to health regulations and organisational procedures.
	3.4. Advise on home care treatment and recommend products.
	3.5. Update client history to include full details of service.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret sometimes unfamiliar and detailed documents including organisational procedures, health regulations and product instructions.
Oral communication skills to:	- ask open and closed probe questions and actively listen to effectively interact with client and meet their needs - discuss hair and scalp conditions professionally and sensitively.
Numeracy skills to:	- measure and apply hair and scalp treatment products in proportions that minimise waste - calculate and follow treatment processing times.
Planning and organising skills to:	manage own timing and productivity to complete treatments within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHTRI001 Identify and treat hair and scalp conditions

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete a hair and scalp analysis on five different clients to determine suitable salon treatment options and products for:
 - chemically treated hair
 - physically damaged hair
 - highly stressed hair
 - hair conditions that would benefit from protein and moisture treatments
- integrate the use of infection control precautions and organisational procedures to complete these types of head and scalp treatments for three different clients:
 - protein treatments
 - moisture treatments
 - medicated treatments
- record the following details of the hair and scalp treatment service in the history for each client serviced:
 - pre-treatment analysis
 - client symptoms
 - treatment and products used
 - outcomes achieved
 - recommended home care treatment and products.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- skin biology, at an elementary level of understanding:
 - main structure, functions and role of skin
 - structure and function of the glands of the skin:
 - distribution and development of skin glands
 - production, composition and functions of sebum, eccrine and apocrine sweat fluids
 - glands and muscles associated with the hair and hair follicles:

- structural and cellular features of a hair follicle
 - sebaceous glands
 - arrector pili muscle
- common abnormal scalp conditions, symptoms and visual signs:
 - head lice
 - scabies
 - ringworm
 - dry or oily dandruff
 - seborrhoea
 - psoriasis
- visual characteristics of these hair and scalp types:
 - normal
 - oily
 - dry
 - physically damaged
 - chemically damaged
 - highly stressed
- types of hair conditions that can benefit from protein and moisture treatments, when and why these would be used
- key features of the organisation's remedial hair and scalp treatment range:
 - formulation
 - product purpose and efficacy
 - physical effects on the hair and scalp, at a basic level of understanding
 - application instructions
 - processing times
- types of finishing techniques and equipment that should be used post treatment to avoid further hair damage and breakage
- the transmission routes of infectious conditions:
 - direct contact (client to operator, operator to client, operator to operator)
 - non-intact skin (cuts, abrasions, lesions)
 - work surfaces
 - equipment
- key features of, and reasons for, standard infection-control precautions:
 - hand washing and drying before and after client contact, cleaning and waste disposal and using occlusive dressings for own cuts and abrasions
 - using alcohol-based hand rub solutions as an adjunct to hand washing
 - using personal protective equipment, particularly gloves, gowns, aprons, face masks and eye protection
 - using single use treatment products or decanting bulk products into single use bowls
 - cleaning, disinfecting or sterilising reusable equipment

- cleaning or disinfecting work surfaces, client gowns and towels
- appropriate handling and disposal of single use items and clinical (infectious) waste
- basic aspects of local government, state or territory health regulations applicable to hair and scalp treatments
- industry practices and organisational procedures for:
 - infection control for hair and scalp treatments
 - using correct operator posture during treatment to avoid fatigue and injury
 - minimising product wastage
 - water efficiency
 - waste disposal with particular emphasis on sound disposal methods for clinical (infectious) waste.

Assessment Conditions

Skills must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- paying clients, with different hair and scalp treatment requirements; these can be:
 - clients in a hairdressing or barbering industry workplace, or
 - clients in a simulated hairdressing or barbering workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- sufficient client traffic to allow for prioritisation of tasks so that clients are serviced effectively in a logical sequence
- activities that require the individual to work with commercial speed, timing and productivity to:
 - deal with multiple tasks simultaneously
 - complete client services within designated timeframes that reflect accepted industry practice
- a product preparation area with:
 - preparation benches
 - product storage areas
 - washing up sink with hot and cold running water for cleaning equipment
 - disinfectant and sterilising products for equipment and work surfaces
 - operator hand washing facilities:
 - basin with hot and cold running water
 - liquid soap
 - single use towels or hand dryer

- alcohol-based hand rub solutions
- operator personal protective equipment:
 - apron
 - disposable safety masks
 - rubber or disposable gloves
 - hand care cream
- a diverse professional range of hair and scalp treatment products:
 - for dry hair and scalp
 - for oily hair and scalp
 - for chemically treated hair
 - for physically damaged hair
 - for highly stressed hair
 - for abnormal skin conditions, including psoriasis, seborrhoea, and dry and oily dandruff
 - medicated shampoos and treatments
- a hairdressing or barbering services workstation with:
 - one mirror per workstation
 - one adjustable client services chair per workstation
- a basin services area with:
 - shampoo back wash basins with hot and cold running water and adjustable temperature controls
 - shampoo hoses or spray attachments
 - client shampoo chairs or couches
 - clean client gowns or wraps
 - clean client towels
- product instructions
- template client history records
- current plain English regulatory documents distributed by government regulators for health, and infection control
- organisational procedures for:
 - infection control
 - waste minimisation
 - water efficiency
 - disposal of clinical (infectious) and other waste.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate III in Hairdressing, or a Certificate III in Barbering, or a Certificate IV in Hairdressing, or be able to demonstrate equivalence of competencies; and

- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; or;
- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHTRI002 Conduct trichological assessments

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to assess client hair and scalp conditions and provide advice that may result in referral to another professional, or the development and provision of therapeutic approaches.

The assessing hairdresser or barber may or may not provide the resultant therapy which is covered by another unit.

This unit applies to senior hairdressers and barbers who work in salons. They work independently, have considerable specialist skills and knowledge and provide technical leadership, training and support to team members.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Trichology

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Consult and examine

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Use standard infection control precautions, throughout

- client. assessment, according to health regulations and organisational procedures.
- 1.2. Establish rapport with client and obtain relevant information to determine expectations and requirements.
 - 1.3. Question client to obtain and record details of client symptoms, history of complaint, previous treatments and general health.
 - 1.4. Visually and physically examine hair and scalp condition.
 - 1.5. Determine need for microscopic analysis of sample hairs and explain process to client.
 - 1.6. Gather hair samples from appropriate areas of scalp without damage to samples.
 - 1.7. Mount hair samples on microscopic slide and examine, interpret and record observations.
2. Discuss dietary health.
- 2.1. Seek information on client's current dietary health and nutritional intake.
 - 2.2. Explain the importance of food and nutrients to healthy hair and scalp and the efficacy of trichological treatments.
 - 2.3. Provide basic dietary advice to support the outcomes of trichological treatments.
 - 2.4. Counsel client to seek specialist nutrition advice from health care professionals, as required.
3. Assess the problem.
- 3.1. Organise and analyse information collected from physical and visual examination and microscopic analysis.
 - 3.2. Identify abnormal hair and scalp conditions, including contagious ones, and counsel client on potential remedial actions.
 - 3.3. Assess trichological problems and causes, based on client examination and analysis.
 - 3.4. Determine beneficial trichological treatments suited to client hair and scalp condition.
4. Communicate the assessment.
- 4.1. Explain consultation assessment to client and answer questions with clarity.
 - 4.2. Discuss treatment options and costs and confirm a treatment program suitable for client needs.
 - 4.3. Refer client to other professionals where assessment indicates treatment is outside scope of own ability.
 - 4.4. Complete a full trichological assessment report.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret sometimes unfamiliar and detailed documents including organisational procedures, health regulations and product information to plan treatments.
Writing skills to:	complete comprehensive records of hair and scalp analysis using correct terminology for trichological conditions.
Oral communication skills to:	- ask open and closed probe questions and actively listen to determine client issues, interpret responses and confirm client understanding of information provided - discuss hair and scalp discuss hair and scalp conditions professionally and sensitively.
Numeracy skills to:	calculate and record affected hair and scalp areas with precision.
Planning and organising skills to:	manage own timing and productivity to complete assessments within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHTRI002 Conduct trichological assessments

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- integrate the use of infection control precautions and organisational procedures to complete trichological assessments for five different clients
- record the following details of the trichological assessment in a comprehensive report for each client serviced:
 - client symptoms, history of complaint, previous treatments and general health
 - observations from physical and visual examination of hair and scalp
 - outcomes of microscopic analysis
 - presence of any abnormal or contagious conditions which cannot be treated
 - dietary assessment and advice provided
 - full analysis of information and treatment options advised to client
 - advice provided to client to seek treatment from health care professionals
 - recommended treatment plan and costs.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- hair and scalp biology as it relates to the health of human hair and scalp and the provision of trichological treatments:
 - main structure, functions and role of skin
 - skin surface anatomy
 - major epidermal appendages and dermal structures
 - major cells of the epidermis
 - role of vascular, connective and nervous tissue in the dermis
 - structure and function of the glands of the skin:
 - distribution and development of skin glands
 - production, composition, functions and behaviour of sebum, eccrine and apocrine sweat fluids
 - glands and muscles associated with the hair and hair follicles:
 - structural and cellular features of a hair follicle

- sebaceous glands
- arrector pili muscle
- growth, development, aging and healing of human hair and scalp as it relates to the provision of trichological treatments:
 - 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, including stages in wound healing
- hereditary physical traits and conditions
 - the gene theory of inheritance
 - dominant and recessive genes
 - acne
 - eczema or atopic dermatitis
 - seborrheic dermatitis
 - pigmentation disorders
 - hair disorders
- role of endocrine glands and hormones in the body:
 - sebaceous gland secretion
 - sweat secretion
 - sense reception
 - growth and healing
 - hair growth and loss
 - pigmentation
 - age-related hormonal change and the skin
- functions and dysfunctions of the circulatory system
 - the interrelationship between the circulatory and endocrine systems
 - the relationship of the circulatory system to the health of the hair
- functions and dysfunctions of the immune system:
 - auto-immune disorders
 - alopecia areata
 - the relationship of the auto-immune system to the health of the hair
- the principles of nutrition they relate to the health of human hair and scalp and the efficacy of trichological treatments:
 - common diet and nutrition-related hair and scalp conditions and symptoms

- role of food, nutrients and other food substances
- nutritional needs and healthy options:
 - healthy eating pyramid
 - guidelines for specific nutrients
- functions of the digestive system, including mechanical and chemical digestive processes, and main functions of these organs:
 - mouth and salivary glands
 - oesophagus
 - stomach
 - small intestine
 - large intestine
 - rectum
 - anus
 - pancreas
 - gall bladder
 - liver
- main functions of the excretory system and these organs:
 - kidneys
 - liver
 - lungs
 - skin
- common trichological disorders, symptoms, visual signs and treatment options:
 - adverse effects of previous treatments on the hair and scalp
 - alopecia areata
 - androgenetic alopecia
 - diffuse hair loss
 - dry or oily dandruff
 - head lice
 - pityriasis versicolor
 - psoriasis
 - ringworm
 - scabies
 - seborrheic dermatitis
 - seborrhoea
 - tinea capitis
 - traction alopecia
- role and limitations of trichology in the management of a range of skin disorders
- key features of the organisation's remedial trichological product range:
 - formulation
 - product purpose, benefits and efficacy

- physical effects on the hair and scalp
- contraindications to use:
 - skin disorders or diseases
 - allergic reactions
- the transmission routes of infectious conditions:
 - direct contact (client to operator, operator to client, operator to operator)
 - non-intact skin (cuts, abrasions, lesions)
 - work surfaces
 - equipment
- key features of, and reasons for, standard infection-control precautions:
 - hand washing and drying before and after client contact, cleaning and waste disposal and using occlusive dressings for own cuts and abrasions
 - using personal protective equipment, particularly gloves, gowns, aprons, face masks and eye protection
 - cleaning, disinfecting or sterilising reusable equipment
 - cleaning or disinfecting work surfaces, client gowns and towels
 - appropriate handling and disposal of single use items and clinical (infectious) waste
- basic aspects of local government, state or territory health regulations applicable to hair and scalp treatments
- industry practices and organisational procedures for:
 - infection control for hair and scalp assessments
 - waste disposal with particular emphasis on sound disposal methods for clinical (infectious) waste.

Assessment Conditions

Skills must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- paying clients, with different hair and scalp conditions; these can be:
 - clients in a hairdressing or barbering industry workplace, or
 - clients in a simulated hairdressing or barbering workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- activities that require the individual to work with commercial speed, timing and productivity to complete client services within designated timeframes that reflect accepted industry practice
- a hairdressing or barbering services workstation with:

- one mirror per workstation
- one adjustable client services chair per workstation
- clean client gowns or wraps
- clean client towels
- operator personal protective equipment:
 - apron
 - disposable safety masks
 - rubber or disposable gloves
- microscope and slides suitable for microscopic analysis of hairs
- disinfectant and sterilising products for equipment and work surfaces
- template trichological assessment records
- current plain English regulatory documents distributed by government regulators for health, and infection control
- organisational procedures for:
 - infection control
 - disposal of clinical (infectious) waste.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and

- hold a Certificate IV qualification in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; **or**
- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBHTRI003 Develop and apply scalp treatment therapies

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop and apply individual or multiple scalp treatments in response to trichological assessments. The treating hairdresser or barber may or may not have completed the initial assessment. It also requires communication with clients to provide advice on self-administered parts of the treatment program and lifestyle factors to be adhered to between clinical treatments.

This unit applies to senior hairdressers and barbers who work in salons. They work independently, have considerable specialist skills and knowledge and provide technical leadership, training and support to team members.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Trichology

Unit Sector

Hairdressing

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Determine appropriate therapy.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Determine appropriate therapy based on client trichological assessment and available salon scalp therapies.

- 1.2. Propose a treatment plan including costs according to selected therapies.
- 1.3. Obtain client agreement to proceed with recommendations.
2. Provide therapy.
 - 2.1. Use standard infection control precautions, throughout all services, according to health regulations and organisational procedures.
 - 2.2. Select and prepare treatment products, equipment and treatment area required for service.
 - 2.3. Provide remedial therapy according to the treatment plan.
 - 2.4. Apply topical treatments according to the treatment plan.
 - 2.5. Use water resources efficiently and dispose of treatment waste safely according to health regulations and organisational procedures.
3. Counsel client and review treatment.
 - 3.1. Counsel client about beneficial home hair care treatments, routines and lifestyle adjustments.
 - 3.2. Use questioning and visual examination to review treatment progress and improvement to scalp condition.
 - 3.3. Adjust or vary treatment where indicated by review.
 - 3.4. Update client history to include full details of service.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret sometimes unfamiliar and detailed documents including organisational procedures, health regulations, trichological assessment and product information.
Oral communication skills to:	- ask open and closed probe questions and actively listen to determine client issues, interpret responses and confirm client understanding of information provided - discuss scalp conditions professionally and sensitively.
Numeracy skills to:	- measure and apply scalp treatment products in proportions that minimise waste - calculate and follow treatment processing times.
Planning and organising skills to:	manage own timing and productivity to complete treatments within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBHTRI003 Develop and apply scalp treatment therapies

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- integrate the use of infection control precautions and organisational procedures to complete a series of staged scalp treatments for five different clients
- for each client, review the trichological assessment to determine suitable treatment options, products and a treatment plan
- across the five clients, cumulatively, provide these types of treatments:
 - conditioning creams
 - medicated shampoos and treatments
 - creams for scaly problems
 - those for abnormal skin conditions, which may be psoriasis, seborrhoea, and dry and oily dandruff
- record the following details of the scalp treatment service in the history for each client serviced:
 - severity of client condition and symptoms for the stage of treatment
 - treatment and products used in response to the trichological assessment
 - outcomes achieved at various stages of the treatment regime
 - recommended home care treatment and lifestyle adjustments.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- skin biology, at an elementary level of understanding:
 - main structure, functions and role of skin
 - structure and function of the glands of the skin:
 - distribution and development of skin glands
 - production, composition and functions of sebum, eccrine and apocrine sweat fluids
 - glands and muscles associated with the hair and hair follicles:
 - structural and cellular features of a hair follicle
 - sebaceous glands
 - arrector pili muscle

- common trichological disorders, symptoms, visual signs and treatment options:
 - adverse effects of previous treatments on the hair and scalp
 - alopecia areata
 - androgenetic alopecia
 - diffuse hair loss
 - dry or oily dandruff
 - head lice
 - pityriasis versicolour
 - psoriasis
 - ringworm
 - scabies
 - seborrheic dermatitis
 - seborrhoea
 - tinea capitis
 - traction alopecia
- key features of the organisation's trichological scalp treatment range:
 - formulation
 - product purpose and efficacy
 - physical effects on the hair and scalp
 - application instructions
 - processing times
- the transmission routes of infectious conditions:
 - direct contact (client to operator, operator to client, operator to operator)
 - non-intact skin (cuts, abrasions, lesions)
 - work surfaces
 - equipment
- key features of, and reasons for, standard infection-control precautions:
 - hand washing and drying before and after client contact, cleaning and waste disposal and using occlusive dressings for own cuts and abrasions
 - using alcohol-based hand rub solutions as an adjunct to hand washing
 - using personal protective equipment, particularly gloves, gowns, aprons, face masks and eye protection
 - using single use treatment products or decanting bulk products into single use bowls
 - cleaning, disinfecting or sterilising reusable equipment
 - cleaning or disinfecting work surfaces, client gowns and towels
 - appropriate handling and disposal of single use items and clinical (infectious) waste
- basic aspects of local government, state or territory health regulations applicable to scalp treatments
- industry practices and organisational procedures for:
 - infection control for scalp treatments

- using correct operator posture during treatment to avoid fatigue and injury
- minimising product wastage
- water efficiency
- waste disposal with particular emphasis on sound disposal methods for clinical (infectious) waste.

Assessment Conditions

Skills must be demonstrated in a hairdressing or barbering environment; this can be:

- a hairdressing or barbering industry workplace or
- a simulated hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- paying clients with different scalp treatment requirements; these can be:
 - clients in a hairdressing or barbering industry workplace, or
 - clients in a simulated hairdressing or barbering workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- activities that require the individual to work with commercial speed, timing and productivity to complete client services within designated timeframes that reflect accepted industry practice
- a product preparation area with:
 - preparation benches
 - product storage areas
 - washing up sink with hot and cold running water for cleaning equipment
 - disinfectant and sterilising products for equipment and work surfaces
 - operator hand washing facilities:
 - basin with hot and cold running water
 - liquid soap
 - single use towels or hand dryer
 - alcohol-based hand rub solutions
 - operator personal protective equipment:
 - apron
 - disposable safety masks
 - rubber or disposable gloves
 - hand care cream
- a diverse professional range of trichological scalp treatment products:
 - conditioning creams
 - medicated shampoos and treatments
 - creams for scaly problems

- premixed creams
- for dry hair and scalp
- for oily hair and scalp
- for chemically treated hair
- for physically damaged hair
- for abnormal skin conditions, including psoriasis, seborrhoea, and dry and oily dandruff
- a hairdressing or barbering services workstation with:
 - one mirror per workstation
 - one adjustable client services chair per workstation
- a basin services area with this equipment and consumables:
 - shampoo back wash basins with hot and cold running water and adjustable temperature controls
 - shampoo hoses or spray attachments
 - client shampoo chairs or couches
 - clean client gowns or wraps
 - clean client towels
- product instructions
- trichological assessments on which to base the treatment regime
- template client history records
- current plain English regulatory documents distributed by government regulators for health, and infection control
- organisational procedures for:
 - infection control
 - waste minimisation
 - water efficiency
 - disposal of clinical (infectious) and other waste.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Certificate IV qualification in Hairdressing, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a hairdressing qualification**; this cannot include any indentured traineeship or apprenticeship period; **or**
- have at least three years full time employment experience as a barber in a shop or salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as **part of a barbering qualification**; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBXCCS001 Conduct salon financial transactions

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to conduct financial transactions for the sale of products and services within a personal services environment.

It requires the ability to operate point-of-sale equipment, handle cash, complete sales and reconcile takings.

This unit applies to workers in personal service environments including beauty and hairdressing salons, nail salons and spas. In this environment they work within known routines and guidelines and use a limited range of equipment.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Client Services

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Operate point-of-sale equipment.	1.1 Open and close point-of-sale terminal. 1.2 Clear point-of-sale terminal and transfer tender. 1.3 Conduct cash handling processes. 1.4 Maintain change supplies and cash float in point-of-sale terminal. 1.5 Attend to active point-of-sale terminals. 1.6 Complete records of transaction errors. 1.7 Maintain adequate supplies of dockets, vouchers and point-of-sale documents.
2. Complete point-of-sale transactions.	2.1 Enter sales information into point-of-sale equipment. 2.2 Communicate payment required and identify method of payment. 2.3 Process cash and non-cash transactions. 2.4 Issue correct change, receipts and complete sale documentation as required.
3. Complete refund.	3.1 Explain refund policy and procedure to client. 3.2 Confirm refund requirements and options for exchange with client. 3.3 Complete transaction to issue refund, receipts and sales documentation as required.
4. Remove takings from register or terminal.	4.1 Balance register or terminal at designated times throughout business operation. 4.2 Separate and secure cash float from takings prior to balancing. 4.3 Supply change to register or terminal as required. 4.4 Interpret register or terminal reading or print out. 4.5 Remove and transport cash and non-cash documents according to organisational security policies and procedures.
5. Reconcile takings.	5.1 Count cash and calculate non-cash documents. 5.2 Determine balance between register or terminal reading and sum of cash and non-cash transactions, and record takings. 5.3 Report discrepancies to supervisor.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill**Description**

- Numeracy skills to:
- estimate the total cost of transaction to determine accuracy of point-of-sale equipment
 - count change required during cash transactions.

Unit Mapping Information

SIBXCCS201A Conduct financial transactions

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBXCCS001 Conduct salon financial transactions

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- operate electronic point-of-sale equipment to accurately perform each of the following transactions on at least two occasions:
 - cash sales
 - non-cash sales:
 - credit card
 - EFTPOS
 - refunds/exchanges
- demonstrate the following secure payment handling procedures for all transactions listed above:
 - balancing point-of-sale terminal
 - calculating non-cash documents
 - clearing terminal and transferring tender
 - counting cash
 - determining change required and denominations of change
 - ensuring security of cash and non-cash transactions
 - maintaining cash float
 - opening and closing of point-of-sale terminal
 - recording takings
 - securing cash and non-cash transactions
 - tendering change.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- cash and non-cash handling procedures:
 - balancing point-of-sale equipment
 - change required, denominations of change and tendering change
 - clearance of terminal and transference of tender

- counting cash
- maintenance of cash float
- opening and closing point-of-sale terminal
- recording takings
- security of cash and non-cash transactions
- organisational policies and procedures relevant to financial transactions:
 - cash handling security
 - exchanges and returns
 - operation of point-of-sale equipment
 - point-of-sale transactions
 - work health and safety
- functions and procedures for operating point-of-sale equipment:
 - cash register
 - EFTPOS terminal
 - barcode scanner
- relevant federal, state or territory legislation:
 - consumer protection
 - privacy
 - GST
 - work health and safety.

Assessment Conditions

Skills must be demonstrated in a personal services salon environment; this can be:

- a industry workplace or
- a simulated workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- paying clients, both new and regular, with different transaction requirements, who have the expectation that the services provided reflect those of a commercial business
- relevant workplace documentation:
 - organisational policies and procedures relevant to financial transactions
 - manufacturer instructions.

Assessment must ensure use of:

- computer with salon software system
- point-of-sale equipment that can process credit cards and EFTPOS transactions
- relevant point-of-sale documents:

- stock, inventory and price lists
- financial transaction dockets and slips
- credit and product return slips
- sample debit and credit card vouchers.

Assessment activities that allow the individual to:

- complete financial transactions within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBXCCS002 Provide salon services to clients

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to provide a complete customer service experience.

It requires the ability to communicate with clients face-to-face or by telephone, schedule appointments, attend and respond to client complaints, and assist clients with special needs.

This unit applies to workers in personal service environments including beauty and hairdressing salons, nail salons and spas. In these environments, they make routine service decisions within a defined range.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Client Services

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Receive clients.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1 Welcome client to salon consistent with salon branding,

- market position and organisational policies and procedures.
- 1.2 Identify client customer service needs, reasonable requests, or refer to supervisor.
 - 1.3 Source client records or start new record as required.
 - 1.4 Enter client information in record system.
 - 1.5 Direct client to designated service or waiting area.
2. Provide customer service.
 - 2.1 Develop rapport and maintain contact with client during service delivery.
 - 2.2 Identify or anticipate contingencies and take action to maximise client satisfaction.
 - 2.3 Identify and act on opportunities to deliver additional levels of service beyond client's immediate request.
 - 2.4 Encourage repeat custom through promotion of appropriate services and products.
 - 2.5 Process sales, returns and refunds as required, according to organisational policies and procedures.
 - 2.6 Farewell clients according to organisational policies and procedures.
3. Schedule appointments for clients.
 - 3.1 Schedule appointments according to length of time required for services, availability of staff, and equipment space.
 - 3.2 Confirm appointments with client and cancel or reschedule as required.
 - 3.3 Record details in appointment system.
4. Respond to client complaints.
 - 4.1 Establish nature of complaint and confirm with client.
 - 4.2 Implement complaint resolution procedures as required.
 - 4.3 Promptly refer unresolved complaints to supervisor.
 - 4.4 Take opportunities to turn client dissatisfaction into high quality customer service.
 - 4.5 Complete workplace documentation for client complaint.
 - 4.6 Take follow-up action to ensure client satisfaction.
5. Respond to clients with special needs.
 - 5.1 Identify clients with special needs through observation and questioning.
 - 5.2 Convey a willingness to assist clients.
 - 5.3 Promptly service client needs, or refer and redirect as required.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance

criteria are listed here, along with a brief context statement.

Skill	Description
Oral communication skills to:	• use open and closed probe questions to clarify and confirm client requirements and complaints.
Numeracy skills to:	• calculate treatment times.
Planning and organising skills to:	• deal with clients in a logical sequence so that clients are served effectively.
Teamwork skills to:	• handover clients to colleagues for services.
Self-management skills to:	• maintain discretion and client confidentiality.
Technology skills to:	• operate telephone equipment • use electronic communication media • operate computer with salon software system to schedule appointments.

Unit Mapping Information

SIBXCCS202A Provide service to clients

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBXCCS002 Provide salon services to clients

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role and:

- integrate hairdressing or beauty technical skills, and provide service to hairdressing or beauty clients for a minimum of twelve, three hour work periods that individually or in combination demonstrate:
 - accessing client records
 - appropriate verbal and non-verbal communication
 - correct telephone techniques
 - dealing with clients in a culturally appropriate manner
 - dealing with difficult or abusive clients
 - effective questioning and active listening techniques to establish client needs
 - face to face communication techniques
 - greeting and farewelling techniques
 - interpreting and maintaining client records
 - receiving clients and making appointments
 - resolving complaints with remedial actions
 - scheduling client appointments.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- principles of quality customer service and positive communication techniques:
 - voice tonality and volume
 - body language
- essential features, conventions and usage of these types of communication media:
 - telephone
 - email
 - letters
- industry expectations of hairdressing and beauty workers:
 - professional service standards

- attitudes to working with clients
- ethics of professional behaviour
- personal presentation and hygiene standards
- federal, state or territory legislation relevant to providing salon service to clients:
 - anti-discrimination
 - consumer protection
 - privacy
 - work health and safety
- organisational policies and procedures:
 - communicating with clients
 - handling and resolving complaints
 - customer service techniques
 - personal grooming and presentation
 - product returns
 - promoting products and services
 - receiving clients
 - record keeping
 - sales and refunds
 - scheduling clients
 - work health and safety
- possible remedial actions for resolving client complaints:
 - complimentary service
 - fuller explanation
 - referral to supervisor
 - refund of charges
 - replacement of product
 - samples
- special packages of services
- special needs of client:
 - language needs and cultural understandings
 - mobility or other disability assistance
 - payment arrangements
- organisational processes and equipment:
 - client record system
 - functions and use of appointment system
 - functions and use of telephone
 - location of workplace areas and sections
 - message procedures for:
 - telephone
 - email

- messages taken in person
- workplace product and service range.

Assessment Conditions

Skills must be demonstrated in a personal services salon environment; this can be:

- an industry workplace or
- a simulated workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- paying clients, both new and regular, with different client service requirements, who have the expectation that the services provided reflect those of a commercial business
- relevant organisational policies and procedure manuals for customer service:
 - customer service techniques
 - personal presentation
 - complaint resolution.

Assessment must ensure use of:

- computer with salon software system
- reception desk
- retail display area
- telephone.

Assessment activities that allow the individual to:

- complete salon services within commercially realistic speed, timing and productivity requirements
- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBXCCS003 Greet and prepare clients for salon services

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to meet, greet and prepare clients for a range of beauty treatments, hairdressing or barbering services.

This unit applies to assistants who work in beauty, hairdressing or barber salons under close supervision and with guidance from more experienced or senior operators. They use little judgement and follow procedures and instructions specified by the senior who will manage the client service.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Client Services

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Welcome arriving clients.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Welcome client promptly, warmly and by name, if known, according to organisational procedures.
- 1.2. Focus attention completely on the client.
- 1.3. Advise client of waiting time for commencement of service.

- 1.4. Make client comfortable and offer beverages and reading material.
 - 1.5. Notify senior operator of client's arrival.
2. Prepare clients for senior operators.
 - 2.1. Show client to relevant service area and ensure client is safely and comfortably seated.
 - 2.2. Advise client that senior operator will consult prior to service.
 - 2.3. Confirm, with senior operator, service to be provided.
 - 2.4. Select and apply clean wraps and towels of suitable size for client and to suit planned service.
 - 2.5. Check client comfort and offer additional beverages and reading material.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret organisational procedures for meeting and greeting clients and preparing for service.
Oral communication skills to:	ask open and closed probe questions and actively listen to clarify and confirm service instructions and check client comfort.

Unit Mapping Information

SIHHCCS201A Greet and prepare clients for salon services

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBXCCS003 Greet and prepare clients for salon services

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow organisational procedures for meeting and greeting clients and preparing for them for service over four two hour work periods
- across those work periods, cumulatively prepare clients for at least four different treatments or services and consistently follow senior operator instructions.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- overview of the range of treatments and services offered by the salon to prepare clients for each
- features and functions of the salon booking system to interpret details of client bookings
- organisational procedures for meeting and greeting clients and preparing for service.

Assessment Conditions

Skills must be demonstrated in a personal services environment; this can be:

- a beauty, hairdressing or barbering industry workplace or
- a simulated beauty, hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- a senior operator from whom the individual can take instruction
- paying clients with different service requirements; these can be:
 - clients in a beauty, hairdressing or barbering industry workplace, or
 - clients in a simulated beauty, hairdressing or barbering workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- sufficient customer traffic to allow for prioritisation of tasks so that customers are serviced effectively in a logical sequence

- a client reception area with a reception desk, client booking system and client waiting chairs
- beauty treatment, hairdressing or barbering services workstations with one adjustable client services chair per workstation
- clean client gowns or wraps
- clean client towels
- a range of reading materials for clients
- tea and coffee making facilities and a range of beverage options for clients
- organisational procedures for meeting and greeting clients and preparing for service.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- have at least three years full time employment experience in the beauty, hairdressing or barbering industry where they have applied the skills and knowledge covered in this unit of competency; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBXCCS004 Recommend products and services

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop and update knowledge of the organisation's product and service range and to recommend products and services suited to customer needs. Products and services will vary according to the particular business type but can include any from a hair, barbering, beauty or cosmetics range.

This unit applies to all businesses that sell hair, barbering, beauty or cosmetic products and services and to sales and service personnel working at all levels.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Client Services

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Develop knowledge of the product and service range.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Access current and accurate information on organisation's range of products and services.
- 1.2. Interpret information on features, benefits and customer costs and compare various products and services.

- 1.3. Use product information to develop knowledge of product performance, purpose and directions for use.
- 1.4. Check regularly for new additions or changes to range and update knowledge.
2. Recommend products and services.
 - 2.1. Use questioning and active listening to determine customer requirements and preferences.
 - 2.2. Select and suggest products and services suited to customer requirements.
 - 2.3. Describe features and benefits of products and services to encourage purchase.
 - 2.4. Provide information on product or service performance, purpose and directions for use according to product information.
 - 2.5. Identify and utilise opportunities to demonstrate and apply products to customers.
 - 2.6. Respond to customer queries and provide appropriate scope and depth of information to satisfy needs.
 - 2.7. Encourage and confirm customer bookings for organisation's service range.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret unfamiliar and detailed documents which describe product performance, purpose and directions for use.
Oral communication skills to:	- use persuasive language to promote the purchase of products and services - provide clear instructions for product use.
Numeracy skills to:	interpret and compare costs; determine correct application quantities from instructions.
Initiative and enterprise skills to:	suggest products and services to maximise profitability of customer interactions with the business.
Technology skills to:	use in-house and online information systems to search for information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBXCCS004 Recommend products and services

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, and:

- access and correctly interpret information from two different sources about four different products or services from the organisational range
- interact with four different customers, each with different product and service requirements, to recommend suitable products or services to be chosen individually or jointly from a range of:
 - hair products and services, or
 - barbering products and services, or
 - beauty products and services, or
 - retail cosmetic products and services.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources and format of product and service information:
 - manufacturer support materials:
 - product leaflets, brochures, booklets
 - internet sites
 - product labels
 - price lists
 - product and service manuals
 - discussions with customers, staff members and product suppliers
- details of organisational product and service range:
 - location
 - brand options and comparable types
 - purpose
 - features and benefits
 - ingredients, at a basic level of understanding
 - performance, as claimed by manufacturer

- directions for use
- costs
- procedural details for services offered, including times for delivering services
- basic aspects of Australian Consumer Law as it applies to performance claims, guarantees and product returns
- organisational procedures for recommending hair, barbering, beauty or cosmetic products and services.

Assessment Conditions

Skills must be demonstrated in a retail store or personal services environment; this can be:

- an industry workplace or
- a simulated retail store or beauty, hairdressing or barbering workplace, set up for the purpose of skills assessment.

Assessment must ensure use of:

- customers with whom the individual can interact; these can be:
 - paying customers in an industry workplace or
 - individuals who participate in role plays or simulated activities within a training organisation
- sufficient customer traffic to allow for prioritisation of tasks so that customers are served effectively in a logical sequence
- activities that require the individual to work with commercial speed, timing and productivity to serve customers efficiently
- computers, the Internet and online information systems to search for product information
- display and storage locations, shelf facings and signage for hair, barbering, beauty or cosmetic products, as relevant to the business type
- a diverse commercial range of hair, barbering, beauty or cosmetic products, as relevant to the business type
- product and service information which can be:
 - manufacturer support materials; product leaflets, brochures, booklets
 - product labels
 - price lists
 - product and service manuals
- organisational procedures for recommending hair, barbering, beauty or cosmetic products and services.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- have at least three years full time employment experience in the beauty, hairdressing, barbering or retail industry where they have applied the skills and knowledge covered in this unit of competency; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBXIND001 Comply with organisational requirements within a personal services environment

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to work in a personal services environment by integrating knowledge of workplace rights and responsibilities and organisational policies and procedures, and by using effective team and individual work practices to plan and organise daily work activities.

This unit applies to workers in personal service environments including beauty and hairdressing salons, nail salons and spas. In these environments they make routine service decisions within a defined range in the context of organisational goals, customer service values and standards.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Working in Industry

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Develop knowledge of

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1 Access current information on employee and

employment rights and responsibilities.	employer rights and responsibilities.
	1.2 Obtain and interpret key information on laws for anti-discrimination, harassment and equal employment opportunity.
	1.3 Access and interpret information on national employment standards and specific employment arrangements for current role.
	1.4 Comply with employment requirements.
2. Work within organisational requirements.	2.1 Interpret and comply with organisational requirements and responsibilities.
	2.2 Seek advice from supervisors and managers to ensure understanding of organisational requirements.
	2.3 Interpret staff rosters and provide sufficient notice of unavailability for rostered hours according to organisational policy and procedures.
	2.4 Comply with relevant duty of care and legal responsibilities, and support organisational culture.
	2.5 Identify roles and responsibilities of colleagues and immediate supervisors for designated lines of communication and reporting lines.
	2.6 Identify, recognise and follow behaviour that contributes to a safe and sustainable work.
3. Support work team.	3.1 Display courteous, helpful and non-discriminatory attitude with clients and other team members.
	3.2 Take opportunities to enhance level of assistance offered to team members.
	3.3 Meet all reasonable requests for assistance within acceptable workplace timeframes.
	3.4 Seek assistance from team members, supervisors and managers when required.
4. Maintain personal presentation.	4.1 Observe appropriate dress code and presentation as required by workplace, job role and level of customer contact.
	4.2 Follow personal hygiene procedures according to organisational requirements.
5. Develop effective work habits.	5.1 Plan and organise daily work activities within scope of responsibility.
	5.2 Act promptly on instructions, information and follow procedures relevant to task.
	5.3 Seek advice and direction from appropriate staff to clarify workplace instruction and information.
	5.4 Prioritise and complete competing tasks within designated timeframes.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	• interpret: • detailed organisational policies and procedures • unfamiliar plain English documents which describe workplace laws, rights and responsibilities • messages, notes, emails, letters, and online communications of varying complexity.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify workplace instruction, team needs and policies and procedures.
Technology skills to:	• access credible online publications and internet resources that builds knowledge on employment rights and responsibilities.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBXIND001 Comply with organisational requirements within a personal services environment

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in context of job role, and to:

- access and interpret information about employment rights and responsibilities from these sources:
 - employer associations
 - Fair Work Commission
 - Fair Work Ombudsman
 - state and territory government boards and commissions for anti-discrimination and equal employment opportunity (EEO)
 - staff handbooks
 - trade unions
- source information on this range of employee and employer workplace rights and responsibilities:
 - Fair Work Act 2009: minimum workplace entitlements provided by the National Employment Standards (NES)
 - relevant state or territory anti-discrimination or equal employment opportunity law:
 - harassment provisions: types of discrimination and harassment, rights and responsibilities of employees and employers and consequences of non-compliance with the law
 - reprovitions: rights of employees and responsibilities of employers to make merit-based employment decisions
 - role of relevant state or territory board or commission in managing complaints
 - industrial awards for hairdressing and beauty employees
- access and interpret organisational policies and procedures that relate to general work practices:
 - accepting, declining and amending rostered hours
 - personal and carer's leave
 - counselling and discipline
 - grievances
 - equal employment opportunity
 - discrimination and harassment

- terms and conditions of employment
- integrate hairdressing or beauty technical skills (SHB service or treatment-related units), and comply with organisation requirements for a minimum of four, three hour work assessment periods that individually or in combination demonstrate:
 - applying workplace dress, hygiene and personal presentation requirements
 - working effectively as a team member
 - planning and organising work activities.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of information on employment rights and responsibilities as specified in Performance Evidence
- basic aspects of employment related laws covering rights and responsibilities of employees and employers as specified in the Performance Evidence
- basic aspects of industrial awards for hairdressing and beauty employees relevant to own job role
- primary functions of trade unions for hairdressing and beauty employees relevant to own job role
- organisational policies and procedures that relate to general work practices as specified in the Performance Evidence
- typical terms and conditions of employment for hairdressing and beauty businesses relevant to own job role
- general role boundaries and responsibilities for key hairdressing and beauty industry staff:
 - beauticians
 - nail technicians
 - make-up artists
 - hairdressers
 - beauty and spa therapists
 - supervisors and managers within hairdressing and beauty businesses.

Assessment Conditions

Skills must be demonstrated in a personal services industry environment:

- a hairdressing or beauty industry workplace or
- a simulated hairdressing or beauty workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure use of:

- computers, keyboards and printers
- the Internet

- current plain English guidelines issued by regulatory bodies covering:
 - minimum workplace entitlements provided by the National Employment Standards (NES)
 - relevant state or territory anti-discrimination or equal employment opportunity law:
 - harassment provisions: types of discrimination and harassment, rights and responsibilities of employees and employers and consequences of non-compliance with the law
 - equal employment opportunity (EEO) provisions; rights of employees and responsibilities of employers to make merit based employment decisions
 - role of relevant state or territory boards in managing complaints
- plain English information about industrial awards for hairdressing and beauty employees issued by regulatory bodies or unions
- organisational policies and procedures that relate to general work practices:
 - accepting, declining and amending rostered hours
 - personal and carer's leave
 - counselling and discipline
 - grievances
 - equal employment opportunity
 - discrimination and harassment
- team members with whom the individual can interact.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBXIND002 Communicate as part of a salon team

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to work as part of a team in a salon or retail cosmetics environment. It requires the ability to communicate with colleagues and senior staff and actively participate in a team work environment.

This unit applies to individuals working in service environments including retail cosmetic outlets, spas, hairdressing, barber, beauty and nail salons. It applies to personnel working in teams at all levels including frontline, supervising and senior team members.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Working in Industry

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Communicate with team members.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Communicate effectively with team members considering cultural and other differences.
- 1.2. Use questioning to check understanding and seek clarification to prevent misunderstandings.

- 1.3. Display respect to team members and adherence to workplace expectations.
 - 1.4. Maintain open communication with team members to ensure transfer of information.
 - 1.5. Share information and ideas with team to enhance work outcomes.
2. Actively participate in teams.
 - 2.1. Identify individual responsibilities for contributing to the achievement of team goals.
 - 2.2. Carry out tasks and responsibilities to achieve workplace goals and organisational expectations.
 - 2.3. Work cooperatively with team members to maximise efficiency and quality of daily work outcomes.
 - 2.4. Seek, acknowledge and act upon constructive feedback from others.
 - 2.5. Participate in team problem-solving to improve outcomes.
 - 2.6. Interact with team members to foster a positive team and work environment reflective of the organisational culture.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret basic written communication documents including hand recorded notes and emails.
Oral communication skills to:	- use open questions and paraphrasing to confirm correct understanding - use gestures or simple words to communicate where language barriers exist.
Self-management skills to:	recognise when assistance is required of self or others and seek support.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBXIND002 Communicate as part of a salon team

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- effectively communicate with team members and contribute to team outcomes while participating in at least three day-to-day sales and services activities
- participate in one team meeting to discuss a sales and service problem and actively contribute towards a resolution.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- conventions and use of a range of communication methods:
 - verbal communication
 - non-verbal communication
- communication techniques and use in a team context:
 - open and closed questioning
 - paraphrasing
 - effective listening
 - voice tonality and volume
- effective communication techniques with team members of diverse backgrounds:
 - cultural diversity
 - special needs
- team work principles and the role of teamwork in the achievement of workplace goals
- role of feedback in the achievement of team goals
- problem-solving strategies for use in the achievement of team goals
- techniques for supporting team members in the achievement of required workplace outcomes
- standards expected of personal services industry employees in relation to team work:
 - attitudes
 - ethics.

Assessment Conditions

Skills must be demonstrated in a retail store or personal services environment; this can be:

- an industry workplace or
- a simulated retail store or beauty, hairdressing or barbering workplace, set up for the purpose of skills assessment.

Assessment must ensure use of:

- team members with whom the individual can interact; these can be:
 - team members in an industry workplace, or
 - people who participate in role plays or simulated activities within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and

- have at least three years full time employment experience in the beauty, hairdressing, or barbering industry where they have applied the skills and knowledge covered in this unit of competency; this cannot include any indentured traineeship or apprenticeship period.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBXPSM001 Lead teams in a personal services environment

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and manage individuals and teams and support and encourage their commitment to the organisation. It requires the ability to communicate effectively with team members, monitor the quality of day to day work and manage technical and service performance through effective leadership.

This unit applies to all single or multiple outlet businesses providing beauty treatments, hairdressing or barbering services. It applies to senior managers and small business owners who operate with significant autonomy and are responsible for making strategic business management and operational decisions.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Personal Services Management

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Develop team

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Develop organisation's personal service values and clearly

commitment and cooperation.	communicate role and importance of quality service to business objectives. 1.2. Act as a positive role model through high standards of personal performance. 1.3. Communicate roles, responsibilities and expectations and promote individual and team work accountability. 1.4. Motivate individuals to deliver effective personal service which shows support for organisational goals. 1.5. Identify, encourage, value and reward individual and team efforts and contributions. 1.6. Model and encourage open and supportive communication within the team. 1.7. Seek feedback from team members and implement changes within bounds of organisational goals and policies.
2. Monitor work operations and support team members.	2.1. Proactively share information, knowledge and experiences with team members to support quality technical and service delivery. 2.2. Assist team members to plan for and prioritise own workload through supportive feedback and coaching. 2.3. Encourage team members to assist each other with work tasks to improve individual and organisational service levels. 2.4. Monitor team and individual performance and provide support and direction to help with technical, service and workload issues. 2.5. Identify individual team member difficulty in meeting technical and service standards and provide supervision and coaching to assist. 2.6. Monitor individual and team understanding of importance of organisational personal service approach and regularly communicate to ensure business objectives are met.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Oral communication skills to:	• develop rapport with and nurture ongoing positive relationships with team members • provide unambiguous information to staff about roles, responsibilities and performance expectations • discuss technical and service skill deficiencies in a

professional and constructive manner

Planning and organising skills to:

- coordinate multiple and potentially competing operational priorities for a team.

Self-management skills to:

- take responsibility for team outcomes.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBXPSM001 Lead teams in a personal services environment

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- take responsibility for leading a personal services team over six, three hour work periods
- communicate with a team by convening a team meeting, or via electronic communication to:
 - communicate and discuss the organisation's personal service values and the role and importance of quality service to business objectives
 - actively involve team members in a decision-making process to develop one new procedure for delivering one chosen personal services treatment
- hold a meeting with two individual team members to discuss their roles and responsibilities and the organisation's service expectations.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- for personal services businesses and the organisation in particular:
 - personal services values and business objectives
 - methods to communicate values, objectives and importance of personal service:
 - mission statements
 - client service policies
 - team meetings
 - staff emails, newsletters
 - within job descriptions and performance review documents
- key features of personal services operational environments:
 - different job roles and boundaries of responsibility, including those for:
 - reception staff
 - trainees or apprentices
 - staff providing services and treatments
 - supervisors
 - managers

- various formats for and the use of job descriptions in communicating staff roles, responsibilities and expectations
- different leadership styles and characteristics of effective leadership
- techniques for motivating team members and building a team-oriented environment:
 - affirming respect for individual behaviour and differences
 - involving individuals and teams in decision making processes
 - supporting the team to develop mutual concern and camaraderie
 - providing encouragement and opportunities for skill development
 - recognising abilities, achievements and positive workplace behaviour
 - rewarding individuals and teams
 - facilitating team-building activities
 - providing encouragement, constructive criticism and coaching to those in training
 - providing coaching from more experienced operators to those with skill deficits.

Assessment Conditions

Skills must be demonstrated in a personal services environment; this can be:

- a beauty, hairdressing or barbering industry workplace or
- a simulated beauty, hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- a team whose overall performance is the responsibility of the individual; this can comprise:
 - team members in a personal services industry workplace; or
 - people who participate in role plays or simulated activities within a training organisation
- paying clients for whom the team is providing services; these can be:
 - clients in a personal services industry workplace; or
 - clients in a simulated personal services workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- the following documents which can be actual documents used by a personal services business or generated by a registered training organisation for the purposes of project and assessment activities:
 - documents which outline personal services values and business objectives; these could include mission statements, client service policies and job descriptions
 - a range of job descriptions.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Diploma of Salon Management, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a manager for a personal services business where they have applied the skills and knowledge covered in this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBXPSM002 Manage treatment services and sales delivery

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to monitor, maintain and improve sales and service delivery. It requires the ability to develop and implement quality client service practices, determine and monitor sales targets, organise staff training and monitor work operations for productivity.

This unit applies to all single or multiple outlet businesses providing beauty treatments, hairdressing or barbering services. It applies to senior managers and small business owners who operate with significant autonomy and are responsible for making strategic business management and operational decisions.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Personal Services Management

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Develop and implement quality client service

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Develop policies and procedures, in line with organisation's personal services values, for sales and

- practices.
- 1.2. Seek and use client feedback to improve sales and service and share information with staff.
 - 1.3. Encourage staff to take responsibility for meeting client needs and to assist each other to achieve optimum service.
 - 1.4. Monitor staff efficiency and service to ensure standards are met.
 - 1.5. Resolve treatment and service related complaints referred by team members.
 - 1.6. Assess effectiveness of client sales and service practices, including corrective actions.
 - 1.7. Identify, in consultation with staff, systematic problems and adjust practices to improve service quality.
2. Maintain and improve sales and profits.
- 2.1. Price services based on hourly expenses, treatment time, target profit margin and analysis of client demographic.
 - 2.2. Set, communicate, and regularly review staff product and treatment sales targets and periods.
 - 2.3. Monitor progress towards targets, provide feedback on performance and encourage staff to increase their average client bill.
 - 2.4. Implement staff incentive schemes to increase product sales and client re-booking.
3. Coordinate staff training and support.
- 3.1. Recognise opportunities to increase sales, safety and treatment service capabilities and arrange relevant staff training.
 - 3.2. Organise staff product and treatment supplier training to support the introduction of new equipment, products and services.
 - 3.3. Allocate a mentor or supervisor to staff in training to ensure on and off-the-job training are blended according to a training plan.
4. Resource and maintain work operations to support sales and service delivery.
- 4.1. Maintain staff salaries and working conditions in line with current awards, legislation and organisational policies.
 - 4.2. Plan, allocate and maintain adequate resources and stock for optimum sales and service.
 - 4.3. Assess current workloads and allocate work to utilise strengths and attributes of individual team members.
 - 4.4. Regulate access to and use of treatment products to ensure waste minimisation for profitability and environmental sustainability.
 - 4.5. Establish and communicate systems for cleaning,

storing and maintaining tools and equipment for optimum use and according to manufacturer instructions.

4.6. Repair or replace faulty equipment as soon as practicable without disruption to service levels.

4.7. Maintain accurate records for sales, service and operational issues.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret complex information about industrial awards and working conditions.
Writing skills to:	develop and document comprehensive customer service policies and procedures using language easily understood by all staff.
Oral communication skills to:	- ask open and closed probe questions and actively listen to clarify ambiguities and understand customer complaints - resolve customer complaints in a professional and constructive manner.
Numeracy skills to:	analyse complex sales and budgetary data to set staff sales targets, and to calculate fixed and variable costs to set profitable selling prices.
Planning and organising skills to:	coordinate multiple and potentially competing operational priorities for a team.
Initiative and enterprise skills to:	proactively seek opportunities to improve sales and service delivery and profitability.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBXPSM002 Manage treatment services and sales delivery

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, and ability to:

- develop and document and overarching client service and complaint resolution policy
- develop procedures for delivery of three specific and different treatments
- take responsibility for managing all aspects of sales and service delivery over six, three hour work periods
- across those work periods:
 - resolve any referred client complaints
 - collect and evaluate customer feedback from at least twelve clients
- at the conclusion of the six work periods, determine and report on how sales and service practices could be improved
- for two different personal services treatments and two associated products:
 - calculate and determine a profitable selling price
 - determine staff sales targets for a one month period and produce documents which clearly present targets
 - monitor staff sales data and performance and provide weekly feedback on progress towards target
 - identify training options provided by the suppliers
 - develop a staff incentive scheme to increase product and service sales
 - identify systems, that minimise down-time, for cleaning and maintaining equipment associated with the two treatments.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- principles of quality client service
- professional service standards expected of personal services personnel
- format, contents and use of:
 - client service and complaint resolution policies and procedures
 - procedures for the delivery of specific treatments
 - sales target schedules

- sales reports
- methods to:
 - monitor adherence to client service standards and policies
 - collect client feedback
 - resolve treatment and service related complaints
- for personal services businesses and the organisation in particular:
 - applicable industrial awards and working conditions
 - human, equipment and stock resources required to provide treatments relevant to the business type and how to effectively allocate these for service periods
 - typical volume of work and staffing levels required to effectively service clients
 - types of fixed and variable business costs
 - profit margins
 - sales targets for turnover and profit
 - methods to determine price structure for personal services treatments:
 - calculating fixed and variable business costs
 - calculating opening hours for business
 - determining average per hour seat or treatment area service time for clients
 - average treatment time to cover hourly expenses and achieve a profit
- methods to determine staff sales targets in line with business turnover and profit objectives
- format and content of sales and stock reports and use in analysing sales performance for individual staff members
- staff incentive schemes used by personal services businesses
- supplier and other options used to provide personal services staff with product, treatment, equipment, sales and safety training
- systems for cleaning, storing, repairing and maintaining equipment used in the personal services industry.

Assessment Conditions

Skills must be demonstrated in a personal services environment; this can be:

- a beauty, hairdressing or barbering industry workplace; or
- a simulated beauty, hairdressing or barbering workplace, set up for the purpose of skills assessment that provides services to paying members of the public.

Assessment must ensure use of:

- activities that allow the individual to plan for, monitor and evaluate sales and service delivery over an extended time period
- team members with whom the individual can interact; these can be:
 - team members in a personal services industry workplace or

- people who participate in role plays or simulated activities within a training organisation
- paying clients with whom the individual can interact; these can be:
 - clients in a personal services industry workplace or
 - clients in a simulated personal services workplace within a training organisation who have the expectation that the services provided reflect those of a commercial business
- computers, printers and general software programs used to produce policies and procedures
- the following documents which can be actual documents used by a personal services business or generated by a registered training organisation for the purposes of project and assessment activities:
 - sales reports
 - stock reports
 - client feedback
- template:
 - client service and complaint resolution policies and procedures
 - sales target schedules
- industrial awards relevant to the personal services business.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- hold a Diploma of Salon Management, or be able to demonstrate equivalence of competencies; and
- have at least three years full time employment experience as a manager for a personal services business where they have applied the skills and knowledge covered in this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBXPSM003 Promote a personal services business

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop and integrate a full range of marketing strategies and promotional activities to expand and diversify the client base, maintain and improve client re-booking, and increase average client spend for a personal services business. It requires the ability to monitor, evaluate and adjust marketing activities according to business performance.

This unit applies to all single or multiple outlet businesses providing beauty treatments, hairdressing or barbering services. It applies to senior managers and small business owners who operate with significant autonomy and are responsible for making strategic business management and operational decisions.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Personal Services Management

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Develop marketing

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Analyse business objectives, key services and products to

strategies.	determine the focus of marketing activities.
	1.2.Evaluate customer demographics and target markets for the business as a basis for marketing strategies.
	1.3.Determine marketing objectives and strategies in consultation with relevant people and according to the business plan.
2. Determine a marketing mix for the business.	2.1.Balance volumes and pricing of service and product mix to optimise turnover and profit.
	2.2.Evaluate costs and benefits of providing different services and products to determine the marketing mix of the business.
	2.3.Determine the optimum marketing mix according to market and business needs.
3. Implement marketing strategies.	3.1.Brief persons involved in the marketing effort on roles and responsibilities to ensure successful implementation.
	3.2.Plan and implement promotional activities according to marketing objectives and budgetary requirements.
4. Monitor and improve marketing performance.	4.1.Regularly monitor marketing activities and evaluate business performance against targets.
	4.2.Analyse performance gaps and take corrective action or set new targets.
	4.3.Encourage relevant people to propose ways to improve marketing performance.
	4.4.Seek customer reaction to all aspects of the marketing mix, and analyse to improve targeting and outcomes.
	4.5.Conduct ongoing research of customer requirements to identify opportunities for change and improvement.
	4.6.Monitor changes in markets and investigate new business development opportunities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	research, interpret and analyse complex and potentially unfamiliar business and marketing information.
Writing skills to:	develop and document complex marketing plans and reports on results.
Oral communication	consult with a range of people about complex and conceptual

- skills to: issues
- provide unambiguous information to staff about roles, and responsibilities for marketing activities.
- Numeracy skills to:
- interpret and analyse complex sales, stock and budgetary data
 - develop complex budgetary projections for various product and service mix scenarios.
- Initiative and enterprise skills to:
- proactively seek opportunities to research new markets and implement change to the product and service range.
- Self-management skills to:
- take responsibility for marketing initiatives from initial research through to implementation and monitoring of promotional activities.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBXPSM003 Promote a personal services business

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop a comprehensive written marketing plan for a given personal services business to include at least:
 - business profile and objectives
 - overview of products and services range and product mix
 - analysis of four different client groups and their product and services preferences
 - chosen target group/s for marketing activities and rationale for choice
 - marketing objectives
 - analysis of current sales and budgeted projections for sales of three different products and three different services to be promoted
 - comprehensive description of promotional activities to be used and rationale for choice
 - comprehensive implementation plan for promotional activities including timelines, responsibilities and performance indicators
 - methods used to evaluate customer satisfaction with products and services offered
 - methods used to monitor effectiveness of marketing program
- evaluate product and service performance against targets, analyse performance gaps and propose corrective actions for given marketing situations which may or may not be those covered by the above plan.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- for personal services businesses and the organisation in particular:
 - business objectives
 - current products and services range and availability of new
 - different client demographics and their product and service preferences
- for a range of traditional, new and emerging marketing strategies and promotional activities:
 - uses, risks and benefits
 - efficacy in reaching and appealing to target markets

- new and emerging marketing methods, including social media technologies, and the opportunities they present
- format and content of sales budgets, sales and stock reports and use in:
 - projecting sales and profit
 - analysing product and service performance
- methods used to evaluate customer satisfaction with products and services offered
- methods used to monitor effectiveness of promotional activities
- format and content of marketing plans.

Assessment Conditions

Assessment must ensure use of:

- activities that allow the individual to research, develop, implement, monitor and evaluate marketing activities over an extended time period
- people with whom the individual can interact for all communication aspects of the unit; these can be:
 - people in a personal services industry workplace; or
 - people who participate in role plays or simulated activities within a training organisation
- computers, printers and general software programs used to produce marketing plans
- the following documents which can be actual documents used by a personal services business or generated by a registered training organisation for the purposes of project and assessment activities:
 - customer profiles, service history and product and service preferences
 - sales budgets
 - sales reports
 - stock reports
- template:
 - marketing plans
 - budgets
 - customer evaluations.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBXPSM004 Develop a product and service range

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to investigate, plan for and update a range of products and services at regular intervals. It requires the ability to continually analyse the market, choose and introduce products, negotiate the cost of supply, determine pricing policies and monitor quality.

This unit applies to all single or multiple outlet businesses providing beauty treatments, hairdressing or barbering services. It applies to senior managers and small business owners who operate with significant autonomy and are responsible for making strategic business management and operational decisions.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Personal Services Management

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Analyse market.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Identify business client groups and analyse their product and service preferences.

	1.2. Review performance of product and service range to identify demand and seasonal variations.
	1.3. Identify opportunities to improve product and service range.
	1.4. Research and identify potential new products and services, evaluate supplier claims, benefits for clients and potential safety risks.
	1.5. Identify market competition for specific products and services.
2. Plan product and service range.	2.1. Assess existing product and service range against business objectives, market analysis and sales performance.
	2.2. Evaluate new techniques and equipment and assess workforce skills, knowledge and training required to introduce.
	2.3. Identify space and equipment requirements for product display and service delivery.
	2.4. Determine optimum product and service mix considering all factors and according to market analysis.
3. Negotiate supply and maximise profit.	3.1. Negotiate cost of supply to maximise profit margins.
	3.2. Negotiate terms of trade with suppliers.
	3.3. Convey complete and accurate records of negotiations and agreements to appropriate personnel.
	3.4. Determine pricing policies for products and services according to nett profit margin required.
	3.5. Develop product and service assessment checks and regularly calculate contributions against budgeted sales targets.
4. Introduce new products and services.	4.1. Update product and service range at regular intervals.
	4.2. Inform staff of new product and service range, and implement relevant staff training.
	4.3. Demonstrate and promote new products and services to staff.
	4.4. Rationalise or delete non-performing products or services.
	4.5. Consolidate stock to maximise sales and minimise adverse effects on profit.
5. Monitor quality.	5.1. Establish specifications for quality of supplier merchandise.
	5.2. Monitor merchandise quality during supply and delivery process and rectify deficiencies.
	5.3. Check stock return figures and analyse against target figures.
	5.4. Evaluate product and service range regularly against staff and client feedback and amend as required.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance

criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	• interpret sometimes unfamiliar and complex supplier information about product, costs and terms of trade.
Writing skills to:	• develop and document pricing policies and lists using language easily understood by all staff.
Oral communication skills to:	• provide clear directions to suppliers about merchandise quality • conduct clear and assertive financial negotiations of significant commercial value.
Numeracy skills to:	• interpret and analyse complex sales, stock and budgetary data • calculate cost of supply for various quantities, product mark-up structures and profitable selling prices • calculate the dimensions of areas for product display and service delivery.
Initiative and enterprise skills to:	• proactively seek opportunities to improve product and service range.
Self-management skills to:	• take responsibility for product development initiatives from initial research through to product establishment and monitoring.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBXPSM004 Develop a product and service range

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- research four different client groups and their product and services preferences
- review the performance of four different products
- research and identify new products and suppliers for four product types suitable for above client preferences
- introduce three new products:
 - negotiate cost of supply and terms of trade
 - develop and document pricing policies and lists for each new product introduced
 - demonstrate and promote products to staff and advise of supplier claims, benefits for clients and potential safety risks
 - over three supply periods, monitor the quality of supply and rectify deficiencies; monitor and record sales performance
- research two new services:
 - evaluate against above client service preferences
 - assess organisation's ability to introduce
 - calculate projected sales and profit.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of information on personal services client groups and their product and service preferences
- full details of the organisation's product and service range
- overview of competitors' current products, services and price structure
- sources and content of product and supplier information
- types of supplier product claims, methods used to substantiate and how to evaluate
- sources of information on new personal service techniques and equipment and business impacts of introducing these
- layout and space requirements for product display and delivery of different personal services relevant to the business type
- for personal services businesses and the organisation in particular:

- business objectives
- profit margins
- sales targets for turnover and profit
- methods used to consolidate stock and delete products while maintaining profitability
- format and content of sales budgets, sales and stock reports and use in analysing product and service performance
- format, content and use of product pricing policies and lists
- principles of negotiation, stages in the negotiating process and different techniques that can be used
- key components of contracts and agreements with suppliers:
 - nature of agreements and contracts
 - preferred supplier agreements
 - terms and obligations of parties
 - terms of trade
 - exclusion clauses
 - dispute resolution clauses
 - termination of contracts
- methods to monitor quality of supply and identify and rectify systematic deficiencies.

Assessment Conditions

Assessment must ensure use of:

- activities that allow the individual to research, plan for and update a range of products and services and to monitor and evaluate product and service success over an extended time period
- people with whom the individual can interact for all communication aspects of the unit; these can be:
 - people in a personal services industry workplace or
 - people who participate in role plays or simulated activities within a training organisation
- computers, printers and general software programs used to produce pricing policies and lists
- the following documents which can be actual documents used by a personal services business or generated by a registered training organisation for the purposes of project and assessment activities:
 - customer profiles, service history and product and service preferences
 - sales budgets
 - sales reports
 - stock reports
- template:
 - supplier contracts and agreements
 - supplier terms of trade

- product pricing policies and lists
- supplier product information including product claims and cost of supply.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBXWHS001 Apply safe hygiene, health and work practices

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to follow safe practices to minimise risks to self, client and colleagues in a salon environment.

It requires the ability to follow hygiene and skin penetration guidelines, clean the work area, use electricity safely, identify and report faults, use personal protection and work safely.

This unit applies to workers in environments providing beauty treatments and hairdressing services. In these environments they work with limited supervision, and have responsibility for providing safe treatments for their clients.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Work Health and Safety

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Protect self from

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1 Select and use personal protective equipment and

- infection risks.
- procedures to minimise infection risk when necessary.
- 1.2 Follow hand washing procedures prior, during and after individual salon services.
- 1.3 Cover non-intact skin with waterproof dressing.
- 1.4 Handle and dispose of sharps correctly to prevent stick injuries according to regulations, standards and guidelines for clinical waste management.
2. Apply organisational safety procedures.
- 2.1 Follow safety directions of supervisors, managers, workplace safety warning signs and other nominated risk control measures.
- 2.2 Promptly report unsafe work practices, including any bullying and harassment, and breaches of health, safety and security measures
- 2.3 Apply manual handling procedures to all manual handling tasks.
- 2.4 Identify and remove hazards from immediate workplace area and report work-related hazards and incidents to supervisor.
- 2.5 Participate in workplace health and safety consultative processes and risk assessments for and contribute to risk control decisions.
3. Use electricity safely.
- 3.1 Take preventive measures to minimise static electricity in the salon.
- 3.2 Use electrical equipment safely during treatments.
- 3.3 Identify and report electrical faults or potential unsafe work practices.
- 3.4 Store electrical equipment safely.
4. Minimise infection risks in the salon environment.
- 4.1 Take preventative action to minimise potential cross-infection risk between clients and between clients and colleagues.
- 4.2 Use standard and additional precautions for treatments as required.
- 4.3 Apply skin penetration guidelines to treatments as required.
5. Follow infection control procedures.
- 5.1 Select and use appropriate procedures, products and equipment for cleaning and disinfecting work surfaces and equipment prior to, during and after treatments.
- 5.2 Dispose of single-use items and left over products immediately after use.
- 5.3 Prevent blood to blood contact by following standard precautions of personal protection procedures.
- 5.4 Clean blood or body fluid spills following the organisation procedure.

- 5.5 Change towels and linen between clients, and use disposable treatment table coverings as required.
- 5.6 Prevent contamination of products by following safe practices and using dispensers and single use spatulas.
- 6. Follow procedures for emergency situations.
 - 6.1 Follow fire and emergency procedures including workplace evacuation.
 - 6.2 Identify designated personnel responsible for first aid and evacuation procedures.
 - 6.3 Identify and follow safety alarms.
- 7. Clean salon.
 - 7.1 Routinely clean surfaces in workplace and maintain common areas in a safe and uncluttered manner minimising inconvenience to customers and staff.
 - 7.2 Mix and store cleaning chemicals according to manufacturer guidelines, safety data sheets and salon requirements.
 - 7.3 Store salon equipment to ensure cleanliness and readiness for next use.
 - 7.4 Safely dispose general waste and hazardous substances in designated bins to minimise negative environmental impacts.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Oral communication skills to:	- ask open and closed probe questions and actively listen to clarify workplace safety information and instruction - clearly present own viewpoint on workplace safety issues during consultation.
Reading skills to:	- interpret symbols used for Occupational Health and Safety (OHS) or Work Health and Safety (WHS) hazards - interpret and follow manufacturer instructions for safe use, dilution and storage of cleaning and disinfection products.
Writing skills to:	write legible workplace documentation such as completing incident reports to provide clear and succinct details.
Numeracy skills to:	calculate ratios of cleaning and disinfecting products and disinfection timing.
Teamwork skills to:	work collaboratively with colleagues to implement and follow safe work procedures.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBXWHS001 Apply safe hygiene, health and work practices

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- integrate the use of predetermined health, safety and security policies, procedures and safe work practices into day-to-day work functions across six, three hour work, training or assessment periods which must be combined with assessment of SHB coded units, that includes:
 - correctly applying personal protection and infection control procedures to minimise infection risk before, during and after six salon treatments or services
 - following organisational procedures for safe:
 - cleaning of blood or body fluid spills
 - disposal of:
 - sharps
 - single use instruments
 - selecting, preparing, using and storing cleaning and disinfection equipment and products for:
 - equipment
 - general salon areas
 - work surfaces
 - sequencing cleaning and disinfection procedures for effective decontamination of reusable equipment
 - identifying incidents of short circuits, overloaded circuits and equipment wear and deterioration
 - taking safe remedial action and reporting to supervisor following organisational procedures
 - identifying workplace hazards and following organisational procedures for reporting:
 - chemical spills
 - broken or faulty tools and equipment
 - fire
 - needle stick injury
 - slip, trips and falls
 - spills and leakage of materials
- clean general salon area

- participate in two hazard identification and associated risk assessment activities
- respond in line with organisational emergency procedures during one emergency evacuation.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- basic aspects of the relevant state or territory Occupational Health and Safety (OHS) or Work Health and Safety (WHS) legislation:
 - responsibilities of persons conducting a business or undertaking (PCBU) or employer
 - worker responsibilities to participate in work health and safety practices
 - worker responsibility to ensure safety of self, other workers and other people in the workplace
 - ramifications of failure to observe OHS or WHS law and organisational policies and procedures
- industry and organisational procedures relevant to own job role:
 - workplace hazards and associated health, safety and security risks
 - health, safety and security policies and procedures for:
 - consultation
 - managing emergencies
 - hazard identification, reporting and risk assessment
 - dangerous incident and injury reporting
 - working safely with tools, equipment and hazardous substances
- format and use of template:
 - reports for hazards, injuries, emergencies and dangerous incidents
 - risk assessments
- hierarchy of risk control:
 - eliminating hazards
 - isolating hazards
 - using administrative controls
 - using engineering controls
 - personal protective equipment
- safe work practices for own job role with particular emphasis on:
 - safe use of tools and equipment
 - safe use and storage of hazardous substances and cleaning products
 - safe manual handling techniques for bending, lifting and shifting heavy items
 - potential injury and illness impacts of unsafe beauty work practices including bullying and harassment
- relevant state or territory and local legislation and guidelines relevant to own job role:
 - health and hygiene when providing beauty treatments

- skin penetration
- infection control procedures relevant to salon treatments and to own job role:
 - equipment and work surface design, cleaning and disinfecting
 - handling and disposal of sharps
 - laundry procedures
 - personal hygiene practices
 - personal protective equipment
- organisational infection control procedures:
 - cleaning sequence and rosters
 - preparation and use of cleaning chemicals
 - treatment procedures
 - process for managing exposure to infectious clients
- infectious agents and their relationship to salon treatments and service:
 - viruses
 - bacteria
 - fungi
 - parasites
- transmission routes of infectious diseases and their relationship to personal services and treatments:
 - direct contact
 - non-intact skin
 - work surfaces
 - equipment
 - cross infection:
 - client to operator
 - operator to client
 - operator to operator
- blood to blood infections:
 - HIV/AIDS
 - hepatitis
- contingency procedures for occupational exposure to blood and body fluid
- infectious contraindications and required action steps:
 - erysipelas
 - herpes
 - impetigo
 - paronychia
 - pediculosis
 - scabies
 - tinea pedis
 - tinea unguium

- verruca vulgaris
- appropriate selection and use of personal protective equipment relevant to own job role
- immunisation protection for workers in the personal services industry
- methods of cleaning procedures used in a salon environment
- benefits of physical, thermal and chemical disinfection
- different types, dilutions and storage of chemical disinfection products
- safe use of electrical equipment and according to manufactures instructions relevant to own job role:
 - safety considerations:
 - contingency plans and emergency procedures
 - effects of electrocution
 - factors affecting severity of electrical shock
 - how short circuits occur:
 - faulty equipment or insulation
 - current that bypasses the load
 - how overloaded circuits occur:
 - faulty equipment
 - excessive current through circuit
 - types of electrical safety devices:
 - earth leakage circuit breakers
 - overload cut out devices:
 - circuit breakers
 - fuses
 - surge protectors
- causes of static electricity and minimisation in a salon environment.

Assessment Conditions

Skills must be demonstrated in a personal services salon environment; this can be:

- an industry workplace
- a simulated industry environment set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- paying clients, both new and regular, with different client service requirements, who have the expectation that the services provided reflect those of a commercial business
- hand washing facilities
 - basin
 - hot and cold running water
 - liquid soap and single use towels or hand dryer

- current plain English regulatory documents and codes of practice distributed by the local work health and safety government regulator
- organisational policies and procedures used for managing work health and safety practices:
 - administering first aid
 - consultation
 - electrical equipment
 - infection control
 - managing emergencies
 - hazard identification, reporting and risk assessment
 - dangerous incident and injury reporting
 - working safely with beauty tools, equipment and hazardous substances
- template reports for:
 - hazard identification and reporting
 - dangerous incident reporting
 - injury reporting
- manufacturer's instructions and safety data sheets (SDS) for cleaning and disinfection of tools and equipment.

Assessment must ensure use of:

- cleaning and disinfection products
- cleaning and disinfection equipment for mixing and storage
- disposable spatulas, wipes, sponges, cotton wool and tissues
- electrical equipment
- personal protective equipment:
 - apron
 - clothing
 - eye protection
 - closed footwear
 - gloves; treatment and cleaning
 - masks
- sharps and sharps disposal container

Assessment activities that allow the individual to:

- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- hold a qualification as a beautician, nail technician, beauty therapist or hairdresser
- have worked as a beautician, nail technician, beauty therapist or hairdresser for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SHBXWHS002 Provide a safe work environment

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop, implement and sustain effective work health and safety management practices for a personal services business. It requires the ability to establish and review systems, policies and procedures designed to ensure a safe workplace.

This unit applies to all single or multiple outlet businesses providing beauty treatments and hairdressing or barbering services. It applies to senior managers and small business owners who operate with significant autonomy and are responsible for making strategic business management and operational decisions.

This unit incorporates the requirement, under state or territory Occupational Health and Safety (OHS) or Work Health and Safety (WHS) law, for businesses to take a systematic approach for managing the safety of their workers and others in the workplace.

No occupational licensing, certification or other legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Work Health and Safety

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS

PERFORMANCE CRITERIA

Elements describe the essential outcomes

1. Establish and maintain a framework for health, safety and security.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Access and interpret key legislative documents to ensure work health and safety systems comply with regulatory requirements.
- 1.2. Design, in consultation with workers, a work health and safety management system to suit characteristics and needs of the personal services business.
- 1.3. Identify and provide adequate financial and human resources to address work health and safety management practices.
- 1.4. Develop and clearly articulate work health and safety policies and procedures in a style readily understood by workers.
- 1.5. Establish and maintain a system for work health and safety record keeping.
- 1.6. Establish and maintain systems to communicate work health and safety information to workers.

2. Establish and maintain consultation arrangements to manage health, safety and security.

- 2.1. Establish and maintain appropriate consultative processes to suit characteristics and needs of the personal services business.
- 2.2. Plan for and ensure that consultation is conducted at times designated by law.
- 2.3. Resolve issues raised through consultation.
- 2.4. Provide workers with information on the outcomes of consultation.

3. Establish and maintain practices for identifying hazards, and assessing and controlling risks.

- 3.1. Develop or access hazard identification and risk assessment documents incorporating risk assessment criteria.
- 3.2. Plan for and ensure systematic hazard identification at times designated by law.
- 3.3. Develop procedures for ongoing identification of types of hazards designated by law.
- 3.4. Develop procedures for assessment and control of risks associated with identified hazards.
- 3.5. Nominate roles and responsibilities of workers for hazard identification, risk assessment and risk control within procedures.
- 3.6. Take a lead role in controlling risks, including implementing interim or emergency solutions.
- 3.7. Manage responses to incidents and accidents and follow legal requirements for notifying and

- cooperating with work health and safety regulators.
4. Establish and maintain safe systems of work.
 - 4.1. Develop standard operating procedures for working safely, in line with key operational functions of the personal services business.
 - 4.2. Establish and maintain security procedures to ensure the health and safety of workers.
 - 4.3. Establish and maintain emergency evacuation plans and procedures.
 5. Establish and maintain systems to provide workers with information, training and instruction.
 - 5.1. Consult with workers to develop and implement a plan for work health and safety training requirements.
 - 5.2. Establish and implement induction systems to inform workers about organisational work health and safety practices.
 - 5.3. Make all current work health and safety information readily accessible to workers.
 - 5.4. Provide training in work functions and safe use of equipment required to fulfil those functions.
 - 5.5. Articulate reporting structures in key organisational documents so workers know from whom they must take safety instructions and directions.
 6. Evaluate organisational health, safety and security system.
 - 6.1. Assess and maintain ongoing compliance with work health and safety law.
 - 6.2. Consult with workers to elicit feedback on work health and safety policies, procedures and practices.
 - 6.3. Assess effectiveness of work health and safety management practices.
 - 6.4. Develop, implement, document and communicate improvements and changes to work health and safety system.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	interpret unfamiliar and highly complex materials describing regulatory requirements for work health and safety management systems.
Writing skills to:	develop comprehensive work health and safety policies, procedures and template documents in a format and style easily understood by

- Oral communication skills to:
 - a full range of personal services workers.
- Oral communication skills to:
 - explain legal and conceptual information to a full range of personal services workers using language easily understood.
- Self-management skills to:
 - critically analyse the characteristics and needs of the organisation to design a tailored work health and safety system.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

Assessment Requirements for SHBXWHS002 Provide a safe work environment

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop a comprehensive written work health and safety system tailored to the characteristics and needs of a personal services business; this must include:
 - a consultation strategy outlining chosen consultation methods and how these will be implemented
 - a WHS induction program and checklist
 - a basic training plan outlining work health and safety training requirements
 - WHS documents:
 - an overarching organisational work health and safety policy
 - procedures, as outlined below
 - hazard identification and reporting tools
 - risk assessment and control tools based on the hierarchy of control method
 - emergency evacuation plan
 - dangerous incident reports
 - accident and injury reports
- develop these specific procedures as part of the above written system:
 - security
 - safe handling and storage of hazardous substances
 - safe manual handling
 - hazard reporting
 - risk assessment
 - reporting of dangerous incidents
 - reporting of accidents and injuries
 - reporting of notifiable incidents to work health and safety authority
 - three standard operating procedures for working safely, in line with key operational functions of the personal services business.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- the structure, characteristics and needs of the personal services business
- objectives, components and comprehensive details of relevant state or territory work health and safety (WHS) or occupational health and safety (OHS) law to include:
 - actions that must be taken for legal compliance
 - employer responsibilities to provide a safe workplace (employer is also known as a person conducting a business or undertaking – PCBU)
 - employer responsibilities to provide adequate facilities for the welfare of workers
 - employer responsibilities to provide adequate first aid arrangements
 - requirement to consult, designated times for consultation and acceptable consultation mechanisms
 - the potential to use work health and safety representatives and committees, and their roles and responsibilities
 - designated times for hazard identification and categories of hazards that must be identified
 - acceptable mechanisms for hazard identification, risk assessment and risk control including the hierarchy of controls
 - requirements for record keeping and acceptable record keeping mechanisms
 - requirement to provide information, training and instruction
 - worker responsibility to ensure safety of self, other workers and other people in the workplace
 - worker responsibility to participate in work health and safety practices
- objectives, components and comprehensive details of work health and safety codes of practice developed by regulatory bodies
- ramifications, at a business level, of failure to observe WHS or OHS law
- methods of receiving updated information on WHS or OHS law and codes of practice
- components of work health and safety management systems
- a range of potential methods used to:
 - conduct consultation when developing policies and procedures
 - communicate work health and safety policies, procedures and safe working practices
 - conduct ongoing work health and safety consultation
 - evaluate the effectiveness of work health and safety management practices
- a range of formats for and inclusions of:
 - policies
 - procedures
 - training plans
 - hazard identification and reporting tools
 - risk assessment and control tools based on the hierarchy of control method
 - emergency evacuation plans
 - dangerous incident reports
 - accident and injury reports
 - work health and safety record keeping systems

- industry practices and organisational procedures for:
 - client comfort, safety and hygiene with particular emphasis on:
 - using gowns to protect client clothes
 - monitoring client comfort
 - preventing cross-transmission of infection between customers
 - work health, safety and hygiene practices, with particular emphasis on:
 - using correct posture and adjusting height of client chair to avoid fatigue and injury
 - using correct techniques to hold, grip and manipulate cutting tools and equipment to avoid fatigue and injury
 - preventing cross-transmission of infection during customer contact
 - minimising product wastage
 - waste disposal with particular emphasis on environmentally sound disposal methods for hair and product waste.

Assessment Conditions

Assessment must ensure use of:

- computers, printers and general software programs used to produce system documents
- the relevant state or territory WHS or OHS legislation
- current plain English regulatory documents distributed by the local work health and safety government regulator
- current plain English codes of practice distributed by the local work health and safety government regulator
- template WHS documents:
 - policies
 - procedures
 - training plans
 - hazard identification and reporting tools
 - risk assessment and control tools based on the hierarchy of control method
 - emergency evacuation plans
 - dangerous incident reports
 - accident and injury reports
 - notifiable incident reports.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>

SIRRINV001 Receive and handle retail stock

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to receive and store retail stock. It requires the ability to check stock quality and quantity against order requirements; store or present stock correctly; and maintain cleanliness of stock-handling areas.

This unit applies to all retail sectors and business sizes from large format stores to small independents. It applies to frontline personnel who have limited autonomy and work under close supervision and guidance of others in frontline operational roles. However; in smaller retail businesses, senior personnel also undertake this function.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Inventory

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Maintain stock handling and storage

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1.Maintain cleanliness of stock handling and storage areas.
- 1.2.Ensure correct environmental conditions for storage of

areas.	perishable and other stock to prevent loss or damage as required.
	1.3.Remove and dispose of waste to minimise safety risks and environmental impacts.
	1.4.Report hazards and potential hazards to relevant personnel to minimise safety risks.
2. Accept stock delivery.	2.1.Check incoming stock quantities against order documentation.
	2.2.Inspect incoming stock quality, and accurately report quality issues or damage to relevant personnel.
	2.3.Record stock delivery, and report discrepancies with orders as required.
	2.4.Unpack and handle stock according to manufacturer instructions and safe manual handling techniques to avoid personal health risk and stock damage.
	2.5.Store or display stock promptly in designated location.
3. Replenish stock levels.	3.1.Rotate, replenish and present stock according to organisational requirements for stock levels.
	3.2.Record stock waste or shrinkage according to organisational procedures.
	3.3.Maintain optimal stock levels on retail shop floor.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Reading skills to:	• interpret: • plain English documents that outline organisational policies and procedures for stock control • basic order and delivery documentation and stock labels.
Numeracy skills to:	• calculate stock levels.
Planning and organising skills to:	• complete stock control activities in a logical and time efficient sequence.
Technology skills to:	• use stock control technology to aid stock control processes.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>

Assessment Requirements for SIRRINV001 Receive and handle retail stock

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow organisational policies and procedures, safe work practices and manufacturer instructions to perform each of the following stock control procedures:
 - receive and process incoming stock
 - store retail stock
 - maintain retail stock levels
 - maintain stock delivery records
- follow organisational stock control policies and procedures to process stock in each of the following situations:
 - stock quality is poor
 - stock quantity errors
 - incorrect stock is delivered
- maintain stock handling and storage areas, according to organisational policies and procedures, when completing the above stock control activities.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in the elements and performance criteria of this unit:

- principles of stock control procedures:
 - rotation and replenishment
 - product life cycle
- organisational stock control policies and procedures for:
 - receiving stock from suppliers
 - recording incoming stock
 - recording and reporting stock discrepancies and quality issues
 - recording stock waste and shrinkage
 - stock quality standards
 - unpacking, storage and display of stock
 - damaged or missing stock

- key features of retail products that relate to handling and storage:
 - handling techniques to minimise damage
 - general care
 - optimum storage conditions
 - features of damaged or spoiled stock
 - correct disposal methods
- safe manual handling techniques for moving and storing retail stock
- relevant legislation and standards relevant to receiving and storing retail stock.

Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure use of:

- manufacturer instructions for stock handling and storage
- organisational policies and procedures for stock handling and control
- retail stock display areas
- range of retail stock
- stock control documentation
 - delivery dockets
 - orders
 - reporting documentation
- stock receiving bay or area
- stock storage areas
- assessment activities that allow the individual to:
 - work within commercial speed, timing and productivity
 - manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>

SIRRMER001 Produce visual merchandise displays

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to display retail merchandise. It requires the ability to prepare, produce and maintain merchandise displays in accordance with visual merchandising requirements.

This unit applies to all businesses that sell retail merchandise. It applies to frontline personnel who have limited autonomy and work under close supervision and guidance of others in frontline operational roles. However; in smaller businesses, senior personnel might also undertake this function.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Merchandising

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Prepare to produce visual merchandise display.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1.Review visual merchandising display guidelines, and seek clarification as required.
- 1.2.Obtain merchandise, materials and equipment required for

- the display.
- 1.3. Prepare product labels and price tickets from in-house documents and according to organisational requirements.
 - 1.4. Unpack merchandise according to manufacturer instructions.
2. Display merchandise.
- 2.1. Produce display following visual merchandising display guidelines.
 - 2.2. Ensure merchandise is displayed according to manufacturer instructions where specific requirements for display and storage exist.
 - 2.3. Display merchandise labels and price tickets according to organisational requirements.
 - 2.4. Handle and move stock and equipment according to safe manual handling guidelines to prevent injury to self.
 - 2.5. Promptly return excess stock to storage area, and store according to organisational requirements.
 - 2.6. Check and ensure area around the display remains clear of debris.
3. Maintain display.
- 3.1. Review displays against visual merchandising display guidelines, and refine as required.
 - 3.2. Maintain clear and correct product and pricing information for merchandise.
 - 3.3. Identify damaged or out of date stock, and remove from display as required.
 - 3.4. Rotate and replenish merchandise to maintain optimum stock levels.
 - 3.5. Monitor the display regularly to maintain appearance and cleanliness of display and display area.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Reading skills to:	• interpret plain English documents that outline organisational policies and procedures related to display of merchandise.
Numeracy skills to:	• estimate dimensions of display areas and appropriate size of displays from display documentation.
Planning and organising skills to:	• prepare for display and complete display activities in a logical and time-efficient sequence.
Technology skills to:	• prepare product labels and price tickets.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>

Assessment Requirements for SIRRMER001 Produce visual merchandise displays

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow merchandising display guidelines and organisational procedures to prepare and produce three merchandise displays, from the following list, of varying sizes and complexities:
 - an existing merchandise range
 - a new merchandise range
 - a seasonal merchandise range
 - a promotional event
 - discounted merchandise
- maintain each of the above displays and display area, adequate stock level and appearance of display.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- basic principles of visual merchandising as they relate to producing retail visual merchandise displays
- visual merchandise display guidelines and how they are used in creating a retail displays
- organisational procedures for:
 - correct manual handling techniques for protection of self and merchandise
 - correct storage of merchandise and equipment
 - damaged or out of date stock
 - maintenance of display areas
 - merchandise rotation and replenishment
 - product labelling and pricing
 - unpacking merchandise.

Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- a range of retail merchandise
- display areas
- retail display equipment and props
- product labels and price tickets
- ticketing and pricing equipment
- organisational visual merchandise display guidelines
- organisational procedures for:
 - manual handling techniques for protection of self and merchandise
 - storage of merchandise and equipment
 - damaged or out of date stock
 - maintenance of display areas
 - merchandise rotation and replenishment
 - product labelling and pricing
 - unpacking merchandise
- assessment activities that allow the individual to:
 - work within commercial speed, timing and productivity
 - manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>

SIRXIND003 Organise personal work requirements

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to organise and prioritise individual work requirements. It requires the ability to identify tasks for completion, complete tasks according to workplace requirements and respond to changes in personal work requirements.

This unit applies to all retail sectors and business sizes from large format stores to small independents. It applies to frontline personnel who have limited autonomy and work under close supervision and guidance of others in frontline operational roles.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Working in Industry

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Identify personal work requirements.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify allocated tasks for completion and seek advice to clarify workplace instructions as required.
- 1.2. Plan and organise daily work activities within scope of

- responsibility.
- 1.3. Access and follow organisational procedures relating to tasks.
 - 1.4. Break down tasks into manageable components for completion.
 2. Complete personal work requirements.
 - 2.1. Prioritise tasks according to organisational procedures.
 - 2.2. Complete tasks within specified timelines and to required quality standard.
 3. Respond to changes in personal work requirements.
 - 3.1. Identify changes to personal work requirements and reprioritise tasks.
 - 3.2. Seek assistance from relevant personnel to confirm change in priorities.
 - 3.3. Communicate changes impacting current task completion to relevant personal.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

- Reading skills to:
- interpret plain English documents that outline procedures relating to personal work requirements.
- Numeracy skills to:
- calculate estimated time to complete tasks.
- Self-management skills to:
- manage own speed, timing and productivity.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>

Assessment Requirements for SIRXIND003 Organise personal work requirements

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan and organise daily work activities to prioritise and complete two workplace tasks:
 - following direction and organisational policies and procedures
 - to required quality standards
 - within required timeframes
- adjust personal work requirements in response to the following changes:
 - allocation of additional tasks
 - change in quality requirements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational procedures relating to personal work requirements:
 - quality standards
 - timeframes for completion
- techniques for:
 - sequencing daily work activities
 - prioritisation of workplace tasks
 - task break down
 - managing changes to task completion
- importance of effective task completion and its contribution to the overall work environment efficiencies.

Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- workplace tasks for completion
- organisational procedures relating to personal work requirements:
 - quality standards
 - timeframes for completion
- assessment activities that allow the individual to:
 - work within commercial speed, timing and productivity
 - manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>

SIRXSL001 Sell to the retail customer

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to deliver quality customer service and sell to retail customers. It requires the ability to determine customer needs, match products and services to their needs, and facilitate a sale.

This unit applies to all retail sectors and business sizes from large format stores to small independents. It applies to retail personnel at all levels who play a role in engaging with customers with the purpose of selling.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sales

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Establish customer needs.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1.Connect with the customer within designated response times and establish rapport.
- 1.2.Use questioning and active listening to facilitate effective two-way communication.

	1.3.Observe and determine appropriate level of interaction based on customer verbal and non-verbal cues.
	1.4.Determine and clarify customer preferences, needs and expectations.
2. Provide advice on products and services.	2.1.Use product and service knowledge to tailor options to specific customer needs, and offer alternatives when product is unavailable. 2.2.Clearly explain and promote product and service features and benefits where relevant. 2.3.Advise on promotional events where relevant. 2.4.Provide additional information to address customer questions and objections. 2.5.Offer comparisons to competitor product or service range as required. 2.6.Collaborate with the customer to determine product or service option most suited to their needs. 2.7.Take opportunities to upsell and cross sell products and services that enhance customer request and maximise profitability of sale.
3. Facilitate the sale of products and services.	3.1.Select and use appropriate techniques to close sale. 3.2.Direct the customer to designated point-of-sale and process sale, as required, according to organisational procedures. 3.3.Farewell customer on leaving, and invite to return. 3.4.Provide any required after sales service according to organisational procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Reading skills to:	- interpret: - detailed in-house and supplier product information documents - plain English documents that outline organisational customer service policy and procedures.
Numeracy skills to:	interpret basic fee information from in-house documents and complete basic pricing calculations.
Problem-solving skills to:	respond to customer objections and provide appropriate solutions to satisfy customer needs.
Technology skills to:	use technologies equipped with search functionality and information systems to source product and service information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>

Assessment Requirements for SIRXSL001 Sell to the retail customer

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- interact with four different retail customers to initiate and close the sale of different retail products or services
- demonstrate the following during the above customer interactions:
 - appropriate communication
 - establishment and clarification of customer needs, wants and expectations
 - product and/or service knowledge
 - appropriate sales approach to sell benefits and features of products and/or services
 - overcome objections and close sales
 - upsell and/or cross sell additional products and/or services that complement the sale
 - promotion of customer loyalty and repeat sales.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- appropriate body language for customer service
- basic principles of positive customer service and sales
- open and closed questioning techniques related to the sale of product and services
- verbal and non-verbal cues indicating customer understanding of information
- techniques for effective communication with customers of diverse backgrounds:
 - cultural diversity
 - special needs
- sales techniques:
 - opening techniques
 - recognising buying signals
 - strategies to focus customer on specific products and services
 - selling add-ons and complementary products
 - overcoming customer objections
 - closing techniques

- primary components of consumer protection laws that relate to selling products and services, especially organisational responsibility for supplying products and services as described or substituting suitable products and services when unable
- primary components of privacy law, and actions that retail business must take to protect privacy of customer information
- for the specific retail sector:
 - professional service standards and protocols for retail industry personnel
 - attitudes and attributes expected by the retail industry to work with customers
 - different customer service needs and expectations
- for the particular retail organisation:
 - product and service knowledge:
 - product and service range offering
 - product specifications, features and benefits
 - designated response times for providing customer service
 - customer service procedures including recording of and storing customer details.

Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
 - organisational policies and procedures for:
 - customer service
 - sale of products and services
 - resolving customer complaints
 - collection and storage of customer details
 - organisational product information and price lists
 - supplier brochures, information sheets and price lists
 - promotional activity information
 - current plain English regulatory documents distributed by government regulators for:
 - consumer protection law
 - privacy law
- customers with whom the individual can interact to sell products and services; these can be:
 - individuals in an industry workplace, or
 - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation

- assessment activities that allow the individual to:
 - work within commercial speed, timing and productivity
 - manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>

TAEASS401B Plan assessment activities and processes

Modification History

Version	Comments

TAEASS301B	Released with <i>TAE10 Training and Education Training Package version 2.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and organise the assessment process, including recognition of prior learning (RPL), in a competency-based assessment system. It also includes the development of simple assessment instruments.

Application of the Unit

This unit typically applies to assessors and workplace supervisors with assessment planning responsibilities; and trainers or other assessors responsible for planning assessment, including RPL.

The unit is suitable for those with an existing assessment strategy which documents the overall framework for assessment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA

<i>Elements describe the essential outcomes of a</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text</i>

ELEMENT

unit of competency.

PERFORMANCE CRITERIA

is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1. Determine assessment approach	1.1 Identify candidate and confirm <i>purposes and context of assessment/RPL</i> with relevant people according to <i>legal, organisational and ethical requirements</i> 1.2 Identify and access <i>benchmarks for assessment/RPL</i> and any specific assessment guidelines
2. Prepare the assessment plan	2.1 Determine evidence and <i>types of evidence</i> needed to demonstrate competence, according to the <i>rules of evidence</i> 2.2 Select <i>assessment methods</i> which will support the collection of defined evidence, taking into account the context in which the assessment will take place 2.3 Document all aspects of the <i>assessment plan</i> and confirm with relevant personnel
3. Develop assessment instruments	3.1 Develop <i>simple assessment instruments</i> to meet target group needs 3.2 Analyse <i>available assessment instruments</i> for their suitability for use and modify as required 3.3 <i>Map assessment</i> instruments against unit or course requirements 3.4 Write clear instructions for candidate about the use of the instruments 3.5 Trial draft assessment instruments to validate content and applicability, and record outcomes

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- cognitive interpretation skills to:
 - interpret competency standards and other assessment documentation, including material

- relating to reasonable adjustment
- identify opportunities for integrated competency assessment
- contextualise competency standards to the operating assessment environment, including RPL
- consider access and equity needs of diverse candidates
- technology skills to use appropriate equipment and software to communicate effectively with others
- research and evaluation skills to:
 - obtain competency standards, assessment tools and other relevant assessment resources
 - research candidate characteristics and any reasonable adjustment needs
 - evaluate feedback, and determine and implement improvements to processes
- literacy skills to read and interpret relevant information to design and facilitate assessment and recognition processes
- communication skills to discuss assessment, including RPL processes with clients and other assessors
- interpersonal skills to:
 - demonstrate sensitivity to access and equity considerations and candidate diversity
 - promote and implement equity, fairness, validity, reliability and flexibility in planning an assessment processes.
- **Required knowledge**
- ethical and legal requirements of an assessor
- competency-based assessment, including:
 - work focused
 - criterion referenced
 - standards based
 - evidence based
- different purposes of assessment and different assessment contexts, including RPL
- how to read and interpret the identified competency standards as the benchmarks for assessment
- how to contextualise competency standards within relevant guidelines
- four principles of assessment and how they guide the assessment process
- purpose and features of evidence, and different types of evidence used in competency-based assessments, including RPL
- rules of evidence and how they guide evidence collection
- different types of assessment methods, including suitability for collecting various types of evidence
- assessment instruments and their purpose; different types of instruments; relevance of different instruments for specific evidence-gathering opportunities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	• Evidence of the ability to: • plan and organise the assessment process on a minimum of two occasions • collect evidence that demonstrates: • documented assessment plans • having covered a range of assessment events • catering for a number of candidates • different competency standards or accredited curricula • an RPL assessment • contextualisation of competency standards and the selected assessment tools, where required • incorporation of reasonable adjustment strategies • development of simple assessment instruments for use in the process • organisational arrangements.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. Assessment must ensure access to training products, such as training packages and accredited course documentation.
Method of assessment	
Guidance information for assessment	

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. 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) may also be included.

Purposes of assessment/ RPL may include:	• recognising current existing competence of candidates • determining if competence has been achieved following learning • establishing candidate progress towards achievement of competence • determining language, literacy and numeracy needs of candidates • certifying competence through a qualification or Statement of Attainment • licensing or regulatory requirements.
Context of assessment/ RPL may include:	• environment in which the assessment/RPL will be carried out, including real or simulated workplace • opportunities for collecting evidence in a number of situations • relationships between competency standards and: • evidence to support RPL • work activities in the candidate's workplace • learning activities • who carries out the assessment/RPL.
Organisational, legal and ethical requirements may include:	• assessment system policies and procedures • assessment strategy requirements • reporting, recording and retrieval systems for assessment, including RPL • quality assurance systems • business and performance plans • access and equity policies and procedures • collaborative and partnership arrangements • defined resource parameters • mutual recognition arrangements • industrial relations systems and processes, awards, and enterprise agreements • Australian Quality Training Framework • registration scope • human resources policies and procedures • legal requirements, including: • anti-discrimination • equal employment opportunity • job role, responsibilities and conditions • relevant industry codes of practice • confidentiality and privacy requirements • OHS considerations, including: • ensuring OHS requirements are adhered to during the

	assessment process identifying and reporting OHS hazards and concerns to relevant personnel.
Benchmarks for assessment/RPL may include:	- criterion against which the candidate is assessed or prior learning recognised, which may be: - competency standard/unit of competency - assessment criteria of course curricula - performance specifications of an enterprise or industry - product specifications.
Types of evidence may include:	- direct - indirect - supplementary.
Rules of evidence ensure that evidence collected is:	- valid - sufficient - authentic - current.
Assessment methods are the particular techniques used to gather evidence and may include:	- direct observation, for example: - real work/real time activities at the workplace - work activities in a simulated workplace environment - structured activities, for example: - simulation exercises and role-plays - projects - presentations - activity sheets - questioning, for example: - written questions, e.g. on a computer - interviews - self-assessment - verbal questioning - questionnaires - oral or written examinations (applicable at higher AQF levels) - portfolios of evidence, for example: - collection of work samples compiled by candidate - product with supporting documentation - historical evidence - journal or log book - information about life experience - review of products, for example: - testimonials and reports from employers and supervisors

	- evidence of training - authenticated prior achievements - interview with employer, supervisor, or peer.
Assessment plan may include:	- overall planning document describing: - what is to be assessed - when assessment is to take place - where assessment is to take place - how assessment is to take place.
Simple assessment instruments may include:	- instruments developed by an assessor as part of formative or summative assessment activities, including: - profiles of acceptable performance measures - templates and proformas - specific questions or activities - evidence and observation checklists - checklists for the evaluation of work samples - recognition portfolios - candidate self-assessment materials - instruments developed elsewhere that have been modified by the assessor for use with a particular client group.
Available assessment instruments may include:	- commercially available instruments - those created by others inside the registered training organisation.
Map assessment means:	showing a clear relationship between the evidence and the requirements of the unit.

Unit Sector(s)

Assessment

Custom Content Section

Not applicable.

TAEASS402B Assess competence

Modification History

Version	Comments

TAEASS402B	Released with <i>TAE10 Training and Education Training Package version 2.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assess the competence of a candidate.

Application of the Unit

This unit typically applies to assessors.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA

<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>

Elements and Performance Criteria

1. Prepare for assessment	1.1 Interpret assessment plan and confirm organisational, legal and ethical requirements for conducting assessment with relevant people 1.2 Access and interpret relevant benchmarks for assessment and nominated assessment tools to confirm the requirements for evidence to be collected 1.3 Arrange identified material and physical resource requirements according to assessment system policies and procedures 1.4 Organise specialist support required for assessment 1.5 Explain, discuss and agree details of the assessment plan with candidate
2. Gather quality evidence	2.1 Use agreed assessment methods and instruments to gather, organise and document evidence in a format suitable for determining competence 2.2 Apply the principles of assessment and rules of evidence in gathering quality evidence 2.3 Determine opportunities for evidence gathering in actual or simulated activities through consultation with the candidate and relevant personnel 2.4 Determine opportunities for integrated assessment activities and document any changes to assessment instruments where required
3. Support the candidate	3.1 Guide candidates in gathering their own evidence to support recognition of prior learning (RPL) 3.2 Use appropriate communication and interpersonal skills to develop a professional relationship with the candidate that reflects sensitivity to individual differences and enables two-way feedback 3.3 Make decisions on reasonable adjustments with the candidate, based on candidate's needs and characteristics 3.4 Access required specialist support in accordance with the assessment plan 3.5 Address any OHS risk to person or equipment immediately
4. Make the assessment decision	4.1 Examine collected evidence and evaluate it to ensure that it reflects the evidence required to demonstrate competence 4.2 Use judgement to infer whether competence has been demonstrated, based on the available evidence 4.3 Make assessment decision in line with agreed assessment procedures and according to agreed assessment plan 4.4 Provide clear and constructive feedback to candidate regarding

	the assessment decision and develop any follow-up action plan required
5. Record and report the assessment decision	5.1 Record assessment outcomes promptly and accurately 5.2 Complete and process an assessment report according to agreed assessment procedures 5.3 Inform other relevant parties of the assessment decision according to confidentiality conventions
6. Review the assessment process	6.1 Review the assessment process in consultation with relevant people to improve own future practice 6.2 Document and record the review according to relevant assessment system policies and procedures

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analysis and interpretation skills to:
 - break down competency standards
 - interpret assessment tools and other assessment information, including those used in RPL
 - identify candidate needs
 - make judgements based on assessment of available evidence
- observation skills to:
 - recognise candidate's prior learning
 - determine candidate's performance
 - identify when candidate may need assistance during the assessment processes
- research and evaluation skills to:
 - access required human and material resources for assessment
 - access assessment system policies and procedures
 - access RPL policies and procedures
 - evaluate evidence
 - evaluate assessment process
- cognitive skills to:
 - weigh up the evidence and make a judgement
 - consider and recommend reasonable adjustments
- decision-making skills to:
 - recognise a candidate's prior learning

- make a decision on a candidate's competence
- literacy skills to:
 - read and interpret relevant information to conduct assessment
 - prepare required documentation and records or reports of assessment outcomes in required format
- communication and interpersonal skills to:
 - explain the assessment, including RPL process
 - give clear and precise instructions
 - ask effective questions
 - provide clarification
 - discuss process with other relevant people
 - give appropriate feedback
 - discuss assessment outcome
 - use language appropriate to candidate and assessment environment
 - establish a working relationship with candidate.

Required knowledge

- competency-based assessment, including:
 - vocational education and training as a competency-based system
 - criterion-referenced assessment as distinct from norm-referenced assessment
 - competency standards as the basis of qualifications
 - structure and application of competency standards
 - principles of assessment and how they are applied
 - rules of evidence and how they are applied
 - range of assessment purposes and assessment contexts, including RPL
 - different assessment methods, including suitability for gathering various types of evidence, suitability for content of units, and resource requirements and associated costs
 - reasonable adjustments and when they are applicable
 - types and forms of evidence, including assessment instruments that are relevant to gathering different types of evidence used in competency-based assessment, including RPL
 - potential barriers and processes relating to assessment tools and methods
 - assessment system, including policies and procedures established by the industry, organisation or training authority
- RPL policies and procedures established by the organisation
- cultural sensitivity and equity considerations
- relevant policy, legislation, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the vocational education and training sector, such as:
 - copyright and privacy laws in terms of electronic technology
 - security of information

- plagiarism
- training packages and competency standards
- licensing requirements
- industry and workplace requirements
- duty of care under common law
- recording information and confidentiality requirements
- anti-discrimination, including equal employment opportunity, racial vilification and disability discrimination
- workplace relations
- industrial awards and enterprise agreements
- OHS responsibilities associated with assessing competence, such as:
 - requirements for reporting hazards and incidents
 - emergency procedures
 - procedures for use of relevant personal protective equipment
 - safe use and maintenance of relevant equipment
 - sources of OHS information.
-

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • assess competence of a number of candidates within the vocational education and training context against different units of competency or accredited curricula, following the relevant assessment plan • assess at least one candidate for RPL • consider reasonable adjustment and the reasons for decisions in at least one assessment • cover an entire unit of competency and show: • the application of different assessment methods and instruments involving a range of assessment activities and events • two-way communication and feedback • how judgement was exercised in making the assessment decision • how and when assessment outcomes were recorded and reported

	- assessment records and reports completed in accordance with assessment system and organisational, legal and ethical requirements - how the assessment process was reviewed.
Context of and specific resources for assessment	Evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	

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. 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) may also be included.

<i>Assessment plan</i> may include:	- overall planning, describing: - what is to be assessed - when assessment is to take place - where assessment is to take place - how assessment is to take place.
<i>Benchmarks for assessment:</i>	- refer to a criterion against which the candidate is assessed - may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, or product specifications.
<i>Assessment tools</i> include:	- the learning or competency unit(s) to be assessed - the target group, context and conditions for the assessment - the tasks to be administered to the candidate - an outline of the evidence to be gathered from the candidate - the evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules) - the administration, recording and reporting requirements - the evidence of how validity and reliability have been tested and built into the design and use of the tool.

Specialist support may include:	• assistance by third party, such as carer or interpreter • support from specialist educator • provision of developed online assessment activities • support for remote or isolated candidates and assessors • support from subject matter or safety experts • advice from regulatory authorities • assessment teams and panels • support from lead assessors • advice from policy development experts.
Assessment methods include:	• particular techniques used to gather different types of evidence, such as: • direct observation • structured activities • oral or written questioning • portfolios of evidence • review of products • third-party feedback.
Individual differences may include:	• English language, literacy and numeracy barriers • physical impairment or disability • intellectual impairment or disability • medical condition that may impact on assessment, such as arthritis, epilepsy, diabetes and asthma • learning difficulties • mental or psychological disability • religious and spiritual observances • cultural images and perceptions • age • gender.
Feedback may include:	• ensuring assessment/RPL process is understood • ensuring candidate concerns are addressed • enabling questions and answers • confirming outcomes • identifying further evidence to be provided • discussing action plans • confirming gap training needed • providing information regarding available appeal processes • suggesting improvements in evidence gathering and

	presentation.
Consultation may involve:	• moderation with other assessors, or training and assessment coordinators • discussions with client, team leaders, managers, RPL coordinators, supervisors, coaches and mentors • technical and subject experts • English language, literacy and numeracy experts.

Unit Sector(s)

Assessment

Custom Content Section

Not applicable.

TAEDEL301A Provide work skill instruction

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct individual and group instruction and demonstrate work skills, using existing learning resources in a safe and comfortable learning environment. The unit covers the skills and knowledge required to determine the success of both the training provided and one's own personal training performance. It emphasises the training as being driven by the work process and context.

Application of the Unit

Application of the unit	This unit supports a wide range of applications across any workplace setting and so can be used by any organisation. Its use is not restricted to training organisations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Organise instruction and demonstration	1.1. Gather information about <i>learner characteristics</i> and learning needs 1.2. Confirm a <i>safe learning environment</i> 1.3. Gather and check <i>instruction and demonstration objectives</i> and seek assistance if required 1.4. Access and review relevant <i>learning resources</i> and <i>learning materials</i> for suitability and relevance, and seek assistance to interpret the contextual application 1.5. Organise access to necessary equipment or physical resources required for instruction and demonstration 1.6. Notify learners of <i>details</i> regarding the implementation of the learning program and/or delivery plan
2. Conduct instruction and demonstration	2.1. Use interpersonal skills with learners to establish a safe and comfortable learning environment 2.2. Follow the learning program and/or delivery plan to cover all learning objectives 2.3. Brief learners on any <i>OHS procedures</i> and requirements prior to and during training 2.4. Use <i>delivery techniques</i> to structure, pace and enhance learning 2.5. Apply <i>coaching</i> techniques to assist learning 2.6. Use communication skills to provide information,

ELEMENT	PERFORMANCE CRITERIA
	instruct learners and demonstrate relevant work skills 2.7. Provide opportunities for practice during instruction and through work activities 2.8. Provide and discuss feedback on learner performance to support learning
3. Check training performance	3.1. Use measures to ensure learners are acquiring and can use new technical and generic skills and knowledge 3.2. Monitor learner progress and outcomes in consultation with learner 3.3. Review relationship between the trainer/coach and the learner and adjust to suit learner needs
4. Review personal training performance and finalise documentation	4.1. Reflect upon personal performance in providing instruction and demonstration, and document strategies for improvement 4.2. Maintain, store and secure learner records according to organisational and legal requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- verbal and non-verbal communication techniques, such as:
 - asking relevant and appropriate questions
 - providing explanations
 - demonstrating
 - using listening skills
 - providing information clearly
- safety skills to implement OHS requirements, by acting and responding safely in order to:
 - identify hazards
 - conduct prestart-up checks if required
 - observe and interpret learner behaviour that may put people at risk
- time-management, skills to:

REQUIRED SKILLS AND KNOWLEDGE

- ensure all learning objectives are covered
- pace learning
- reflection skills in order to:
 - identify areas for improvement
 - maintain personal skill development
- literacy skills to:
 - complete and maintain documentation
 - read and follow learning programs and plans
 - read and analyse learner information
- technology skills to operate audio-visual and technical equipment
- interpersonal skills to:
 - engage, motivate and connect with learners
 - provide constructive feedback
 - maintain appropriate relationships
 - establish trust
 - use appropriate body language
 - maintain humour
 - demonstrate tolerance
 - manage a group
 - recognise and be sensitive to individual difference and diversity
- observation skills to:
 - monitor learner acquisition of new skills, knowledge and competency requirements
 - assess learner communication and skills in interacting with others
 - identify learner concerns
 - recognise learner readiness to take on new skills and tasks

Required knowledge

- learner characteristics and needs
- content and requirements of the relevant learning program and/or delivery plan
- sources and availability of relevant learning resources and learning materials
- content of learning resources and learning materials
- training techniques that enhance learning and when to use them
- introductory knowledge of learning principles and learning styles
- key OHS issues in the learning environment, including:
 - roles and responsibilities of key personnel
 - responsibilities of learners
 - relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency

REQUIRED SKILLS AND KNOWLEDGE

- procedures
- risk controls for the specific learning environment

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- carry out a minimum of three training sessions, involving demonstrating and instructing particular work skills for different groups; with each session addressing:
 - different learning objectives
 - a range of techniques and effective communication skills appropriate to the audience.

Context of and specific resources for assessment

Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.

Method of assessment**Guidance information for assessment**

For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement**RANGE STATEMENT**

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. 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) may also be included.

<i>Learner characteristics</i> may include:	• language, literacy and numeracy levels • learning styles • past learning and work experiences • specific needs • workplace culture.
<i>Safe learning environment</i> may include:	• exit requirements • personal protective equipment • safe access • safe use of equipment.
<i>Instruction and demonstration objectives</i> may include:	• competencies to be achieved • generic and technical skills, which may be: • provided by the organisation • developed by a colleague • individual or group objectives • learning outcomes.
<i>Learning resources</i> may include:	• any material used to support learning, such as: • learner and user guides • trainer and facilitator guides • example training programs • specific case studies • professional development materials • assessment materials • a variety of formats • those produced locally • those acquired from other sources.
<i>Learning materials</i> may include:	• handouts for learners • materials sourced from the workplace, e.g. workplace documentation, operating procedures, and specifications.
<i>Details</i> may include:	• location and time • outcomes of instruction or demonstration • reason for instruction or demonstration • who will be attending instruction session.

RANGE STATEMENT	
<i>OHS procedures</i> may include:	• emergency procedures • hazards and their means of control • incident reporting • use of personal protective equipment • safe work practices • safety briefings • site-specific safety rules.
<i>Delivery techniques</i> may include:	• coaching • demonstration • explanation • group or pair work • providing opportunities to practise skills and solve problems • questions and answers.
<i>Coaching</i> may include:	• learning arrangements requiring immediate interaction and feedback • on-the-job instruction and 'buddy' systems • relationships targeting enhanced performance • short-term learning arrangements • working on a one-to-one basis.
<i>Measures</i> may include:	• informal review or discussion • learner survey • on-the-job observation • review of peer coaching arrangements.

Unit Sector(s)

Unit sector	Delivery and facilitation

Competency field

Competency field	

Co-requisite units

Co-requisite units		

TAEDEL402A Plan, organise and facilitate learning in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace.

Application of the Unit

Application of the unit	This unit typically applies to a person working as an entry level trainer, teacher or facilitator, team leader or workplace supervisor, or any employee responsible for guiding learning through work.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish effective work environment for learning	1.1. Establish and agree upon objectives and scope of the work-based learning 1.2. Analyse work practices and routines to determine their effectiveness in meeting established learning objectives 1.3. Identify and address <i>OHS implications</i> of using work as the basis for learning
2. Develop a work-based learning pathway	2.1. Address <i>contractual requirements</i> and responsibilities for learning at work 2.2. Arrange for integration and monitoring of external learning activities with the <i>work-based learning pathway</i> 2.3. Obtain agreement from relevant personnel to implement the work-based learning pathway
3. Establish the learning-facilitation relationship	3.1. Identify context for learning and individual's learning style 3.2. Select appropriate technique or process to facilitate learning and explain the basis of the technique to learner 3.3. Develop, document and discuss <i>individualised learning plan</i> with learner 3.4. Access, read and interpret documentation outlining the OHS responsibilities of the various parties in the

ELEMENT	PERFORMANCE CRITERIA
	learning environment 3.5. Monitor supervisory arrangements appropriate to learner's levels of knowledge, skill and experience to provide support and encouragement and ensure learner's health and safety
4. Implement work-based learning pathway	4.1. Sequence introduction of workplace tasks, activities and processes to reflect the agreed work-based learning pathway 4.2. Explain objectives of work-based learning and the processes involved to learner 4.3. Encourage learner to take responsibility for learning and to self-reflect 4.4. Develop techniques that facilitate learner's transfer of skills and knowledge
5. Maintain and develop the learning/facilitation relationship	5.1. Prepare for each session 5.2. Structure learning activities to support and reinforce new learning, build on strengths, and identify areas for further development 5.3. Observe learner cues and change approaches where necessary to maintain momentum 5.4. Practise ethical behaviour at all times 5.5. Monitor effectiveness of the learning/facilitation relationship through regular meetings between the parties
6. Close and evaluate the learning/facilitation relationship	6.1. Carry out the closure smoothly, using appropriate interpersonal and communication skills 6.2. Seek feedback from learner on the outcomes achieved and value of the relationship 6.3. Evaluate and document process, including impact, self evaluation and reflection, and file according to legal and organisational requirements
7. Monitor and review the effectiveness of the work-based learning pathway	7.1. Document work performance and learning achievement and keep records according to organisational requirements 7.2. Evaluate effectiveness of the work-based pathway against the objectives, processes and techniques used 7.3. Recommend improvements to work-based practice in light of the review process

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- oral communication and language skills to:
 - motivate the learner
 - transfer skills and knowledge
- interpersonal skills to maintain appropriate relationships
- observation skills to monitor individual progress
- literacy skills to:
 - read and interpret organisational documents, legal documents and contracts
 - complete and maintain documentation
- organisational skills to provide guidance and feedback to individuals
- communication skills, including:
 - using effective verbal and non-verbal language
 - using critical listening and questioning techniques
 - giving constructive and supportive feedback
 - assisting learners to paraphrase advice or instructions back to the trainer/facilitator
 - providing clear and concrete options and advice
 - using appropriate industry/profession terminology and language
 - ensuring language, literacy and numeracy used is appropriate to learners

Required knowledge

- systems, processes and practices within the organisation where work-based learning is taking place
- operational demands of the work and impact of changes on work roles
- organisational work culture, including industrial relations environment
- systems for identifying skill needs
- introductory knowledge of different learning styles and how to encourage learning in each, for example:
 - visual learners
 - audio learners
 - kinaesthetic learners
 - theoretical learners
- relevant policy, legislation, codes of practice and national standards that may affect training and assessment in the vocational education and training sector
- OHS relating to the work role, including:
 - hazards relating to the industry and specific workplace

REQUIRED SKILLS AND KNOWLEDGE

- reporting requirements for hazards and incidents
- specific procedures for work tasks
- safe use and maintenance of relevant equipment
- emergency procedures
- sources of OHS information

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Assessment must address the scope of this unit and reflect all components of the unit. Arrange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- prepare and facilitate work-based learning
- provide evidence of a minimum of two examples of developing work-based learning pathways, that include:
 - identifying needs for learning
 - analysing work practices, work environment and work activities
 - organising and allocating work in a way that reflects learning needs and provides effective learning opportunities through work processes
- provide a minimum of two examples of a learning facilitation relationship being conducted:
 - with different individuals
 - demonstrating communication skills and flexibility
 - demonstrating one or more of the processes or techniques identified.

Context of and specific resources for assessment

Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be

EVIDENCE GUIDE	
	provided. Assessment must ensure access to information about work activities.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

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. 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) may also be included.	
<i>OHS implications</i> may include:	• OHS obligations • workplace OHS policies and procedures • ensuring work practices, routines and proposed changes do not pose a risk to learners and others.
<i>Contractual requirements</i> may include:	• training plans under apprenticeships/traineeships • requirements of government-funded training programs, such as Workplace English Language and Literacy (WELL).
<i>Work-based learning pathway</i> may include:	• identifying specific goals for work-based learning • identifying job tasks or activities to be included in learning process • appropriate sequencing of job tasks/activities to reflect learner incremental development • direct guidance and modelling from experienced co-workers and experts • opportunities for practice.
<i>Individualised learning plan</i> may include:	• information about individual's learning style, learner characteristics, and the context for learning • clear boundaries and expectations of the learning/facilitation relationship • documented equity or additional support needs for the

RANGE STATEMENT	
	learner • performance benchmarks to be achieved • activities and processes which together will achieve the benchmarks.
<i>Ethical behaviour</i> includes:	• trust • integrity • privacy and confidentiality of the session • following organisational policies • knowing own limitations • having a range of other intervention referrals ready when needed • honesty • fairness to others.
<i>Impact</i> may be:	• successful achievement, rate of achievement, or lack of achievement of identified goals • achievement of other outcomes as a result of the relationship • development of new goals • new or increased motivation to learn • greater capacity to learn • increase in learner's self-confidence.
<i>Self-evaluation and reflection</i> may include:	• asking critical questions about: • own ability • what worked or didn't work • how the relationship building process could be improved • reviewing records and journals on sessions and critically evaluating own performance • reviewing feedback from learner and identifying critical aspects and areas for improvement.

Unit Sector(s)

Unit sector	Delivery and facilitation

Competency field

Competency field	

Co-requisite units

Co-requisite units		

SHB Hairdressing and Beauty Services Training Package

Modification History

V2.0	Endorsement and release of the following additional qualifications: • SHB20116 Certificate II in Retail Cosmetics • SHB20216 Certificate II in Salon Assistant • SHB30416 Certificate III in Hairdressing • SHB30516 Certificate III in Barbering • SHB40216 Certificate IV in Hairdressing • SHB50216 Diploma of Salon Management • SHB80116 Graduate Certificate in Hairdressing Creative Leadership Endorsement and release of: • 52 Hairdressing units of competency and associated assessment requirements • 8 Cross-Sector units of competency and associated assessment requirements.
V1.0 Released 25 September 2015	Primary release of SHB Hairdressing and Beauty Services Training Package. Endorsement and release of the following qualifications: • SHB30115 Certificate III Beauty Services • SHB30215 Certificate III in Make-Up • SHB30315 Certificate III in Nail Technology • SHB40115 Certificate IV in Beauty Therapy • SHB50115 Diploma of Beauty Therapy Endorsement and release of: • 38 Beauty units of competency and associated assessment requirements • 4 Cross-Sector units of competency and associated assessment requirements.

Credit Arrangements

QUALIFICATION CODE	QUALIFICATION TITLE	CREDIT ARRANGEMENT DETAILS
		At the time of endorsement of this Training Package no national credit arrangements exist.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898>